



Application

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

95761 - Clinton TLC Grant 2015-16

Teacher Leadership and Compensation System

Status: Under Review
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Organization Information

Organization Name: Clinton Community School District
Organization Type: K-12 Education
Tax ID: xx-xxxxx83

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Benefactor

Vendor Number

Recipient Information

District Clinton Community School District

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

County-District Number 23-1278

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

Honorific

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Narrative

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

Executive Summary

The Teacher Leadership Compensation (TLC) plan of the Clinton district builds instructional capacity within our ranks to powerfully impact student achievement. Central goals of the Clinton TLC plan include the following: establishing high expectations of rigorous achievement for all students; creating an environment for significant collaboration; and attracting and retaining effective teachers.

Connection to Collaborative Planning Process

Development of the TLC plan utilized a high level of collaboration. Twenty-three dedicated individuals, representing teachers, administrators, and parents, reviewed state requirements, examined research and data, and wrote the first plan in 2013. The group met again in the spring of 2014 to revise and resubmit the TLC plan. Throughout the development and revision process, surveys and notifications were sent out by the TLC planning committee to multiple stakeholders, providing information and requesting input and support for the plan. As the plan was developed, disseminated, submitted to the state and revised for a second submission, the relationship with the teacher association was vital.

Connection to vision and Goals

Our goals clearly align to the State's goals for Teacher Leadership.

1. Improve student achievement by strengthening instruction.
2. Attract promising new teachers by continuing to offer competitive starting salaries, differentiated short-term and long-term professional development, and leadership opportunities.
3. Retain effective teachers by providing enhanced career opportunities.
4. Promote collaboration by continuing to support opportunities for teachers to learn from each other.
5. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation.

Connection to School Improvement Efforts

Student learning and achievement has shown documented improvement trends in the district for the last ten years. For continued improvement, effective core instruction must be supported and implemented with fidelity in all classrooms through the Teacher Leadership roles outlined by the TLC plan. Toward this end, the district has four key initiatives in place for support of instruction and student learning: Iowa Core Curriculum, Gradual Release of Responsibility (GRR), Professional Learning Communities (PLC's), and Response to Intervention (RTI/MTSS).

Connection to the Improvement and Support for New Teachers

A Mentoring Curriculum Coordinator will lead professional development (PD) for all induction teachers, mentors, and navigators (mentors for new veteran teachers), and content specialists. Funds will be allocated for substitute teachers to allow mentors and first year teachers to have significant professional dialogue/learning through observation of quality classroom instruction as well as weekly time for collaboration. This plan incorporates a great deal of time and money into PD, but this training will be imperative to have a positive effect on new teachers into the profession and our district.

Connection to the Selection of Leadership Positions

The Clinton-designed TLC plan expands teacher leadership roles that support school improvement efforts. These roles are as follows: Mentoring Curriculum Coordinator, Mentors, Navigators, Lead Content Specialists, PLC Leaders, Instructional Coaches, and members of the Teacher Leadership Coordinating Committee. Each position will be advertised throughout the district, and teachers will be chosen utilizing a rigorous selection process. This process includes a screening tool that gauges their readiness to serve as a Teacher Leader based on the following: a best-practice rubric; a personal narrative that demonstrates exemplary teaching and the willingness to lead; references from peers; and personal interviews scored by a pre-determined rubric.

Connection to Professional Development

Teacher leaders have already been actively involved in the development and delivery of PD, and our plan will continue to sustain and enhance that work. Using tenets of the Iowa Professional Development Model, we will utilize teacher leaders to support all teachers (new, career, or struggling) on their professional journey towards excellence. We will utilize Teacher Leaders to lead, facilitate, present, and mentor professional development within their schools and the district.

Connection to Monitoring Implementation and Impact

Attainment of our TLC plan will be accomplished as the plan is implemented with fidelity, monitored for impact, and evolved as the data directs. The goals of each of these teacher-leadership areas and processes are intertwined with the goals of the district, of each building, and of each educator. Data (quantitative and qualitative) will continue to be collected in the district

several times throughout the year.

These “stewardship reports” will be shared at the building, district, and community level. This process allows our stakeholders the ability to review the reports and provide constructive feedback for overall improvement.

Connection to Building Sustainability

Clinton has a long history of sustaining teacher leadership (TL) roles. This plan will support and enhance, not diminish or restart, our current work in TL. Our collegial relationship with our local teachers association and the community will support, encourage, and promote the expansion of TL roles found in the Clinton district through continual reflection and program analysis of data.

We believe that this plan has the ability to not only transform teacher leadership but also to radically impact student performance and mastery of the Iowa Core.

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).

Application planning began in early August 2013 when the local teachers' union representative, the UNIV-SERV director, the superintendent, and the curriculum director met and agreed to move forward with the application process. With approval from the Clinton Education Association, a steering committee was formed of the following: sixteen teachers from all grade levels and disciplines, three elementary and secondary principals, three central office administrators, and four parents knowledgeable about the district and committed to school improvement. The majority of the planning grant was split into equal stipends for the committee members with approximately five percent utilized for supplies. The steering committee conducted seven work sessions over a four-month period and met in each building (four elementary, two middle schools, and one high school) to share the TLC plan with all staff, gauge interest, receive feedback, answer questions, and earn support.

At the initial planning session, parents, teachers, and administrators completed the following:

- Developed norms and outcomes by going over state requirements;
- Reviewed the three TLC model options from the Iowa Department of Education (IDE), the state professional development model, teacher leadership plans from schools around the nation, articles and research from professional journals, and the national teacher leader model standards;
- Finalized the leadership model selection;
- Distributed a collection of resources which contained all of the documents from the IDE, resources taken from other districts and states that implement various teacher leadership roles, and Clinton information and protocols already in place within the district. (It was the responsibility of each group member to become familiar with this information.)

Seven additional meetings were held where the following activities occurred:

- Collaborated on development of a TLC vision statement and goals;
- Selected a draft plan based on the IDE Model 3, utilizing many of the facets of teacher leadership already existing within the district, many of which could be modified and enhanced for greater effectiveness;
- Collaborated among stakeholder groups in self-selected sub-committees to develop each section of the application, working outside large group time to study their assigned area using the documents provided for research;
- Approved sub-committee progress by consensus;
- Finalized the timeline to complete the application;
- Collaboratively reviewed the application narratives;
- Reviewed current teacher leadership structures and aligned those with proposed leadership roles;
- Identified potential leadership roles, created job descriptions, applications, evaluation procedures, performance rubrics, and feedback forms.

Upon completion of the grant application the following occurred:

- Individual meetings were held at each building to share the TLC plan with all staff.
- Committee members explained the application process and the completed plan.
- Stakeholders asked questions and were provided clarification regarding all aspects of the plan.
- Committee members received feedback from stakeholders through individual conversations, questions, and email communications.

Upon denial of the application, the committee reconvened and the following occurred:

- Reviewed scores and reflected on shortcomings and areas in need of improvement;
- Broke into subgroups to discuss and decide on a plan of action;
- Collaborated with AEA personnel responsible for facilitating grant applications;
- Surveyed stakeholders via Survey Monkey to measure buy-in and support of the plan;
- One hundred percent of the district administrative team is committed to the plan and supportive of the teachers selected for the proposed TLC roles, and one hundred percent believe the TLC plan will have a significant impact on teaching and learning in Clinton schools.
- Teachers surveyed also were supportive (99.5%) of teachers selected for TLC roles and believed (89%) that the plan will have a significant impact on teaching and learning in Clinton schools.

- Determined more meaningful and significant parent and community involvement was needed in development of the plan;
- The TLC plan was shared with 6 of 7 PTA units and the SIAC committee to receive feedback. Parents and community members shared concern for requiring term limits for the various leadership positions, in particular instructional coaches. They cited lack of ongoing continuity as a serious concern. In response, term limits for all leadership positions were eliminated.
- Parent and Community commitment as surveyed found one hundred percent (74/74) in favor of the TLC plan. Ninety-eight percent (73/74) believed the plan would improve student achievement.

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.

Clinton TLC Vision

The vision for the Clinton Teacher Leadership Compensation Program is to provide the framework to recruit, retain, and promote excellent teachers while providing opportunities for professional growth and collaboration, leading to increased student achievement.

The TLC plan will guide the district in achieving its mission statement to “educate all students to their highest level of achievement through an engaging curriculum in a caring community.

District Long Range Goals:

- All students will increase proficiency in reading comprehension, math, and scientific inquiry and concepts.

District Annual Goals:

- One hundred percent of students at all K-8 grade levels will demonstrate one or more years of growth on a standardized assessment or on an IEP in both reading and math by the end of the 2014-2015 school year.
 - Clinton High School will continue to increase the graduation rate by two percent for the 2014-2015 school year.
- In Clinton, TLC funds are needed to create and expand leadership opportunities for improved classroom instruction and student achievement. We are a DINA district for math and DINA for reading. All buildings in the district, except one, have been identified as SINA. For years, our staff has been characterized as extremely hard-working and dedicated to student success. However, we can't continue to simply work harder and expect different results. Receiving TLC funding will provide a substantial vehicle for the district to enhance and expand teacher leadership support structures currently in place, particularly the role of instructional coaches, leading to improved instruction in every classroom.

Clinton TLC Goals

Goal 1 - Attract promising new teachers by continuing to offer competitive starting salaries, differentiated short-term and long-term professional development (PD), and leadership opportunities;

- The district currently meets and exceeds the starting salary requirements of the state TLC plan.
- All new teachers are surveyed regarding the effectiveness of the district's induction program and to identify future PD needs for new teachers. The mentoring coordinator uses this data to guide planning for the mentoring program. Currently, ninety-one percent of new teachers remain in the district for two years with ninety-seven percent remaining in education after five years.
- Survey results from all district staff, parents, and students are collected to determine short- and long- term PD goals. Using this data, teachers in TLC leadership positions will plan relevant differentiated PD opportunities for all staff. When this occurs, instruction will improve and student achievement will increase.

Goal 2 - Retain effective teachers by providing enhanced career opportunities;

- A rigorous and comprehensive selection process will be utilized to identify teachers for the following leadership positions:
- Teacher Leadership Coordinators, Instructional Coaches, PLC Leaders, Lead Content Specialists, Mentoring Curriculum Coordinator, and Mentors/Navigators.

Goal 3 - Promote collaboration by continuing to support opportunities for teachers to learn from each other;

- The Iowa Professional Development Model strongly promotes collaboration as the best means for professional growth and improved student achievement. Toward this end, the district believes that PLCs provide the best collaborative support system. Teacher leaders will guide PLC teams to collect and analyze student data, set goals, select instructional strategies, identify professional development needs, and evaluate progress.
- Teachers in TLC leadership positions will further promote collaboration by assisting in the organization, implementation, and facilitation of professional dialogue around peer review, instructional audits, and walkthroughs.

Goal 4 - Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation;

- The District TLC plan will create and expand leadership positions for current employees. One hundred twenty-four teachers will fill leadership positions which will require increased responsibilities, time commitment, and compensation.

Goal 5 - Improve student achievement by strengthening instruction:

- In developing the vision and goals for the TLC program, it was important to see how the goals would align themselves with the district and building goals for student learning. District goals and three-year trend-line analysis reveal the following:
 1. NWEA MAP reading and math results showed a slight increase in 2014 after several years of flat growth in the percent of students making one or more years' growth in grades 2-8.
 2. DIBELS assessments show steady growth in the percentage of K-1 students scoring “low risk” for benchmark reading indicators.

3. Iowa Assessments in reading, math, and science show steady proficiency growth for grades 2-5, significant growth in grades 6-8 in the 2013-2014 school year after many years of declining scores, and a decrease in growth for grade 11.
4. The graduation rate has improved significantly.
5. Daily student attendance has remained steady at the elementary level, decreased slightly at the middle school levels, and increased significantly at high school.
6. Behavior incidents have increased slightly at the elementary level and decreased significantly at the secondary level. While instructional audits and walkthrough data indicate improved classroom instruction, overall assessment data indicated marginal improvement. Expanded teacher leadership in all areas and at all levels will make it possible to develop and strengthen initiatives (Iowa Core, Gradual Release, PLC, MTSS) that will make a difference in the growth of all students.

Using Part 3 application narrative from Year 1?

Yes

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)

If we are going to improve student learning, then effective universal core instruction must be supported and implemented with fidelity in all classrooms. Toward this end the district has four key initiatives in place: Iowa Core Curriculum, Gradual Release of Responsibility (GRR), Professional Learning Communities (PLCs) and Response to Intervention (RtI).

Iowa Core Implementation – Effectively implementing the Core is more than simply adopting the standards. It involves learning about the standards by unwrapping them, identifying learning targets and developing formative assessments. It also involves using best-practice instruction, such as Cognitive Guided Instruction and close reading. As a district, for greater academic success to occur, implementation of the Core will take widespread distribution of leadership and support. To augment the work of current district instructional coaches we utilize AEA training opportunities when possible and bring outside experts for training. Expanding teacher leadership positions will allow us to support appropriate professional development to implement the Iowa Core. Teacher Leadership Coordinator Committee members (TLCC), Instructional Coaches, PLC Leaders, Lead Content Specialists, Mentoring Curriculum Coordinator, Mentors/Navigators all will play important and expanded roles toward implementation of the Core. We know effective staff development involves the ongoing process of collecting and analyzing student data, goal-setting, selecting content, designing a process, and evaluating the progress. The TLC leadership team will provide on-going support and guidance to all of the teacher leaders; Instructional coaches will provide professional development and coaching related to the Core; PLC Leaders will coordinate collaborative implementation of the Core, to include peer feedback and peer review of classroom pedagogy; Mentor/Navigators and Mentoring Curriculum Coordinator will work more strategically with mentees and new veteran teachers to learn and implement the Core; Lead Content Specialists will assure vertical articulation and coordinate curriculum writing efforts. All will model best-practice instruction found within the classroom.

Gradual Release – It is often said that the Iowa Core consists of two main parts, *what* is taught and *how* it is taught. The standards themselves are *what* is taught; *how* the standards are taught is through the state supported instructional framework called Gradual Release of Responsibility (GRR). To learn about GRR, Nancy Frey of Fisher and Frey, has worked closely with the district for several years. Presently, staff use the GRR model to deliver core instruction. It is a goal of the district that all teachers, within the context of their PLC teams and through peer observations, will participate in instructional audits and walkthroughs as a vehicle to begin professional dialogue around best practices related to GRR and other research-based instructional models. TLC, Instructional Coaches, PLC Leaders, Mentoring Curriculum Coordinator, Mentors/Navigators will play an important part by role-modeling and engaging in professional conversations regarding instructional preparation, implementation, delivery, reflection and feedback of the GRR and the Core. They will do this in a safe environment that provides feedback related to the improvement of instruction.

PLC – Every district teacher is a member of a PLC and has received professional development about the work and activities associated with successful PLCs. While there are examples in the district of individual PLCs operating to a high level of effectiveness, this is not the norm as yet. Up to this point the responsibility to assure each PLC is operating effectively has been on the principals. This responsibility is taken seriously but there is a struggle to find the time to adequately monitor and participate in each PLC team within their building. By developing expertise, increasing expectations and distributing leadership associated with effective PLC Leaders, the efficacy of all PLCs will improve.

RtI – Each building in the district has established a system of RtI which is overseen by a building level Intervention Team. The purpose of each Intervention Team is to assure every child's learning progress is known to a group of adults who can provide timely and effective feedback, immediate suggestions for interventions and resources to PLCs and individual teachers in order to meet the specific learning needs of every student.

In addition to the key initiatives listed above, the district will focus special attention on K-3 literacy. As a district, 20% of our students currently leave 3rd grade without the skills necessary to be successful in later grades. Once students leave 3rd grade with a deficiency, it is almost impossible for them to catch up to their peers. While this is completely unacceptable, the district has struggled to provide the level of professional development and ongoing instructional support necessary to dramatically improve student success at these extremely formative grade levels. For student achievement to improve, universal core instruction must improve. To assure all K-3 students are ready for success in the grades beyond, The TLCC, Instructional Coaches, PLC Leaders, Mentoring Curriculum Coordinator, Lead Content Specialists and Mentors/Navigators will provide aligned IPDM training and support necessary to implement Iowa Core, GRR, PLCs, and RtI to fidelity.

Using Part 4 application narrative from Year 1?

Yes

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

Several years ago our district developed an induction program unique to Clinton that utilizes the guidelines set forth by the state. A part of the program that has been highly beneficial is to provide mentoring pairs mandatory training seminars throughout the school year focused on significant issues pertinent to the district. Topics have included: Iowa Core, Iowa Teaching Standards, cultural diversity, school/family relationships and support, and development of supportive approaches to behavior.

These training seminars are provided, as well, to veteran teachers and his/her "mentor" (called a navigator) who are new to the district. While honoring the veteran's experience as an educator the district felt strongly they needed to be exposed to the expectations of the Clinton district. The Navigator program is similar to the Mentoring program in terms of structured whole-group meetings and teacher pairings but overall is less intensive than the Mentoring program for new teachers.

Based on a survey analysis over the past three years (2011-2013) from these programs, the current Mentoring/Navigator program has been effective in meeting the needs of all new teachers that have been a part of these programs.

(55 teachers)

- 100% of mentors and new teachers gave a positive rating to the current Mentoring/Navigator program (excellent, good or average); no one rated the program as poor.
- 99% of mentors and mentees gave a positive rating to their Mentoring/Navigator partner (excellent, good, average).
- 100% of mentors/mentees rated the Mentoring/Navigator Program positively (excellent, good, average) meeting their expectations.
- 90% of all first year teachers returned for their second year. 97% have stayed in the profession over a 3 year period..
- 100% of all first and second year teachers successfully completed all aspects of the Mentoring and Navigator programs.
- 100% of all teaching in the Mentoring and Navigator programs attended all workshop sessions and completed all assignments tied to the training seminars .

Based on yearly data, the district believes our program has been somewhat successful in acclimating new teachers into the culture and curriculum of the Clinton schools. However, the urgency for improving student learning remains critical to the success for our students. The sooner that teachers understand the district vision for student learning and expectations for instruction the more effective they will be in the Clinton district.

Teacher leadership roles for mentors and navigators will be expanded to provide new teachers with even stronger and more targeted support as they acclimate themselves into the teaching profession.

Up to this point much of the responsibility for planning and carrying out the mentoring/navigator program rested with the curriculum director and a lead teacher called the mentoring trainer, who led the new teacher training activities. Under the Teacher Leadership Compensation plan, the mentoring trainer would become the Mentoring Curriculum Coordinator. The Mentoring Curriculum Coordinator will maintain their responsibilities to train new teachers during pre-school orientation sessions and during five mentoring sessions throughout the year. They will also coordinate their work with the building instructional coaches in support, professional development, training, and guidance of new teachers.

To expand our induction program, mentors/navigators will be expected to assist in training of new teachers during days set aside before school that are designed for orientation. In this role, mentors/navigators will work closely with the mentoring curriculum coordinator and instructional coaches to learn about quality classroom instruction and curriculum, both during pre-service time and during the school year.

New teachers have indicated how much they value observing in other teachers' classrooms. The district will build and expand on this valued activity by increasing observation opportunities for new teachers and their mentors. However, the goal isn't just to increase observations. The real goal is to increase professional dialog between mentor and their mentee.

Mentors will also increase the time they meet with new teachers to plan for instruction, develop portfolios, brainstorm challenging disciplinary situations, implement the Iowa Core, and discuss and debrief from classroom observations. Moving more of the responsibilities for mentoring to the individual mentors/navigators will address the oft-stated need to provide more differentiated training and experiences for new teachers. Mentors will have significantly more time in meeting with 1st year teachers as release time has been built into the weekly calendar for this to happen during contract time. It is estimated that the Mentor/1st year teacher will have an additional 60-75 minutes of collaboration each week. This will allow for greater support and guidance for these pairs.

Mentors/Navigators will serve as role models for the implementation of the Iowa Core and complete mentor/mentee feedback at the end of each trimester. Mentors/Navigators will also provide evidence of meetings/planning, during and outside of contract time, through mentor logs in order to provide feedback as to the effectiveness of their activities. If by chance the relationship

does not work between a mentor/new teacher or a navigator/new veteran teacher, a conflict resolution matrix has already been determined and will be handled by the Teacher Leadership Coordinator Committee or the Curriculum Director based on the specifics of the issue.

Narrative

Using Part 5 application narrative from Year 1?

Yes

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

Please include the following information in your narrative:

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

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

5)a In the design of the Clinton Plan, it was determined to build on existing levels of teacher leadership in the expansion of teacher responsibilities and duties in developing, planning, organizing, and modeling and implementing the Iowa Core within classrooms. This plan has seven specific levels that can be filled by teacher leaders:

Teacher Leadership Coordinator Committee Members are experienced master teachers, along with building/district administration, who select and monitor the progress of all other teacher leaders within the building and provides feedback to the superintendent (or designee) regarding district teacher leadership positions. These committee members are selected by the district Teacher-Quality Committee and are approved by the School Board. Members of this committee will work 100% of the time per week in the classroom. Besides selecting other teacher leaders, this building committee's responsibility is to monitor and provide feedback for teacher leaders in the pursuit of encouraging professional growth of teachers. This committee is also responsible for organizing and coordinating peer review and induction review schedules, and other teacher leadership meetings within the building. Teachers in this leadership position cannot hold any other identified teacher leadership position described in this teacher leadership compensation plan.

Instructional Coaches are content specific literacy and math experts in every school who will provide classroom instruction 20% of the time per week, and then provide instruction, mentoring, guidance, and support for their building teachers 80% of the time per week. In this position, the coaches responsibilities are to work with the curriculum director, PLC building leaders, lead content specialists, and building principals towards best-practice implementation fidelity of the Iowa Core. Instructional coaches will also assist the Mentor/Induction/Navigator program, work with vertical teaming, technology, resources, additional classes and/or certifications, and provide suggestions for developing, implementing, and monitoring professional development in literacy or math in their building and the district. As part of their position responsibility, instructional coaches will serve as a Lead Content Specialist in Literacy or Math for the district. This leadership position could be concurrently held by a Mentoring Curriculum Coordinator.

Professional Learning Community (PLC) Leaders are classroom teachers who lead effective building teacher groups responsible for ensuring that all students are mastering the essential and rigorous curriculum. PLC leaders are building teachers who lead and facilitate other teachers in the work of determining what learning targets students should master; determining how to ascertain whether or not students have mastered the learning target; determine what to do if students have not mastered the learning target; and determine what to do if students have already mastered the learning target. They meet on a regular basis with their internal building team as well as other PLC leaders within their building and throughout the district to ensure a systemic and intentional delivery of the Iowa Core. PLC Leaders work 100% of the time per week in the classroom. This leadership position could be concurrently held by a Mentoring Curriculum Coordinator, Mentor, Navigator and/or a Lead Content Specialist. Teacher leaders can hold, at a maximum, two identified teacher leadership positions within the Teacher Leadership Plan.

Mentors are model classroom teachers for new teachers entering the profession. They are exemplary practioners highly regarded by their peers. Mentors exhibit the qualities of life-long collaborative learners and are able to communicate with patience and guidance. Mentors are highly effective in collecting and analyzing data, actively participate in their PLC team, and implement building/district/state initiatives with fidelity. They are required to attend professional development seminars and complete follow-up activities with their induction teacher outside of contract time. These professional development activities will increase the effectiveness of the new teacher in the areas of the Iowa Core and the Iowa Teaching Standards. Mentors of first-year induction teachers, along with their induction teacher, instruct 90% of the week and are released 10% per week to engage in collaboration and professional learning. They are committed in sustaining this mentorship for a period of two years. During the second year of this mentorship relationship, mentors and their induction teachers will teach 100% of the time per week in the classroom and are still required to attend district and building professional development seminars outside of the contract time, along with follow-up activities. This leadership position could be held concurrently by a PLC Leader and/or a Lead Content Specialist. Teacher leaders can hold at a maximum two identified teacher leadership positions within the Teacher Leadership Plan.

Navigators are classroom teachers who support veteran teachers new to the Clinton district. They are exemplary practioners

highly regarded by their peers. Navigators exhibit those qualities of life-long collaborative learners and are able to communicate with patience and guidance. Navigators are highly effective in collecting and analyzing data, are active participants in their PLC team and in implementing building/district/state initiatives. They are required to attend professional development seminars and complete follow-up activities with their new veteran teacher outside of contract time to increase the capacity of the new teacher in the areas of the Iowa Core and the Iowa Teaching Standards. These teachers work 100% of the time per week in the classroom. This leadership position could be held concurrently by a PLC Leader, and/or a Lead Content Specialist. Teacher leaders can hold, at a maximum, two identified teacher leadership positions within the Teacher Leadership Plan.

- Mentoring Curriculum Coordinator is a teacher who supports and facilitates professional learning for induction teachers, mentors, new veteran teachers, and navigators in the district. This teacher works closely with the instructional coaches and the curriculum director in providing training, support, and direction in the areas of the Iowa Core, Iowa Teaching Standards, PLC process, district initiatives and any other area that the district deems necessary. The Mentoring Curriculum Coordinator must be a model of exemplary instruction with the ability to facilitate adult learners. This position works 100% of the time per week in the classroom. This leadership position could be held concurrently by an Instructional Coach, and/or a Lead Content Specialist. Teacher leaders can hold, at a maximum, two identified teacher leadership positions within the Teacher Leadership Plan.

- Lead Content Specialists are content specialists responsible for teaching in the following areas: elementary science, secondary science, elementary social studies, secondary social studies, preschool, art, music, wellness, school counseling, library-resources, vocational, talented and gifted, at-risk services, and special education. The primary responsibility of these teacher-leaders is to provide the curriculum director, principals, and directors feedback regarding curriculum needs in each of the content areas including, but not limited to, technology, professional development, resources, additional classes or certifications, and vertical teaming. They provide leadership in the development and vertical alignment of curriculum within and across their content areas. Lead Content Specialists teach full-time in the classroom. This leadership position could be held concurrently by Mentoring Curriculum Coordinator, PLC Leader, Mentor, and/or a Navigator. Teacher leaders can hold at a maximum two identified teacher leadership positions within the Teacher Leadership Plan.

Instructional Coaches in Literacy and Math will be considered a part of this group in providing feedback to the curriculum director and the administration. However, they are not eligible for an additional stipend since that is a responsibility of his/her position.

5b) The district has a history of utilizing teachers in leadership positions. Previously, the district has incorporated the use of instructional coaches, PLC leaders, mentors, navigators, a mentoring curriculum coordinator, and curriculum chairs (lead content specialists), however, in less defined and in limited roles. District teacher reflections (surveys) and student data would indicate that even with less than full implementation of these teacher-leadership roles, the effect of these positions has been positive with the implementation of the Iowa Core, the PLC process, the Gradual Release of Responsibility in the growth of academic student learning, parent/guardian satisfaction, and the retention of teachers within the education profession. It would be the hope of the district that the deliberate and intentional fidelity to this teacher leadership program would enhance the growth of our students in all areas. This growth would be measured with increased academic performance by our students and continued satisfaction by our teachers and other stake-holders.

The goals of each of these teacher-leadership areas and processes are being intertwined with the goals of the district, goals of each building, and goals of each educator, for every child to reach his/her potential. Data(quantitative and qualitative) will continue to be collected in the district several times throughout the year by each school and reported out in the form of "Stewardship Reports" at the district, building, and community level. This process allows stakeholders the ability to review and provide constructive feedback structured for improvement to the building, the district, and/or the community.

There are 319 teaching positions in the Clinton district; the district TLC plan calls for 128 leadership roles. If all of the teacher-leadership positions are filled by district teachers it will easily exceed the state-wide expectation of 25% participation. The challenge for the district will be to find enough teachers to fill each of the new positions. It will be imperative for the entire district

to be unified in belief and vision that the TLC plan will create a safe and collaborative structure that positively impacts classroom instruction and ultimately student achievement. TLC planning committee members will do presentations at each building to clearly communicate the plan and build a sense of urgency and support for participation.

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.

The Clinton Community School District recognizes that the selection of effective teacher leaders is a fundamental component in the development of a successful teacher leadership program. The teacher leader selection and review process will select teacher leaders who demonstrate prior measures of effectiveness in leadership and professional growth. Specifically, the selection process aims to identify teachers who display evidence of the following:

1. Strong instructional practice;
2. The ability to set and monitor goals based on data;
3. The ability to reflect on their own performance;
4. A willingness to facilitate and promote collaboration;
5. A willingness to learn and develop the skills and habits of a teacher leader;
6. A commitment to ongoing professional growth;
7. A desire to serve as a leader.

Selection of District and Building Oversight Committees

The District Teacher Leadership Coordinator Committee (DTLCC) will be responsible for overseeing the Clinton TLC program. The DTLCC will be comprised of three administrators and one teacher from each level, elementary, middle school, and high school. The DTLCC members will be recommended by the superintendent to the school board.

Each building will have a Teacher Leadership Coordinator Committee (TLCC). The TLCC makeup will be two administrators (the building principal and a central office administrator) and two teachers from that building. Building TLCC teacher members will be selected by the district's Teacher Quality Committee, with final approval by the superintendent.

Selection Process of Teacher Leadership (TL) Positions

Each TLCC will be responsible for selecting teacher-leaders in their building with final approval by the superintendent. Teachers interested in any of the leadership positions (Instructional Coach, PLC Leader, Mentoring Curriculum Coordinator, Mentor, Navigator, or Lead Content Specialist) will apply to the TLCC for their review. Written applications will be ranked utilizing a district-developed growth rubric based on the Teacher-Leader Model Standards as follows: Collaborative Culture; Curriculum-Focus; Promoter of Professional Learning; On-going, Life-long Learning; and Promotion and Use of Assessments and Data to Guide Instruction. TLCC will review applications based on the following criteria:

Application Criteria
Criteria
Application Components
Resume & Professional Experience
<ul style="list-style-type: none"> •Years in the profession as a full-time teacher (must be a minimum of three years for consideration) •Years teaching in the district (must be a minimum of one year for consideration) •Description of involvement in building/district (PD) activities •Documentation of continued post-secondary education •PLC and Peer Review Focus Summary for past two years •Leadership experience and skills
References
<ul style="list-style-type: none"> •Two peer references from colleagues in district •One administrator reference
Growth Plan
<ul style="list-style-type: none"> •Applicant proposes an Individual Career Development Goal that highlights the impact of the applied TL position aligned with the school goals for improving student achievement.

Selection Review Criteria
Criteria

Application Expectations
Resume & Professional Experience
<ul style="list-style-type: none"> • Years of experience as a classroom teacher and years of experience in the district. • Active role the individual has taken in facilitating, promoting, and incorporating building/district PD. • Evidence of continued post-secondary education that strengthens the likelihood of success as a teacher leader. • PLC and Peer Review Summary indicates evidence of professional growth. • History of held leadership positions within the district.
References
<ul style="list-style-type: none"> • Peer reference supports applicant as a potential leader of teachers and verifies candidate as an exemplary classroom instructor and collaborator. • Administrator reference verifies candidate as a potential leader and exemplary classroom teacher and building contributor.
Growth Plan
<ul style="list-style-type: none"> • Proposes an Individual Career Development Goal - included an action plan with the following components: <ul style="list-style-type: none"> - Use/analysis of baseline data for improving student achievement - Ways to improve collaboration and relationship building with peers - Ideas to increase personal skill development in becoming a more effective and productive leader
*Personal Interview
<ul style="list-style-type: none"> • Applicant meets with the TLCC and is scored utilizing a district-developed screener tool that ranks his/her likelihood of success as a teacher leader.

Annual Review of TL assignment

The performance of teacher-leaders will be reviewed annually by the DTLCC. Each Instructional Coach, PLC Leader, Mentoring Curriculum Coordinator, Mentor, Navigator and Lead Content Specialist will submit a self-reflection based on their job description and performance to the DTLCC who will provide them with formative feedback. A retention decision will be made by district administrators based on input from the individual TL and the DTLCC.

Annual Review of Assignment
Progress/Growth Evaluation and Review Components
Yearly Review Expectations
Peer Satisfaction Performance Survey
<ul style="list-style-type: none"> • Results will be based on effectiveness criteria specific to Teacher-Leadership Model Standards.
Reflective Summary and Evidence of Job Responsibilities
<ul style="list-style-type: none"> • Accomplishments for Self and School <ul style="list-style-type: none"> - Collection of baseline data for student improvement in the school assignment - Frequency/type of collaboration with teachers - Summary explaining growth of the individual coaching capacity and relationship building with peers - Pivotal learning(s) from the past year • Development of successive yearly goals - Individual sets SMART Individual Career Development Goals aligned with the school improvement goal for the upcoming year.
TL Model Standards
<ul style="list-style-type: none"> • Yearly review/feedback of Teacher Leader Model Standards by TLCC

Narrative

Using Part 7 application narrative from Year 1?

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here [To access the Iowa Professional Development Model page.](#)

For the past several years, the CCSD has intentionally focused professional development (PD) on a few critical initiatives aimed at improving student achievement: Iowa Core, Gradual Release (GR), Professional Learning Communities (PLCs), and Multi-Tiered Support System (MTSS). To properly implement these and other critical endeavors, the CCSD Teacher Leadership positions will be utilized to improve student achievement through implementation of the Iowa Professional Development Model (IPDM).

Using the IPDM, teacher leaders will use all available data in a cycle of continuous improvement to plan, deliver, and re-evaluate targeted PD. Teacher Leadership Coordinators (TLC) will coordinate and support all teacher leadership positions in the identification, delivery, analysis and evaluation of current and future PD initiatives. Instructional Coaches (IC) will deliver PD training and then model, observe, and provide feedback as research-based instructional strategies are implemented. PLC Leaders (PLCL) will support all PD training and implementation through collection and analysis of data while answering the four guiding PLC questions. The Mentoring Curriculum Coordinator (MCC) and Mentors/Navigators (M/N) will coordinate training around key district PD initiatives to new teachers. Lead Content Specialists (LCS) will participate in the review and selection of instructional materials to support PD, implementation of the Iowa Core, and ensure vertical alignment of instruction.

<p>Collecting/ Analyzing Student Data</p>	<ul style="list-style-type: none"> • All teacher leadership positions will have responsibility to support the analysis of student data. Teacher Leadership Coordinators (TLC) and Instructional Coaches (IC) will provide the training associated with this analysis to all other leadership positions. • TLC and ICs will also participate in the analysis of both building and district student data. • PLC Leaders (PLCL) will work with grade level/content area teachers in analyzing formative, summative and universal screening results to determine appropriate instructional responses. • Mentors and Navigators (M/N) will support new teachers in learning about data collection and analysis methods commonly used in the district.
<p>Goal Setting and Student Learning</p>	<ul style="list-style-type: none"> • TLCs and ICs will work with building principals to identify relevant and purposeful building goals and aligned building-level professional development activities. • ICs and PLCLs will assist grade level/content-based PLCs in setting SMART goals in response to formative assessment data. • ICs and PLCLs will work with principals and individual teachers to assure alignment of Teacher Career Development Plans with building and district PD initiatives.
<p>Selecting Content</p>	<ul style="list-style-type: none"> • TLCs and ICs will take the lead in working with principals and building leadership teams to select research-based strategies based on student performance data. The Iowa Reading Research Center, IowaCore.gov, the What Works Clearinghouse, and our AEA partnership will be utilized in the selection of strategies to be implemented within GR and MTSS. • Utilizing the same resources, ICs and PLCLs will work together to select appropriate instructional responses/strategies when students are not successful in universal tier instruction.

Designing the Process for PD	<ul style="list-style-type: none"> •The TLCs, ICs, Mentors/Navigators, and building principals will work closely with the Director of Learning and Collaboration (DLC) to develop sustainable PD activities specific to district-wide areas of need as identified through analysis of student performance and instructional audit data. •ICs and PLCLs will play a critical role in identifying, planning, and providing building and grade/content specific PD training that incorporates all phases of the IPDM. •All PD activities must align with district initiatives.
Training/Learning Opportunities	<ul style="list-style-type: none"> •ICs will primarily be responsible for the delivery of PD training. ICs will also model/demonstrate strategies and provide feedback to teachers throughout implementation. •PLCLs and M/Ns will support PD activities by providing feedback to peers and responding to questions from coworkers related to the topic.
Collaboration/ Implementation	<ul style="list-style-type: none"> •ICs role will be critical in ensuring that PD is implemented with fidelity as they model, observe, and provide feedback to classroom teachers. ICs are also responsible for creating powerful professional relationships with PLCLs, M/Ns and classroom teachers. These relationships will create a safe atmosphere necessary for teacher to learn, provide anecdotal data as to the effectiveness of training activities, and to inform the next steps.
Data Collection (Formative Evaluation)	<ul style="list-style-type: none"> •Principals, ICs and PLCLs will review building-level student performance data on an ongoing basis. Data will inform instructional practice at the PLC level as well as identify building-wide professional development needs, both short and long term. •Based on data analysis, principals and ICs will collaboratively work with the DLC to recommend adjustments to district PD plans.
Program Evaluation	<ul style="list-style-type: none"> •The Superintendent, DLC, TLCs, ICs, and principals will meet annually to analyze building and district achievement data, teacher survey results, and anecdotal data to determine effectiveness of current initiatives and to identify future needs. •A summary of progress will be created and provided to the Board of Education, as well as school and community stakeholders.

Summary:

The district currently lacks the people power and teacher leadership needed to effectively plan, deliver, and support quality professional development around our critical initiatives. When more teachers are involved in the leadership and delivery of professional development in the district, then student achievement will increase.

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.

8a) The following measures will be used to monitor the impact/effectiveness of TLC Goals:

TLC goal	Short Term Measures	Long Term Measures	Responsible Party
<p>Goal 1 – Attract promising new teachers by continuing to offer competitive starting salaries, differentiated short-term and long-term professional development, and leadership opportunities.</p>	<p>Continue to meet and exceed starting salary requirements</p> <p>Continue survey regarding effectiveness of district induction program</p> <p>Increase teacher retention after 2 years to 95%</p>	<p>Use survey results to determine long term PD goals</p> <p>Increase teacher retention after 5 years from 54% to 70%</p>	<p>Director of Learning and Collaboration</p> <p>Teacher Leadership Coordinators</p> <p>Mentor Curriculum Coordinator</p> <p>Mentors and Navigators</p>
<p>Goal 2 – Retain effective teachers by providing enhanced career opportunities.</p> <p>Goal 4 – Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation.</p>	<p>Using a rigorous application process, 124 leadership opportunities will be shared by 25% of CCSD teachers</p> <p>Leadership position training during the Summer of 2015</p> <p>In the Spring of the first year of implementation, all staff will be surveyed to measure satisfaction, effectiveness, and perceptions of the leadership positions.</p> <p>Annual report to Superintendent will include number of teachers serving in leadership roles and number of teacher leaders recommended for subsequent year within leadership position.</p>	<p>Expand leadership opportunities to 30% of CCSD teachers</p> <p>The TLC system will be enhanced to ensure teacher leaders have necessary support structures in place for increased effectiveness.</p> <p>Based on analysis of survey data, necessary modifications will be made to leadership structure and roles in relationship to developing needs.</p>	<p>Teacher Leadership Coordinators</p> <p>Building Administrators</p> <p>Director of Learning and Collaboration</p> <p>Instructional Coaches</p>
<p>Goal 3 – Promote collaboration by continuing to support opportunities for teachers to learn from each other</p>	<p>Continue collaboration structures already in place (PLCs, MTSS, peer review, walk-throughs, and instructional audits)</p> <p>Review current data regarding collaborative culture/climate perceptions</p> <p>Monitor collaboration through PLC agendas, PD plans and agendas, peer review reflections, and instructional audit data</p>	<p>Increase % of teachers and administrators who report that collaboration structures improved culture/climate and student achievement</p> <p>Differentiated system of supports designed to enhance PLC effectiveness for optimal collaboration</p> <p>Identify exemplar PLC teams to use in professional development to model effective collaboration strategies</p>	<p>Director of Learning and Collaboration</p> <p>Instructional Coaches</p> <p>PLC Leaders</p> <p>Lead Content Specialists</p> <p>Teacher Leadership Coordinator</p>

Goal 5 – Improve student achievement by strengthening instruction	Annual Iowa Assessment achievement and growth data	Compare student achievement data points for 2013-2015 with 2015-2017 AYP/SINA status	Director of Learning and Collaboration
	Fall to Spring MAP growth data		Building Administrators
	FAST universal screening data		Superintendent
	Other district formative and summative assessments		Teachers
	High School data points: ACT scores, AP enrollment and success, graduation and dropout rates		Teacher Leaders

8b) The Superintendent will meet annually with the Teacher Leadership Coordinator Committees to review the data outcomes as described in the document above.

- Data from our short and long term measures will be gathered on a continual basis. This data will be utilized to guide district and building leadership in making adjustments to the plan.
- Changes to the impact/effectiveness chart will be made based upon survey feedback and data.
- Leadership position roles and responsibilities will be revised based on identified needs.
- A summary of progress will be created and provided to the Board of Education, as well as school and community stakeholders.

Using Part 9 application narrative from Year 1?

No

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

The infrastructure of district leadership lends itself well to supporting our comprehensive TLC plan. The structure we have in place for the implementation and sustainability of our TLC plan includes the following:

- Current leadership positions within the district (Teacher-Quality Committee, Building Leadership Teams, two Instructional Coaches, Building Data Intervention Teams, Curricular Chairs, Department Heads, Mentoring Coordinator, Mentors, and Navigators);
- Job descriptions have been clearly defined for all leadership positions. All facets of the hiring process have been developed and clearly articulated to the stakeholders;
- This is the ninth year of our New Teacher Induction Program. The TLC plan utilizes and expands on this already-successful program;
- PLC's are in their fourth year of implementation. The TLC plan will allow an expansion of responsibilities for PLC leaders, with additional compensation;
- The AEA partnership will provide leadership training, particularly for our Instructional Coaches;
- An extensive communication system will continue to share the expectations and progress of the TLC plan.

Process and Sustainability Management:

The Superintendent, Director of Learning and Collaboration, building administration, and the Teacher Leadership Coordinator Committee members will be responsible for the following tasks to assure sustainability of our plan:

- Plan and implement training for the new leadership positions during the summer of 2015;
- Hiring internal leadership and external replacement teachers in a timely manner;
- Receive and communicate stakeholder feedback using surveys and face-to-face forums;
- Organize collaborative leadership meetings for instructional coaches;
- Regularly convene with PLC leaders and Lead Content Specialists to provide training;
- Oversee and allocate funds for leadership positions;
- Monitor the evaluation process of leadership positions.

Sustainability Concerns

- If an Instructional Coach decides to return to the classroom, all efforts will be made to honor the desire within the parameters of the Master Contract.
- Declining enrollment in the district is another concern. Fewer students will likely lead to fewer teachers. This may lead to a decrease in the numbers of PLC leaders, mentors, navigators, and possibly, instructional coaches.
- The district has been fairly successful in providing training and support for certain levels of teacher leadership in the district (i.e. Mentors, PLC leaders, Navigators), but has struggled in finding professional development opportunities for instructional coaches and now the newly-developed teacher leadership coordinator committee. The District will work closely with the AEA and State Department of Education to provide this necessary support.

Responsibility for the Success of the Plan

Teacher Leadership Coordinator Committee: These building committees will meet at specified times during the school year with the Superintendent and Director of Learning and Collaboration to evaluate the effectiveness of the teacher leaders and their roles in supporting instruction throughout the district. The team will use staff feedback, including surveys, to evaluate the current success of the teacher leaders at both the building and district levels. Data gathered from staff feedback will be used to guide improvements to the TLC plan and continue the process of refining the roles of teacher leaders. The team will also evaluate the effectiveness of meeting the five goals set out by our TLC plan and communicate the feedback to the district staff.

School Board: The members of the Clinton School Board have expressed their support of the districts TLC plan and will be informed annually of the effectiveness of the plan.

Superintendent: The superintendent was the driving force behind the creation of our TLC planning committee, has organized all of the planning meetings, and has played an active role in the writing of this plan. The Superintendent will oversee the Teacher Leadership Coordinator Committee members and work through any concerns that may arise in the process. The Superintendent will provide feedback to the school board, community and staff.

Director of Learning and Collaboration: The Director of Learning and Collaboration is one hundred percent committed to the success of this plan and has been an active member of the TLC planning and revision process. He will be instrumental in providing professional development guidance, training opportunities for leadership positions, and alignment of resources.

Building Principals: The building principals are totally supportive of the TLC planning and its impact on the learning

environment across the district. Building principals will work as a part of the Teacher Leadership Coordinator Committee to promote an environment that is conducive to training and supporting teacher leaders.

Clinton Education Association: The Clinton Education association and UNI-SERV Director began working with district administration and on the process in August of 2013. The CEA will make sure that the TLC plan works within our districts master contract. The CEA president, chief negotiator, and fourteen members of the CEA served on the TLC planning committee.

Teacher Leaders: The Teacher Leaders are the backbone of our Teacher Leadership Plan. These teachers will undergo a rigorous application process to ensure the most qualified and best fit for the leadership positions. It is their expertise that will ensure the success of this plan through improved classroom instruction leading toward increased student achievement.

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	3859.5
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$1,191,890.79
Total Allocation	\$1,191,890.79

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.	\$1,101,734.79
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).	\$20,000.00
Amount used to provide professional development related to the leadership pathways.	\$70,156.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$1,191,890.79

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$1,191,890.79

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? 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 Professional Development goals of the CCSD are supported through the Teacher Compensation Initiative to provide teachers multiple ways to positively impact student achievement.

Our TLC plan provides for teacher leaders to be developed in three primary areas: instructional coaches (in the areas of Iowa Core, Literacy, and Math), professional development leadership, and district/building leadership. Our plan does not include an allocation of TLC funds to the salary schedule as our current base exceeds the \$33,500 minimum salary required for consideration.

Instructional Leadership

BUDGET: \$726,528.00

The role of Instructional Coach is to build student skills in core instructional literacy and/or in mathematics at the elementary, middle, and high school levels. Coaches at each level will support instruction and student learning through the use of Iowa Core Curriculum and the Gradual Release of Responsibility framework. The primary role of the coach is to ensure effective instructional support by providing modeling and feedback to teachers. Coaches will also have additional responsibilities in the development and delivery of professional development and will be required to teach/instruct twenty percent of the time.

Stakeholders feel it is extremely important for instructional coaches to maintain some classroom teaching responsibilities (one class/subject/period per day) in order to enhance their collaboration, credibility and guidance with teachers.

Mentors and Navigators will provide ongoing support of new teachers as they join our district. Mentors will guide beginning teachers, and Navigators will guide veteran teachers new to the school district as they learn and implement the Iowa Core standards, strategies, and interventions. Mentors and Navigators will model and coach new teachers to the district regarding instructional practices, provide them with feedback on instruction, and engage them in collaborative professional learning.

Providing leadership opportunities as described in this section will help the CCSD to retain effective teachers through enhanced career opportunities and provide new teachers with a safety net of professional support as they begin to establish their careers.

	#	FTE	Extra Days	Summer PD hrs.	Sch. Year PD hrs.	Costing for position
PK-5 Instructional Coaches	6	.2	10 days	40	20	\$381,948
6-12 Instructional Coaches	4	.2	10 days	40	20	\$254,652
Mentors	20	-	3 days	10	10	\$58,290
Navigators	10	-	2 days	5	10	\$11,658
*Allocation for substitute teaching costs for induction program				\$20,000		

Professional Development Leadership

BUDGET: \$368,981.00

Professional Development (PD) will be guided by the Mentor Curriculum (M-C) Coordinator, Professional Learning Community (PLC) leaders, and Lead Content Specialists (LCS). This PD Leadership Team will use the Iowa Professional Development Model to support teachers. M-C Coordinator, PLC leaders, and LCS will work with all teachers to engage and deliver professional development that prepares each individual teacher to improve student achievement by strengthening individual instruction and promoting collaboration of teachers.

P.D. Leadership	#	FTE	Extra Days	Summer PD hrs.	Sch. Year PD hrs.	Costing for position
M-C Coordinator	1	-	3 days	30	10	\$5,037
PLC Leaders	61	-	3 days	18	10	\$322,003
Lead-Content Specialists	14	-	2 days	18	10	\$24,939

*Allocation for additional PD opportunities for teacher leaders \$12,603

Building Leadership

BUDGET: \$100,781.00

The work of this group will oversee the implementation of the overall plan. The goal is to facilitate, monitor, and guide teacher instructional practices as they are related to the goals of the district, building, and individual educator. These individuals are the leadership arm of the teacher leadership compensation grant and will have the responsibilities of hiring, implementing the leadership plan by setting schedules, and evaluating the staff involved in the plan. The building leadership teams will be evaluated by the district leadership team which will include the Superintendent, Director of Learning and Collaboration, and an equal number of the local education association.

District/Building Leadership #	FTE	Extra Days	Summer PD hrs.	Sch. Year PD hrs.	Costing for position	
TLCC Members	12	-	5 days	15	10	\$100,781

*Plan budget estimates in Part 10 are calculated to include an additional 16.58% to account for normal fringe benefit costs.

Total Allocation

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