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**Application**

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

96211 - Central Decatur CSD Teacher Leadership and Compensation (TLC) Grant 2014  
 Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-31 01:36:38
Signature:	Chris T. Coffelt	Submitted By:	Chris Coffelt

**Applicant Information**

**Project Officer**

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 Last Name: Coffelt  
 Title: Superintendent of Schools  
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City\*: Leon Iowa 50144  
 City State/Province Postal Code/Zip  
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Program Area of Interest\*: Teacher Leadership and Compensation System  
 Fax: Administrative Services, Iowa Department of

**Organization Information**

Organization Name\*: Central Decatur Community School District  
 Organization Type\*: K-12 Education  
 Tax ID:  
 DUNS:  
 Organization Website Address: 1201 NE Poplar

Phone: Leon Iowa 50144  
 City State/Province Postal Code/Zip  
 641-446-4819  
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 Benefactor Vendor Number

**Recipient Information**

District\*: Central Decatur Community School District  
Use the drop-down menu to select the district name.

County-District Number\*: 27-1093  
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.

Honoric: Mr.

Name of Superintendent\*: Chris Coffelt

Telephone Number\*: 641-446-4819

E-mail Address\*: chris.coffelt@centraldecatur.org

Street Address\*: 1201 NE Poplar

City\*: Leon

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

Zip Code\*: 50144

**TLC Application Contact**

Honorific	Mr.
Name of TLC Contact*	Chris Coffelt
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City*	Leon
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	50144

**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)**

The vision for Central Decatur Community School District is Every Child, Every Chance. In establishing the students we serve as the basis for all decisions in our school community, we determined that a culture committed to student learning must be equally committed to the learning of teachers. As a district we believe the best way to increase student achievement is to increase teacher effectiveness.

Effective teachers are central to ensuring excellence and rigor in the educational experience of the students we serve. Our goal is to create a school culture and system that generates an environment with powerful and sustained opportunities for career advancement, professional growth, and teacher accountability in order to transform the way we support our most important asset - human capital.

Central Decatur CSD began the process of reviewing and selecting a model to accomplish its' vision for improving the educational outcomes for students in our district during the 2012 - 2013 school year by partnering with the National Institute for Excellence in Teaching (NIET) to implement the system for teaching and student advancement, the TAP System. This partnership was formed by completing an application for a Federal Department of Education Teacher Incentive Fund (TIF) Grant.

The TAP System is based on four interrelated elements:

- Multiple Career Paths - Powerful opportunities for new roles and responsibilities, with commensurate pay
- Ongoing Applied Professional Growth - Continuous, job-embedded professional development during the school day focused on specific teacher and student needs
- Instructionally Focused Accountability - Fair and meaningful evaluations based on clearly defined, research-based standards
- Performance-Based Compensation - Salaries and bonuses tied to roles and responsibilities, instructional performance and value-added student learning gains.

After multiple and varied reviews of the TAP System during the 2012-2013 school year, nearly 90% of Central Decatur staff voted to move forward with implementation for the 2013-2014 school year, hoping to realize not only our vision for our own students, but to more comprehensively support our teachers and improve student achievement.

As we have implemented the TAP System at Central Decatur, we have instituted significant changes that are already yielding improved student achievement results and improvements in school culture. Each of these changes have been based around the four components of TAP. The three components that are most closely related to the Iowa TLC Grant are:

- The district has hired four Master teachers and eight Mentor teachers to work along with district administration to analyze student achievement and lead professional development to support teachers in areas of students weakness.
- Building schedules were modified to provide weekly embedded professional development for staff. This is a giant step from the district's traditional PD model of relying on monthly early out and occasional full day professional development days to increase teacher effectiveness.
- Each teacher, regardless of assignment, now receives four observations each year based on a nationally vetted rubric. This process is much more effective than the traditional one evaluation every three years. Teachers now get feedback on an area of reinforcement and an area refinement based on multiple lessons.

Our work with the TAP system has renewed our focus on supporting all teachers and thus, more fully supporting new teachers to the profession and district. The structure of the TAP System combines collaborative teams and classroom coaching to maximize the potential impact of both strategies in improving the skills of teachers in the classroom. This investment allows us to realize our ultimate goal of increasing student achievement, more fully serving the needs of the students at Central Decatur and realizing our vision.

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

TLC Model Number                      Model 3 – Comparable Plan

**Narrative**

Using Part 1 application narrative from Year 1? No

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

**Please include the following information in your narrative:**

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

Central Decatur's journey toward selecting and implementing a Teacher Leadership and Compensation (TLC) System began in Fall 2012 after being awarded the Federal Department of Education Teacher Incentive Fund (TIF) grant. Initial conversations about the grant and the TAP System formed the basis for conversations throughout the year about teacher effectiveness, student achievement, and our work as a professional learning community. Support for this conversation and work was evidenced through letters from the CD Board of Education, the Central Decatur Education Association and Central Decatur District Leadership.

In applying for the TIF Grant, Central Decatur partnered with the National Institute for Excellence in Teaching (NIET) to study and then implement the system for teacher and student advancement, the TAP System. The District Leadership Team (DLT) met with representatives from NIET to learn about the TAP System, specifically reviewing the four components of the system, which include:

1. Multiple Career Paths,
2. Ongoing Applied Professional Growth,
3. Instructionally Focused Accountability, and
4. Performance-Based Compensation

and their alignment with current district goals and structures. The DLT then identified different times throughout the school year to continue to review the TAP System within our school community, including the Board of Education and District Staff.

In addition to these District conversations, all certified staff were provided one of four opportunities to learn more about the TAP System, which included the following activities:

1. Attend a site visit to a school district that was currently implementing the TAP System. Thirty (30) staff participated in three different school site visits to Lincoln Consolidated School District in Lincoln, Arkansas; Clarksville Community School Corporation in Clarksville, Indiana and Beech Grove City Schools in Beech Grove, Indiana. During each of these visits, staff observed cluster meetings, met with master, mentor and career teachers and reviewed structural components of the TAP System in the school.
2. Participate in a reverse site visit. Four (4) staff from two different districts in Indiana and Arizona visited Central Decatur and met with district staff throughout the day to answer questions about the TAP System, including roles, responsibilities and challenges.
3. Attend the TAP National Conference in Washington, D.C. Ten (10) district staff members attended the national conference to learn more information about the TAP System, participate in focused sessions on adult learning and implementation and visit with colleagues from around the nation who were at various stages of implementation.
4. Engage in district conversations and communication. Staff Development time was allocated to provide the opportunity to highlight school site visits and answer staff questions. These site visits and conversations were addressed on the agenda at board meetings and articles in the district newsletter and the local paper.

This District conversation culminated in March, when staff convened for the purpose of voting to determine whether the TAP System aligned with our goals as a district and would provide the framework for improving teaching and learning at Central Decatur. Results of the staff vote showed nearly 90% of staff supported implementation of the TAP System in our district for the 2013-2014 school year.

As the state of Iowa completed the Teacher Leadership and Compensation (TLC) legislation and the Department of Education developed guidance for the 2013-2014 school year, Central Decatur created a formal District Task Force listed below:

District Administration	Chris Coffelt, Rudy Evertsen, Amy Whittington
Community Members	Heidi Bell, Maggie Lindsey, Shane Akers
Board Members	Amber Swartz
Teacher Leaders	Tricia Applegate, Arlene Juhl-Vandal, Laci Erke
Staff Members	Spenser Fuller, Aaron Comer, Shelley Darrow
CD Education Association President	Amy Hamilton

Goals of the District Task Force were to apply for the state TLC Implementation Grant and review alignment between the state's TLC application and the TAP System. This task force met and accomplished the following during the 2013-2014 school year:

- Review and complete the state TLC planning grant.
- Determine alignment between the state models and the TAP System.
- Apply for the state TLC application.
- Solicit school staff to attend a site visit to Ascension Parish in Louisiana. Ten staff members, including master and mentor teachers and staff new to the district, attended visits to schools to review roles, observe cluster meetings and engage in conversations about successful district implementation. Ascension Parish was chosen since this district was one of two 2013 recipients of the TAP Award of Distinction for its' work with the TAP System.

This group will continue to be involved in the review and assessment of the goals and effectiveness of the teacher leadership system. Perhaps our greatest evidence of support for and commitment to our work is at the building level as we have developed an infrastructure to support teachers and address student learning needs. Building schedules were overhauled to create time for professional learning communities within each of our buildings in order to focus more fully on learning about the TAP Instructional Rubric. This professional learning time, embedded within the school day, and it's focus on using relevant and meaningful data - our own students and classrooms, has engaged the staff in ways we never had before during professional development. Staff are beginning to understand the true power that comes from working with and learning from each other; to the extent that if these weekly times are cancelled, staff resent the loss of time and missed opportunity for learning and professional conversations.

**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)**

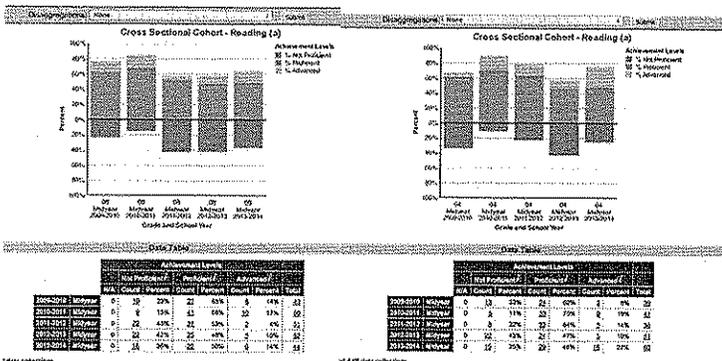
State Goals:

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

Central Decatur is a rural district in south central Iowa. As a District, staff have engaged in multiple initiatives, including:

- creating a safe learning environment for students
- increasing student achievement and decreasing achievement gaps, especially in literacy and numeracy
- implementing the Iowa Core Curriculum
- increasing technology access and integration
- expanding access to quality preschool

Results of this work were both successful, yet inconsistent, see tables below. Student performance the last five years- as measured by Iowa Assessments in Reading, fluctuates by 10-20% each year. Despite emphasis on increasing student achievement in reading- any gains maintained are not carried over into the following year.



In establishing the premise that a culture committed to learning must be equally committed to the learning of teachers, Central Decatur focused on the current state of professional development and student achievement across the district. Staff professional development, while focused on the right topics, yielded minimal results in classroom practice and student learning. This lack of transfer was realized in student achievement results, which were inconsistent and not consistently replicated throughout the district.

Our goal was to determine what components of adult learning and staff professional development were critical in impacting student learning and achievement. Research resulted in the identification of the following components of effective professional development:

- a focus on curriculum and shared instructional challenges
- collaborative participation
- opportunities for active learning
- sustained duration
- coherence with student achievement goals

Most importantly, we determined we were missing a critical element by not having the infrastructure in place to support high-quality professional development and ensure that this learning ultimately delivered the results we were looking for both teachers and students. District conversations have begun to focus on Laura Desimone's four-tiered framework for evaluating professional development to make sure it is effective (Desimone, 2009). These considerations include:

- Do all teachers experience high quality professional development?
- Does the professional development increase teachers' knowledge and skills?
- Do the new knowledge and skills translate into new classroom practice?
- Do the new classroom practices boost student learning?

Our work with the TAP System has provided a framework for addressing these questions in a comprehensive manner throughout our district. The TAP System incorporates strategies that research studies have found to be potentially effective, specifically collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). Additionally, the TAP System has helped our schools create an infrastructure that supports high-quality PD and ensures that the activities ultimately deliver positive results, both for teachers and for their students.

Ultimately, this infrastructure assures us that the TAP System will be tailored to the local context because we are using our data - both student achievement and teacher practice, formal and informal, to determine process and progress.

Using Part 3 application narrative from Year 1? No

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

School improvement, specifically supporting and increasing student achievement, has been the core element of professional development and district initiatives at Central Decatur. Primarily, professional learning has been designed to address the goals of providing a safe learning environment and increasing student achievement.

Student achievement over time at Central Decatur has been inconsistent. Achievement gains are not consistent across grade levels, buildings, or from year to year. The District will utilize the TAP structure and teacher leaders in creating consistency in instruction and in the school improvement process. Three initiatives will direct the work of the teacher leaders at Central Decatur: Iowa Core Implementation, Early Literacy Initiative, and Multi-Tiered System of Supports.

**Iowa Core**-The District Leadership Team supports teachers in implementing and evaluating progress with the Iowa Core, specifically in addressing characteristics of effective instruction. The rubric contains 12 instructional indicators: Standards & objectives, motivating students, presenting instructional content, lesson structure and pacing, activities and materials, questioning, academic feedback, grouping students, teacher content knowledge, teacher knowledge of students, thinking and problem solving. The TAP rubric provides explicit examples for teachers to understand and implement best practice. National Institute for Excellence in Teaching (NIET) developed the TAP rubric through research and development of the INTASC standards, Charlotte Danielson's work, and other educational researchers. These indicators closely align and overlap with the Characteristics of Effective Instruction:

Characteristics of Effective Instruction	TAP Rubric Indicators That Connect
Student-Centered Classrooms	Motivating Students, Activities and Materials, Grouping, Thinking, Problem Solving
Teaching for Understanding	Presenting Instructional Content, Thinking, Problem Solving, Lesson Structure & Pacing, Questioning, Academic Feedback
Assessment for Learning	Academic Feedback, Presenting Instructional Content, Questioning, Standards & Objectives
Rigor and Relevance	Teacher Content Knowledge, Knowledge of Students, Questioning, Thinking, Problem Solving, Motivating Students
Teaching for Learner Differences	Teacher Content Knowledge, Knowledge of Students, Lesson Structure and Pacing

Weekly embedded professional development with consistent support and follow up for implementation of these characteristics will be provided by district teacher leaders to support district progress and student achievement. In addition, each teacher will receive weekly coaching and observations by a teacher leader or administrator four times a year. Monthly professional development meetings led by district leadership team members will focus on increasing teacher understanding and implementation of Iowa Core Curriculum content in specific subject areas.

**Early Literacy Initiative**-District lead teachers will support the K-3 Early Literacy Initiative in weekly embedded professional development meetings. Teacher leaders will lead ongoing data analysis of formative and summative assessments. They will assist classroom teachers in identifying and implementing effective classroom instruction, strategies, and interventions for increasing student achievement. FAST data results will be utilized for student and teacher goal setting under the direction of teacher leaders.

**MTSS**-Weekly embedded professional development meetings will focus on implementing the characteristics of effective instruction and an evidenced-based curriculum. District teacher leaders will be trained to administer the Universal screening for reading for students in PK-6. Teacher leaders will assist classroom teachers in collecting data through progress monitoring and using the data to guide instructional decision making.

Toward that end, the District has partnered with several agencies to progress toward our goals. While there are many established relationships that provide a holistic educational experience for our students, primary partnerships reviewed for the TLC grant include:

- Green Hills Area Education Agency (GHAEA) for early learning services (preschool), general education interventions and special education services, providing support for how to implement effective instruction.
- Mid-Iowa School Improvement Consortium (MISIC) to align and implement the Iowa Core Curriculum and review research-based strategies in the areas of literacy, numeracy and characteristics of effective instruction, providing support for what we are teaching.
- NorthWest Evaluation Association (NWEA) to support the assessment of our progress utilizing both the Children's Progress Adaptive Assessment (CPAA) in preschool - 1st grade and the Measures of Academic Progress (MAP) in 2nd grade through high school.

With the support of these agencies and an infrastructure established, we expect to more effectively implement district initiatives.

Using Part 4 application narrative from Year 1?  Yes

**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)**

**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) 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.

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.

According to leading education writer and policy expert Craig Jerald, "The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa" (Jerald, 2009). TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impacts recruitment and retention of effective teachers in high-need schools.

Central Decatur Community School District advertised internally and externally for master and mentor teachers to serve as teacher leaders. Applicants were asked to submit a resume. The resume was screened for evidence of continued growth as an individual. We looked for evidence of professional development, leadership opportunities, conferences attended and progress made towards earning additional certificates or degrees. Involvement in professional organizations were also considered.

Applicants were expected to provide evidence of increasing student achievement, excellent communication skills, an understanding of how to facilitate growth in adults, and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains.

To be a successful teacher leader, we believe that a focus upon student centered instruction is essential. All applicants were screened using Ventures for Excellence Style Profile. The selection committee looked for evidence of high levels of personal drive, ability to build relationships, and student centered instructional processes.

A selection committee composed of an equal number of teachers and administrators evaluated each candidate for the remainder of the selection process. The committee was comprised of the district superintendent, TAP state project coordinator, high school principal, elementary principal, special education coordinator, high school master teacher, elementary master teacher and two current career teachers.

Candidates were selected for teacher leadership positions based upon the committee's review of the applicants' qualifications. Candidates participated in a panel interview. The interview sought to evaluate the candidate's reactions to proposed scenarios that a teacher leader will encounter. Candidates then provided an assessment and presentation of student data. The presentation demonstrated the ability of the candidate to accurately identify student need based upon district wide data. Candidates presented an adult learning lesson to the committee demonstrating their ability to plan and deliver an effective professional development session.

Finally, candidates were observed using the TAP rubric in their current classrooms prior to final selection in order to observe teaching proficiency. The observation sought to evaluate a teacher's effectiveness in order to ensure their ability to succeed as a teacher leader.

As an annual review, teacher leaders will be observed and evaluated through a lens of leadership. Evaluations by administration will be based upon effectiveness of leading and participating in weekly embedded professional development meetings (cluster meetings) using the TAP rubric for effective cluster meetings. Teacher leaders will be evaluated four times annually based upon instruction in classrooms using the TAP instructional rubric. Teacher leaders will receive feedback bi-annually from administration, other teacher leaders within the district and career teachers using the TAP responsibility survey.

This hiring process for teacher leaders has been implemented in other TAP schools with great success. Central Decatur has chosen this thorough and extensive selection and review process to gain quality teacher leaders and we will continue to utilize this process as we move forward.

**Narrative**

Using Part 7 application narrative from Year 17\* Yes

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's 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 district's 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.*

Using Part 8 application narrative from Year 17\* 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.

Central Decatur intends to determine the impact and effectiveness of our plan through the use of data analysis. We have developed specific and measurable goals for student achievement, teacher effectiveness and implementation of the TAP system.

1. Increase or maintain the number of students scoring Proficient or Advanced on Iowa Assessments while decreasing the number of students scoring Not Proficient on the Reading subtest.
2. Increase teacher effectiveness through weekly embedded professional development measured by observations and CODE data.
3. Increase leadership opportunities through the addition of district leadership team members.

Our leadership team has developed a school-wide plan for improving learning based on student achievement results. The plan identifies specific goals to guide professional development throughout the year. The goals were identified by analyzing student proficiency measures along with benchmark and formative assessments. Our school wide goal is to increase or maintain the number of students scoring Proficient or Advanced on Iowa Assessments while decreasing the number of students scoring Not Proficient on the Reading subtest.

**Elementary Iowa Assessment Data (Grades 3-6)**

Class of	DECREASE		INCREASE	
	Not Proficient	Proficient	Advanced	
2021	22 to 18 45% to 37%	22 to 24 45% to 49%	4 to 7 8% to 14%	
2022	15 to 12 25% to 20%	29 to 29 49% to 49%	16 to 18 27% to 31%	
2023	15 to 12 24% to 19%	34 to 34 54% to 54%	13 to 17 21% to 27%	
2024	20 to 15 41% to 31%	23 to 25 47% to 51%	6 to 9 12% to 18%	

**Secondary Iowa Assessment Data (Grades 7-11)**

Class of	DECREASE		INCREASE	
	Not Proficient	Proficient	Advanced	
2016	10 to 6 22% to 16%	30 to 32 62% to 71%	5 to 7 11% to 15%	
2017	13 to 7 23% to 13%	30 to 32 54% to 57%	13 to 17 23% to 30%	
2018	16 to 9 36% to 20%	22 to 33 50% to 62%	6 to 8 14% to 18%	
2019	17 to 10 33% to 20%	28 to 28 55% to 55%	6 to 13 12% to 25%	
2020	5 to 2 14% to 5%	23 to 23 62% to 62%	9 to 12 24% to 32%	

In addition, all students will show at least one year's growth and maintain or increase proficiency levels.

Now that this goal is set, our district leadership team are selecting research-based strategies for teachers to learn. Each Master Teacher field tests a strategy, refining it for use in the classroom and ensuring it works for the students in our school. The strategy is then taught to teachers in cluster group meetings, carefully sequenced and segmented into manageable chunks.

*Central Decatur short-term measures:*

- TLT meetings
- Weekly embedded professional development (cluster) and follow up
- Teacher observations
- Individual Growth Plan (IGP)
- Student work samples

*Central Decatur long-term measures:*

Summative measurements that address student achievement will include:

- Iowa Assessments
- Northwest Evaluations Association's Measures of Academic Progress (MAP)
- FAST
- IGDIS
- Brigrance
- Graduation Rate
- Enrollment in career readiness programs
- Post secondary preparedness data
  - ACT
  - Compass
  - Career Readiness Certificate
  - ASVAB

System Review from NIET with qualitative and quantitative data including surveys, interviews, CODE data, and observation scores.

Central Decatur School District will use multiple measures to monitor the effectiveness of the TLC plan implementation, which include:

Improved teacher effectiveness

- CODE data: CODE is an online system for managing and analyzing teacher and principal observation data. The system will be used to monitor teacher performance to determine areas of need which will be reinforced in our TLC plan.
- Four observations per year for all teachers scored on the TAP Instructional Rubric
  - Observations provide teachers with evidenced-based feedback that includes an area of Reinforcement and an area of Refinement.
- Weekly Teacher Leadership Team (TLT) meetings: TLT members will utilize these meetings to analyze a number of different forms of data. Members will analyze student data based on assessment measures, teacher observation data within CODE, and develop a long range professional development plan that will be communicated to teachers during weekly job embedded professional development meetings.
- Teacher Survey: Teachers will complete an annual Responsibilities Survey evaluating the roles and responsibilities of the TLT members. Additionally, TLT members will complete Responsibilities Surveys for each career teacher evaluating the professional growth of the individual.

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 district's 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)**

Historically, Central Decatur has not been able to develop proficiency for all students, either in a sustained way or throughout the system. In utilizing the TAP System, Central Decatur has successfully implemented a system that invests in and capitalizes on the strengths of our most important resource - the individuals in the system.

As a District, Central Decatur has implemented a Teacher Leadership System with integrity. Involvement and support for this system is at all levels and includes the Board of Education, District Administration, the District TLC Committee, our District Leadership Team and District staff.

More importantly, the District has developed a plan to monitor, assess and refine this teacher leadership system as we move forward.

Critical elements of the District plan include:

- Rigorous selection process with selection committees in place that include teachers and administrators
- Clear outline of requirements, qualifications, preferred qualifications, and responsibilities for each role
- Evaluation system with TAP rubric that directly corresponds to teacher role responsibilities, expectations, and effectiveness
- Multiple career paths for leadership roles include Master teacher, Mentor teacher, and Career teacher
- Compensation that is warranted for increased leadership duties and additional days

In order to ensure our Teacher Leadership system and structure serves our school community throughout development and during implementation, we have identified the essential elements of success for our system, including:

#### **Infrastructure Supports**

As a partner organization, the National Institute for Excellence in Teaching (NIET) provides nine days of training that focuses on the instructional rubric, teacher observation, leadership development, adult learning, effective professional development and review of assessment data. Every individual in a teacher leadership role must complete this training in order to develop a standard expectation and process for working with adult learners, our classroom teachers.

Additionally, NIET hosts a national conference on an annual basis. This conference provides a range of opportunities to gain a deeper understanding of TAP's career advancement, professional development, teacher evaluation and performance-based compensation.

In our structure to support teachers and develop their learning, classroom staff meet in weekly professional learning communities. These communities of professional practice are facilitated and led by master and mentor teachers and supported by the building principal. This leadership team is tasked with developing the agenda and focus for the weekly meetings, which is based on demonstrated student and teacher needs.

The District has also partnered with Graceland University to provide more intensive support for students who are entering the teaching profession. Through a model schools model program, student teachers will be provided a classroom placement in the fall, working with the students and teacher in a specific classroom on a weekly basis, providing a stronger foundation for when they begin full time with the classroom in the winter.

#### **Responsibilities and Evaluation of Effectiveness**

##### *Superintendent*

- The Superintendent has also been closely involved with the development a teacher leadership structure at Central Decatur. He has visited other schools who have a teacher leadership structure, conducted district conversations, participated in building leadership meetings, attended the weekly professional learning community meetings and involves the Board of Education in District work with teacher leadership. Additionally, the District will complete an annual system review that evaluates growth and progress toward goals and implementation of the TAP System.

##### *District Principals*

- District principals are still considered the lead learner in each building, but now have developed the leadership capacity at the building level to help insure instructional practice happens more intentionally on a daily basis. District principals are evaluated by building staff using Vanderbilt University's ValEd survey to measure their instructional leadership in areas of planning, implementing, supporting,

advocating, communicating and monitoring in the areas of high standards for student learning, rigorous curriculum, quality instruction, culture of learning and professional behavior, connections to external communities and performance accountability.

**Teacher Leadership (Master, Mentor)**

- All leaders will be responsible for coordinating weekly embedded professional development meetings to focus on teacher effectiveness and analysis of student data. All leaders will be responsible in working with staff in building relationships and trust to focus on implementing the indicators of the TAP rubric. Teacher leaders will be responsible for conducting observations to evaluate teacher effectiveness. Master and Mentor teachers will be provided additional days for professional development and growth to support their work as adult leaders of learning.
- Teachers will complete an annual Responsibilities Survey evaluating the roles and responsibilities of the TLT members. Additionally, Master and Mentor teachers will complete Responsibilities Surveys on each career teacher.

**Career Teachers**

- All staff are responsible to teaching to the Iowa Core and analyzing student data. Staff will be responsible for implementing the indicators of the TAP rubric to increase their teacher effectiveness to enhance student overall achievement. Staff will participate in teacher observations and weekly embedded professional development meetings.

**Future Sustainability**

One of Central Decatur's core beliefs is that the single most important school-related factor in determining student performance is the quality of the teacher in the classroom. The TAP System aligns with this belief and leverages the teacher to increase their teaching effectiveness and more fully impact student learning and achievement, allowing us to focus our resources on our greatest investment - staff and students.

**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\* 682.4

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

District Enrollment-Based Allocation \$210,738.77

Total Allocation \$210,738.77

**Part 10 - Budget Items**

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$61,205.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$94,430.00
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).	\$222,491.00
Amount used to provide professional development related to the leadership pathways.	\$28,500.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$406,626.00</b>

**Other Budgeted Uses - Description**

Item description	Amount budgeted
	\$0.00

**Total Allocation Budgeted**

Total Projected Amount to be Expended \$406,626.00

*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 (\$195,887.23)

**Budget Alignment**

Using Part 10 application narrative from Year 1?\*

No

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

One of Central Decatur's core beliefs is that the single most important school-related factor in determining student performance is the quality of the teacher in the classroom. This belief is promoted by the District goal of developing and supporting teacher effectiveness to increase student learning. This goal is enhanced by the state's teacher leadership goal of rewarding professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

The District supplement realized through additional state funding with the implementation of the TLC grant is approximately \$211,000. Our work with the TAP System, along with District conversations, determined the provision for and allocation of state grant funding. A summary review of fiscal considerations includes:

- Supporting teachers with a competitive salary and increasing professional development and leadership opportunities - (Raise minimum salary)
- Reward professional growth and effective teaching by providing pathways for increased leadership responsibilities and compensation
- Promote collaboration by providing opportunities for teachers to learn from and with each other

**District Actions**

- Increase minimum salary
  - Currently the minimum salary in the District is at the mandated level of \$28,500. We have 15 teachers whose salaries would be impacted by the \$33,500 minimum salary. This equates to a District cost of \$61,204.50 and includes the cost of FICA and IPERS.
- Roles and Responsibilities
  - Teacher Leaders
    - All leaders will be responsible for coordinating weekly embedded professional development meetings to focus on teacher effectiveness and analysis of student data. All leaders will be responsible in working with staff in building relationships and trust to focus on implementing the indicators of the TAP rubric. Teacher leaders will be responsible for conducting observations to evaluate teacher effectiveness. Master and Mentor teachers will be provided additional days for professional development and growth to support their work as adult leaders of learning.
  - Master Teachers
    - Master Teachers contracts will include ten (10) additional days of work and provides a \$9000 stipend.
  - Mentor Teachers
    - Mentor Teachers contracts include five (5) additional days of work and provides a \$4500 stipend.
  - The District will have 4 Master Teachers and 10 Mentor Teachers. These 14 leadership roles represent 24% of staff in leadership roles. Through our partnership with Graceland University, staff also support and work with student teachers in a year long professional development school model. These leaders are provided a joint stipend between Graceland and the District and will help the District meet and exceed the 25% requirement for teacher leaders.
  - The chart below provides a summary of anticipated costs associated with implementing our teacher leadership model at the District level.

<u>Unit</u>	<u>Amount/Use</u>	<u>Cost</u>
<b>Cost to Raise Salary to \$33,500</b>	15 teachers	\$52,500
<b>FICA/IPERS</b>	16.58%	\$8,704.50
<b>Master Salary/Stipend</b>	Average Salary (\$47,712) + \$9,000 x 4 teachers	\$226,851
<b>FICA/IPERS/Insurance</b>	16.58%	\$82,592
<b>Mentor Stipend</b>	\$4,500 x 10 teachers	\$45,000
<b>FICA/IPERS</b>	16.58%	\$7,461
<b>Technical Support</b>	\$1500/day x 10 days	\$15,000
<b>TAP National Conference</b>	\$1500/person x 5 persons (includes conference registration, hotel, airfare, meals)	\$7500
<b>Substitutes</b>	5 days release for each master/mentor x 12 positions @ \$100/day	\$6,000
<b>Total</b>		\$451,609

The District realizes this amount is more than the revenue received through the TLC grant, yet has and will continue to be willing to find ways to support this structure and associated costs, including General, Title and Professional Development Funds.

**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 district's TLC plan.  Yes

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

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