



Application

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

92315 - Teacher Leadership Compensation Plan Application for Center Point-Urbana Schools

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/28/2014 1:56 PM

Primary Contact

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Program Area of Interest	21st Century Community Learning Centers		
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Agency			

Organization Information

Organization Name:	Center Point-Urbana Schools
Organization Type:	Public
Tax ID:	42-1403454
DUNS:	

Organization Website: www.cpuschools.org
Address: PO Box 296

Center Point Iowa 52213
City State/Province Postal Code/Zip
Phone: 319-849-1102
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Benefactor
Vendor Number

Recipient Information

District Center Point-Urbana Community School District
Use the drop-down menu to select the district name.

County-District Number 57-1062
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific Mr.

Name of Superintendent Alan Marshall

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City Center Point

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

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TLC Application Contact

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52213

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)

Center Point-Urbana Schools (CPU) seized the opportunity to create a Teacher Leadership and Compensation (TLC) system that provides a systematic approach for teacher leadership opportunities. The teacher leadership opportunities set forth by both the legislation and the Iowa Task Force will have high impact on improving teacher practice and student learning. CPU created a TLC Planning Committee of stakeholders, which included administrators, teachers and parents/guardians. This committee engaged in a series of three full-day workshop sessions focused on CPU's school improvement goals and how the ever-changing student learning needs at CPU could be enhanced by a Teacher Leadership and Compensation system. The Planning Committee developed the vision and goals for a successful Teacher Leadership and Compensation system for CPU. Through an online survey, nearly 100 teachers provided feedback. Over 90% of the respondents said that they are in support of the district's work in pursuing the TLC grant and felt that it would be beneficial to the district.

CPU's prioritized school improvement goals are 1) Improve knowledge and understanding of ELA standards and improve student learning in literacy; and 2) Improve our collaborative structures for teachers. To determine our vision and goals for the CPU TLC Plan, the committee reviewed our internal CPU school improvement data (CPLAN/Iowa Core Implementation Plan; CPU PreK-12 Student Achievement Data; CPU Mentor & Induction Plan; SINA Action Plan; and CPU IA PD Model Profile Data), and TLC research resources and the state goals for a Teacher Leadership and Compensation System, which are:

- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction.

The Planning Committee came to sufficient consensus around Teacher Leadership Roles for desired duties and responsibilities for the CPU TLC System. The Teacher Leadership Roles include **Data Team Leaders, Mentor Teacher Leaders, Professional Partners and Instructional Coaches**. The committee agreed based on district school improvement goals, and the vision of legislation of the Iowa Task Force, that these Teacher Leadership Roles will have the highest impact at CPU to improve teacher practice and student learning.

A sub-group of the CPU TLC Planning Committee engaged in a mind mapping process to see how the CPU identified district priorities, the Teacher Leadership Roles and the current structures were all interrelated. This process illustrated the highest priority interactions between the teacher leadership roles and how these roles will enhance the support district initiatives, such as:

Instructional Coach Duties & Responsibilities

- Collaborate with Mentor Teachers
- Direct and collaborate with Data Team Leaders
- Assist in action planning regarding implementation of Iowa Core
- Gather feedback and data for constructive dialogue among teachers/students/administrators/parents
- Work directly with all instructional coaches, mentor teachers, data team leaders and administration to develop processes and structures to support teacher growth and reflective practices through the use of data
- Collaborate with building principal focused on building and district initiatives
- Participate monthly in our established Building Leadership Team (BLT) meetings, collaborating with existing and future BLT members, including administrators and teachers.

Mentoring and Induction Coaches Duties and Responsibilities

- Work with our new teachers providing support that includes:
 - Demonstration teaching, lesson and unit planning;
 - Analysis of student work;
 - Cooperative assessment of instructional practice;
 - Facilitating collaboration among new teachers;
 - Setting professional goals that align with the Iowa Teaching Standards; and

- Facilitating triad conversations including the beginning teacher, principal, and induction coach.

Data Team Leader Duties & Responsibilities

- Attend necessary trainings around how to use data-driven dialogue that is comprehensive, purposeful and action driven
- Work with other data team leaders, instructional coaches, mentor teachers and administrators to develop processes and structures to support teacher growth and reflective practices through the use of data
- Connect to and communicate with the principal and other data members
- Facilitate collaborative teams and follows Data Team Protocol

Professional Partner Teacher Leaders 100% of time with students

- Improve the entry skills and of teachers new to the district who hold a standard license.
- Promoting excellence in teaching, aimed at increased student performance,
- Promote the personal and professional well-being of teachers, to build a supportive, collaborative environment at CPU Schools,
- Support continuous professional growth for both the partner and the new teacher.

We believe the CPU TLC system aligns with the intended vision of the state Task Force and legislation. The CPU TLC system is designed to reward the most effective teachers with leadership opportunities and higher pay, attract promising new teachers with competitive starting salaries and more support, and foster greater collaboration for all teachers to learn from each other. Our community stakeholders believe in the design of the TLC System and the likelihood that this system will also have high impact on student learning. By providing these teacher leadership roles at CPU, we enhance the quality of instruction in every classroom and positively impact student learning and achievement for all students.

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? Yes

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).

Narrative

Using Part 2 application narrative from Year 1? Yes

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.

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)

Supports and connections to the existing school improvement structures, processes and initiatives in the district:

The CPU TLC Committee has identified CPU school improvement goals, which are as follows:

- 1) Improve knowledge and understanding of English Language Arts (ELA) standards
- 2) Improve our collaborative structures for teachers.

Currently, the CPU design and delivery of professional development, while reflective of student data and effective teacher practice, doesn't consistently monitor teacher implementation and student data. The absence of those two practices inhibits student growth and the consistent implementation of research based instructional strategies. In addition, the current inconsistent monitoring practices don't follow the Iowa Professional Development Model (IPDM) cycle. The CPU TLC plan will utilize the IPDM cycle in order to improve the CPU school improvement goals which are as follows:

- 1) Improve knowledge and understanding of ELA standards
- 2) Improve our collaborative structures for teachers.

Listed below are the Teacher Leadership Role descriptions and their connections to the CPU school improvement goals.

Instructional Coach Leaders will

- ensure teacher implementation of the Iowa Professional Development Model by planning, modeling and giving feedback to teachers focused on the implementation of the identified instructional strategies to address the ELA Standards.
- coordinate teacher coaching and modeling with the **Data Team Leader's** analysis of student data, focused around ELA Standards.
- coach teachers on the use of student data and work to aid in the implementation of research based strategies around the ELA Standards in order to improve student learning.

Data Team Leaders will

- gather student data, including but not limited to MTSS data, during teacher data team meetings focused on student learning toward the ELA Standards.
- facilitate focused data conversations and actions around student data.
- manage the implementation data and the conversations around the data.

With the **Data Team Leader's** focus on student data and the **Instructional Coach Leader's** aligned focus on teacher implementation data, the school improvement goals will be addressed in a coherent and aligned manner.

Mentor and Induction Teacher Leaders will

- demonstrate teaching, lesson and unit planning;
- offer input and feedback;
- analyze student work;
- cooperatively assess teacher's instructional practice;
- facilitate collaboration among new teachers;
- assist the new teacher with setting professional goals that align with the Iowa Teaching Standards;
- facilitate triad conversations including the beginning teacher, principal, and induction coach.

Professional Partner will

- improve the entry skills of teachers new to the district who hold a standard license.
- promote excellence in teaching, aimed at increased student performance,
- promote the personal and professional well-being of teachers, to build a supportive, collaborative environment at CPU Schools,
- support continuous professional growth for both the partner and the new teacher.

The schedule, structure and system of supports will enable the teachers new to the profession to identify the connection between the student data and implementing research based instructional strategies in a consistent manner. The above actions with the **Mentor and Induction Teacher Leader's guidance** as well as the **Data Team Leader's** facilitation will then increase student learning and the teacher's collaborative skills.

With the aligned work among the **Instructional Coach Leader**, **Data Team Leader**, the **Mentor and Induction Team Leader**, **Professional Partners** and CPU teachers, the CPU school improvement goals will be addressed. The CPU TLC Plan will have high impact on the district's school improvement goals and alignment with the statewide vision of a TLC system. The CPU TLC Plan will provide teacher leadership and learning opportunities to develop support and strengthen beginning and career

teachers' instructional practices. Through learning, collaboration and data analysis the growth and achievement of our students will accelerate.

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)

How the plan will improve entry into the teaching profession for new teachers:

Utilization of Funds

The Center Point Urbana School District (CPU) will use the Teacher Leadership funds to support 29 teacher leadership positions. 4 positions will be full-time release Instructional Coaches, and an additional 2 full-time release positions will be full time Mentoring and Induction Coaches who work exclusively with new teachers (1st and 2nd year teachers on their initial license.) The final 23 positions will be Data Team Leaders in each building in the district.

CPU currently partners with Grant Wood AEA (GWAEA) 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 teachers to serve as full release new teacher mentors
- provide mentors who are present in the new teacher's classroom 1-2 hours/week to observe instruction and student learning, collect observation data, and/or assist in the delivery of instruction to advance the beginning teacher's classroom practice
- address issues of content pedagogy, subject matter knowledge, alignment of instruction with student content and grade level standards, student assessments, and local curriculum initiatives in response to the needs of the beginning teacher
- utilize the Mentor Assessment for Growth and Accountability (MAGA) collaborative formative assessment system
- evaluate the Mentoring and Induction Coaches using the NTC Mentor Standards and the Iowa Teaching Standards

Our 2 full-time Mentoring and Induction Coaches work with our new teachers providing support that includes:

- demonstration teaching, lesson and unit planning;
- classroom observation and feedback;
- analysis of student work;
- cooperative assessment of instructional practice;
- facilitating collaboration among new teachers;
- setting professional goals that align with the Iowa Teaching Standards; and
- facilitating triad conversations including the beginning teacher, principal, and induction coach.

The rigorous selection process for the Mentoring and Induction Coaches will be facilitated by GWAEA. AEA representatives will coordinate the recruitment, selection, and supervision of Full-Release Mentors. All Mentoring and Induction Coaches have at least 4 years of successful teaching experience. They also participate in 12 days of NTC professional development per year in Years 1 and 2. Additionally, they participate in Mentor Forums meeting 1-2 times per month hosted by GWAEA.

Analysis of Current Program

Legislation has been in place in Iowa for 12 years to provide mentoring and induction support to 1st and 2nd year teachers. The hope was that by putting this mandate in place there would be an increase in teacher retention, acceleration of teacher effectiveness, and student achievement gains (Teacher and Administrator Quality Programs, 2001). Unfortunately, little evidence indicates that any of these goals have been met (Iowa Legislative Services Agency Fiscal Services, 2007, p. 3). 31% of Iowa teachers leave the profession during their first 3-5 years. Last year, 1 out of 5 new teachers left our district, but were rehired in another district.

Our current Mentoring and Induction program is facilitated by the NTC and has been in place since the beginning of the 2014-15 school year. The initial feedback from new teachers is that they feel a very high level of support from their mentors, as well as their colleagues and administrators.

Although we haven't kept specific data regarding teacher retention, we have been relatively successful in retaining new teachers at CPU. Our district in the consortium will use the NTC standards and continuum to identify current gaps. These standards have been developed through more than 20 years of research and work in the field across the country and will be integral in our assessment of our program. Our district identifies our biggest areas for growth (**identified gaps**) as:

- quickly improve the instructional practice of the individual teacher;
- expediently integrate new teachers into established, highly effective Professional Learning Communities (PLC);

- facilitate the acquisition of the background knowledge necessary for district professional development initiatives
- monitor student achievement data in the classrooms of new teachers in order to provide necessary support

To address these **identified gaps** the TLC grant will position us to do the following:

- Mentoring and Induction Coaches will help new teachers analyze classroom data and reflect upon necessary changes to instruction. They will help provide opportunities for new teachers to view strong models of teaching, including observing the mentor teacher teaching a lesson.
- Data team leaders, because of their presence on each PLC team, will help guide the new teachers into assimilating new teachers into PLC teams.
- Mentoring and Induction Coaches, Instructional Coaches and Data Team Leaders will continuously review the professional development initiatives for the district, and the delivery of PD to our new teachers. We will provide instruction and training in current and past initiatives to new teachers in small groups or learning teams.
- Data Team Leaders, in cooperation with Instructional Coaches, will aid in monitoring student achievement data and provide targeted support where necessary.

Narrative

Using Part 5 application narrative from Year 1?

Yes

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 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.
- 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.

Using Part 6 application narrative from Year 1?

Yes

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:

- Prior demonstrated measures of effectiveness.
- Prior demonstrated professional growth.

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.

Utilizes teacher leaders in the development and delivery of professional development:

All district PD aligns with our prioritized district goals: (1) Improve knowledge and understanding of ELA standards and improve quality of instruction and student learning in literacy; and (2) Improve our collaborative structures for teachers.

The Building Leadership Team which includes the Teacher Leaders (i.e. data team leaders, instructional coaches, building principals, the director of instruction and AEA support staff) uses the student data to establish the building goals and select the professional development content that align with district goals. Teacher Leaders, in collaboration with building administration and the AEA, plan and deliver all PD at the building levels on our full day professional development and early-dismissal days.

Instructional Coach Leaders will ensure teacher implementation of the Iowa Professional Development Model (IPDM) by:

- Planning, modeling and giving feedback to teachers focused on the implementation of the identified instructional strategies to address the ELA Standards;
- Coordinating focused ELA Standard implementation;
- Coaching teachers on the use of student data and guiding instruction around the ELA Standards.

The instructional coach will be a member of the Teacher Leaders team to look at system student data and teacher implementation data in order select the district's professional development priorities. The instructional coach will play an integral role in planning and delivering the district's professional development priorities.

Data Team Leaders will be drawn from current BLT members who are initially trained so that current initiatives will be understood.

- Facilitating the use of student data and teacher implementation data in order to select the district's professional development priorities to guide and inform instruction;
- Focusing data-centered conversations around the district's school improvement goals. With the Data Team Leader's focus on student data and the Instructional Coach Leader's aligned focus on teacher implementation data, the CPU 's district priorities and the school improvement goals will be addressed in a coherent manner.

The Data Team Leader's role in the area of staff professional development will be that of a grade level liaison between the professional development presenters and their grade level team members. The data team leaders will add clarity, organization and assistance with both learning and teacher implementation. The Data Team leaders will also communicate to the Teacher Leaders any questions or concerns that can be addressed in future professional development sessions.

Mentor and Induction Teacher Leaders Work with our new teachers providing support to

- Demonstrating teaching, lesson and unit planning;
- Analyzing student work;
- Coordinating assessment of instructional practice;
- Facilitating collaboration among new teachers;
- Setting professional goals that align with the Iowa Teaching Standards; and
- Facilitating triad conversations including the beginning teacher, principal, and induction coach;

Mentor and Induction Teacher Leaders will improve the entry skills of teachers new to the profession. Mentors will collaborate and assist new teachers in demonstrating his/her ability in meeting the Iowa Teaching Standards and provide feedback to the new teacher, through the development, planning and modeling of lessons. The schedule, structure and system of supports will enable the teachers new to the profession to see the connection between the student data and implementing research based instructional strategies in a consistent manner that will then increase student learning and the teacher's implementation skills.

Aligns with the Iowa Professional Development Model

All district PD aligns with our prioritized district goals- (1) Improve knowledge and understanding of ELA standards and improve quality of instruction and student learning in literacy; and 2) Improve our collaborative structures for teachers. The CPU TLC plan aligns with the IPDM and incorporates the key elements in the following manner.

Collect and analyzing Student Data

Grade Level and Content Area Teams collect and analyze student data on a regular basis in all subject areas. Data Team Leaders will lead the collection and data analyzation of ELA standards. When the teachers decide on an instructional priority based on the student data, the Instructional Coach will help to oversee the instructional priority, as well as coach for proper implementation and sustainability.

Using Student Data to Establish Goals and Select Content

The Teacher Leaders, building principals, the director of instruction and AEA support staff uses the student data to establish the building goals and select the professional development content that align with district goals to improve knowledge and understanding of ELA standards, improve quality of instruction and student learning in literacy, and improve our collaborative structures for teachers.

Ensuring an Ongoing Professional Development Cycle

The Teacher Leaders, building principals, the director of instruction and AEA support staff will recommend ongoing professional development based on student data, teacher implementation data, observations and team meeting notes.

Summative Evaluation Data

The Teacher Leaders at Center Point-Urbana will collect and summarize all ELA student building data through the Data Teams Process, which includes formative student growth and achievement data. In addition, the district summative data (IA Assessments) will be analyzed for trends and shared with all staff. The conversations around district data will aid in the instructional decisions based on results.

Using Part 8 application narrative from Year 1? Yes

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.

Using Part 9 application narrative from Year 1? Yes

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)

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 1318.4

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

District Enrollment-Based Allocation	\$407,148.29
Total Allocation	\$407,148.29

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.	\$85,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$314,148.29
Amount used to provide professional development related to the leadership pathways.	\$6,000.00
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>	\$2,000.00
Totals	\$407,148.29

Other Budgeted Uses - Description

Item description	Amount budgeted
Additional materials, resources, and trainings	\$2,000.00
	\$2,000.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$407,148.29
<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?	Yes
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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)

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