



Application

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

92405 - Central DeWitt Community School District Teacher Leadership and Compensation System Grant

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

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Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: Central Clinton Community Schools

Organization Type: K-12 Education

Tax ID:

DUNS:

Organization Website:

http://www.central-clinton.k12.ia.us/

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Benefactor

Vendor Number

Recipient Information

District

Central DeWitt Community School District

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

County-District Number

23-1082

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

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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)

Central CSD's mission remains, "Each and every K-12 student will learn and demonstrate understanding of the Iowa Core for life in the 21st Century." Our continual pursuit of this mission includes recruitment and retention of quality teachers, refinement of classroom teaching practices, and promotion of excellence for each and every student. The Central TLC Plan not only provides leadership opportunities for increasing compensation, but the Plan supports our work and mission to truly "prepare each and every student for life in the 21st Century."

The Central Community School District TLC Plan was developed over a course of nearly two years. We met several times with multiple stakeholder groups including the TLC Planning Committee, School Board, School Improvement Advisory Committee, District Academic Team (DLT), and the entire teaching staff. In January 2014, these groups advised the TLC Committee to continue working for cohesion of the plan and not apply for first round TLC funds. These efforts were administered to ensure our plan was a true reflection of our district mission and fit for initiatives in place. Model 3 is our choice.

TLC Plan Theory of Action

If Central CSD increases the number of teacher leadership roles and provides additional professional growth pathways with TLC funds, then we will attract new teachers, provide more opportunities for collaboration, improve student learning, increase academic achievement and develop more effective teachers who want to remain in the District.

Goals of Central's Teacher Leadership and Compensation System

Goal #1: Provide professional growth pathways and opportunities for teachers with increased leadership responsibilities including additional compensation for retention of effective teachers

Goal #2: Provide teachers with a collaborative opportunity to work towards improving a specific aspect of their teaching and promote that collaboration by developing and supporting teachers in Central CSD

Goal #3: Improve the student learning experience and increase academic achievement by strengthening instruction through the development of more effective teachers

Goal #4: Utilize the experience and resources of veteran teachers by creating leadership positions and enhanced career opportunities

Goal #5: Attract new, quality teachers to the Central CSD

TLC Roles

Our TLC Plan has defined four roles that will create **32 (27%)** teacher leader opportunities.

• **Lead Instructional Coach** (2 positions = 1 elementary/ 1 secondary)

- 100% teacher leader
- 10 additional days
- Stipend \$8000

• **Instructional Coach** (4 positions)

- 100% teacher leader
- 5 additional days
- Stipend \$5000

• **Model Teacher** (12 positions = 3 per building)

- 90% student instruction, 10% teacher leader
- 3 additional days
- Stipend \$2000

• **Professional Development Facilitator** (20 positions)

- 95% student instruction, 5% teacher leader
- 1 additional day
- Stipend \$1250

District Elements, Policies & Conditions in Place to Support the Teacher Leader Roles

• **Iowa Core Implementation Projection Map** – Created in 2011 and updated annually, the document provides a long-term vision for our work to ensure we "stay the course."

• **5-Year Strategic Plan** – Authored in 2012 & finalized in 2013 by 45 stakeholders, this document serves as a solid foundation for District planning.

• **MTSS** – Started with K-6 in Phase I of the Iowa initiative allows us to implement research-based literacy screeners, tools, interventions, and solid RTI framework.

• **Data Team Process (The Leadership & Learning Center)** – Trained in the Data Team Process, 19 teachers lead 100% of

teachers in analyzing student work to make instructional decisions.

- School Board Goals** – Development of District Goals annually endorses and guides District work.
- Strong partnership with Mississippi Bend AEA** – Sustained over the last three years, 47% of K-12 teachers have worked with AEA consultants to implement the Iowa Core with fidelity, develop a scope and sequence, create common assessments and 1:1 coaching. AEA Consultants consistently support our Data Teams with exposure to new instructional strategies, coaching, observation, Data Team training and administrative guidance. As Phase I MTSS, the AEA external coach assists with the implementation of literacy screeners and the universal tier. The AEA will provide Jim Knight’s coaching training to our teacher leaders.
- Feedback Collected** - Collected from various individuals and groups, data reflection is consistent and occurs frequently.
- Policies** – Enacted hiring standards and evaluation practices are in place to assure fair access to District positions.
- Mentoring Program** – Induction of new teachers remains a priority.
- Technology** – Established a system where each teacher and student has access to technology tools and network connection needed to operate with efficiency and innovation.
- Use of Teacher Leaders** - Created the role of PD Facilitators who assist in successful application of the Data Team process. Operate building & district leadership teams and Innovation Team. Central teachers, administrators, school board and community members have worked tirelessly the last three years to align initiatives, streamline work, and clarify our mission - all with the intent of becoming a high-reliability school serving each and every student. We use the 2013 Robert Marzano publication, *“Becoming a High Reliability School: The Next Step in School Reform,”* which directs our focus on a framework that includes a safe and orderly environment, an instruction framework, guaranteed and viable curriculum, standards-referenced reporting, and a competency-based system. We continue to make progress on this framework within the District and efforts have paid off. We have multiple elements, policies, and conditions in place to assure the TLC positions are fully developed and will be sustained over a period of time.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

Developing a Teacher Leadership and Compensation (TLC) system within Central CSD and applying for a TLC grant was explored in fall 2013. The concept was discussed among the Central School Board, Administration, and the Teacher Quality Committee. There was consensus to move forward with the TLC planning. Our Teacher Quality Committee consists of a teacher association representative from each of the District's four school buildings, the teacher's association president, three building principals, the Director of Innovation & Instruction, and the superintendent (5 teachers/ 5 administrators). It was determined the Teacher Quality Committee would serve as the TLC Committee.

The TLC Committee determined the District would not apply for the first round of TLC funds to allow the Committee to effectively author the Plan. The District received the TLC Planning Grant funds which provided \$10,519.07 for planning. The TLC Committee began to draft the TLC Plan, including what it could look like in our district and articulating the positive effects for our teachers and students. We began to design a TLC system to meet the needs of our district. The TLC Committee established the following goals:

Goal #1: Provide professional growth pathways and opportunities for teachers with increased leadership responsibilities including additional compensation for retention of effective teachers

Goal #2: Provide teachers with a collaborative opportunity to work towards improving a specific aspect of their teaching and promote that collaboration by developing and supporting teachers in Central Community School District

Goal #3: Improve the student learning experience and increase academic achievement by strengthening instruction through the development of more effective teachers

Goal #4: Utilize the experience and resources of veteran teachers by creating leadership positions and enhanced career opportunities

Goal #5: Attract new, quality teachers to the Central Community School District

Planning Fund Use

To maintain consistency with contract policies, the planning funds were allocated to members of the TLC Committee in the form of an hourly rate in accordance with the District's master agreement with teachers. *These funds contributed to the quality of our plan through the hours and quantity of meetings we were able to dedicate to designing the system model.*

- TLC Committee Members were paid up to two hours beyond the contract day on **ten** occasions between November 2013-September 2014.
- Substitute teachers hired for five TLC Committee members to meet with Tom Micek for ½ day to learn about, ask questions and outline planning for TLC funding.
- Hourly pay went to teachers reading and re-writing drafts of the TLC Grant.

Timeline

- November 2013-September 2014** – Ten TLC Committee Meetings held.
- November 2013** - First TLC Planning Committee meeting.
- December 4, 2013** – Tom Micek meets with TLC Planning Committee.
- January 2014** - Superintendent meetings with teachers in each school. These meetings provided an overview of Iowa's TLC work and gave an update on the TLC structure the Committee was working on. Time was allotted for open discussion and questions so teachers were able to leave with a clear understanding of the work being done by the TLC Committee. Central CSD has incorporated instructional coaching into professional development practices with Mississippi Bend AEA for five years. These examples were referenced during the superintendent's discussions and teachers were encouraged to talk with their colleagues to forward any questions to the TLC Committee.
- March 2014** – TLC Committee completed job descriptions for proposed roles.
- April 25 & 29, 2014** – Building principals with TLC Committee met with each teachers and shared all information about planning and proposed job descriptions.
- May 5, 2014** - School Improvement Advisory Committee (9 parents, 4 teachers, 5 administrators, 3 students, 1 AEA consultant) contributed by reviewing job descriptions and offering feedback. Parents, teachers and administrators equal contributing members in the discussion and feedback.
- May 20-28, 2014** – Superintendent went back to building meetings for TLC update, questions, concerns and timeline of work.
- August 5, 2014** – Administrators attended SAI Pre-conference on TLC.
- October 20, 2014** – SIAC Meeting held, grant shared.
- September/October 2014** – Superintendent and Director of Innovation & Instruction attended TLC Planning Workshops with Deb Hansen.

Throughout planning, the TLC Planning Committee collaborated, asked questions and came to consensus on plan direction. They reviewed the draft application, analyzed survey data, and used feedback to make adjustments in the final draft. Stakeholders are committed. This is documented qualitatively and quantitatively through discussions and survey data.

Administrator commitment:

- 100% percent of administrators support the TLC Plan and have been involved in the development process as evidenced by willingness to attend committee meetings, hire substitutes while teachers worked on the planning process, network with other districts to find answers, and lead this change in their buildings.

Teacher commitment:

- 89% believe the Plan will have significant impact on teaching & learning at Central
- 97% indicate willingness to support their colleagues in the proposed teacher leader roles
- 72% of current teachers indicated they would consider applying for a leadership position

Stakeholder commitment:

- Parents were surveyed at parent teacher conferences – 84% indicate they like what’s going on in our schools and agree the TLC Plan would enhance instruction
- SIAC participants had valid questions regarding the Plan, but 100% agree that it will increase student achievement
- 100% of School Board Members expressed support of the TLC Plan & its potential implementation in the District

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

Development of Vision and Goals

Our TLC plan was developed collaboratively and as a result of the TLC Planning Team consensus, district-wide teacher feedback, SIAC feedback, connections with Central's Strategic Plan and District goals/mission.

TLC Vision and Goal Statement

Central CSD's mission remains, "Each and every K-12 student will learn and demonstrate understanding of the Iowa Core for life in the 21st Century." Our pursuit of this mission includes specific objectives about the recruitment & retention of quality teachers, the refinement of classroom teaching practices, and the promotion of excellence for each and every student.

TLC Plan Theory of Action

If Central CSD increases the number of teacher leadership roles and provides additional professional growth pathways with TLC funds, then we will attract new teachers, provide more opportunities for collaboration, improve student learning, increase academic achievement and develop more effective teachers who want to remain in the District.

Goal #1: Provide professional growth pathways and opportunities for teachers with increased leadership responsibilities including additional compensation for retention of effective teachers

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Local and State School Improvement Goals Align

Iowa Core (TLC Goals 3, 4, 5)

Central CSD is implementing the Iowa Core. In spring 2012, the District's "Innovation Team" created an "Iowa Core Projection Map" outlining details of implementation and a work timeline for what is to be done with respect to professional learning, AEA involvement, and expectations for teachers. A public version of the map is accessible on our web page. We prioritize student achievement and recognize the need to focus on Iowa Core to pursue increased proficiency and effective teaching. Iowa

Assessment scores are as follows and reflect room for improvement:

	2	3	4	5	6	7	8	9	10
Reading	70%	82%	76%	86%	86%	79%	73%	92%	92%
Mathematics	64%	87%	84%	91%	79%	90%	83%	88%	88%
Science	64%	96%	82%	89%	83%	79%	88%	90%	89%

Multi-Tiered System of Supports/ MTSS (TLC Goals 1, 2, 3)

To ensure that every student attains universal instruction (Iowa Core), we have developed a K-12 multi-tiered system of support. We identify struggling and advanced learners who require additional and/or differentiated instruction. We provide differentiated instruction and evidence-based interventions to ensure we meet the needs of all students. As part of this framework, we make decisions based on accurate and relevant assessment data (FAST, MAP, Iowa Assessments and common formative assessments). Current CBM data collected on TIER indicates 64% proficiency grades K-6. We have added universal interventions to increase proficiency, but intend to utilize TLC personnel to leverage our current reality.

Collaborative Learning Teams (TLC Goal 2)

In the Central CSD, Data Teams (*The Leadership and Learning Center*) are the vehicle to guarantee a focus on Iowa Core content, instruction, and assessment. After the establishment of Individual Professional Development Plans, 100% of teachers participate as part of a "Learning Team." They use this research-based method of collaboration. It allows for teachers to directly impact student achievement through use of five prescribed steps: Step 1 – Collect and Chart Data; Step 2 – Analyze Strengths & Prioritize Needs; Step 3 – Establish Goals; Step 4 – Select Instructional Strategies; Step 5- Determine Results Indicators. Data teams promote ongoing collaboration among teachers and have resulted in data-driven instruction.

2013-2018 5-Year Strategic Plan (TLC Goals 1, 2, 3, 4, 5)

Every five years, the District gathers a Strategic Planning Committee composed of teachers, staff, students, community members, and parents who provide input on the creation of the Strategic Plan. 25 teachers participated in a series of meetings in spring 2012 where they reviewed data from the district, analyzed the "*McKinsey Report*," completed a SWOT analysis, and discussed vision. Fall 2012 included 7 meetings with teachers, staff, community, students and parents where the group developed goals, activities, resources and evidence. The Strategic Plan was then presented to teachers, SIAC & Board. Goal areas authored include the following, which tightly align with TLC Goals:

1. **Learning Environment** – Provide a safe, comfortable educational learning environment that evolves with advancements in technology and meets the changing academic needs of our students.
2. **Staff Development** – Engage educators in an examination of their classroom practices resulting in a vision of what it means to be part of a high performance community.
3. **Student Achievement** – Access to data-driven curriculum aligned to the Iowa Core and spiraling throughout the District.
4. **Resources** – 1) Active partnerships among parents, community and schools worldwide to enrich our students' educational experience in support of high levels of student achievement; 2) Recruit, develop and retain highly competent and caring student-focused staff; 3) Support district and regional efforts to increase funding and enrollment for PK-12 education program stability.
5. **Technology** - Enhance teaching and learning with technology; provide a safe and ethical digital environment for life-long learning.

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)

Data Team Process (The Leadership and Learning Center)

TLC funding will support and enhance our use of the Data Team Process, which has been used by Central CSD teacher Learning Teams since 2012. Each Learning Team meets for 2 hours during bi-monthly early-dismissals and bi-monthly before school to focus on the 5-Step Process and new learning:

Step 1 – Collect and Chart Data - Looking at data from assessment(s) & strategies used by the teacher, teams are able to better understand the learning of their students.

Step 2 – Analyze Strengths & Prioritize Needs – After review of the data, teachers analyze strengths & prioritize student needs.

Step 3 – Establish Goals (set, review, revise) – The creation of incremental goals allows teachers to monitor student progress toward Iowa Core content & skills.

Step 4 – Select Instructional Strategies – Teachers select research-based strategies to address prioritized student needs, thus improving/changing/maintaining “how” to teach the Iowa Core.

Step 5 - Determine Results Indicators – teachers determine what indicators will demonstrate students met the targets of achievement and/or academic success relative to the Iowa Core.

Learning Teams (Data Team) are led by a **PD Facilitator**. These teachers are formally trained in the 5-Step, Data Team Process. PD Facilitators meet monthly for learning and district leadership work. We will continue these positions and provide summer training so PD Facilitators understand the building and district focus. Some PD Facilitators serve on the District Academic Team (DLT) as well.

Lead Instructional Coaches and **Instructional Coaches** will support professional development of teachers and all teacher leaders by aiding Data Teams to promote use of data within the district, modeling instruction, observing teachers, working closely with teachers, and providing feedback.

Our **Model Teachers** will be mentors for new teachers, but they will have open classrooms for any teacher to observe instructional strategies teachers could try as a result of Step 4 of the Data Team Process.

All teacher leaders will work together closely to provide the support needed at each school building and will operate as their own Data Team, collecting and analyzing data.

Iowa Core

TLC funding supports and enhances work with the **Iowa Core**. For several years, Central CSD has been operationalizing the Iowa Core in K-12 classrooms, focusing on alignment of curriculum, instruction, and assessment. By adding instructional coaches and model teachers in each school, we are adding welcome support to K-12 teachers in their curriculum, instruction, and assessment work. In 2011, the District Innovation Team created an “Iowa Core Implementation Projection Map.” The map outlines seven years of work and actions to be accomplished by our District. To do this work “right,” however, it has required more support and intensity than originally anticipated. Even though 47% of our K-12 teachers have participated in intense learning, coaching, and implementation practice with the Mississippi Bend AEA, the additional portion of our teachers need concentrated development. We have the map, the vision, and the knowledge of what needs done; we just don’t have the manpower to make it happen for quality results. **Lead Instructional Coaches** and **Instructional Coaches** will assist with ensuring the Iowa Core process and intent are implemented with fidelity by observing classrooms, coaching teachers, and focusing on student achievement. **Model Teachers** will be fluent in Iowa Core content, instruction, and assessment and allow for teachers to view their expertise by opening their classroom.

MTSS & K-3 Literacy

TLC funding supports and enhances **Multi-Tiered System of Support** and **K-3 Literacy**. Our K-6 schools were a part of Iowa’s Phase I MTSS work. Therefore, the District has a comprehensive plan in place to address areas of concern as evidenced from the FAST data, MAP data, and Iowa Assessments. Central CSD teachers continue to implement research-based universal and targeted interventions and other supports for students. We have one External Coach appointed from our AEA. However, a ratio of one **Instructional Coach** per 30 teachers would make for increased collaboration and more care for teachers trying new interventions (targeted or universal). **Model Teachers** at the elementary schools will be fluent with the targeted interventions from the 95% Group which have been adopted by the District. **PD Facilitators** will lead Data Teams who use the FAST, MAP, Iowa Assessment and common formative assessment data. The teacher leader positions, as part of our MTSS “building blocks,” will assist our district in making sure students are able to read at grade level.

Mentoring & Induction Program

TLC funding enhances support of new teachers. Central CSD has a 2-Year Mentoring Program that meets the requirements prescribed by the State of Iowa. A survey revealed nearly 100% of mentees agree that meetings were appropriately scheduled.

Mentors replied with comments indicating there wasn't enough planning time together, time for classroom observations or discussions about quality teaching. **Model Teachers** will serve as mentors to be available for modeling of classroom practices, observation, and discussion. **Lead Instructional Coaches** will meet monthly with the Model Teachers, assist with data, and classroom observations. **Instructional Coaches** will provide an alternative induction program for experienced teachers who are new to the district, and make themselves available to ensure new teachers get into Model Teacher classrooms. **PD Facilitators** will deepen new teachers' understanding of the role of assessment and teacher/student SMART goals.

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)

Because Central CSD is located close to the metro Quad Cities (20 min) with multiple larger school districts, we remain attuned to the need to continue to strengthen our culture of an environment that will encourage teachers to stay. Beginning teachers already make \$33,500, so funds generated from our TLC Plan will be used for teacher leader stipends and replacement positions. Recently, we have offered early retirement incentives in response to budget reductions. A review of the data collected since 2009 indicates that of the 53 teachers hired, 42 (72%) are still at Central. The TLC funds will increase opportunities available for teachers in our district and will support all teachers by boosting our culture of achievement and progress.

Analysis of Current Induction & Mentoring Program

Our TLC Planning Committee discussed and reviewed 2-Year Mentoring and Induction Program data. Data included surveys and feedback collected from our mentees and program review data from mentors over the last two years. We were able to identify meaningful data points.

Areas of Effectiveness

- 100% of our mentees felt their mentor was collaborative and modeled the value of continuous improvement.
- 100% of our mentors/mentees believed they have benefited from participating in the district’s mentoring program
- 92% of our mentees/mentors felt our district actively encourages and enables our teachers to step into leadership roles.
- 89% of our mentees believed our 2-Year program met their needs as a new teacher to the district
- Mentors responded with comments that they too learned about teaching themselves from participation as a mentor.

Targeted Areas of Improvement

Qualitative responses provided us with the following information:

- Training and quality of mentors is inconsistent - some mentors indicated they were formally trained, some not. We believe this has to do with late hiring and late appointed mentors.
- The current mentor program may not be a proper “fit” for experienced teachers who have taught a number of years but who are new to Central CSD. Yet, all new teachers are expected to participate.
- Although nearly 100% of mentees responded that meetings were appropriately scheduled, mentors replied with comments indicating there wasn’t enough planning time together or time for classroom observations and/or discussions about quality teaching.

Our TLC Plan Helps to Improve Our Mentoring and Induction Program

Improved System with TLC Funds	Old System
Comprehensive Mentor and Induction Program where Model Teachers, Instructional Coaches, Lead Instructional Coaches & PD Facilitators use more of a tribal approach to meet multi-faceted needs of new teachers.	Mentor and Induction Program operates in isolation from other district initiatives for the most part.
Assign & select mentors who are Model Teachers within the TLC Plan. Mentors will be Model Teachers .	Assignments of mentors by default or content area similarity.
Formal training for Model Teachers (Mentors). Specific training will include the following: <ul style="list-style-type: none"> •5-Step Data Team Process •Working with Adult Learners •Effective Instructional Strategies •District MTSS Interventions •Professional Teaching Standards 	Formal training provided, but not required.
Model Teachers (mentors) collect data using 5-Step Process (Data Team).	Limited data collected currently.
Instructional Coaches or administrators teach with/cover new teachers’ classrooms so they can observe Model Teacher classrooms a minimum of twice per quarter.	New teachers are not able to spend time in other teachers’ classrooms.

Lead Instructional Coaches meet with Model Teachers <i>monthly</i> to support them in responding to new teacher development and to promote ongoing examination of instructional practice.	Mentors meet ½ hour prior to Mentee meetings to debrief concerns and/or ask questions.
Model Teachers ' classrooms available to all teachers, new & veteran, providing <i>multiple</i> options for viewing exceptional professional practice.	No model classrooms; mentors are 1:1 with mentees.
Lead Instructional Coaches & Instructional Coaches collect observation data aligned to teaching standards to help new teachers improve their practice.	General walk-through template is used for collection of observable data.
Lead Instructional Coaches ensure all new teachers are part of a building or district committee & will manage the mentor program with principals.	Less than 10% of new teachers serve on building/ district committee. Principals manage mentor program.
Instructional Coaches meet with experienced teachers new to the district (those who have taught 3 years or more) to provide differentiated induction program.	All teachers new to the district are required to participate.
Professional Development Facilitators deepen new teachers' understanding of the role of assessments through the establishment of teacher & student SMART goals.	New teachers do not play an active role in establishment of PD Goals.
Model Teachers receive a stipend of \$2000 per year and additional 3 contract days.	Mentors receive \$1000 stipend, 1 extra contract day and do extra work, planning & training on their own.

As a result of these program updates/changes:

- 100% of mentees will respond the program met their needs & positively impacted instruction
- 100% of mentors will report consistent, quality mentoring
- 100% of new, experienced teachers will share that their mentoring program fit their needs
- 95% of new teachers will stay at Central
- 100% of mentees & mentors will report mentoring was embedded into their practice
- Number of peer classroom visits will increase

Improvements to our Mentoring and Induction system will not only advance instruction and student learning, it will expand entry into the profession, help us maintain a desirable culture of supportive colleagues, and assist us in retaining quality teachers.

Narrative

Using Part 5 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

TLC Plan Theory of Action

If Central CSD increases the number of teacher leadership roles and provides additional professional growth pathways with TLC funds, then we will attract new teachers, provide more opportunities for collaboration, improve student learning, increase academic achievement and develop more effective teachers who want to remain in the District.

The TLC Committee identified four teacher leadership roles for the Central CSD Teacher Leadership Plan with **27%** of current teaching staff to serve in those roles. The four roles were created by the TLC Committee to achieve the district theory of action and the goals that we set for this work.

- Lead Instructional Coach (1 elementary/ 1 secondary)
- Instructional Coach (4 positions)
- Model Teacher (12 positions = 3 per building)
- Professional Development Facilitator (20 positions)

Central Community School District: Teacher Leadership Roles

Responsibilities and Duties	Lead Instructional Coach	Instructional Coach	Model Teacher	Professional Development Facilitator
Number of Positions	2 <i>(1 elementary, 1 secondary)</i>	4	12 <i>(3 per building)</i>	20
% of Certified Staff	2%	3%	10%	16%
Time in role	100% teacher leader	100% teacher leader	90% student instruction / 10% teacher leader	95% student instruction / 5% teacher leader
CURRICULUM, INSTRUCTION & ASSESSMENT		Works inside classrooms to help teachers implement new ideas, demonstrate lessons, engage in co-teaching, observing, giving feedback (coaching dialog)	X	X
		Assist teachers in using data to identify appropriate interventions, strategies, and resources to support schools, classes, and individual students through our Multi-Tiered System of Support (MTSS)	X	X
	X	Analyze and evaluate assessment data to determine needs for curriculum modification and updating of district programs	X	

		Provide teachers with research-based instructional strategies to address student variance	X	X
X		Provide guidance on alignment to Iowa Core, Early Literacy, and MTSS Implementation by promoting rigorous and relevant instruction	X	X
	X	Assist teachers with planning, sequencing, and scaffolding of instruction	X	X
		Assist teachers in location of correct resources and coach in the correct use of resources	X	X
		Maintain confidentiality of students, teachers, and schools	X	X
X	X	Update District Scope & Sequence in compliance with state standards	X	
		Support instruction and learning through the use of technology	X	X
X		Communicate to district staff general knowledge of PreK-12 curriculum trends and development	X	
		Teach Full-Time		
X	X	LEADERSHIP		Evaluate district goals, individual professional development goals, and progress data regularly
X				Manage the district Mentor & Induction Program with coordination of building principals

X				Organize differentiated Mentor & Induction Program for experienced teachers new to the district
	X			Facilitate coaching conversations, which include goal setting and progress monitoring to guide instructional decisions to improve student learning.
X	X	X		Work cooperatively with the District Administrative Team and the Teacher Quality Committee to plan and carry-out professional development
X	X		X	Study research-based instructional strategies and continually explore and share instructional methodologies appropriate for school and share with teachers
X	X	X	X	Ensure district curriculum meets federal, state, and district policies
X				Present special interest topics to the Board of Education as requested
X	X			Participate in on-going Instructional Coach Training
X	X			Serve as model of exemplary teaching practice, allow colleague observers into the classroom (classroom open for all teachers in the district)
		X		Model the effective use of data to make sound classroom instructional decisions
		X	X	Collaborate with new teachers as appointed Mentor

	X	X		Make classrooms available to all teachers, new & veteran, providing <i>multiple</i> options for viewing professional practice.
		X		Function as instructional model for teacher(s) in the awareness or intensive assistance phases of the evaluation process.
		X		Participate in building-wide or district-wide ad hoc work and committees as assigned and models leadership and commitment to continuous improvement
X	X	X		Model to other teachers how to realize the building mission, strategic plan and district goals to conduct the work of the teacher according to the values of Central CSD
X	X	X	X	Facilitate 5-Step Data Team Process to identify student learning needs, teachers' current level of knowledge, priority areas, ensuring use of current, formative assessment data
	X		X	Assign roles to Learning Team Members promoting ownership of the Data Team Process
			X	Facilitate Data Teams (4x per month)
			X	Communicate effectively and appropriately with adult learners; able to establish positive relationships

X	X	X	X	Serve as role model for mentees, works with mentees, & acclimates new teachers
	X	X		Meet with teachers new to the district but not new to the profession (those who have taught 3 years or more) to provide an alternate induction program that meets their needs.
	X			Designs and delivers training (theory, demonstrations, practice, collaboration)
X	X			Take an active role in district administrative team meetings and professional learning
X				Receive on-going training including the following: <ul style="list-style-type: none"> •5-Step Data Team Process •Working with Adult Learners •Effective Instructional Strategies •District MTSS Interventions •Professional Teaching Standards

Existing Roles Create a Coherent TLC System

Central CSD changed the administrative team roles as a result of Marzano’s work and district goals over the last few years, so there are positions in place that fit well to create a coherent instructional improvement strategy strengthening student achievement. District teachers know the work that needs done systemically, now we will have more people in place to accomplish it.

Superintendent

- Continues to evaluate principals.
- Meets with and works with the Director of Innovation & Instruction to secure teacher leader timelines, job postings, trainings, schedules, workspace, and meetings.
- Administrators meet twice a month to learn, review data, analyze progress, and collaborate. **Lead Instructional Coaches** will attend these meetings scheduled by the Superintendent.
- Superintendent will schedule and attend SBRC, TLC Committee, and SIAC Meetings
- Attend teacher leader trainings.

Principals

There are three principals who serve four schools; the Intermediate/Middle schools share a principal.

- **Lead Instructional Coaches & Instructional Coaches** will work alongside building principals and other administrators to collect/analyze student data, determine professional development needs based on this data, and collaborate with all staff to increase achievement for every student.
- **Lead Instructional Coaches & Instructional Coaches** will be available for 1:1 instructional coaching of any teacher, a task principals don't currently have time to do consistently and ongoing.
- Principals will work with **Instructional Coaches** to attend grade-level team meetings, observe classrooms, provide non-evaluative feedback, co-teach lessons in classrooms and lead the building in the development and implementation of MTSS in support of all students.
- Trained **Model Teachers** will serve as district mentors under an improved and aligned Mentor and Induction Program for the District. In the past, principals were responsible for choosing and assigning these roles.
- Principals used to oversee every district Data Team. But, **PD Facilitators** will ensure the process is adhered to, forms completed & submitted, and data analyzed.
- Principals will continue to evaluate teachers, including teacher leaders working in their building.

Director of Innovation & Instruction (DII)

This full-time, PreK-12 administrative position was created to facilitate system change, inspire and lead use of digital tools, stay abreast of educational practices, formulate and guide district goal achievement, co-teach, develop professional learning and work with teachers. The scope, responsibilities, and requirements of the position have magnified over the years. The teacher leader positions will play a vital role in filling coaching and modeling gaps.

- **Lead Instructional Coaches, Instructional Coaches, & Model Teachers** will be fluent in technology integration practices, making many people available to assist teachers with effective use of digital tools.
- **Lead Instructional Coaches & Instructional Coaches** will meet bi-weekly with DII for enhanced communication and systemic alignment.
- **Model Teacher's** classrooms will now be available at all times for new & veteran teachers to view exemplary professional teacher models for them as they make changes focused on improved pedagogy.
- **Lead Instructional Coaches & Instructional Coaches** will assist in leading tasks of District/Building committees and **Model Teachers & PD Facilitators** will serve on committees. (District Academic Team, District Innovation Team, and Strategic Planning Committee).
- All teacher leaders will analyze data to make professional development decisions and recommendations.
- All teacher leaders and DII will attend ongoing training in educational practices, specifically Iowa Core and Instruction.
- All teacher leaders will serve as district change agents.
- The DII will ensure meetings are attended by teacher leaders and monitor data collected from teacher leaders, as well as ensure the TLC Plan is operationalized with fidelity.

Director of Student Services

We replaced the high school associate principal position with **Director of Student Services** position grades 4-12. We have no associate principals in the district. This individual acts as a 4th-12th Dean of Students, at-risk coordinator, homeless liaison, and special education coordinator.

External Coaches - Mississippi Bend AEA

For five years, we have worked closely with the Mississippi Bend AEA to secure instructional coaching for Central CSD teachers. The partnership has been successful, as 47% of teachers have had ongoing instructional coaching and/or support and report a positive impression of how instructional coaching can help them in the profession. An additional AEA coach works exclusively with our MTSS building leadership teams.

- All teacher leaders will receive ongoing training from the AEA, including training in Jim Knight, Iowa Core, interventions, and adult learning; communication about actions for partnership initiatives already in place with the AEA (Data Team Process & MTSS) will also occur.

•**Model Teachers** will work with AEA MTSS coach for ongoing training on FAST screeners and to become fluent with chosen interventions.

•**PD Facilitators** work with an AEA coach/trainer on learning and implementing the Data Team Process (*The Leadership & Learning Center*).

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

SELECTION PROCESS

We expect much interest in these positions as **72%** of current teachers indicated on a survey they would consider a TLC leadership position. We know selecting the right people is key. For these reasons, we will encourage all interested applicants to apply, establish a fair and unbiased process and examine each candidate from multiple perspectives to learn about the applicants' strengths and talents in order to select the best candidate.

Recruitment

The TLC Planning Committee created job descriptions and positions over a period of time during winter 2014. The group reviewed Central's TLC Goals, the District's Strategic Plan, the needs of the District as evidenced in the annual Professional Development Survey from teachers, and the "Guiding Questions on Teacher Leadership" from *Partners in Learning* to develop comprehensive job descriptions. These job descriptions clearly delineate the job tasks assigned to each position, duties and responsibilities, extra workdays, salary supplements and annual review information. The descriptions include information about the minimum qualifications – including at least three years of teaching experience and one year of experience in the district. Prompt internal job postings will occur immediately upon notification of TLC funds received.

Application

Interested career teachers apply online for one or more of the leadership positions. Application materials to submit include:

- Application
- Written narrative explaining why they want to be a teacher leader including strengths and talents they bring to the position
- One letter of recommendation describing effectiveness from a colleague on staff
- Updated resume with evidence of continued professional growth, involvement in leadership opportunities, and evidence of working with adults
- Completion of "Predicative Index Survey" ([www. Piworldwide.com](http://www.Piworldwide.com))

Qualifications

- Holds a valid Iowa Teaching License
- Has worked as a certified employee for a minimum of one year in the Central CSD
- Minimum of three years successful teaching experience
- Successful experience collaborating with colleagues, coaching, presenting at professional workshops and/or teaching teachers

Screening & Interview

A Site-Based Selection and Review Council (SBRC) will be established for the district. All of the materials submitted are then screened by the SBRC who uses a rubric to determine which candidates will be given an interview for the leadership position, another position, or screen from the selection process.

The SBRC consists of an equal number of District teachers and administration. Membership of the SBRC changes depending upon the building employing the teacher leader and the applicant pool for the position. Should a member of the SBRC be an applicant for a particular position, that member may not participate in the selection process.

All candidates are asked the same questions from a bank created for each leadership role. Questions range from the job description to leadership experiences to best practice. At the interview, candidates will also have an opportunity to discuss their written narrative explaining why they want to be a teacher leader and the strengths and talents they would bring to the position.

Selection & Notification

The SBRC then moves into the deliberation and selection phase of the selection process. SBRC members use a common rubric to assess all candidates and conduct a consensus-building process to select the successful candidate(s).

All candidates, successful or otherwise, are notified by the SBRC regarding their candidacy. A list of hiring recommendations is then *presented to the Superintendent and the list then goes to the Board of Education for formal vote*. The onboarding process then begins, as directives, recommendations, and timelines of training are provided for work to begin in August.

ANNUAL REVIEW

Peer Review

The annual review of the teacher leaders will include peer feedback on effectiveness of performance in April each year. The 10-question survey will ask colleagues to evaluate teacher leaders in the areas of collaboration & communication skills, content knowledge, questioning/discussion techniques, responsiveness, and engagement as a teacher leader.

Iowa Professional Development Model

The District's teacher leaders will participate in action research within the capacity of their positions as coaches, mentors, and facilitators. As leaders, they will study data, set goals, make decisions about the content and design of professional development, support on-going learning opportunities, collaborate, implement and evaluate the results. Specifically, they will

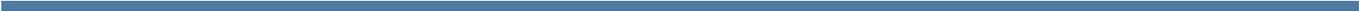
use student/teacher data to synthesize their learning as leaders and the growth of students/teachers.

In the spring annually, each teacher leader will use their job description to prepare an electronic presentation that includes student/teacher data, effectiveness and growth, and personal reflection for submission to the SBRC, which includes district administrators and teachers.

Retention

A retention decision will be made based on input from the teacher leaders themselves, the peer surveys, and the SBRC.

Furthermore, a teacher who completes the time period of the 1-year teacher leader assignment may apply for a new leadership role, apply for reassignment to their current role, or reenter the classroom. Teacher leaders will retain seniority in their prior employment pool for a period of two-years, a decision made by the TLC Committee. This measure was included in our Plan so teachers feel confident applying for the positions.



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.

The Central CSD's TLC Plan will play an integral part in design and delivery of our professional development system, which aligns with the Iowa Professional Development Model (IPDM) and the Iowa Code expectations for professional development.

Part A & B

The **Lead Instructional Coaches, Instructional Coaches, and PD Facilitators** will collaborate with administrators to design professional development for teachers. These key personnel will assess student achievement data, study research-based materials, and receive training in using and teaching effective instructional strategies. They will review reflections, surveys, and data from previous years to make recommendations. They will be trained in how to work with adult learners and classroom observation tools. **Model Teachers** will be skilled in research-based instructional practices for standards-based instruction, MTSS interventions and be available for modeling learning strategies being studied in teacher professional development.

All Central teacher leaders will conduct their learning through bi-monthly Data Team Meetings. They will participate in action research within the capacity of their positions as coaches, model teachers, and facilitators. They will study data, set goals, make decisions about the content and design of professional development, support on-going learning opportunities, collaborate, implement and evaluate the results. Specifically, they will use student/teacher data to synthesize their learning as leaders and the growth of students/teachers. Then annually, each teacher leader will prepare an electronic presentation that is based on their job description, student/teacher data, effectiveness & growth, and personal reflection which will be presented to the SBRC.

By using the Data Team Process (*The Leading and Learning Center*) as a foundation of professional development in the district, the elements of effective teacher learning for student achievement, IPDM, and the Iowa Code are easily addressed. Central CSD has utilized the Data Team Process for 4 years, with each year teachers becoming more fluent and effective in the 5-Step process. The Data Team Process is research-based and credible. We call data teams "Learning Teams." **PD Facilitators** are trained in the Data Team process and work to ensure adherence.

Chart: Alignment of IPDM, the Data Team Process, the Iowa Code, and Teacher Leader Roles/Responsibilities in Delivering PD

IPDM Component	Data Team Process	Iowa Code	TLC Alignment
Collecting/ Analyzing Student Data	<p>Learning Teams create Theory of Action, then develop teacher & student SMART goals.</p> <p>Step 1: Collect & Chart Data (MAP, Iowa Assessments, MTSS Screeners & Interventions, Formative & Summative, Common)</p> <p>Learning Teams create Theory of Action, then develop teacher & student SMART goals.</p>	<p>Collaboration</p>	<ul style="list-style-type: none"> • Teachers collect various student data in accordance w/ the District Assessment Plan. • LICs, ICs & PD Facilitators support Learning Team & individual data analysis. • Teacher leaders gather data from district and classroom assessments to identify student needs & trends. • ICs & PD Facilitators lead in creation of common assessments. • LICs, ICs & PD Facilitators collect progress data from PD implementation & Learning Teams.

<p>Goal Setting & Student Learning</p>	<p>teaching Iowa Core.</p> <p>Step 5: Determine Results Indicators Teachers determine what indicators will demonstrate students met targets of achievement or academic success relative to Iowa Core.</p>	<p>100% of teachers create Individual Professional Development Plans (IPDP)</p>	<ul style="list-style-type: none"> •Teacher leaders provide guidance as teachers develop the IDPD, including assistance to set quality teacher & student SMART goals. •LICs & ICs work w/ principals to set building goals. •LICs & ICs ensure coordination between district/building PD goals, school/district initiatives, achievement goals & leadership responsibilities. •LICs, ICs, & MTs assure intended curriculum is taught & aligns w/ Iowa Core. •PD Facilitators support data teams in analyzing & using data & setting instructional goals for increased student achievement. •LICs & admins review teacher IDPDs; prompt re-writing if needed.
<p>On-Going Professional Development Cycle</p>		<p>Theory, Demonstration, Practice, Mentoring & Peer Coaching</p> <p>Teacher SMART goal includes teacher learning for strategy development, data analysis, achievement & new learning.</p>	<ul style="list-style-type: none"> •PD Facilitators lead structured Data Team cycle. •ICs, PD Facilitators & MTs have repertoire of research-based practices, of which they can demonstrate, model, share. •LICs create Learning Days providing teachers with research- based instructional strategies that address identified needs. •All teacher leaders will be trained in effective instructional strategies & adult learning. •LICs & ICs meet w/ teachers 1:1, concentrating on intended, enacted & assessed curriculum.

<p>Periodic Synthesis of Summative Evaluation Data</p>		<p>Observation & Reflection</p>	<ul style="list-style-type: none"> • Teachers complete Annual Professional Development Survey, an in-depth, reflective profile of learning. • Learning Teams share data collected throughout the data cycles. • LICs, ICs, PD Facilitators, & administrators analyze data to evaluate impact of PD, including needed changes or gaps. • All teacher leaders evaluate PD using the IPDM rating tool. • Teacher leaders meet in subgroups monthly to review data, determine goals, & additional measures if needed.
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Using Part 8 application narrative from Year 1?

No

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

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

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

The TLC Committee, Site-Based Review Council (SBRC), Central Administrators, and Lead Instructional Coaches will provide ongoing oversight and management of this project.

- The **TLC Committee** will meet twice a year to review data and make recommendations for improvement of the plan using collected the information below. They will ensure the District implements the plan as it was intended.
- The **Lead Instructional Coaches**, the District's Director of Innovation & Instruction, and building principals will coordinate all efforts related to management of Central's TLC Plan. This includes collecting project data from goals and a presentation report to the **SBRC**. This group will be responsible for making system improvements based on recommendations from the SBRC.

Following are the specific measures for each TLC goal:

Goal #1: *Provide professional growth pathways and opportunities for teachers with increased leadership responsibilities including additional compensation for retention of effective teachers.*

Short-Term

1. 2 Lead IC positions (\$8000), 4 IC positions (\$5000), 12 Model Teacher positions (\$2000), 20 PD Facilitator positions (\$1250) made available as evidenced by job postings and quantity of applicants.
2. Evidence of additional contract days and/or Memorandum of Understanding for teacher leader positions.

Long-Term

1. Teacher leaders will report increased job satisfaction on end-of-year Teacher Leader Survey.
2. District will review retention rates after years 1, 3, 5 of the implementation.
3. Superintendent will count the number of teachers who leave & conduct exit interviews with the goal of determining whether or not factors were within our control.

Goal #2: *Provide teachers with a collaborative opportunity to work towards improving a specific aspect of their teaching and promote that collaboration by developing and supporting teachers in Central CSD.*

Short-Term

1. Teacher leaders will be assigned to buildings.
2. Teacher leader meeting dates & trainings scheduled and published.

Long-Term

1. Principals will observe Instructional Coaches and formally observe Model Teachers at least once per quarter.
2. We will measure the effectiveness of our Learning Teams (*Data Team Process*) by reviewing agendas, minutes, teacher & student SMART goal data, and results from our Annual Teacher PD Survey. Note: The District has used the Data Team Process for four years in teacher Learning Teams and given the survey referenced for the three years.
3. Lead Instructional Coaches will track the number of completed 5-Step Process forms.
4. We will measure effectiveness of teacher leader roles by reviewing feedback from Teacher Leader Surveys.
5. Annual review of teacher leaders will include peer feedback on effectiveness of performance in April. Surveys to teachers will consist of 10-question surveys, of which colleagues are asked to respond.

Goal #3: *Improve the student learning experience and increase academic achievement by strengthening instruction through the development of more effective teachers.*

Short-Term

1. Documentation of training attendance, dates & content for teacher leaders.

Long-Term

1. Utilize walk-through data to document evidence of correct use of Learning Targets aligned with the Iowa Core in 95% of classrooms (check for intended/enacted curriculum).
2. Teacher leaders log visits to teacher classrooms.
3. Measure student learning through a balanced assessment system of summative (Iowa Assessments, MAP, FAST, End-of-Course or unit assessments) and formative (literacy & math screeners, district screeners, classroom screeners).
4. Review student achievement in grades 2-11 on Iowa Assessment reading, math, & science tests among all subgroups' trend data to analyze growth.
5. K-6 students will increase literacy proficiency as evidenced by a 20% increase on K-6 CBM scores (Iowa TIER) Spring 2015.

Goal #4: *Utilize the experience and resources of veteran teachers by creating leadership positions and enhanced career opportunities.*

Short-Term

Long-Term

1. District will track the number of teachers who apply for and accept teacher leader positions, including the number of years teaching in the district.
2. Updated Mentoring & Induction Program implementation as evidenced by training, dates of meetings, number of participants, & survey feedback.

Goal #5: Attract new, quality teachers to the Central CSD.

Short-Term

1. 6 full-time replacement teacher positions will become available as evidenced by job postings.

Long-Term

1. New teachers will submit artifacts documenting effective use of the Data Team Process, including data, minutes, results, and reflection.
2. Track the number of contacts District Administrators have with local university students in Teacher Education programs including how many seek employment here. Note: For three years, the District has worked with two university Teacher Education programs on technology integration, with the intent of recruitment.

Part B

As with any new project, the Central CSD understands the necessity to monitor and adjust programs as qualitative and quantitative data are analyzed, and as people who fill the positions gather input from their colleagues. In addition to the data collected above, data from parents, teachers, students, school board members and the SIAC will be considered. To assess the impact and success of the TLC project, the TLC Committee and the SBRC will meet in the spring to analyze outcomes, peer feedback, and District TLC goals. Based on this review, the group will create a written *Recommendation of Changes/Improvements*. The document will be presented to teacher leaders, the Superintendent, and informally to the School Board. Upon discussion, the recommendations will be considered and implemented.

Using Part 9 application narrative from Year 1?

No

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

Central CSD teachers, administrators, school board and community members have worked tirelessly the last three years to align initiatives, streamline work, and clarify our mission, with the intent of becoming a high-reliability school serving each and every student. We have multiple elements, policies, and conditions in place to assure the TLC positions are fully developed and sustained over a period of time.

Elements, Policies & Conditions in Place to Support the Teacher Leader Roles

- Iowa Core Implementation Map
- 5-Year Strategic Plan
- Multi-Tiered System of Support (MTSS)
- Data Team Process (The Leadership & Learning Center)
- Strong partnership with Mississippi Bend AEA
- Feedback Collected
- District Goals / School Board Goals
- 2-Year Mentoring Program
- Technology Tools & Network Capacity

Gaps in Infrastructure but Addressed Here for Sustainability

Additional structure will help ensure our TLC plan is implemented with fidelity and is sustainable.

- Principals will provide continuous, quality evaluations of Lead Instructional Coaches and Instructional Coaches. These are new positions and principals will need administrative professional development on evaluation of supplemental leadership roles.
- Coaches will need consistent and abundant support on *how* to coach. Our AEA coaches, with the District Director of Innovation & Instruction, will communicate weekly and provide formal training monthly.
- The first year of implementation will require patience and determination. The SBRC, teacher leaders, and administrators will meet monthly to address any parts of the plan that do not seem to function properly.
- This will be second-order change (McGrel) for teachers and the community. Because 3 of 4 teacher leader roles are new to District, all stakeholders need communication to clearly understand the function of the each role. We will create and distribute examples and non-examples of each role's duties and share teacher stories with the public.
- Establishing routines, relationships, and trust with teachers to encourage use of the teacher leader positions.

Communication

The TLC Committee has carried the primary responsibility for oversight of communication and will continue to serve that function until the positions are ultimately filled. The Site-Based Review Council (SBRC) will keep teachers informed by emailing minutes of meetings. Administrators will communicate by sharing information at faculty meetings once per month and via email in weekly updates. Progress toward district goal attainment will be communicated with parents and community members through Board meetings, building newsletters, district messages and SIAC.

Preparation of Teacher Leaders

Teacher leaders and administrators will require initial preparation and ongoing training to attain skills and support to effectively implement our TLC Plan.

The Superintendent and Director of Innovation & Instruction have created a training timeline (dates, trainers, locations, who attends) and master schedule of meeting dates. Their responsibility is to ensure the actions occur and will provide updates to the SBRC.

Areas of learning for teacher leaders will include:

- Partnership Coaching (Jim Knight)
- MTSS Framework (including screeners & interventions)
- Data Team Process (The Leadership & Learning Center)
- Iowa Core (including assessment design)
- Data Analysis Protocols
- Adult Learning Theory

Example of Initiative Implementation

In February 2012, after years of overcrowding, the Central CSD opened new facilities to create four schools instead of three; a long-awaited coming of an Elementary, Intermediate, Middle & High School. After *eight* failed bond referendums and plenty of dissention about 4th-6th grade students being housed in a different location, District administrators, in collaboration with stakeholder groups, were able to move this project forward with a "yes" vote. There was so much change occurring with

teachers moving, students in a new location, hiring of a principal, parent concerns, bussing schedules, and the actual relocation of district assets. The potential for implosion and failure was present every day as new issues arose constantly, including big concerns for our culture.

Thankfully, Administrators attended McGrel training on the *Balanced Leadership Framework* and were aware of factors correlated with second-order change. We referenced the list often and shared articles with teachers to acknowledge the complexity of issues. Within four months of the move, we recognized successful implementation as teacher surveys indicated positive response to all questions on building culture. Some things we did as a District included the following from the **21 Responsibilities** (referenced below in bold):

- Purposeful over-**communication** with all stakeholder groups using multiple outlets
- Weekly meetings with teachers asking for **input** on logistics and attitudes; met with parent groups to vet their concerns
- Gave specific tasks to teachers & parents we saw as **change agents** or **optimizers** who were excited about the move
- Allowed for better suggestions to change our plans, we knew **flexibility** was essential
- Identified teachers & students who needed **monitored-** outliers who weren't adapting
- **Outreach** to community & students by offering tours, schedules & interactions
- Worked on **culture** everyday through **affirmations** and **visibility** of administrators
- Agenda item on Administrative Team meetings was **situational awareness** asking what wasn't surfacing but was an issue

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	1477.6
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$456,312.43
Total Allocation	\$456,312.43

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.	\$99,093.00
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).	\$354,000.00
Amount used to provide professional development related to the leadership pathways.	\$3,219.43

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

\$0.00

Totals

\$456,312.43

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$456,312.43
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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	\$0.00
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Budget Alignment

Using Part 10 application narrative from Year 1?	No
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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)

Goals of Central's Teacher Leadership and Compensation System

Goal #1: Provide professional growth pathways and opportunities for teachers with increased leadership responsibilities including additional compensation for retention of effective teachers

Goal #2: Provide teachers with a collaborative opportunity to work towards improving a specific aspect of their teaching and promote that collaboration by developing and supporting teachers in Central CSD

Goal #3: Improve the student learning experience and increase academic achievement by strengthening instruction through the development of more effective teachers

Goal #4: Utilize the experience and resources of veteran teachers by creating leadership positions and enhanced career opportunities

Goal #5: Attract new, quality teachers to the Central CSD

Minimum Salary (TLC Goal 5)

The 2014-2015 minimum teacher salary for a full-time beginning teacher at Central CSD teacher is \$33,500, which meets the minimum requirement.

TLC Supplements (TLC Goals 1, 2, 3, 4)

The budget for the Central CSD TLC Plan will be used to supplement pay of teacher leaders, hire new staff to cover instructional class time for teacher leaders removed from full-time classroom loads, and to provide professional development for teacher leaders. The amount designated to fund salary supplements for teachers in leadership roles including FICA/IPERS is \$99,093.

The four teacher leader positions identified with an estimated number of individuals for each position outlined below. These positions impact 34 current district employees or **27%** of K-12 teaching staff:

• **Lead Instructional Coach** (2 positions = 1 elementary/ 1 secondary)

• 10 additional contract days

• \$8000 plus FICA/IPERS

• **Instructional Coaches** (4 positions)

• 5 additional contract days

• \$5000 plus FICA/IPERS

• **Model Teachers** (12 positions = 3 per building)

• 3 additional contract days

• \$2000 plus FICA/IPERS

• **Professional Development Facilitator** (20 positions)

• 1 additional contract day

• \$1250 plus FICA/IPERS

Costs to Cover Teachers (TLC Goals 1, 3, 5)

The roles requiring additional hires are the two **Lead Instructional Coach** and four **Instructional Coach** positions. As a result, \$354,000 will be used to hire six additional highly qualified teachers. The Central TLC Committee grappled when thinking about the hiring of six new teachers, potentially in hard-to-fill areas. However, the group did come to consensus that full-time positions would be easier to fill than part-time or pieced-together positions, and moved forward with the creation of these positions.

Professional Development Costs TLC Supplements (TLC Goals 1, 2, 3, 4)

The total amount allocated for professional development and training of our teacher leaders is \$3220. Teacher leaders will require ongoing training and support to effectively implement and sustain our TLC system.

• \$300 per **Lead Instructional Coach** and **Instructional Coach** (6x \$300 = \$1800 total) for additional training and development in peer coaching, adult learners, and instructional coaching. We anticipate this low cost for training because our school district has already partnered with the Mississippi Bend AEA for the Jim Knight model. Additional opportunities available through the AEA include Iowa Core training and the Iowa Professional Development Model, each of which instructional coaches will be attending.

• \$100 (6 x \$100 = \$600) per instructional coach as a professional resource budget.

• **Model Teachers** (12) will receive group training from the AEA, including coaching from our AEA External Coach (MTSS) with \$320 allocated for materials.

• **Professional Development Facilitators** (20) will be trained in the *The Leadership and Learning Center's* "Data-Team

Process" at a total cost of \$500.

Our District and TLC Planning Committee goal for the professional development portion of these funds is efficient and effective data teams functioning, consistent with quality data analysis protocols, alignment of Iowa Core content, instruction, & assessment, coaching, and understanding of adult learning theory.

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