



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

137523 - Cherokee Community School Application for Teacher Leadership Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

AnA User Id

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Program Area of Interest

Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name:

Cherokee Community Schools

Organization Type:

K-12 Education

DUNS:

Organization Website:

www.ccsd.k12.ia.us

Address: Cherokee Community Schools
600 West Bluff Street

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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Kimberly Lingenfelter
Title Superintendent
Organization Cherokee Community School District

If you are an individual, please provide your First and Last Name.

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City State Zip

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*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

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County(ies) Participating, Involved, or Affected by this Proposal	Cherokee County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	2
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	18
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **No**

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons. **Yes**

If YES, present the rationale for determining no impact.

The Cherokee Community School District does not discriminate on the basis of race, color, national origin, creed, socio-economic status, religion, sex, marital status, age, sexual orientation, gender identity, or disability in educational programs. The proposed grant addresses the need for instructional coaches, mentors, and technology integration specialists and is not disproportionately or uniquely targeting minority persons or programs.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge. **Yes**

Name of Person Submitting Certification. **Kimberly Lingenfelter**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District **Cherokee Community School District**

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

County-District Number **18-1152**

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Name of Superintendent **Kimberly Lingenfelter**

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E-mail Address **klingenfelter@ccsd.k12.ia.us**

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City **Cherokee**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **51012**

TLC Application Contact

Honorific

Name of TLC Contact **Kimberly Lingenfelter**

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Street Address **600 West Bluff**

City **Cherokee**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **51012**

Demographic Profile

October 2014 Certified Enrollment **956**

October 2014 Free/ Reduced Lunch %

42

AEA Number

9212

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

TLC Model Number

Model 3 Comparable Plan

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 Cherokee Community School District proposes to create a collaborative TLC Plan that creates multiple leadership positions. These leadership positions include: three instructional coaches, six model teachers, six mentor teachers and 10 lead teachers.

- The instructional coaches will support the implementation of effective instructional strategies and promote implementation of Common Core and state standards.
- The model teachers will meet with instructional coaches to assist with district initiatives and professional development and work with classroom teachers to implement effective classroom strategies.
- The mentor teacher will provide leadership and support for initial new teachers to the Cherokee Community School District.
- The lead teacher will work with instructional coaches in leading district departments in the development of best instructional practices that support goals and curriculum.

The vision of the district is to recognize effective teachers already on staff and allow those teachers leadership opportunities. These leaders would be current teachers who have shown a desire to work with teachers and administration to meet the goals of the TLC plan.

These leadership positions represent 32% of the current teaching staff in the district. They will be chosen through a rigorous selection process which would include input from teachers, staff, and administration.

The district wants to create an atmosphere of collaboration among all grades and content areas to emphasize and encourage learning from one another. These leadership positions would be a vital component of the TLC plan.

Professional Development within the district can become more effective with the implementation of the TLC plan. Professional Development decisions will be a collaborative effort among administration and leadership positions. An improved structure and climate will be achieved from Professional Development opportunities provided from the TLC plan.

Student achievement is the district's primary focus. Through the outlined TLC plan, the Iowa Core essential skills and concepts can be used to strengthen instruction to improve student achievement. The TLC plan also supports our current Authentic Intellectual Work (AIW) initiative.

The district has invested significant time into both the Iowa Core Curriculum and AIW, and would utilize the TLC plan to further enhance the implementation of these initiatives.

The Cherokee Community School District is confident this TLC plan will further reinforce the teaching experience of their professionals and the educational opportunities for all of their students.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? **Yes**

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

Please include the following information in your narrative:

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

Upon receiving the planning grant, the district's Teacher Quality Team met to create a TLC Planning Team. The TLC team comprised of teachers, administrators, and parents. The entire Teacher Quality Team was a part of the TLC team due to past expertise in curricular planning and knowledge of district initiatives. The representatives from the Cherokee Education Association played an integral role on the TLC Planning Team. Funds received from the planning grant were used to pay for substitute teachers during release time and stipends for hours worked outside of the contract day. The team began to meet on a weekly basis to discuss the implications of the plan and what it would look like. A great deal of time was spent reading the merits of each plan option. The TLC Planning team met with NWAEA and DE staff in December and spent the day drafting a conceptual plan. Following the NWAEA meeting, the TLC Planning team met weekly to work on the plan. In between meetings, the team contributed information through document sharing in order to develop collective ideas on the grant. The TLC Planning team also reached out to the rest of the Cherokee staff to get input. The superintendent of schools met with the entire teaching staff to unveil the conceptual plan. The plan was truly a collaborative effort. All individuals, administrative, teacher, and parent, had equal opportunity to provide input, criticism, and support. Ground rules were established that governed each meeting and allowed all voices to be heard. The entire teaching staff was presented with the plan and modifications were made with their input. The Cherokee Board of Directors was presented with the plan at its regular board meeting on January 20, 2014. Again, input from the Board of Directors was used to modify the plan.

The plan has the support of the district. The perceived strengths of the plan by the stakeholders lie in its collaborative approach to professional development, the utilization of instructional expertise to approach specific aspects of professional development, and the creation of professional development initiatives by practitioners in the district. Furthermore, the Mentoring and Induction Team is specifically designed to support new teachers and sustain their individual, professional growth.

The Teacher Leadership Committee attended the Year 3 Grant Writing Workshop held in Sioux City in April 2015. We came away with valuable information to incorporate into our revised application. The information was also shared with administration, our school board, and parents. The TLC group met again in July and August 2015 to begin working on the revision of our original grant application.

Narrative

Using Part 2 application narrative from previous submission? **No**

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

State Goals:

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

The goal of TLC is to “Empower teachers as leaders”, which aligns directly to the mission of the Cherokee CSD, “With community involvement, we will empower learners to become contributing members in our changing world”.

Currently, the district is focused on the following stated, board approved, goals:

-Implement a successful 1:1 technology initiative to enhance student learning, instruction, and achievement.

-Increase implementation and alignment of Iowa Common Core curriculum utilizing Characteristics of Effective Instruction.

-Improve communication between all stakeholders in the district that will promote an atmosphere that encourages positive relationships.

The following are the Cherokee CSD TLC goals:

- 1) To provide a new teacher mentoring program with 100% retention rate.
- 2) To provide leadership in the use of data to drive decisions and instruction.
- 3) To improve student achievement by increasing effective instructional practices with increased use of technology.
- 4) To align and implement the Iowa Core.
- 5) To provide a more collaborative and comprehensive professional development plan.
- 6) To retain effective teachers by offering enhanced leadership opportunities.

We are currently enrolled in the mentoring program offered by Northwest AEA. Our TLC plan would clearly articulate goals and provide additional training for the support of our new staff both in mentoring and induction. Our vision is: the mentoring/induction relationship being strong in the areas of working together, implementing instruction, creating an understanding of district initiatives, and providing support. With approval of the TLC, our mentor teachers will continue to receive training, provide an articulated induction program for all new staff, provide strong collaboration, and provide additional time to meet. The TLC will support our current mentoring and induction program.

The TLC will allow the leadership positions to follow and maintain the IPDM and will encourage and maintain data collection, goal setting, training and collaboration and re-assessment in order to improve student outcomes across the district while monitoring and adjusting learning to meet staff needs.

The current teaching retention rate of the Cherokee Community School District is 91%. Furthermore, 53% of teachers in the district have attained a Master’s Degree (40 individuals). The district has been able to attract and retain teachers, due to its competitive salaries, small school size, quality staff, and supportive community. Providing teachers with a plan for career growth and leadership is seen as a positive direction for the district and an exciting opportunity for staff. Our goal is to move the teachers who have demonstrated leadership in PD initiatives, collaboration, and highly effective instructional practices into leadership roles. The district will promote a collaborative culture to continue to improve student achievement--all K-12 students will perform at or above grade level in core areas by strengthening instruction through teacher leadership.

District Achievement Data:

2014-2015 Iowa Assessment Results

Percent Proficient	Grade 4	Grade 8	Grade 11
Reading	76.5	86.5	80
Math	78.8	89.3	85.3

Using Part 3 application narrative from previous submission? **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)

Cherokee Community School District (CCSD) has built the vision and goals for our TLC plan around our current school improvement efforts, professional development initiatives, long-term and annual improvement goals, and current assessment data with the target of continuous improvement.

The Cherokee CSD believes technology use and integration is a critical component of the educational process. The district has implemented a 1:1 computer initiative in grades 5-12. In grades K-4, there has been an increased use of technology in instruction and hands-on activities. There have been significant resources devoted to upgrading technology infrastructure, as well as purchasing hardware and software. TLC plan will help to strengthen technology integration into instructional practices, to enhance student learning and allow technology connections between and among current initiatives. Our TLC plan includes an Instructional Coach that specializes in technology integration. Collaboration is an essential component of the IPDM, and our district's TLC plan provides for improved coaching and facilitation for teams of teachers as they engage in collaborative practices. As a district, we embrace both professional learning communities and the Authentic Intellectual Work framework as collaborative structures. Instructional coaches and model teachers will engage teams in the Iowa Core Curriculum - digging deeper into content and skill standards, effective instructional practices and determination of formative assessments to measure student mastery of standards. This analysis will identify students in need of additional supports (either through intervention or enrichment); and facilitate reflective dialogue as a means to improve student learning.

The Iowa Core Curriculum is the foundation of all instruction in the CCSD, and it defines the essential learning outcomes for our students. It is our responsibility as a district to guarantee access to the Iowa Core Curriculum for all students. The newly created roles of instructional coach and model teacher will enhance our ongoing efforts to enact the Iowa Core. Instructional coaches, in particular, will have an understanding of research-based strategies and the "big-picture" perspective of grade level and department concerns. Teacher leaders will also be in a position to identify and support teachers in development of formative assessments. This information will help us determine if the intended curriculum matches the enacted and the assessed curricula.

Using Part 4 application narrative from previous submission? **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)

Our current mentoring and induction program framework works independently throughout the school year. The new teachers in the district meet for one full day prior to the school year to discuss district initiatives, complete necessary paperwork, and get their classroom ready. New teachers are also required to work with Northwest Area Education Agency to meet bi-monthly as part of their Mentoring and Induction Program. Based on feedback from current mentors and mentees, the TLC plan recommends that the mentors meet with mentees monthly to discuss and reflect on their teaching practices. Time for mentors and mentees to observe each other is not currently provided by the district. Our district currently uses mentors who have been in the district for a number of years and have vast experience in implementing district initiatives. New teachers to the profession go through induction as a way to connect initiatives and align their work with the current work of the district. All teachers must connect their work with the Iowa Teaching Standards and Criteria.

Areas of improvement needed: Based on surveys from current mentors and mentees, we are aware that new teachers to our district need more time to meet with mentors, develop a deeper understanding of fundamental evidence-based practices, and continued implementation of Authentic Intellectual Work (AIW).

How the TLC System will address the areas of improvement: We understand that providing a strong mentoring and induction program for new teachers at the Cherokee Community School District will not only improve individual teacher development, but will also help to enhance our district. Providing a strong mentoring and induction program will help new teachers become leaders in the classroom and in the district. The different roles, as laid out in our TLC plan, will all have defined responsibilities in our mentoring and induction plan as shown below.

Mentor Teachers will:

- Recognize social and emotional needs of new teachers and provide support for these needs.
- Support new teachers as they learn and implement building and district goals, initiatives, policies, and procedures.
- Observe and give feedback in mentee's classroom.
- Meet regularly and as needed to with new teachers.
- Attend mentor/mentee training and leadership trainings offered by AEA.
- Observe mentee followed by a post-observation collaboration and coaching once a month.
- Collaborate with mentee in the planning, monitoring, reviewing, and implementing of best instructional practice, classroom management, and organizational strategies.
- Assist mentee in collecting and analyzing classroom student data.
- Provide support through AIW training, collaborative planning, modeling, and co-teaching.
- Report to stakeholders through presentations and newsletter / newspaper articles.

Instructional Coaches will:

- Support teachers to develop knowledge of data-driven decision making.
- Work with new teachers to research, model, and implement evidence-based instructional practices that align with district goals.

Model Teachers will:

- Provide and support evidence-based instructional practices in classrooms.
- Work with new teachers to research, model, and implement evidence-based instructional practices that align with district goals.

Lead Teachers will:

- Provide and support evidence-based instructional practices for each curricular department.
- Work with new teachers to research, model, and implement evidence-based instructional practices that align with district goals.

Our TLC plan will address the need for each building to have mentor teachers well-suited for coaching and targeting the needs of new teachers. The district will continue to use veteran teachers who have vast experience in implementing district initiatives. They will collaborate with instructional coaches and model teachers to stay at the forefront of educational and mentoring practices. This collaboration will take place during breakout Professional Development sessions. Mentor teachers will also observe new teachers with a strong connection to the Iowa Teaching Standards and Criteria. These observations will have a clear focus on providing effective feedback for new teachers. Through these roles and steps to improve, we would like to see our Mentoring and Induction Program promote the personal and professional well-being of classroom teachers, build a supportive environment within the school district, provide leadership opportunities, support continuous improvement, promote excellence in teaching, and enhance student achievement.

This TLC plan provides layered support for new teachers. Currently, new teachers have one mentor to lean on for support, while our TLC plan allows for a network of teachers. Mentor teachers will be the primary support, but new teachers will also have Instructional Coaches and Lead Teachers to guide their data-based decision making and evidenced-based strategies. The Model Teachers will offer another layer of support by providing them with evidence based instructional practices and implementation of instructional strategies that align with district goals. By providing these layers of support, new teachers will have access to more people and resources intended to build and improve their teaching and learning.

Narrative

Using Part 5 application narrative from previous submission? **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.

Part A

It is the district's belief that a teacher leadership program will positively impact the effectiveness of initial and career teachers in the classroom and thus increase student learning. This TLC plan identifies four types of teacher leaders with 25 teacher leader positions, which would require participation of 35% of the career teachers on staff.

Using model #3, the Cherokee Community School district designed a plan tailored to its specific goals and needs. It is essential to develop a clear and specific description of the Instructional Coaching Model to build coherence across the district.

The following positions will be created: Instructional Coach (TK-6 Strategist), Instructional Coach (7-12 Strategist), Instructional Coach (TK-12 Technology Integrationist), Model Teachers, Lead Teachers, and Mentor Teachers.

Instructional Coach (TK-12 Technology Integrationist): 1 position

Timeframe: 100% engaged in teacher leadership duties

Purpose:

To promote implementation of technology as a tool for improving instruction and increasing student achievement by researching and helping teachers integrate new facets on technology into their classrooms while providing training and assistance in these endeavors.

To promote implementation of Common Core and state standards by assisting teachers and administration in dissecting standards to guide identification of essential knowledge and skills and to help adjust curriculum accordingly.

Duties include but are not limited to:

- Meet with principals at each level once per week to:**
- Establish, discuss, and carry out building initiatives**
- Share best practice research**
- Discuss and narrow down curriculum and instruction**
- Discuss social media and education trends**
- Discuss effective implementation of technology**
- Meet with other instructional coaches to:**
- Review classroom teacher goals**
- Provide resources for classroom teachers**
- Demonstrate planning and instruction for classroom and model teachers**

- Plan and deliver PD technology activities regarding the integration of technology in the classroom
- Collaborate with classroom teachers 1/1 and in groups, modeling multiple strategies for infusing technology into current teaching practices
- Engage in the development and integration of technology into the curriculum
- Assist in the implementation of the 1:1 technology initiative
- Collaborate with Technology Director in the implementation of the district initiatives
- Monitor the collection of district student achievement data
- Collaborate with other instructional coaches on collecting and analyzing data specific to the initiatives
- Collaborate with administration and other instructional coaches in planning and delivering PD activities to support district initiatives
- Oversee curriculum mapping and alignment to the Iowa Core through use of the MISIC curriculum alignment tool
- Report to stakeholders through presentations and newspaper articles
- Collaborate with district administration to monitor the TLC plan
- Coordinate the work of teacher leaders
- Plan, facilitate and monitor professional learning for teacher leaders

Instructional Coaches: (1 (TK-6) position and 1 (7-12) position)

Timeframe: 100% engaged in teacher leadership duties

Purpose:

To support the implementation of effective instructional strategies.

To promote implementation of Common Core and state standards by assisting teachers and administration in unpacking standards to guide identification of essential knowledge and skills and to help adjust curriculum accordingly.

Duties include but are not limited to:

- Meet with principals at each level once per week to:
- Establish, discuss, and carry out building initiatives
- Share best practice research
- Analyze school data

- Discuss and narrow down curriculum and instruction
- Discuss social media and education trends
- Meet with other instructional coaches to:
- Review classroom teacher goals
- Assist with carrying out building initiatives and professional development
- Discuss ways to facilitate a better understanding of the structure of the written, taught, and tested curriculum for classroom teachers
- Provide resources for classroom teachers
- Demonstrate planning and instruction for classroom and model teachers
- Meet with model teachers (6 district wide):
- Within the first six weeks meet to review classroom teachers career plans that are connected to building initiative
- Meet again during the second semester to review and discuss classroom teachers career plans and progress made
- Develop a Teacher Leadership Compensation Survey to provide feedback to district administration
- Discuss instructional strategies to bring into the classrooms
- Provide resources for classroom teacher
- Analyze formative and summative student achievement data
- Oversee the relationship between the model teacher and classroom teacher
- Study research-based classroom strategies based off of district wide student data and explore which instructional methodologies are appropriate for our school
- Monitor the collection and analysis of district student achievement data
- Collaborate with other instructional coaches on collecting and analyzing data specific to the initiatives
- Attend AEA/State training on district initiatives and teacher leadership
- Provide guidance and support to district teachers in implementing the initiatives, including modeling of strategies and 1/1 collaboration
- Facilitate AIW team meetings
- Work with initial and career teachers in planning, monitoring, reviewing, and implementing best instructional practices

- Collaborate with teachers to support classroom management, positively recognize appropriate student behavior, and effectively deal with challenging student behavior (APL)
- Collaborate with administration and other instructional coaches in planning and delivering PD activities to support district initiatives
- Oversee curriculum mapping and alignment to the Iowa Core through use of the MISIC curriculum alignment tool
- Collaborate with district administration to monitor the TLC plan
- Assist lead teachers in purchasing/ordering curriculum materials
- Coordinate the work of teacher leaders (model, lead, mentor)
- Plan, facilitate and monitor professional learning for teacher leaders
- Report to stakeholders through presentations, district website and local newspaper articles

Model Teacher (6 positions)

Timeframe: 80% engaged in student instruction / 20% performing teacher leadership duties

Purpose:

To create professional learning environments guided by collaboration, high expectation, equity, ongoing inquiry, and reflection.

Duties include but are not limited to:

- Meet with instructional coaches to:
- Review classroom teacher goals
- Assist with carrying out building initiatives and professional development
- Provide resources for classroom teachers
- Demonstrate planning and instruction for classroom teachers
- Discuss instructional strategies to bring into the classrooms
- Analyze formative and summative student achievement data
- Meet with classroom teacher during professional development time to:
- Assist classroom teachers with the use of data to improve student learning
- Support the implementation of effective instructional and AIW strategies

- Model teachers and classroom teachers work collaboratively to examine the work of students in teachers' classrooms to discover student learning needs and determine how best to address them.

- Model teachers may also use this time to help initial teachers implement new teaching methods, by demonstrating a lesson, co-teaching, or observing and giving feedback.

Mentor Teacher (6 positions)

Timeframe: 95% engaged in student instruction / 5% performing teacher leadership duties

Purpose:

To provide assistance, leadership, advice, and instructional strategies & support for initial teachers new to the Cherokee Community School District.

Duties include but are not limited to:

- Attend mentor/mentee training and leadership trainings offered by AEA
- Meet daily the first two weeks of school
- Meet once a week to collaborate with mentee
- Observe mentee followed by a post-observation collaboration and coaching once a month
- Provide mentee with leadership guidance in the district initiatives
- Collaborate with mentee in the planning, monitoring, reviewing, and implementing of best instructional practice, classroom management, and organizational strategies
- Assist mentee in collecting and analyzing classroom student data
- Provide support through AIW training, collaborative planning, modeling, and co-teaching
- Report to stakeholders through presentations, district website and local newspaper articles

Lead Teacher (10 positions)

Timeframe: 100% engaged in student instruction

Purpose:

To collaborate and work with instructional coaches in leading district departments in the development of best instructional practices that support district goals and curriculum.

Duties include but are not limited to:

- Collaborate with instructional coaches to assist/plan professional development
- Assist instructional coaches in planning curriculum phases for each department
- Assist instructional coaches in purchasing/ordering curriculum materials
- Engage in the research of best educational practices for the district through methods such as book studies, attending conferences, peer-reviewed journal research
- Lead departmental meetings during professional development
- Lead departmental meetings (minimum of three) throughout the school year to facilitate collaboration in individual departments
- One lead teacher will be in charge of each of the following departments:
 - English, Mathematics, Science, Social Studies, Fine Arts, Career & Technical Education, Foreign Language, Counseling, Special Education, Early Childhood Development

Part B

The leadership roles defined in the TLC plan extend the existing framework for accomplishing district goals. Currently, all teachers collaborate in AIW teams to improve instructional strategies involving technology, the Iowa Core/Common Core, and communication with all stakeholders for the Cherokee Community School District, with support from administrators and NWAEA

By implementing the positions of instructional coaches, there will be enhanced opportunities for deeper learning and support for individual teachers. The Instructional Coaches will be responsible for ensuring data collection and analysis, as well as additional training in the initiatives. They will ensure consistency in mapping and aligning curriculum to the Iowa Core and will also plan and provide professional development to support the district goals. Additionally, the Technology Strategist will provide training and support to teachers in effectively using technology to enhance student learning.

Mentor teachers will work intensively with new teachers through collaboration, observation, modeling, and team teaching to extend the current AEA training.

Model teachers will collaborate with teachers to enhance student learning through the modeling of best practices while assisting in analysis of formative and summative student achievement data.

Lead teachers will research best practices and communicate their findings within their respective departments while creating/assisting with district professional development.

All of the teacher leadership positions focus on supporting teachers as they work to improve student achievement. Effective instruction is defined by the district as using research based/best practice teaching strategies, with an emphasis on creating student centered classrooms that teach for understanding. Formative assessments and teaching based on learner differences are essential components of the instruction. The TLC plan puts the majority of the responsibility for planning and implementing PD in the hands of the Instructional Coaches. They will follow the IPDM in planning PD to accomplish the district goals. The training, collaboration, and support given to teachers through the TLC plan will ultimately improve the quality of teaching and learning in the Cherokee Community School

District.

Using Part 6 application narrative from previous submission? **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 of Teacher Leaders:

Our selection process begins with teacher applications for a teacher leadership position.

The application will ask for the following information:

- Advanced degrees
- A deep understanding of the Iowa/Common Core Curriculum Standards
- A deep understanding of instructional strategies
- Experience in a previous teacher leadership positions
- Participation and implementation from Professional Development
- Recognized as skilled in the use of instructional technology
- Advancement towards mastery of all the Iowa Teaching Standards

A site-based review council of teachers and administrators from each of the district's attendance centers will accept and review applications/interview for each of the leadership roles. The recommendations of which applications will be reviewed by the principals and superintendent. The superintendent will take the recommendations to the Board of Education for approval.

Measure of Effectiveness:

A three-point rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection.

The rubric will outline in detail the job required criteria with candidates being measure as
1 = not meeting the criteria, 2 = meets the criteria, 3 = going beyond the criteria

Advanced Degrees:

Emphasis will be placed on advanced degrees that focused on effective instructional methods and strategies.

Deep Understanding of the Iowa Core Curriculum Standards:

Applicants will provide artifacts or examples to the council showing the use of instructional strategies that align directly to the Iowa/Common Core Standards.

Applicants must show evidence they would be able to assist others to successfully implement the standards during instruction.

Experience in previous teacher leadership positions:

Those who have served as mentor teachers, Authentic Intellectual Work (AIW) leaders, and committee heads will rate higher in the selection process than those having not served in any formal or informal leadership roles within the district.

Participation and implementation of Professional Development:

A greater emphasis in the selection process will be put towards teachers that show implementation of evidence based instruction developed through professional development opportunities.

Teachers who show initiative by improving their skills from on-going professional growth would rate higher in the selection process.

Deep understanding of evidence based instructional strategies:

Applicant is recognized as skilled in instructional delivery strategies.

Evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

Advancing towards mastery of all the Iowa Teaching Standards:

Artifacts of instructional strategies and teaching practices that demonstrates not just meeting all the Iowa Teaching Standards but moving towards mastery in many of the eight standards.

Teachers who show advancing toward mastery in most of the eight standards will rate higher in the selection process.

Professional Growth:

Evidence of professional growth will be evaluated in the application materials, written responses, and the interview. At the end of each TLC implementation year, the selection committee will re-evaluate each teacher leader for evidence of continued professional growth and growth in leadership skills. This will be based on:

- Written self-evaluation of teacher leaders.
- Survey data of staff.

•Observations conducted by committee members.

Teacher leaders may re-apply annually.

Narrative

Using Part 7 application narrative from previous submission? **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.

Part A

The expectation for utilizing teacher leaders in the Cherokee CSD would be to move forward with current initiatives and to improve the collaboration among staff, parents, and students. The expectation of instructional coaches (strategists) is to work collaboratively with district administrators to design, implement, and assess staff development programs. It will be important to have critical conversations with staff, administration, board, parents, and students regarding student academic progress. With the Cherokee TLC Plan, leaders will continue to promote these methods of instruction, measure and assess, and mentor new or beginning teachers. As new teaching strategies are developed, learned or discovered, they can be introduced through this professional development model. By incorporating all the components of the Iowa Professional Development Model (IPDM), the district is better prepared to achieve optimum success toward meeting local, state, and federal goals.

The Cherokee TLC plan utilizes instructional coaches that function to assist administration and the classroom teachers. Working with the principal, the instructional coaches' primary role is to analyze student data, as well as to create and institute an academic achievement plan for the building. Instructional coaches will lead curricular groups and provide researched-based methods of delivering instruction, coaching, and team teaching methods to classroom teachers. Instructional coaches collaborate to determine and develop the adoption of learning resources and curriculum. The instructional coaches are responsible for implementing the school plan. Their primary duties include leadership team participation, research, curricular group planning and implementation, individual growth plan management, and classroom follow-up.

The Cherokee TLC plan utilizes model teachers to create professional learning environments guided by collaboration, high expectations, equity, ongoing inquiry, and reflection. Working with the instructional coaches, the model teacher's primary role is to assist classroom teachers in setting realistic goals, providing research-based resources for classroom teachers, and to analyze student achievement data. Model teachers will also assist with the implementation of the IPDM. They will collaborate with classroom teachers to utilize student data to improve student learning and collaborate in an AIW setting to enhance lesson planning,

The Cherokee TLC plan utilizes mentor teachers to provide assistance, leadership, advice, and instructional strategies and support for initial teachers new to the Cherokee Community School District. Working with initial teachers, the mentor teacher's primary role is to attend mentor/mentee training offered by the AEA, observe and collaborate with mentee multiple times to assist with lesson planning, school climate, classroom management, organization strategies, collection of student data, and provide support through AIW training, collaborative planning, and modeling.

The Cherokee TLC plan utilizes lead teachers to lead district departments in the development of best instructional practices that support district goals and curriculum. Working with instructional coaches, the lead teacher's primary role is to assist with professional development planning, plan curricular phases for each department, engage in research for best educational practices, and lead department meetings to deliver professional development goals and information to classroom teachers.

Part B

The TLC initiative proposed by the Cherokee CSD utilizes the basic elements of the IPDM and improves on its implementation by establishing a team of teachers that can better implement its core values. Developing collaborative structures within school districts has always been at the heart of the IPDM in an effort to collect and analyze student achievement data to better serve students' needs. While the Cherokee CSD has worked at developing a collaborative model for the implementation of professional development, the current structure of Iowa schools is such that time and resources have been insufficient. This has hampered the efficacy of a true collaborative model.

Using the TLC program, the district will be designing a true collaborative process involving teachers and teacher leaders working with the administrative team. Working collaboratively will ensure that all parties will be able to address issues within individual buildings to set professional development goals, select appropriate content to meet those goals, and provide the necessary training opportunities for all stakeholders to keep the district aligned with the

district goals. Furthermore, sufficient resources and a defined time to accomplish tasks will certainly result in true collaboration and will improve the IPDM.

As the district professional development unfolds throughout the school year, it will be imperative to monitor its effectiveness. Through formative evaluation, instructional coaches and mentor teachers will provide feedback to classroom teachers on the implantation of strategies and their effectiveness on student learning. Through summative evaluation, surveys will be collected district wide as teachers evaluate the professional development delivery process. Additionally, all teachers will create an Individualized Teacher Professional Development Plan that will be evaluated annually and modified accordingly to meet individual teacher needs.

The TLC Planning Team of the Cherokee CSD truly believes the model proposed contains the primary elements of the IPDM (collaboration, data analysis, teacher leadership in professional development, formative assessment, etc), but provides a much improved delivery system that will be able to accomplish the goals of the district in a more effective and efficient manner.

Using Part 8 application narrative from previous submission? No

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

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

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

Part A

The vision of Cherokee CSD's TLC Plan is to provide all teachers professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness. The development of the TLC plan for the Cherokee CSD is intended to be a more effective process to ensure the attainment of district goals. Attaining these goals will lead to increased student achievement, thus equipping our students with the knowledge needed to be successful in society.

Cherokee's district goals are:

- Implement a successful 1:1 technology initiative to enhance student learning, instruction, and achievement.
- Increase implementation and alignment of Iowa Common Core curriculum utilizing Characteristics of Effective Instruction.
- Improve communication between all stakeholders in the district that will promote an atmosphere that encourages positive relationships.

Short term measurements within the plan will include consistent methods of measuring the progress of various initiatives. Work created within the teams will be measured against stated district goals which will be used as a foundation for all work that is being done. The administrative team will work with the TLC team to ensure that the work of the groups aligns with district goals.

Short-term Measures:

- District self-reflection of fidelity of implementation of TLC plan
- Identification of strengths and weaknesses of the plan
- Collect feedback on various efforts and initiatives that are identified throughout our TLC plan
- Provides opportunity to quantify the numerical success and impact of our efforts
- Allows staff and administration to share anecdotal information to help us adjust and improve our efforts on an on-going basis
- Results and feedback shared with the professional development/curriculum leadership groups to identify necessary next steps
- Engage in formative assessment to identify strengths and weaknesses of students enabling teachers, leadership team members, and instructional coaches to provide targeted instruction, thus ensuring the success of all students
- Identify weaknesses and/or additional needed supports
- Address any weaknesses and adjust TLC plan accordingly for upcoming school year
- Analyze beginning, midyear, and end of year data as well as progress monitoring assessments to guide next steps following the IPDM
- Engage in peer review conversations sharing progress on student achievement and increased teacher effectiveness within the AIW initiative.

Long term measurements will be dependent upon data analysis of multiple sources. These measurements will be used to evaluate the effectiveness of the district's proposed model.

Long-term Measures:

- Summative measures that address level of student achievement which would include but not be limited to the following:
 - Iowa Assessments
 - ACT
 - MAP
 - FAST
- Critical analysis of our summative data would include the following:
 - Proficiency data
 - Growth of individual students
 - Growth at the classroom and grade level

- Comparing academic growth of students to quantitative data regarding classroom teacher's engagement with instructional coaches to determine if there is a correlation
- Annually completing and scoring ourselves on the Iowa Professional Development Model District

Part B

Once data has been collected, the TLC team and the administrative team will review, analyze, and draw conclusions. Based on data analysis, the TLC planning committee will make recommendations to the Board of Education for changes in programs and initiatives. The self-reflection of TLC plan will allow us to monitor our efforts and determine next steps. The TLC team will use the data analysis following the IPDM to allow us to monitor our efforts and determine next steps based on student achievement data. Completing and scoring the plan on the IPDM will provide us with the information necessary to determine our focus for leadership teams as we continue to improve instructional practice leading to increased student achievement. Information collected from new teachers will provide feedback to identify the strengths and weaknesses as we strive to provide support for our new teachers.

Using Part 9 application narrative from previous submission? **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)

Support and input of all stakeholders including Cherokee's administrative team, board of education, local education association, staff members, community members, and parents started conversations focused on several key components of an effective teacher leadership plan. One integral component of these conversations was the ability for Cherokee to successfully implement its TLC plan upon the securing of funding from the State of Iowa.

Equally important to successful implementation is the ability to sustain our TLC plan over time. Our teacher leaders are key to our plan, and it is imperative we have the most qualified people providing the leadership vital to the successful implementation and ongoing sustainability of this plan.

The TLC planning committee realizes that there is more to sustainability than funding. This grant will challenge and redirect leadership roles within the Cherokee Community School District. It will require that we employ innovative thinking, research-based action, and resource allocation that will allow us to continue to meet our goals of improved instruction and increase student achievement. To do so requires a change in our school community culture; empowering our teachers to take on leadership roles to impact what is happening within their own buildings.

DISTRICT CAPACITY

Past Successes:

- The district already utilizes department chairpersons to assist in the development and implementation of professional development activities. Teachers welcome the insight provided by their colleagues and are open to receiving suggestions for improvement.
- The district has utilized Professional Learning Communities for continuous improvement, collaboration, and a focus on student learning. Our teachers understand the need for strong professional development and view the quality of our teachers as the determining factor in student achievement.
- The district currently has a mentoring program in place in cooperation with the AEA. New teachers are also provided one additional day at the beginning of the year and the opportunity to visit other classroom teachers to observe the instructional practices of other teachers. The TLC plan will enhance our capacity to allow teachers to grow from each other through the study of research-based teaching strategies.
- The district currently has a teacher trained as a coach for Authentic Intellectual Work (AIW) as well as 15 lead team members and has been implementing AIW strategies for several years.

District Needs:

- The district has a variety of types of data at its disposal. Currently, there is a lack of cohesion in our use of data. We need to better understand the types of data we have, how to interpret the data, and how it fits together. Utilizing the Instructional Coaches to provide leadership in the use of data would provide the clarity our staff needs to have the desired positive impact on student achievement.
- The district needs a greater number of stakeholders engaged in leadership positions to increase the overall efficacy of this plan.

ROLES OF KEY STAFF

- **Superintendent** - The superintendent will be responsible to continually provide the vision for the TLC Plan. As the leader of the district administrative team, keeping lines of communication open amongst all leaders will be critical as all in the district adjust to a new leadership environment. Keeping all stakeholders informed of the program will be an important role of the superintendent.
- **Principals** - The principals will play a key role in the success of the TLC Plan. Working with teacher leaders on a regular basis, they will be essential in the development of teacher-leadership skills. Directing/guiding classroom teachers to the appropriate teacher leaders for troubleshooting, data analysis, research-based strategies, support, etc., will be important in the development of the program.
- **Teacher Leaders** - All leaders (instructional coaches, model teachers, lead teachers, mentor teachers) will be important as the district transitions to the TLC plan. Using their skills and knowledge, they will work one on one with staff to build relationships and trust to focus on the key elements of the TLC plan. Having multiple instructional coaches employed full-time will make this transition easier. The instructional coaches will be able to help others understand what their role encompasses outside the classroom, how to structure their day, and the skills necessary to work as a team.

SUSTAINABILITY OVER TIME

Future Sustainability:

- Creating our plan has enabled district stakeholders to recognize the importance of empowering teachers of the district to serve as teacher leaders through clearly defined, differentiated, meaningful pathways. Each and every child of our district deserves to reap the ultimate benefit of our plan which is increased academic achievement for all students, both now and in the future. The best way to sustain our plan for years to come is to provide opportunities for all stakeholders to offer feedback, ask questions, and engage in dialogue focused on improving teacher effectiveness and increasing student achievement. Open communication allowed Cherokee's TLC Planning Committee to move forward in the creation of our plan, and those same elements will guarantee sustainability of our plan as we move forward.
- The community will be kept abreast of the program through the website and through communication with the school board.

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**

Part 10 - Budget Items

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$37,000.00

Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$13,000.00
Amount used to provide professional development related to the leadership pathways.	\$3,864.05
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>	\$245,120.57
Totals	\$298,984.62

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 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	956.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$298,922.08
Total Allocation	\$298,922.08

Other Budgeted Uses - Description

Item description	Amount budgeted
FICA/IPERS/LTD	\$38,024.57
Mentoring Salaries	\$6,000.00
Miscellaneous	\$0.00
Health Insurance for instructional coaches	\$27,756.00
3 instructional coach positions at \$57,780	\$173,340.00
	\$245,120.57

Total Allocation Budgeted

Total Projected Amount to be Expended **\$298,984.62**

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 **(\$62.54)**

Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

The Cherokee Community School District's proposed budget for the Teacher Leadership and Compensation System (TLC) is established with the CCSD's district mission as its foundation. As a district, the mission is to utilize community involvement to empower learners to become contributing members in a changing world. Utilizing the district's mission, the TLC program goal is to empower teachers as effective leaders and classroom professionals. In order to achieve this mission, CCSD has established three district goals:

1. Align District Curriculum to the Iowa Core/Common Core using the Mid-Iowa School Improvement Consortium's Curriculum Manager (MISIC).

The CCSD plan establishes a separate curriculum group designed to study district curriculum gaps, close those gaps, and ensure the Iowa Core/Common Core is taught/implemented K-12 in our district. This group will also train new teachers in the district how to effectively utilize the MISIC curriculum program.

2. Work to infuse technology across the curriculum in order to improve student engagement in the classroom.

The CCSD plan proposes hiring a technology integrationist whose role will be to help infuse new and effective uses for technology in the classroom. This position will include, but not be limited to the following tasks: assisting the current director of technology, helping with the transition to the CCSD 1 to 1 student-computer initiative, researching new/exciting ways to infuse technology in the creation of an engaging classroom, assisting teachers in improving lessons and strategies that infuse technology, training teachers to incorporate this technology into their instruction, and troubleshooting technology issues that may come up during the implementation of these initiatives.

3. Continue to implement activities and interventions that meet the needs of our diverse student population.

The CCSD plan establishes a separate instruction group designed to ensure that all students are provided adequate instruction to learn Iowa Core Curriculum. This group will train/refresh new and veteran teachers on differentiated instruction strategies, APL strategies, student directed learning strategies, AIW, PLC, RTI, Guided Reading (K-4), 2nd Chance Reading, and use of technology in the classroom.

The CCSD plan also establishes an assessment group to ensure that data collected can provide the greatest benefit to all instructors. This group will monitor, collect, and analyze data from: MAPS Testing, ICAMS, ITEDS, DIBELS, ASVAB, Pre-ACT and other classroom assessment strategies (both formative and summative). This group will be responsible for sharing the data with the curriculum and instruction group and CCSD administration.

In an effort to further empower teachers as effective leaders and classroom professionals, a third group will be established in addition to the curriculum and instruction group and assessment group. This component will be a mentoring and induction group.

The Mentoring and Induction component will consist of three lead strategists, one from each building. The strategists will plan professional development pertaining to mentoring and induction. They will transition new staff into all aspects of district operations and facilitate the district's mentoring program.

Click on the link for the specific Cherokee CSD TLC proposed budget:

TLC Grant

Budget

298,984.62\$

\$312.68 * 956.2

Teacher Salary

Instructional Coach

57,780.00

57,780.00

Instructional Coach

57,780.00

5,007.00

Instructional Coach-Tech

57,780.00

5,000.00

67,787.00

Lead Teachers -10 (\$1,000)

10,000.00

Model Teachers -6 (\$2,000)

12,000.00

Mentors-6 (\$1,000)

6,000.00

Add'l Days for Instructional Coaches

15,000.00

Sub Costs

13,000.00

FICA/IPERS

38,024.57

Health Insurance Instructional Coaches

27,756.00

295,120.57

Travel Costs/Conferences/Materials

3,864.05

298,984.62