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**Application**

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**Application Details**

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

91663 - Clear Creek Amana Teacher Leadership Plan  
 Teacher Leadership and Compensation System

Status: Under Review  
 Signature: Mark Ernst  
 Submitted Date: 2014-10-29 10:40:54  
 Submitted By: Mark Ernst

**Applicant Information**

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Program Area of interest*	Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)		Ext.
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Agency		Vendor	
		Number	

**Recipient Information**

District\* Clear Creek Amana Community School District  
Use the drop-down menu to select the district name.

County-District Number\* 52-1221  
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific Mr.

Name of Superintendent\* Tim Kuehl

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**TLC Application Contact**

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**Narrative**

**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

Clear Creek Amana Community School District's journey toward teacher leadership began in 2008 through a grant from the Wallace Foundation. The district was part of a consortium facilitated by Grant Wood AEA that focused on distributed leadership in schools. Through that work, the district established a structure that engaged teachers in leadership roles in building and district level Instructional Services Teams (ISTs). These early teacher leaders focused primarily on the use of student data/data driven decision making for implementation of school improvement initiatives and organizing professional development focused on the following student learning goals:

- All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
- All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.
- All K-12 students will achieve at high levels in science, prepared for success beyond high school.
- All K-12 students will use technology in developing proficiency in reading, mathematics, and science.
- All students will feel safe at and connected to school.

The mission of the Clear Creek Amana Community School District is to prepare students to be productive, responsible, community members by providing an environment that inspires quality life-long learning. Aligned with this mission is the belief that recruiting and retaining high quality teachers can elevate student learning and promote excellence in professional practice. In order to facilitate retention of teachers, the district must support their continued growth and provide opportunities for every teacher to engage in a variety of leadership roles that drive the improvement process. The Comparable Plan model will allow the district to work toward the following TLC goals:

- Improve student learning through systematic and comprehensive instructional coaching.
- Establish a professional learning community culture that is supported by job-embedded professional development aligned to the Iowa Professional Development Model (IPDM).
- Ensure that all students are provided access to a guaranteed and viable curriculum based on the Iowa Core.
- Develop the capacity of teachers to provide a personalized learning experience for all students through an MTSS framework.
- Support the growth and development of teachers new to our profession through a personalized multi-year mentoring and induction program.

Building on the district's long-standing work and continued school board support toward distributed leadership, the Teacher Leadership Supplement will allow Clear Creek Amana to expand the roles of teacher leaders by closely integrating our past efforts with the work currently being done with Professional Learning Communities (PLCs), continued implementation of the Iowa Core and Iowa Professional Development Model (IPDM), development of a Multi-Tiered System of Supports (MTSS) and restructuring of our current leadership teams. Our TLC plan includes the following leadership roles that will create increased teacher leadership opportunities for at least 25% of our teaching staff. While each role serves a differentiated purpose, they are all part of a cohesive instructional improvement plan that is targeted to CCA's specific school improvement goals.

**PLC Facilitators/BLT Members (41):**

- Full-time classroom teachers who receive a stipend of \$2,000.
- Release time will be provided to attend meetings and other training as necessary.
- Responsible for working with a grade level or content area team to review classroom learning data, helping set student and building learning targets, and supporting the creation of common formative and summative assessments for their professional learning team.
- Serve on their respective Building Leadership Teams (BLT) and collaborate with the instructional coaches and the curriculum director to help ensure vertical alignment of the district's curriculum.

**Instructional Coaches (6):**

- Full-release positions; compensation based on CCA's negotiated salary schedule.
- Flexible scheduling will allow these teacher leaders to attend meetings and trainings that occur during and outside of the regular school day.
- Instructional coach's contracted days will not be tied to the district's instructional calendar and may include professional development that occurs during summer months.
- Provide individual, small group and large group PD support for improving classroom instruction.
- Work with district level student learning data and provide support to BLTs for work with building level data.

**Induction Coaches (2):**

- Full-release positions provided through CCA's participation in the Grant Wood AEA Induction Consortium.
- Responsible for supporting the growth and development of beginning teachers.
- Provide professional development for teachers in areas such as class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting ELL and special needs students.
- Will utilize a variety of data collection tools and protocols that guide coaches and teachers in reflecting on practice and monitoring progress towards professional goals for instructional improvement.

CCA's existing teacher leadership framework will be restructured to support and sustain this work. Building Leadership Teams will include PLC Facilitators in order to identify and target teacher learning needs of each building based on student learning data. Members of each BLT will collaborate monthly with Instructional and Induction Coaches and administrators as the district Instructional Services Team (IST). Together, the IST will identify district professional development needs that are common across multiple buildings, help coordinate needed supports and review implementation data and teacher feedback about the TLC plan. The IST will also conduct a quarterly review of the TLC plan in order to analyze the results of our multiple measures and adjust the TLC plan if necessary.

**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).

**Decision to Apply:**

In October 2013, Clear Creek Amana sent four teacher leaders and one administrator from the district Instructional Services Team (IST) to attend a Department of Education overview of the Teacher Leadership and Compensation legislation. After much discussion, it was decided by the district IST to forgo a first year application and to send representatives to the "Putting TLC Visions to Work" event sponsored by School Administrators of Iowa held in December 2013. During January and February of 2014, the IST attended other state and AEA sponsored workshops and continued discussions about new teacher leadership opportunities. In March 2014, CCA decided to begin planning for a Year 2 application for the TLC grant by organizing a Teacher Leadership Committee. Throughout the process, committee members attended in-district meetings as well as a number of state and Grant Wood AEA sponsored workshops and seminars to learn more about the grant and application process.

**Grant Support and Expenditure:**

CCA received \$11,200.34 in funding through the Teacher Leadership Planning Grant. Grant funding was used to support the development of Clear Creek Amana's Teacher Leadership Grant through engagement of existing teacher leaders in the new process. Below is a breakdown of budgeted allocations:

TLC Committee Meeting Expenses (stipends for additional work related to TLC plan).	\$3,000.00
Survey and Focus Group Development (stipends for survey development & focus group facilitation)	\$1,200.00
Focus Group Participation (stipends for participation in TLC focus groups)	\$2,000.00
Grant Writing and Revision (stipends for review and editing of the plan)	\$2,500.00
Substitute Costs (allow teachers to attend TLC informational sessions and training).	\$2,500.00

**Stakeholder Involvement:**

Our goal was to achieve balanced representation between parents, elementary, middle school, high school buildings and central office staff. A Teacher Leadership Committee was formed consisting of:

- 10 teachers (7 local association members) with varying experience representative of all five of the district's attendance centers
- 3 parents who have/had children in enrolled in district schools
- 4 administrators

In addition, the district's School Improvement Advisory Committee also contributed to this process by reviewing TLC information and the draft application and offering feedback. The SIAC involved an additional:

- 8 members of the community
- 4 teachers
- 2 members of the CCA Board of Education.

**Description TLC Committee Work:**

Date	Progress and Outcomes
April 16, 2014	Initial TLC Committee Meeting

	<ul style="list-style-type: none"> <li>• Committee Goals and Responsibilities</li> <li>• Review legislation and Department of Education guidance for TLC plan.</li> <li>• Discussed different Teacher Leadership models</li> <li>• Current district teacher leadership roles (BLT and IST)</li> </ul>
May 7, 2014	TLC Discussion - SIAC
May 13, 2014	Grant Wood AEA TLC Workshop
May 21, 2014	TLC Committee Meeting <ul style="list-style-type: none"> <li>• District-wide Needs Assessment data</li> <li>• Comprehensive School Improvement Plan</li> <li>• Questions and suggestions from SIAC</li> <li>• Methods for communication, gathering input and fostering support.</li> <li>• Use of TLC planning grant</li> <li>• Teacher Survey Planning and Administration</li> <li>• Developed and administered staff survey to all teachers.</li> </ul>
June 10, 2014	Focus Group Sub-Committee Meeting Research and planning for focus groups
June 17, 2014	Focus Group Sub-Committee Meeting Planning for focus groups
July 8, 2014	Elementary Focus Group
July 21, 2014	High School Focus Group
July 22, 2014	Middle School Focus Group
July 28, 2014	Elementary Focus Group
August 8, 2014	<ul style="list-style-type: none"> <li>• Instructional Services Team meeting</li> <li>• Discussed feedback from surveys and focus group meetings, integration of current teacher leadership roles into TLC plan.</li> </ul>
August 27, 2014	Grant Wood AEA TLC Workshop TLC Committee Meeting <ul style="list-style-type: none"> <li>• Discuss feedback from focus groups, identify TL roles and responsibilities, discuss selection process for TLs</li> </ul>
September 4, 2014	Grant Wood TLC Workshop
September 24, 2014	Grant Wood TLC Workshop TLC Committee Meeting <ul style="list-style-type: none"> <li>• Review Draft 1 of CCA TLC Grant Proposal</li> </ul>
October 8, 2014	Grant Wood AEA TLC Workshop
October 20, 2014	TLC Committee Meeting <ul style="list-style-type: none"> <li>• Review Draft 2 of CCA TLC Grant Proposal</li> </ul>
October 31, 2014	Grant submission to Iowa Department of Education

**Support and Commitment:**

The TLC committee determined that communication would play an important role in moving forward with our grant application. All agendas and minutes from committee meetings were shared through online document sharing. Teacher leaders shared information about the TLC process through collaboration within their buildings and principals shared information at staff meetings and through Parent-Teacher organizations at each building. Based on questions and information from the district's SIAC committee, the TLC committee decided to develop a short online survey to provide information on teachers' level of knowledge of the TLC initiative and level of support for developing a teacher leadership plan. Of the 150 staff surveyed, the committee received 110 responses for a return rate of 73.3%. Results from the survey were positive and indicated that teachers supported expanding teacher leadership to help achieve district student learning goals. The surveys also indicated that teachers needed more information about the teacher leadership legislation and opportunities to participate in conversations about needed roles and responsibilities for teacher leaders.

Based on the survey results, a Focus Group subcommittee was formed to develop and conduct focus groups (K-5, 6-8 and 9-12) to further narrow the scope of teacher input and to identify possible teacher leadership positions. Teacher participants in the focus groups provided additional information about prospective teacher leadership roles and responsibilities and additional questions/concerns about the implementation of any proposed teacher leadership model. This information was shared with the TLC Committee which used this information to develop the teacher leadership roles and responsibilities outlined in this application under the Comparable Plan model.

**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.

The Vision and Goals Statement for our TLC plan was developed collaboratively through work with the TLC committee and the district's School Improvement Advisory Committee (SIAC). The vision and goals for Clear Creek Amana's Teacher Leadership Plan are based on the district's long-standing work with distributive leadership and personalized learning and align to the state's Theory of Action for Teacher Leadership and Compensation.

**Current Reality and Need for Change:**

The district began its work with Distributive Leadership during the 2008-2009 school year through a grant provided by the Wallace Foundation. At that time, the district established building and district level Instructional Services Teams (ISTs) to provide leadership opportunities for teachers and foster greater collaboration between teachers and school administrators. Through that process, CCA developed goals to address three important domains of living: Learning to Learn, Learning to Do, and Learning to Be. These general expectations for all graduates were derived from stakeholder input regarding the outcomes desired from the CCA learning system.

- Learning to Learn focuses on the skills, information, knowledge, understanding, and wisdom required to be a life-long learner able to adapt to the ever-changing environments present in modern-day life. Learning to Learn entails developing a variety of skills, abilities, and dispositions.
- Learning to Do focuses on the application of skills, information, knowledge, understanding, and wisdom to resolve real-world, contextual problems and dilemmas as well as to create tangible and intangible items and concepts of value to self and others.
- Learning to Be focuses on individuals' demonstration of and ability to contribute positively to the development of themselves, their families, friends, and community.

Since beginning our work with distributed leadership, there have been a number of research based processes developed that support how schools can improve student learning; differentiated instruction, professional learning communities (PLCs), Multi-tiered Systems of Support (MTSS), and mentoring and induction of beginning teachers, and the Iowa Core. While our distributive leadership framework has evolved over time in an attempt to support these new initiatives, we feel that the opportunities provided through the TLC process will help develop our work. CCA's Teacher Leadership Plan will continue the ongoing work with distributed leadership by closely integrating our past efforts with the work currently being done. Our TLC plan will include full-release instructional coaches, full-release induction coaches (through partnership with Grant Wood AEA), and Professional Learning Community (PLC) Facilitators. These three tiers of teacher leaders will work collaboratively with teachers and the district's administrative team through Building Leadership Teams and the Instructional Services Team. By building on our foundation of distributive leadership, CCA's TLC plan will allow us to expand our teacher leadership roles and restructure our leadership teams to better meet the learning needs of all students.

**Local and State Improvement Goals:**

Clear Creek Amana's long-range goals define the desired targets to be reached over an extended period of time. The district uses the Iowa Assessments to measure yearly progress on our long-range goals. The goals serve two purposes: 1) to meet locally determined student needs goals and 2) to address state and federal student accountability.

- All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
- All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.
- All K-12 students will achieve at high levels in science, prepared for success beyond high school.
- All K-12 students will use technology in developing proficiency in reading, mathematics, and science.
- All students will feel safe at and connected to school.

CCA's trend data show that proficiency rates have remained relatively steady over the past five years. Our goal is for all students to be successful, and the district believes that the TLC plan can be a catalyst for change by improving student achievement by improving instruction.

**TLC Vision and Goal Statement:**

The mission of the Clear Creek Amana Community School District is to prepare students to be productive, responsible, community members by providing an environment that inspires quality life-long learning. Aligned with this mission is the belief that recruiting and retaining high quality teachers can elevate student learning and promote excellence in professional practice. In order to facilitate retention of our teachers, we must support their continued growth and provide opportunities for every teacher to engage in a variety of leadership roles that drive our improvement process and compensate them for this work. Our TLC Committee Theory of Action states that if CCA implements an effective system for teacher leadership and compensation, then student learning will improve and all students will be prepared to succeed in life after graduation. To this end, the committee chose the Comparable Plan model to achieve the following goals under the district's Teacher Leadership Plan:

- Improve student learning through systematic and comprehensive instructional coaching.
- Establish a professional learning community culture that is supported by job-embedded professional development aligned to the Iowa Professional Development Model (IPDM).
- Ensure that all students are provided access to a guaranteed and viable curriculum based on the Iowa Core.
- Develop the capacity of teachers to provide a personalized learning experience for all students through an MTSS framework.
- Support the growth and development of teachers new to our profession through a personalized multi-year mentoring and induction program.

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)**

Clear Creek Amana's long-range goals define the desired targets to be reached over an extended period of time. The district uses the Iowa Assessments, as well as other formative measures, to measure yearly progress on our long-range goals. The goals serve two purposes: 1) to meet locally determined student needs goals and 2) to address state and federal student accountability.

- All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
- All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.
- All K-12 students will achieve at high levels in science, prepared for success beyond high school.
- All K-12 students will use technology in developing proficiency in reading, mathematics, and science.
- All students will feel safe at and connected to school.

CCA's trend data show that proficiency rates have remained relatively steady over the past five years. The goal is for all students to be successful, and the district believes that a Comparable Plan model is best suited to be a catalyst for change. The flexibility in this model will allow the district to increase student achievement through continuous improvement of instruction. To this end, the TLC Committee established the following teacher leadership roles for our TLC plan:

- Instructional Coaches
- PLC Facilitators
- Induction Coaches

The TLC Committees Theory of Action

Goal #1: To improve student achievement through systemic, comprehensive instructional coaching.

Our team clearly identified job-embedded instructional coaching as an essential part of our TLC system. Knight (2010) offered that "...teachers who were coached were more likely than teachers who only attended a workshop to use a new teaching practice inside the classroom..." The Instructional Coach roles will be built around our measurable areas of growth, including literacy, math, special education, and technology. Instructional coaching on a systemic level will enable us to strengthen the connection between all of our school improvement efforts and will improve the implementation of strategies into classroom practice.

**Goal #2:** To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the Iowa Professional Development Model (IPDM).

Collaboration is an essential component of the IPDM, and CCA's TLC plan provides for improved coaching and facilitation for teams of teachers as they engage in collaborative practices focused on improved student learning. The district embraces Professional Learning Communities (PLCs) as an integral part of the ongoing work with distributed leadership. These routines are deeply embedded in CCA's culture, and supporting increased teacher leadership opportunities will ensure that teachers drive the collaborative process. In our TLC plan, PLC Facilitators and Instructional Coaches will engage teachers in developing and committing to norms of collaboration, support the development of common formative assessments around prioritized Iowa Core standards, analyze data to identify students in need of additional MTSS support (either through intervention or acceleration), and facilitate lesson study and reflective dialogue as a means to improve student learning.

**Goal #3:** To ensure that all students are immersed in the Iowa Core by supporting the development and implementation of a guaranteed and viable curriculum. The Iowa Core is the foundation of CCA's Vision of Teaching and Learning as it defines the essential learning outcomes for students. The TLC Committee recognized the need for additional support for analyzing key Iowa Core implementation data. Instructional Coaches and PLC Facilitators will help lead the curriculum review process, engage teachers in professional development around best instructional practices and monitor the implementation of the curriculum by generating and analyzing common formative assessment data.

**Goal #4:** To develop and sustain the capacity of teachers to provide evidence-based instruction within an MTSS framework.

The district has worked to define a multi-tiered system of supports that meets the academic and behavioral needs of every learner. To support MTSS, PLC Facilitators will work to ensure that curriculum creates a rigorous universal core for all students through the use of classroom and other assessment data. PLC Facilitators will work collectively in their buildings as Building Leadership Teams (BLTs) to help identify students in need and to plan additional supports to address student needs. Instructional coaches will engage in co-planning, co-teaching, demonstration teaching, and non-evaluative observation cycles with teachers to support their ability to implement effective, evidence-based instructional strategies. PLC leaders and Instructional Coaches will work closely with Induction Coaches to provide additional professional development, coaching and support to our first and second year teachers as they refine and improve their toolkit of instructional strategies.

**Goal #5:** To expand and increase opportunities for meaningful feedback, support, and collaboration for teachers new to our district through a comprehensive, multi-year mentoring and induction program.

CCA engaged in a rigorous review of our mentoring and induction program. As a result, the district partnered with Grant Wood AEA's Induction Consortium in order to allow CCA beginning teachers to work with a full-release induction coach. Because GWAEA Induction Coaches are full-release, they can better coordinate support for, and classroom observation of beginning teachers during the instructional day. The Induction Coach is responsible for supporting the growth and development of beginning teachers using a variety of data collection tools and protocols that guide coaches and teachers in reflecting on practice and monitoring progress towards professional goals for instructional improvement.

Using Part 4 application narrative from Year 1? No

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

Clear Creek Amana is part of the Grant Wood AEA Induction Consortium. The district moved in this direction from a locally developed model based on the number of new teachers being added each year due to growth in student enrollment. In essence, the district was having a difficult time finding highly qualified mentors and providing research-based training to mentors. Under the Comparable Plan model for Teacher Leadership, CCA will continue this relationship in support of the district's beginning teachers.

#### **New Teacher Retention:**

A report published by the Alliance for Excellent Education in collaboration with New Teacher Center states that about 13 percent of the nation's 3.4 million teachers move schools or leave the profession every year, costing states up to \$2 billion. Over a five-year period, between 30%-40% of new teachers leave the profession. The Early Career Teacher Retention in Iowa report, published by the Iowa Department of Education, shows a similar trend in Iowa schools. This DE report offers that between 30%-35% of beginning teachers in Iowa leave the profession within their first five years. The literature on teacher retention points to effective mentoring and induction programs for beginning teachers as a way to address this alarming trend.

#### **Current Reality in CCA:**

CCA's local model for mentoring used grade level/content area teachers to serve as mentors for beginning teachers in specific areas. Mentors are required to attend the New Teacher Center's training for mentors provided through a partnership with Grant Wood AEA. Time was another factor in our decision to partner in the GWAEA Induction Coaches program. Because the district tried to match teachers by grade level/content areas, teaching schedules tended to overlap preventing mentors from observing or coaching first and second year teachers during the school day. Feedback from mentors and 1st - 2nd year teachers indicated the following:

- Difficulty in meeting more than the once per month.
- Lack of non-evaluative classroom observation by a mentoring teacher
- Difficulty in obtaining coverage and/or arranging release time for mentor teachers to attend training
- Reluctance of some teachers to enter a mentoring role because of missed classroom time required to attend training
- Conflicting nature of developing under both the Iowa Teaching Standards and Iowa Core content standards
- Conflicts of collaboration time in regard to other district initiatives (MTSS, PLCs, etc.)

#### **Induction Coaching with Grant Wood AEA:**

Grant Wood AEA's Induction Coaching Consortium allows Clear Creek Amana to provide first and second year teachers with high quality, well-trained induction coaches. Because Induction Coaches are full-release, beginning teachers can better coordinate support and classroom observation during the instructional day. The Induction Coach is responsible for supporting the growth and development of beginning teachers. In addition to mentoring, coaches provide professional development for teachers in areas such as class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting ELL and students with special needs. Induction coaches will utilize a variety of data collection tools and protocols that guide coaches and teachers in reflecting on practice and monitoring progress towards professional goals for instructional improvement. As part of this consortium, CCA allocates \$3,900 per beginning teacher to help support the use of the full-release induction coach model. The district currently has 8 teachers receiving these services, with an anticipated number of 16 beginning teachers involved during the 2015-2016 school year.

**How the TLC Plan Supports the Development of Beginning Teachers:**

- Goal #1: To assist beginning teachers in developing an understanding of professional collaboration as a vehicle for instructional improvement.
- Goal #2: To help beginning teachers develop the skills necessary to analyze their instructional planning and classroom practices based on the criteria supporting the Iowa Teaching Standards and the Iowa Core Curriculum.
- Goal #3: Prioritize the time needed for mentors and mentees to collaborate within the school day around improving instruction and student learning.
- Goal #4: To ensure that every mentor is trained in highly effective mentoring and coaching strategies and routines.
- Goal #5: To attract, develop and retain high quality teachers that can help improve student learning.

## Narrative

Using Part 5 application narrative from Year 1?  No

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

Please include the following information in your narrative:

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The mission of the Clear Creek Amana Community School District is to prepare students to be productive, responsible, community members by providing an environment that inspires quality life-long learning. Aligned with this mission is the belief that recruiting and retaining high quality teachers can elevate student learning and promote excellence in professional practice. In order to facilitate retention of our teachers, we must support their continued growth and provide opportunities for every teacher to engage in a variety of leadership roles that drive our improvement process. To this end, the Comparable Plan model will allow the district to achieve the following goals under the district's Teacher Leadership Plan:

- To improve student learning through systematic and comprehensive instructional coaching.
- To establish a professional learning community culture that is supported by job-embedded professional development aligned to the Iowa Professional Development Model (IPDM).
- To ensure that all students are provided access to a guaranteed and viable curriculum based on the Iowa Core.
- To develop the capacity of teachers to provide a personalized learning experience for all students through an MTSS framework.
- To support the growth and development of teachers new to our profession through a personalized multi-year mentoring and induction program.

CCA's work with teacher leadership began in 2008 through a joint endeavor with other area school districts under a Wallace Foundation Grant focused on distributive leadership. At that time, CCA developed building and district level Instructional Services Teams (ISTs) to engage teachers in leadership opportunities centered on school improvement initiatives and improving professional development. Since that time, there have been a number of research based processes to better support how schools can improve student learning. While our distributive leadership framework has evolved over time in an attempt to support these new initiatives, we feel that the opportunities provided through the TLC legislation will help develop our work. After a review of the literature, examination of district goals, and input from stakeholders, the committee determined the need for a Comparable Model with the following TLC leadership positions:

- Full-release instructional coaches
- Full-release induction coaches (through partnership with Grant Wood AEA)
- Professional Learning Community (PLC) Facilitators

These three tiers of teacher leaders will work collaboratively with teachers and the district's administrative team through Building Leadership Teams and the district's Instructional Services Team. By building on our foundation of distributive leadership, CCA's TLC plan will allow us to expand our teacher leadership roles and restructure our leadership teams to better meet the learning needs of all students. Our model will include the following positions to achieve the goal of 25% of our teachers in leadership positions:

#### Instructional Coach

Instructional coaches will be full-release positions and compensation will be based on CCA's negotiated salary schedule. The district will use TLC funds to pay for five of these positions with the sixth being paid for out of the district's general fund. Because these are full-release positions, instructional coaches' schedules will be flexible to allow these teacher leaders to attend meetings and trainings that occur during and outside of the regular school day. Instructional coach's contracted days will not be tied to the district's instructional calendar and may include professional development that occurs during summer months.

According to Sally Hieneke (2013), a key factor to a successful instructional coaching programs is maintaining a trusting relationship between teachers and coaches. In our district, coaching conversations will remain confidential, non-evaluative, and supportive. Instructional coaches will be asked to perform a variety of tasks. Each coach will serve as a primary contact for a specific building concerning coaching needs, data collection and analysis, and professional development. However, our plan will provide flexibility for coaching services based on the needs of teachers from all buildings so that the strengths of individual coaches can benefit as many teachers as possible. We feel that this tight-loose use of instructional coaches will help improve communication in a distributed leadership system while allowing the coaches to match their strengths to teachers' needs.

#### PLC Facilitator/BLT Member

The PLC Facilitator, who will be in the classroom 100% of the time, holds a role that is directly connected with student learning. Timothy Kanold, former superintendent at Adlai Stevenson High School in Chicago, Illinois, offered that a PLC Facilitator must have certain defining characteristics: they must pursue personal mastery, they must develop, with their team, a shared vision of their PLC, they must design a culture of service and sharing for team learning, and they must equally embrace accountability and celebration. These teacher leaders will be responsible for working with a grade level or content area team to review classroom learning data, helping set student and building learning targets, and supporting the creation of common formative and summative assessments for their professional learning team. Because of this, they will need to ensure that their groups set norms and follow them, they will need to create agendas centered on student and teacher growth, and they will need to facilitate collaborative decision making in order to further their group's work.

Because of their vital role in helping enhance classroom practice and student learning, PLC Facilitators will also collaborate with the instructional coaches and the curriculum director to help ensure vertical alignment of the district's curriculum and serve on their respective Building Leadership Teams. This close collaboration with principals and instructional coaches will allow for increased alignment between teaching and learning needs and coordination of professional development to support the work of PLCs.

PLC Facilitators will receive a stipend of \$2,000, and will be provided release time to attend meetings and other training as necessary. There will be 41 PLC Facilitators in our district.

#### **Mentoring and Induction Coach**

Mentoring and Induction Coaches will be full-release positions provided through CCA's participation in the Grant Wood AEA Induction Consortium. The Induction Coach will be responsible for supporting the growth and development of beginning teachers. Each induction coach will support a caseload of up to 15 first and second year teachers, K-12th grade within the Grant Wood Area Education Agency consortium school districts. In addition to mentoring, coaches provide professional development for teachers in areas such as class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting ELL and students with special needs. Induction coaches will utilize a variety of data collection tools and protocols that guide coaches and teachers in reflecting on practice and monitoring progress towards professional goals for instructional improvement.

Individuals selected for the position of Induction Coach attend training and professional development throughout the school year through GWAEA Mentor Academies, Induction Coach Forums, professional learning teams and peer coaching.

The number of Induction Coaches working with CCA teachers will be dependent on the number of first and second year teachers working in the school district each year. A fee of \$3900 per teacher will be paid to Grant Wood AEA Induction Consortium to help fund these positions and services. Currently, CCA utilizes two full-time Induction Coaches through this program.

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.

Clear Creek Amana's TLC committee chose a Comparable Plan model in order to create the district's TLC plan, and identified the following roles for teacher leaders:

- Full-release Instructional Coaches
- Full-release Induction Coaches (through Grant Wood AEA Induction Consortium)
- PLC Facilitators

The goals of CCA's Teacher Leadership Plan are to:

- Improve student learning through systematic and comprehensive instructional coaching.
- Establish a professional learning community culture that is supported by job-embedded professional development aligned to the Iowa Professional Development Model (IPDM).
- Ensure that all students are provided access to a guaranteed and viable curriculum based on the Iowa Core.
- Develop the capacity of teachers to provide a personalized learning experience for all students through an MTSS framework.
- Support the growth and development of teachers new to our profession through a personalized multi-year mentoring and induction program.

CCA's selection process will consist of an application that allows teacher candidates to highlight how they meet the selection criteria and measures of effectiveness established by the district. Candidates will need to demonstrate how their effectiveness in the classroom aligns with the district's overarching goal areas for student learning:

- Goal Area 1: Learning to Learn focuses on the skills, information, knowledge, understanding, and wisdom required to be a life-long learner able to adapt to the ever-changing environments present in modern-day life. Learning to Learn entails developing a variety of skills, abilities, and dispositions.
- Goal Area 2: Learning to Do focuses on the application of skills, information, knowledge, understanding, and wisdom to resolve real-world, contextual problems and dilemmas as well as to create tangible and intangible items and concepts of value to self and others.
- Goal Area 3: Learning to Be focuses on individuals' demonstration of and ability to contribute positively to the development of themselves, their families, friends, and community.

Charlotte Danielson is an internationally recognized expert in the area of teacher effectiveness. Her *Framework for Teaching* (2013) provides a solid foundation for CCA's ongoing work with developing teacher leadership. The *Four Domains of Teaching* embodied in her work align with the Iowa Teaching Standards, the intent of the TLC legislation, and support the district's goals. The four domains are:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

Based on Danielson's work, the district will look for candidates who have at least three years of teaching experience including one year with Clear Creek Amana, and demonstrate the following professional characteristics:

- Evidence of strong research-based teaching practices
- Evidence of collaboration with others
- Strong background in one or more of the following areas: literacy, math, science, social studies, at-risk, or special education. (preferred)
- Excellent communication skills

- Demonstrates life-long learning
- Experience teaching adult learners (preferred)
- Leadership experience
- Excellent work ethic
- Positive Attitude
- Highly qualified as defined by the Iowa Department of Education
- Adherence to Iowa's Professional Code of Ethics

Candidates for each position will submit a letter of application, a current resume, 3-5 letters of recommendation, and provide additional evidence of teaching effectiveness and professional growth. All candidates' materials will be reviewed by a district level screening committee. The screening committee will be comprised of an equal number of administrators and teachers and will score individual teacher leadership applications. This process will include the use of a standard scoring rubric consisting of, but not limited to, the following criteria:

- Knowledge of research-supported instructional practices
- Proven ability to collaborate with diverse groups of people
- Expertise in working with student learning data in a data-driven decision making process
- Ability to provide teacher professional development in instructional skills and strategies
- Desire to continue to grow and develop professionally, especially in content area(s) and/or instructional approaches.

The screening committee will then meet to discuss which teachers should be offered a personal interview. Site-based interview teams will also be comprised of an equal number of administrators and teachers. We will use a standard interview question set that is aligned with the selection criteria. Teachers who are interested in TL positions will be excluded from interview teams for the positions to which they apply.

Induction Coach selection will be carried out by Grant Wood AEA in accordance with the program requirements of the Grant Wood AEA Induction Program. All eligible CCA teachers will be encouraged to apply for open induction coach positions as they become available through Grant Wood AEA.

## Narrative

Using Part 7 application narrative from Year 1?\*

No

**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 description of the role teacher leaders will play in the creation and delivery of professional development.
- 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.*

Clear Creek Amana's TLC committee chose a Comparable Plan model in order to create the district's TLC plan, and identified the following roles for teacher leaders:

- Full-release Instructional Coaches
- Full-release Induction Coaches
- PLC Facilitators

The goals of CCA's Teacher Leadership Plan are to:

- Improve student learning through systematic and comprehensive instructional coaching.
- Establish a professional learning community culture that is supported by job-embedded professional development aligned to the Iowa Professional Development Model (IPDM).
- Ensure that all students are provided access to a guaranteed and viable curriculum based on the Iowa Core.
- Develop the capacity of teachers to provide a personalized learning experience for all students through an MTSS framework.
- Support the growth and development of teachers new to our profession through a personalized multi-year mentoring and induction program.

Lieberman (2000) offered that "...Teacher leadership is not just concerned with teachers developing individually but a central role of teacher leaders is one of helping colleagues to try out new ideas..." Under the Iowa Professional Development Model (IPDM), all professional development goals should be targeted to help teachers support the learning needs of students as identified through data analysis. A goal of our planning team was to design roles that allow teachers the type of support needed to implement job-embedded professional development in order to transcend the traditional large group delivery model. All of our roles will facilitate PD at the individual, team, building, and district levels.

In CCA's TLC plan, Teacher Leader's roles with professional development is interwoven in their support of teachers and improving student learning. To align the PD efforts of our teacher leaders, the existing structures will be maintained:

- Professional Learning Communities (PLCs)
- Building Leadership Teams (BLTs) will consist of PLC Facilitators, building principals and Coaches
- District Instructional Services Team (IST) will consist of BLT members from each building, building principals, Coaches, curriculum director, student services director, and the superintendent.

IPDM Components	PLC Facilitator	Instructional Coach	Induction Coach
Collecting and Analyzing Student Data	<ul style="list-style-type: none"> <li>Collect data from classroom formative, summative, progress monitoring and diagnostic assessments</li> <li>Lead PLCs in the analysis of classroom data</li> </ul>	<ul style="list-style-type: none"> <li>Analyze data from common formative and summative assessments</li> <li>Work with PLC Facilitators and BLTs to compare classroom data to common assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Work with beginning teacher to identify and collect relevant data.</li> <li>Facilitate the analysis of classroom data</li> <li>Support the teacher(s) in collaborative PLC work</li> </ul>
Goal Setting	<ul style="list-style-type: none"> <li>Help develop annual improvement goals for individual students, grade level teams and buildings</li> <li>Identify PD targets based on the needs of teachers and integrate with the District PD Plan (BLT)</li> </ul>	<ul style="list-style-type: none"> <li>Help develop annual improvement goals for buildings and the district</li> <li>Identify targets for the District PD Plan based on needs of teachers within all buildings (IST)</li> </ul>	<ul style="list-style-type: none"> <li>Assist beginning teachers with identifying personal learning needs and areas of personal growth (individual growth plan).</li> <li>Help beginning teachers understand and implement building and district PD content</li> </ul>
Selecting Content	<ul style="list-style-type: none"> <li>Based on PLC and/or building needs, identify PD content that is applicable to a PLC and/or building.</li> <li>Identify 1 or 2 studies that support the practices that will be implemented</li> </ul>	<ul style="list-style-type: none"> <li>Based on the common needs across the district, identify PD content that is applicable to teachers in all buildings.</li> <li>Identify 1 or 2 studies that support the identified content.</li> </ul>	<ul style="list-style-type: none"> <li>Based on the needs of individual teachers, identify additional PD content when needed.</li> </ul>
Designing a Process for Staff Development	<p>Training will be distributed throughout the year:</p> <ul style="list-style-type: none"> <li>Early release on Wednesdays</li> <li>PLC collaboration time</li> <li>Scheduled full day PD times.</li> <li>Training will be provided by PLC Facilitators, Instructional Coaches, AEA staff, other outside providers.</li> </ul>	<p>Training will be distributed throughout the year:</p> <ul style="list-style-type: none"> <li>Collaborative coaching during normal hours.</li> <li>Early release on Wednesdays</li> <li>PLC collaboration time</li> <li>Scheduled full day PD times.</li> <li>Training will be provided by PLC Facilitators, Instructional Coaches, AEA staff, other outside providers.</li> </ul>	<p>Training will be distributed throughout the year:</p> <ul style="list-style-type: none"> <li>Collaborative coaching during normal hours.</li> <li>Early release on Wednesdays</li> <li>PLC collaboration time</li> <li>Scheduled full day PD times.</li> <li>Training will be provided by PLC Facilitators, Instructional Coaches, Induction Coaches, AEA staff, other outside providers.</li> </ul>

**Ongoing Cycle:**

Collaboration is inherent in our TLC plan. All TLs will work with teachers individually, in small groups, as building groups or as a district. Implementation will take the form of application of PD content in the classroom. BLTs will be responsible for creating annual Building Professional Development Plans, and the IST will be responsible for creating the district's annual PD Plan according to IPDM guidelines.

Formative evaluation of PD will take many forms. PLC Facilitators will record minutes from weekly PLC meetings concerning the implementation of new ideas and strategies. These notes will be shared with all PLC members and each building's leadership team for discussions about progress and to identify whether changes are needed at the building level. Instructional coaches will record their activities with individual teachers using an implementation log. This information will be aggregated and shared with BLTs and the district IST to monitor teacher learning and implementation across the district while protecting the confidential relationship between teachers and teacher leaders.

Summative evaluation of PD will take place at the end of the year. In order to determine the effectiveness of PD and implementation, the established PLC, building and district targets and goals will be compared with student performance data from common assessments. (Iowa Assessments, FAST, MAP, etc.)

Using Part 8 application narrative from Year 1?

No

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

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

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

**Multiple Measures of Effectiveness and Impact**

Clear Creek Amana Schools will improve student learning through an effective system of teacher leadership and compensation. Using a Comparable Plan model, the goals of Clear Creek Amana's TLC plan are to:

- Improve student learning through systematic and comprehensive instructional coaching.
- Establish a professional learning community culture that is supported by job-embedded professional development aligned to the Iowa Professional Development Model (IPDM).
- Ensure that all students are provided access to a guaranteed and viable curriculum based on the Iowa Core.
- Develop the capacity of teachers to provide a personalized learning experience for all students through an MTSS framework.
- Support the growth and development of teachers new to our profession through a personalized multi-year mentoring and induction program.

To determine the impact the TLC plan has on achieving the district's short and long range learning goals, CCA will use multiple measures of student learning to evaluate its effectiveness. Using multiple measures of student performance will ensure that the decision-making data is valid and reliable and allow stakeholders to take ownership of monitoring student progress and ensuring academic success. The results of these measures will allow the district to monitor and adjust the system, ensuring it is building a culture of excellence and improving student achievement. If the district's TLC system is achieving its vision and goals, then an increase in student achievement on the following measures of student performance should be evident:

- FAST assessments in elementary reading,
- MAP assessments in reading, math and science;

- ACT
- Compass
- Iowa Assessments
- Common Formative Assessments

In order to attract high quality teacher applicants and retain the most effective teachers, CCA will:

- Track district retention/turnover rates
- Conduct exit interviews
- Collect data on new teacher induction program
- Collect classroom walkthrough data
- Collect data on the number of teacher leadership applicants
- Collect 360 Degree Feedback data on TLC process

As a short-term formative measure, the district will collect classroom walkthrough data. CCA uses *OwnIt*, an online data collection tool that helps gather information about the level of student engagement in a school. Based on Charlotte Danielson's *Framework for Teaching*, our walk through data will focus on two of the domains: the classroom environment and instruction. Consistent walkthroughs by administration and teacher leaders will provide direct observational data about the level at which students are engaged in self-directed, higher order thinking tasks and routines in the classroom. These are crucial data points that a standardized assessment cannot measure. Walkthrough data will be reviewed and discussed through team structures (PLC, BLT, IST and TLC Program Review Committee). Instructional Coaches and PLC Facilitators can then engage teachers in large and small-group collaborative analysis, reflection, and decision-making with the data.

As a long-term measure, CCA will utilize a 360 Degree Feedback process to measure concerns teachers express as they learn to use new practices in the TLC system and the extent to which they actually implemented the innovations. Specifically, the 360 Feedback will provide information about the following areas:

- Concerns that individual teachers express about our TLC process
- Innovations being implemented as we transition to a coaching culture
- Level of support provided by teacher leaders through the implementation of our TLC plan
- Self-assessments by teacher leaders

The following program data will also be reviewed:

- Total number of TL positions
- % of teachers holding TL positions
- % of TL positions filled
- % of TLs reapplying for positions
- Number of coaching sessions

As part of the collaborative coaching process, teachers and teacher leaders will provide reflective feedback concerning ongoing use of student data, job-embedded professional development, and coaching interactions. This anecdotal data will be collected in the form of minutes from PLC, BLT, and IST meetings and instructional coaching logs.

#### Monitoring and Adjusting our TLC System

CCA will utilize our data to address teachers' concerns in the TLC system and support teacher growth through the improvement process. Additionally, the data will inform the format and content of our professional development efforts. Because it can take at least three years for early concerns to be resolved and later ones to emerge, this measure will help us support implementation in the long-term. Support for teachers in the improvement process will ensure that we effectively implement the TLC plan and that it directly impacts student learning.

CCA will engage in a quarterly review process of the TLC plan in order to analyze the results of our multiple measures and, if necessary, adjust the TLC plan. Several leadership groups will engage in the process of analyzing data to monitor our TLC system. All BLTs will monitor achievement data to identify student learning gaps the TLC process could support. These teams are comprised of PLC Leaders that work in grade level/content area teams within each building. A TLC Program Review Committee consisting of teachers, teacher leaders, and administrators will meet annually to monitor the implementation and effectiveness of the TLC system. This team will analyze walkthrough and 360 Degree Feedback data to analyze the extent to which teachers are embracing and implementing the changes brought by implementation of the TLC plan. Lastly, the district Instructional Services Team (IST) will provide summative feedback to the TLC Program Review Committee about supported professional development initiatives and the status of job-embedded PD through instructional coaching. All recommended changes to the TLC plan as a result of the program review will be made to the Superintendent.

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)**

Building on the district's long-standing work and continued school board support toward distributed leadership, the Teacher Leadership Supplement will allow Clear Creek Amana to expand the roles of teacher leaders. The district has the following structures in place that align with TLC goals:

- Professional Learning Communities (PLC)
- Building Leadership Teams (BLT)
- District Instructional Services Team (IST)
- PD grounded in the Iowa Professional Development Model (IPDM)
- Multi-Tiered System of Supports (MTSS)
- Iowa Core embedded curriculum
- Weekly release time for teacher professional development

According to Peter Senge (2006), systems are sustainable only when adequate supports are in place and properly aligned. Lee Jenkins (2008) explains this further by offering that to successfully effect change, all of these seemingly separate areas should be aligned to a district's student learning goals. CCA's TLC plan is a system-wide undertaking that includes key elements of human resources, curriculum, instruction, assessment, professional development, finance, and administration to support teacher leaders. These supports include the following:

- Policies to assure fair access to the positions and treatment of the staff who step into these roles

- High value placed on classroom teachers and teacher leadership
- AEA partnership to provide training on research based coaching skills, instructional strategies, curriculum and classroom management practices
- Feedback collected through PLCs, BLTs, and district IST.
- Metrics to add accountability to the work being done
- A communication system to ensure that everyone involved understands their roles and how the system is progressing. This includes external and internal stakeholders.

#### Process and Sustainability Management

Leadership teams will have the following responsibilities to sustain a viable TLC plan:

- Monitoring the timeline for internal leadership hires and external replacement teachers
- Training for new leadership positions supported through AEA or additional outside sources
- Restructure existing BLTs and the IST to include new teacher leader roles
- Continued support for the planning and facilitation of leadership (PLC, BLT and IST) meetings
- Work with the CCAEA to facilitate the system of evaluation and compensation for leadership positions
- Allocate and adjust funding with changes in leadership roles
- Adhere to the IPDM continuous improvement cycles
- Ensure teacher involvement on selection committees and interview teams

#### Hiring

In year one, the process for hiring the TL positions will begin by clearly defining the roles and job descriptions for all leadership positions to all certified staff members. Staff will then have the option to apply to be an Instructional Coach, PLC Facilitator or Induction Coach (through Grant Wood AEA Induction Consortium). After applications are received, a district screening committee including equal numbers of administrators and teachers will be assembled to review application materials. Interviews for leadership positions will then be conducted by site-based interview teams comprised of an equal number of teachers and administrators.

Annual applications for TL roles will allow all teachers an equal opportunity to participate. In order to maintain consistency of high quality coaching support, successful TLs will have the opportunity to reapply for more than one year. Upon completion of a teacher leader role, teachers who accepted full-release positions will be reintegrated into a classroom position for which they are qualified. This will allow TLs to go back into the role of a full time teacher. New teachers hired to fill vacated teaching positions will be informed of this arrangement during the interview process.

Our timeline for year-to-year hiring of Instructional Coaches will begin in early spring with appropriate TL evaluations. Hiring of replacement Instructional Coaches will take place first to allow the district time to attract quality candidates to fill any classroom vacancies. The hiring of TL roles will be completed by May so teachers have time to receive appropriate training prior to the start of the new school year.

#### Responsibility for the Success of the Plan

Once per month, the IST will meet to discuss implementation of the TLC plan based on data collected through TL work with teachers. The IST will consist of the Instructional Coaches, BLT and PLC members, induction Coaches, and building and district administrators. The district IST will conduct a quarterly review of the TLC plan in order to analyze the results of our multiple measures and adjust the TLC plan if necessary.

Twice per year, the School Improvement Advisory Committee and the school board will be updated on TLC and PD processes. This will allow continued feedback and input from the community. Teachers will be asked to answer survey questions regarding teacher leaders in order to collect data on needs, effectiveness of TLs, and general comments about the teacher leadership process. TLs will review the data together and determine steps needed to modify current practices in order to be more impactful on student learning. Positions will also be evaluated by building Principals, Curriculum Director, and the Superintendent as an extension of the current teacher evaluation system.

#### Communication

Communication with staff will occur through the leadership teams, and will be important due to the changing roles of colleagues. Administrators will also share information with teachers during regular staff meetings. We will refine existing communication tools and protocols to ensure everyone is up-to-date on what is taking place in the district. Progress toward district goal attainment will be communicated with parents and community members through board meetings, building newsletters, and the School Improvement Advisory Committee. This will allow us to share and receive feedback on public perception of how our resources are being allocated and the difference that we are making in student learning.

### 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 1797.6

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

District Enrollment-Based Allocation \$555,134.83

Total Allocation \$555,134.83

### Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$562,000.00
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).	\$7,500.00
Amount used to provide professional development related to the leadership pathways.	\$7,500.00
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>	\$62,400.00
<b>Totals</b>	<b>\$639,400.00</b>

**Other Budgeted Uses - Description**

Item description	Amount budgeted
	\$0.00

**Total Allocation Budgeted**

Total Projected Amount to be Expended                      \$639,400.00

*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                      (\$84,265.17)

**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)

Using the Comparable Plan model, Clear Creek Amana's TLC budget is aligned to the school district vision of creating a teacher leadership system designed to improve the quality of teaching and learning; thus resulting in a world-class education for a lifetime of learning for students. Clear Creek Amana is committed to allocating the financial resources made available through the TLC grant by implementing a Comparable Plan Model. CCA's Teacher Leadership Supplement was calculated using the following information from the Iowa Department of Education:

Number of Students:	1797.6
Allocation per student:	\$308.82
CCA TL Supplement:	\$555,134.83

Clear Creek Amana will not need to use TLS funds to support the minimum salary requirement:

- Minimum Salary Requirement: \$33,500
- CCA Base Salary: \$33,700

Clear Creek Amana's TLC budget will allocate approximately:

- \$480,000 to fund salaries for full-release instructional coaches
- \$82,000 for salary supplements for PLC Facilitators
- \$62,400 to provide full-release Induction Coaches through Grant Wood AEA's Induction Consortium
- \$15,000 Professional development and related costs

TLC Costing Summary: Number Costing Estimate\*

- Instructional Coaches 6 @ \$80,000
- PLC Facilitators/BLT Leaders 41 @ \$2,000
- Induction Consortium for 16 teachers @ \$3900\*\*

\*Costing estimate for full-release Instructional Coaches takes into account IPERS, FICA and other applicable taxes.

Average Teacher Salary	FICA/IPERS	Insurance	Total cost per Full-Release Coach
\$63,000.	\$10,750	\$6,250	\$80,000

\*\* CCA currently has one teacher assigned as an Induction Coach through Grant Wood AEA Induction Consortium.

Clear Creek Amana realizes that the cost of its TLC plan exceeds the amount of the Teacher Leadership Supplement. The district feels that this is an appropriate plan to support district goals and any budget shortfalls that exist to support teacher leaders will be administered through the district's General Fund.

The major portion of the TLC allocation will be used to support the full-release Instructional Coach positions and salary supplements for PLC Facilitators. CCA is estimating this cost to be approximately \$480,000 for the six full-release positions. Each PLC Facilitator will receive a salary supplement of \$2000 with an estimated cost of \$82,000. CCA plans on using \$7,500 of Teacher Leadership Supplement funds to cover associated costs that result from PLC Facilitators not providing direct instruction in the classroom. These funds will be used to pay for substitute costs associated with release time for PLC Facilitators to attend meetings and/or additional trainings that involve their leadership roles. Professional Development cost considerations are included in salary estimates for the full-time positions based on flexible scheduling. In addition the budget includes approximately \$7,500 to support professional development efforts for PLC Facilitators.

**Additional Information:**

- 25% of Workforce: 159 = 39-40 teacher leaders. CCA's plan includes 48 teacher leadership roles.
- Clear Creek Amana is currently participating in Grant Wood AEA's Induction Consortium for beginning teachers.
- One CCA teacher currently holds an Induction Coach position through Grant Wood AEA's Induction Consortium.

**Clear Creek Amana's Anticipated Teacher Leadership Roles:**

**Instructional Coach:**

Instructional coaches will be full-release positions and compensation will be based on CCA's negotiated salary schedule. The district will use TLC funds to pay for five of these positions with the sixth being paid for out of the district's general fund. Because these are full-release positions, instructional coaches' schedules will be flexible to allow these teacher leaders to attend meetings and trainings that occur during and outside of the regular school day. Instructional coach's contracted days will not be tied to the district's instructional calendar and may include professional development that occurs during summer months.

Amana Elementary	1
Clear Creek Elementary	1
North Bend Elementary	1
Elementary 4 (to open in 2016)	1
CCA Middle School	1
CCA High School	1

**Induction Coaches:**

Mentoring and Induction Coaches will be full-release positions provided through CCA's participation in the Grant Wood AEA Induction Consortium. The Induction Coach will be responsible for supporting the growth and development of beginning teachers. Each induction coach will support a caseload of up to 15 first and second year teachers. In addition to mentoring, coaches provide professional development for teachers in areas such as class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting ELL and students with special needs. Induction coaches will utilize a variety of data collection tools and protocols that guide coaches and teachers in reflecting on practice and monitoring progress towards professional goals for instructional improvement.

GWAEA Induction Consortium	1
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**PLC Facilitators:**

The PLC Facilitator, who will be in the classroom 100% of the time, holds a role that is directly connected with student learning. These teacher leaders will be responsible for working with a grade level or content area team to review classroom learning data, helping set student and building learning targets, and supporting the creation of common formative and summative assessments for their professional learning team. Because of this, they will need to ensure that their groups set norms and follow them, they will need to create agendas centered on student and teacher growth, and they will need to facilitate collaborative decision making in order to further their group's work.

Amana Elementary	2
Clear Creek Elementary	7
North Bend Elementary	7
Elementary 4	7
CCA Middle School	7
CCA High School	7
District-wide vertical (art, music, PE, library)	4

**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  Yes

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.\*

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

[Return to top](#)