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**Application**

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

95797 - College Community School District's Teacher Leadership and Compensation Grant  
 Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-31 11:02:55
Signature:	John Speer	Submitted By:	John Speer

**Applicant Information**

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Agency			

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District*	College Community School District <small>Use the drop-down menu to select the district name.</small>
County-District Number*	57-1337 <small>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.</small>
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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)**

College Community School District created a Teacher Leadership and Compensation (TLC) Advisory Committee consisting of teachers, instructional coaches, teachers' union representatives, building principals, central office staff, parents, and School Improvement Advisory Committee (SIAC) members. This group of 20 stakeholders met over the course of two years to develop our Teacher Leadership (TL) Program's vision, mission, and goals, to identify the roles and responsibilities of the most impactful TL positions, and to draft and revise the district's TLC program.

The TLC Advisory Committee created new TL positions and reshaped current TL roles with the goal of improving both teaching and learning in our schools. The new roles are multi-tiered, collaborative, and highly interdependent.

The creation of our new TL Program will harness the power of our most effective teachers to support the district's short and long term goals as identified in our district action plan. Our TL's will utilize the Iowa Professional Development Model and continuous improvement methodologies to help our teachers develop high-performing Professional Learning Communities and data teams, to implement the Iowa Core Curriculum with fidelity, and to strengthen our multi-tiered system of supports for all students.

Our TL Program Goals include:

1. Improve student achievement and growth for ALL students by transforming teaching and learning practices with the goal of continuous improvement.
2. Attract and retain high-quality beginning teachers by offering targeted professional learning and a comprehensive mentoring and induction program.
3. Attract and retain high-quality teachers by providing enhanced leadership opportunities.
4. Teacher leaders will promote collaboration by developing structures and providing opportunities for all teachers to learn from each other.
5. Reward professional growth and reflective teaching by providing leadership opportunities that come with increased leadership responsibilities and increased compensation.
6. Increase productive partnerships with family and community.

These 6 goals support the 4 focus statements of our district's strategic plan.

1. We believe all children can learn at high levels.
2. We believe educators matter.
3. We believe all students will be prepared for post high school success.
4. We believe in developing community partnerships.

Our proposed TL Program is a crucial part of helping us to achieve our goals of improving teaching and learning. Only by empowering our best teachers to lead can we ensure a quality teacher in every classroom.

The district selection process for TL positions will be comprehensive. The TLC interview committee will consist of both administrative and teaching staff and will base hiring criterion on a set of detailed job descriptions. The process will include a formal interview, a written task, an authentic task (typically a 45-minute professional learning session for the committee), the use of scoring rubrics, and the use of data collection tools regarding each candidate.

The district will use Applitrack, our online Human Resources program, to collect and store all application materials. Additionally, each candidate will complete a self assessment rubric created by the Center for Strengthening the Teaching Profession and the selection committee will complete a similar rubric from the Center for Strengthening the Teaching Profession for each interviewed candidate.

The TL positions contained within this grant application are:

- Instructional Coach: peer coaching, co-teaching, co-planning, and job embedded professional development with a focus on the academic realm
- Building Facilitator: peer coaching, co-teaching, co-planning, and job embedded professional development with a focus on the social-emotional realm
- Induction Coach: support the growth and competence of beginning teachers
- TL Program Facilitator: responsible for overseeing the TL Program and data collection
- Social/Emotional Learning Coach: coordinate district initiatives that focus on improving culture and climate
- Curriculum Lead: aid in the creation of a guaranteed and viable curriculum for every student with a focus on competency-based education
- Data & Assessment Coach: gather, interpret and share data from all district programs and initiatives
- Model Teacher: serve as an exemplary model of instruction delivery in the classroom
- Building Leadership Team: provide professional development to staff that focuses on district initiatives and improving student achievement
- Digital Literacy Trainer: provide professional development on the effective use of technology for both teaching and learning
- Curriculum Specialist: guide teachers in the effective implementation of the curriculum, instruction, and assessment cycle
- First Responder: support the technology needs of both teachers and students

Our TL program is comprehensive, impacting every teacher in the district through the acquisition of leadership positions or teacher leaders supporting and working directly with teaching staff. Clearly defined leadership roles will support, extend, and further our district initiatives and goals. Transparent, meaningful, and measurable program evaluations are outlined and will be used to gauge the success and impact of the program.

We have made a district commitment, before the TL program's introduction or inception, to hire, train, and support teacher leaders in a variety of current positions. Our existing leadership structures will accelerate our ability to fully implement our TL program while expanding teacher leadership positions. The TL program will serve as a critical leverage point in attaining district strategic goals and improving teaching and learning throughout the district.

CCSD's Strategic Plan

**Shared Beliefs, Commitments & Goals**

**FOCUS 1: We believe all children can learn at high levels.**  
 We are committed to developing students who are critical thinkers and empowered to self-advocate and own their learning. We are committed to ensuring high school seniors graduate that meet the needs, emotional and cognitive needs of individual students.  
 TO DO THIS WE WILL:  
 • Provide ongoing learning opportunities that support students in meeting the goal: All meet All.  
 • Implement a multi-tiered system of supports (MTSS) and other supports to ensure all students meet the goal.  
 SUCCESS WILL BE MEASURED BY:  
 1a. By 2019, 90% of students will demonstrate proficiency on the Iowa state assessment in mathematics and science, exceeding the state average.  
 1b. By 2019, 90% of students will receive feedback from their teachers on their learning goals.  
 1c. By 2019, 90% of students will receive feedback from their teachers on their learning goals.

**FOCUS 2: We believe educators matter.**  
 We are committed to seek out best practices, working from within, take ownership in learning together, and work in a culture of continuous improvement.  
 TO DO THIS WE WILL:  
 • Implement a multi-tiered system of supports (MTSS) and other supports to ensure all students meet the goal.  
 • Create a culture of continuous improvement that includes all stakeholders.  
 • Provide ongoing learning opportunities that support students in meeting the goal: All meet All.  
 SUCCESS WILL BE MEASURED BY:  
 2a. By 2019, 90% of teachers will be participating in ongoing learning opportunities.  
 2b. By 2019, 90% of teachers will be participating in ongoing learning opportunities.  
 2c. By 2019, 90% of teachers will be participating in ongoing learning opportunities.

**FOCUS 3: We believe all students will be prepared for post high school success.**  
 We are committed to fully preparing and leading all students to post-secondary, community college, and career training opportunities.  
 TO DO THIS WE WILL:  
 • Implement a multi-tiered system of supports (MTSS) and other supports to ensure all students meet the goal.  
 • Check in with students on their post-secondary plans.  
 SUCCESS WILL BE MEASURED BY:  
 3a. By 2019, 90% of students will be prepared for post-secondary education.  
 3b. By 2019, 90% of students will be prepared for post-secondary education.  
 3c. By 2019, 90% of students will be prepared for post-secondary education.

**FOCUS 4: We believe in developing community partnerships.**  
 We are committed to partnering with parents and our larger community with the goal of ensuring and sustaining strong relationships with business, industry, and community organizations.  
 TO DO THIS WE WILL:  
 • Implement a multi-tiered system of supports (MTSS) and other supports to ensure all students meet the goal.  
 • Create a culture of continuous improvement that includes all stakeholders.  
 • Provide ongoing learning opportunities that support students in meeting the goal: All meet All.  
 SUCCESS WILL BE MEASURED BY:  
 4a. By 2019, 90% of students will be participating in ongoing learning opportunities.  
 4b. By 2019, 90% of students will be participating in ongoing learning opportunities.  
 4c. By 2019, 90% of students will be participating in ongoing learning opportunities.

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).

#### Part 1

##### Use of Planning Grant and Engagement of Stakeholders

College Community School District formed a Teacher Leadership and Compensation (TLC) Advisory Committee consisting of teachers, instructional coaches, teachers' union representatives, building principals, central office staff, parents, and School Improvement Advisory Committee (SIAC) members. Volunteers were solicited from the administrative and teaching staff--from those volunteering, representatives from each level administratively (elementary, intermediate, middle school and High School) while each of our nine buildings were represented by teaching staff. Parent participants and a CCSD Education Association member were added to the group to round out the group of 20. We felt it was incumbent that this group represent all voices in our district. The group collaboratively defined and developed the district's TLC grant application. All members were considered equal contributing members in all committee discussions and decisions. This committee met six times during the 2013-2014 school year (10/29/13, 11/25/13, 12/5/13, 12/12/13, 1/22/14, 1/27/14) and a subcommittee attended an additional four Grant Wood AEA TLC support workshops for year two applicants to help amend and improve the district's second TLC application in 2014 (4/24/14, 5/13/14, 8/27/14, 9/24/14). A small representative group of the TLC Advisory committee visited two area school districts who were approved in the first round of the TLC application process (Bettendorf and Linn-Mar) to discuss their application and implementation processes, proposed roles, and to visit with a few of their newly appointed teacher leaders.

##### Use of Planning Grant and Engagement of Stakeholders

TLC Committee members, representing all stakeholder groups, were compensated using the state's TLC planning grant funds with the goal of developing both a high-quality plan and grant application. Each committee member earned 2 flat stipends, 1 each year of the process. The grant funds allowed for a significant amount of time to be devoted to a number of critical components of the TLC application process. The TLC committee accumulated over 172 hours of collaborative planning time (12 hours as a large group committee, 28 hours with GWAEA support staff for year two applications, 14 hours with area TLC schools, and 130 hours in pairs or small groups to edit and revise our application). The TLC Advisory Committee continually reviewed the application process, grant application drafts, and provided constructive feedback on numerous occasions. In total, the district spent \$21,947.28 on the research and development of the TLC grant application.

##### TLC Committee Contributions

- examined the state's TLC website, supplementary materials and videos
- reviewed the state scoring rubric
- created a guiding vision and delineated the processes regarding the district's TLC plan
- reviewed research on exemplary models of teacher leadership personnel resources in high-performing schools
- attended Grant Wood AEA's support workshops for year two applicants
- examined successful year one districts' applications, TLC positions, and job descriptions
- developed a personalized district survey for all teachers, administrators, and SIAC members to publicize the process, prioritize and suggest TLC roles and job descriptions, and to gather input and suggestions from stakeholders
- analyzed and shared survey results and responded to stakeholder feedback
- created supporting documents that establish consistent district norms and sustainability measures in regard to the Iowa Professional Development Model and current district goals and initiatives, including SIAC goals.
- finalized the timeline for application completion
- collaborated to revise and align the grant application based on survey feedback

All teachers, administrators and SIAC members were surveyed and given the opportunity to provide input on ways to improve the the district's proposed TLC structure and identified teacher leadership positions. Almost 80% of these district stakeholders completed the survey (230 out of 300).

##### District Commitment

The vast majority of stakeholders are fully committed to the district plan based on committee discussions, the positive survey results illustrated below, and the total number of collaborative hours and work by the TLC Advisory Committee. Additionally, committee members, teachers, area education agency staff, parents, and SIAC members all contributed and are overwhelmingly committed to the TLC process.

##### District Employee TLC Survey Results

Teachers Administrators

I believe that the TLC system has the potential to improve student learning.	89%	100%
I believe that the TLC system has the potential to improve professional growth and staff learning.	91%	100%
I would consider applying for a TL position.	63%	NA
I will support the teachers who are in the proposed roles of teacher leadership in the TLC grant.	94%	100%

#### Relevant Survey Quotes from Stakeholders

- "These jobs have the potential to help students as well as teachers."
- "I would love to see more district leaders involved in co-teaching. This sounds like it would be an opportunity to do that."
- "An MTSS/Social-Emotional Teacher Leadership position could really help classroom teachers to help our students in need."
- "It is vital that there are leadership positions available in our district."
- "I think on-site new teacher/mentoring coaches would be very beneficial in working with our new teachers."

#### Parent Commitment

Five parents volunteered their time to develop the TLC plan and application by serving on the TLC Advisory Committee and serving on SIAC. 100% of the parents involved in developing the plan believe it will positively impact both teaching and learning in our schools and indicated that they would fully support the implementation of the TLC program.

### 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.

#### District /TLC Vision, Mission, and Goals

#### CCSD's Story--Why CCSD needs a Teacher Leader system:

When looking at student performance and achievement data, it became clear to the TLC committee, that CCSD should strive to improve results for all students, but especially our Low SES and IEP student populations because of persistent achievement gaps. Although CCSD has a long history of both academic and extracurricular excellence, our data tells the stories of our growth needs:

- CCSD student reading and math data has plateaued for the past five years in grades 4 and 8
- Four Title I schools have had SINA designation in reading (3 in year 2, 1 in year 1)
- One Title I school has SINA designation in math (year 2--now on Delayed Status)
- non-Title I HS has had SINA designation for 8 years in reading for SE subgroup
- CCSD has had DINA designation for reading in grades 3-5
- CCSD graduation rates range from 89%-92% over the past five years; district goal is have 98% graduation rate by 2020

CCSD's goal is to not only close achievement gaps for subgroups, but also increase growth for all students. Research indicates that schools can do no more statistically significant act than to provide a quality teacher in every classroom to increase student achievement.

The TLC committee strategically surveyed staff regarding the need for teacher leadership positions and the possible impact these positions could have on teaching and learning at CCSD. The survey results indicate that 91% of teachers believe that the TLC system will improve professional growth and teaching, while 89% of teachers believe that the TLC system will improve student learning.

We believe that only a comprehensive teacher leadership program with defined mission and goals, compensated teacher leadership positions, and clearly articulated ways in which the teacher leaders will support teaching staff, will increase student achievement and learning at all levels.

#### How will the TLC system help us realize our student achievement goals?

The district's TLC vision is to cultivate leadership and harness the professional capital of educators to improve teaching and learning practices with the ultimate goal of improved student learning and achievement. Every TLC program position is designed to help the district, staff, and students achieve our District Vision, Mission, District Action Plan, TLC Program goals, and the State's TLC program goals.

**District Vision:** Success for All; **Mission:** To Ensure Quality Learning Today for Tomorrow; **Action Plan:** CCSD has designed a clear action plan (see below) with four focus areas in order to achieve our vision and mission. This action plan was developed through the input of multiple stakeholder groups: SIAC, administration, DE site visit team, board members, building leadership teams, students, staff, and community members.

## CCSD Action Plan: District Beliefs, Commitments and Goals



**TLC Program Mission:** The TLC planning committee's mission is to develop, implement, and sustain the district's TLC plan and a high quality TLC structure that will support the following goals aligned with our district's beliefs.

**TLC Program Goals:** Each of the CCSD TLC program goals below ties directly to the state's TLC program goals, the district's vision, mission, and action plan, and our district long-range goals.

TLC Program Goal	CCSD Belief Statement	Measurement Goal	Goal Evaluation
1. Improve student achievement and growth for ALL students by transforming teaching and learning practices with the goal of continuous improvement.	<i>We believe all children can learn at high levels. We believe all students will be prepared for post high school success.</i>	90% of students will meet NCLB proficiency standards in reading and math	Compare gains in student achievement before and after implementation of the TLC plan
2. Attract and retain high-quality beginning teachers by offering targeted professional learning and a comprehensive mentoring and induction program.	<i>We believe educators matter.</i>	100% of beginning teachers will be assigned an induction coach, will observe identified high-performing model teachers, and will attend 8 full days of professional learning designed specifically for beginning teachers	Track recruitment, selection and retention data. Monitor new teacher survey data.
3. Attract and retain high-quality teachers by providing enhanced leadership opportunities.	<i>We believe educators matter.</i>	Over 40% of teachers will hold a teacher leadership position	Track recruitment, selection and retention data for those in teacher leadership positions
4. Teacher leaders will promote collaboration by developing structures and providing opportunities for all teachers to learn from each other.	<i>We believe educators matter.</i>	100% of teachers will work with teacher leaders for a variety of professional growth opportunities including curriculum leads, curriculum specialists, coaches, and model teachers	Monitor and evaluate minutes of meetings and networking activities. Examine pre and post TLC survey results, peer feedback, self-reflections, and student achievement data
5. Reward professional growth and effective teaching by providing leadership opportunities that come with increased leadership responsibilities	<i>We believe educators matter.</i>	Over 40% of teachers will hold a teacher leadership position and will receive extra compensation	Verify percentage of staff in TL positions and their identified compensation levels

<i>and increased compensation.</i>			
<b>6. Increase productive partnerships with family and community.</b>	<i>We believe in developing community partnerships.</i>	We are committed to partnering with parents and our larger community with the goal of creating and sustaining strong relationships and authentic learning experiences.	TL program survey for parents on their perception of quality of instruction, classroom management, and communication from district teachers

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)**

In 2014 CCSD completed the final year of a five year strategic plan. Utilizing feedback from the Department of Education Site Visit and input from stakeholders including Board members, administrators, teachers, parents and students a new strategic plan was created. This 10-year plan outlines our most significant efforts and will guide our teacher leadership work as well as all district professional development initiatives. Student achievement data, survey data, the site visit team and our designation as a district in need of assistance along with several buildings designated as SINA schools help focus our efforts. The plan reflects a strong commitment to creating a safe school environment that meets the social, emotional, and cognitive needs of individual students. As CCSD begins to implement the new plan there will be a heavy emphasis on Focus 1, We believe all children can learn at high levels and Focus 2, We believe educators matter.

The work of Joyce and Showers affirms that staff professional learning with feedback and coaching coupled with follow-up is key to improved teaching and student learning. This focus on 1 and 2 along with the structure of the TLC program will increase application of teacher learning in the work setting from 10% to 80% (Joyce and Showers). This will directly impact teaching and student learning.

Each of the Teacher Leader positions has identified essential duties that are integral to the implementation and ultimate success of the CCSD Strategic Plan in relation to Focus 1 & 2.

<b><u>Our Most Significant District Efforts</u></b>
Focus 1 and Focus 2
Focus 1 Goals: <ul style="list-style-type: none"> <li>• Created caring learning environments that support student needs and interests - ALL means ALL.</li> <li>• Implement a multi-tiered system of support (MTSS) providing additional time, support or enrichment for both academic and social emotional learning.</li> </ul>
Focus 2 Goals: <ul style="list-style-type: none"> <li>• Implement guaranteed, viable curriculum (GVC) and instruction aligned with the Iowa Core with standards referenced grading.</li> <li>• Implement Professional Learning Communities (PLCs) and the data teams process to drive instructional decisions.</li> <li>• Create a balanced assessment system that measures and reports student learning.</li> <li>• Ensure that all teachers know and implement district identified instructional practices and Understanding by Design</li> </ul>
<b><u>How our Teacher Leader Roles Connect to and Support our Most Significant Efforts</u></b>
<u>Curriculum Lead</u> - Provide leadership and maintain focus on providing a guaranteed and viable curriculum aligned to the Iowa Core. Initiate curricular improvements based on data and research of best practices.
<u>Instructional Coaches</u> - Work with teachers and administrators to improve student achievement by providing instructional support,

facilitation and leadership in relationship to the three tiers of MTSS. Coaches will observe, model, provide feedback and co-teach.

Facilitators - Serve as the internal coach for building implementation of **Positive Behavioral Intervention and Supports (PBIS)**, provide job embedded professional development, collect, analyze and share PBIS and behavior data.

Induction Coach - Accelerate the **competence and confidence of new teachers** as reflective and effective professionals through new teacher induction and ongoing learning and support across the year. Specifically support new teacher development of a **positive learning environment** where students are provided with multi tier instructional supports and implementation of a guaranteed and viable curriculum.

Social/Emotional Learning Coach - Coordinate district PBIS initiative and **improve culture and learning climate to improve student achievement**. Integrate At-Risk, PBIS and Olweus initiatives in the district. In conjunction with facilitators design and deliver professional development in these areas for all staff.

Curriculum Lead - Work closely with Curriculum Specialists and administrators to analyze, assess and improve educational programming using continuous improvement methodologies to improve student achievement. Assist teachers and the district with the **implementation and development of teaching and learning, curriculum, and professional development**.

Data and Assessment Coach - **Gather and interpret data** in relation to PBIS, MTSS, GVC and PLCs. **Assist buildings and teachers to use data to guide instruction and decision making**. Work with administrators, building teams, and staff to identify, collect, sort, and disaggregate data.

Model Teacher - Model the implementation of strategies, including PBIS, that build a positive learning environment and **instructional strategies** such as differentiation based on data to plan instruction to increase student achievement.

Cadre (Building Leadership Team) - In conjunction with building principal **design and facilitate professional development** for their staff in an effort to improve curriculum alignment, balanced assessment and MTSS. Use data with teacher teams to reflect on progress and identify instructional adjustments.

Digital Literacy Trainers/First Responders - Provide leadership, **training and support** to building staff by infusing digital skills into teaching and learning.

Curriculum Specialist- Guide teachers in the **effective implementation of the curriculum, instruction, and assessment cycle**. Specialists will share and model best practice strategies in their classrooms. Provide leadership by facilitating Professional Learning Communities and support with the implementation of district goals.

With these specific and detailed teacher leadership positions, we see all District initiatives being implemented with **more direction, support and fidelity**. Clearly this focus and resource allocation will **strengthen and expand our previous teacher leadership efforts**. A team of teacher leaders and coaches can better **embed the district's most significant initiatives** into daily teaching and learning. Collegial discussion, opportunities for learning, practice with feedback, co-teaching, and follow-up coaching will more quickly impact teaching thus improving student learning.

Using Part 4 application narrative from Year 1?

Yes

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

**Narrative**

Using Part 5 application narrative from Year 17\*

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.

Our district vision, Success for All, exemplifies our teachers' commitment to the belief that all students can learn at high levels. The district mission, To Ensure Quality Learning Today for Tomorrow, ties our most significant efforts in improving student achievement to aligning a guaranteed and viable curriculum with the Iowa Core Curriculum and competency-based learning. We believe that the creation of these differentiated Teacher Leadership (TL) positions will foster a more cohesive and effective system through which we can better support our staff and students in improved performance. The full implementation of these roles will meet our TL goals of: 1)improving the learning of all students through a comprehensive and multi-tiered system of supports 2)preparing students for post high school success 3)fostering a positive school culture 4)valuing and promoting teacher expertise 5)fostering teacher empowerment 6)recruiting and retaining quality teachers, and positioning CCSD as a great place to work and a great place to learn.

Although the district currently supports many of these teacher leadership roles to some degree, this plan will allow us to strengthen our current foundation; justify, promote, and regulate TL roles and responsibilities; and provide appropriate compensation and recognition for our teacher leaders. The roles were created to be multi-tiered, differentiated, highly interwoven and interdependent. The success of the plan relies on these roles working in collaboration rather than independently of each other.

After examining district goals, reviewing current literature related to best practices in teacher leadership, surveying teaching and administrative staff, holding anecdotal conversations, and visiting districts with existing leadership programs, the Teacher Leadership and Compensation (TLC) Advisory Committee determined a need for specific TL roles that are multi-tiered, differentiated and interdependent. Our comprehensive TL program structure identifies 12 TL roles that offer 178.5 paid leadership opportunities for teachers that range from extra duty roles to full-release positions. 48% of our staff will have the opportunity to hold a TL role. The plan meets and exceeds the goals of both our district initiatives and TL compensation legislative guidelines of teacher participation at 25%

All TL positions fall into one of three categories: coaching, professional development, or building-based leadership. All coaching positions are full or half-time release positions and focus on providing instructional support, direct and timely feedback, reflection, and assistance with continuous improvement for teachers and teacher teams. These positions support the recruitment and retention of new teachers as well as teacher job satisfaction and empowerment. The full and half-time professional development positions focus on the continuous improvement and alignment of curriculum, instruction, assessment. The roles support differentiated instruction, the development of a guaranteed and viable curriculum, competency-based learning, and improving student achievement. These positions also focus on culture and climate initiatives. The building-based leadership positions are extra duty positions, meaning that they remain full time teaCH. These TL positions will continue teaching full time while engaging in leadership opportunities in their respective buildings. These positions focus on improving student achievement, school culture, and teacher empowerment, and job satisfaction.

All of the TL positions will focus on the Iowa Professional Development Model when engaging staff in Professional Learning. The work of the individual teacher leaders and our teacher leadership and compensation program will always focus on the cyclical components of this model over time.

The following table differentiates the TL roles by category. Through our new TL program, all TL positions will receive compensation, and teachers may hold more than one role at a time. Every TL position will in some impact teaching and learning and be geared to improve student achievement.

**Coaching**

Position	Release	#	Responsibilities
		11.5	

Instructional Coach	Full Time (FT)		Work with teachers and administrators to improve student achievement by providing instructional leadership and support. Work with beginning teachers to foster pedagogical growth. Work with Curriculum Leads to ensure that all teachers are implementing new and current curricular initiatives in their classrooms with fidelity. Observe and coach teachers in multiple subject areas. Model the characteristics of effective instruction. Facilitate professional development and provide resources that model best practices based on the district's mission, vision, goals of the school improvement plan, and the alignment of Iowa Core Curriculum. Cross examine instruction from a variety of classrooms, grade levels, and subject areas. Data gathered by the Coaches will be shared with the Data and Assessment Coach, the TL Facilitator, and teachers in common subject areas.
Building Facilitator	FT	5	Along with Learning/Leadership Development Coordinator, Directors of Education and Innovation, and the Social/Emotional Learning Coach, Building Facilitators will provide coaching, co-teaching, and job-embedded professional development related to Iowa Core and our school improvement plan with a focus on social-emotional learning and Multi-Tiered System of Supports (MTSS). Data gathered will be shared with the Data Assessment Coach and the TL Facilitator.
Induction Coach	FT	3	Work with Grant Wood AEA's Induction Consortium staff, the Human Resources Director, and the Learning/Leadership Development Coordinator to support the growth and development of up to 15 beginning teachers. Accelerate the competence and confidence of new teachers as reflective and effective professionals. With the TL Facilitator, Induction Coaches will schedule, facilitate, and encourage collaboration and observations with Model Teachers and Instructional Coaches.

Total Category 1 Positions 19.5

**Professional Development**

Position	Release	#	Responsibilities
TL Program Facilitator	FT	1	Work with the district superintendent, Learning/Leadership Development Coordinator, Directors of Education and Innovation, the school board, and all teachers in an identified TL role to oversee the TLC program. Facilitate the management of TL positions. Provide professional learning and resources for all TL positions. Oversee scheduling, collaboration, and district and community communications. Orchestrate the implementation, facilitation, and evaluation of the TLC program to assure the proposal is implemented with fidelity and integrity.
Social/Emotional Learning Coach	FT	5	Work with the Learning/Leadership Development Coordinator, Directors of Education and Innovation, TL Program

			Facilitator, and Building Facilitators to gather data and coordinate district-wide initiatives that focus on improving culture and climate leading to improved student achievement. Integrate At-Risk, (Positive Behavioral Intervention and Supports) PBIS, and Olweus (anti-bullying) initiatives within the district. Responsible for planning and providing professional learning in these areas for all faculty and staff. Share data with the TL Facilitator and the Data Assessment Coach.
Curriculum Lead	FT		
English/Language		.5	Receive training from the district's Learning/Leadership Development Coordinator, Directors of Education and Innovation, and Grant Wood AEA content specialists on creating a guaranteed and viable curriculum with a focus on competency-based education. Work closely with Curriculum Specialists and administrators to analyze, assess and improve educational programming using continuous improvement methodologies to improve student achievement. Assist teachers and the district with the implementation and development of teaching and learning, curriculum, and professional development. Work with teachers and administrators to analyze, assess, and improve educational programming based on student achievement data. Share data with the TL Facilitator and the Data Assessment Coach.
Arts		.5	
Math		.5	
Reading		.5	
Science		.5	
Social Studies		.5	
Specials		.5	
Data & Assessment Coach	FT	1	Work with all coaches and the TL Facilitator to gather and interpret data from all district programs and initiatives. Data will be publicly reported to the school board, district, administration, teaching staff and district stakeholders. Help buildings, Professional Learning Communities and teachers to use data to guide instruction and decision making. Work with administrators, building teams, and staff to identify, collect, sort, and disaggregate data. Train district staff in the collection and use of both formative and summative data.

Total Category 2 Positions 5

**Building-Based Leadership**

Position	Release	#	Responsibilities
Model Teacher	Extra Duty (ED)	21	Working with the TL Facilitator, Model Teachers serve as exemplary models of instruction delivery in the classroom that lead to improved student achievement and performance. Demonstrate best teaching practices in content, assessment, and instruction and work collaboratively with other teachers to plan for teacher observations, demonstration teaching and reflection on teaching practices. This will come in the form of content delivery strategies, classroom management and routine, and data and process recording. Help teachers improve their craft in certain areas or simply gather additional ideas,

			strategies, and resources by coordinating times when they may observe and pre/post conference with Model Teachers.
Building Leadership Team	ED	62	Work with building administrators to support both building goals and the district's Comprehensive School Improvement Plan to provide professional development for their staff in an effort to improve student achievement. Work with Digital Literacy Trainers to incorporate best practices regarding technology in teaching and learning through professional development opportunities. Support staff by designing, delivering, and facilitating professional learning that is based on research and best practice, aligned with district initiatives, is job embedded, and will improve the learning and well-being of all students.
Digital Literacy Trainer	ED	31	Work closely with the district Director of Technology, Learning/Leadership Development Coordinator, Directors of Education and Innovation, and building Cadre teams to provide professional development on the effective use of technology for both teaching and learning. Provide leadership, training, and support to building staff in district technology initiatives by infusing digital literacy initiatives into teaching and learning. Share data with the TL Facilitator and the Data Assessment Coach.
Curriculum Specialist	ED	20	Work closely with Curriculum Leads and content teams to guide teachers in the effective implementation of the curriculum, instruction, and assessment cycle. Share and model best practice strategies in their classrooms. Provide district level leadership and support for teachers in the alignment of content, instruction, and assessment with Iowa Core and other content standards. Provide leadership by facilitating Professional Learning Communities and support with the implementation of district goals. Share data with the TL Facilitator and the Data Assessment Coach.
First Responder	ED	20	Work with the Director of Technology and district technology staff to support the technology needs of both students and staff. Work with Digital Learning Trainers and the TL Program Facilitator to determine and deliver targeted instructional technology services and learning. Troubleshoot educational technology-related issues for students and staff. Share data with the TL Facilitator and the Data Assessment Coach.

Total Category 3 Positions 154

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.

How will teacher leaders be selected?

The combination of a broad based committee, comprised of both administrators and teaching staff; a detailed resume; a self-assessment; a rigorous interview process, including 2 scoring rubrics, and an authentic task will ensure the candidates who fit each position best will be selected.

The teacher leaders will be selected using a 7 step process: 1)notification of program, recruitment and posting 2)candidate application 3) screening of candidates 4)candidate interviews 5)committee assessment of candidate strengths and match to the job description and desired qualities 6)Offer and acceptance of positions 7)post selection professional learning and training.

**Selection Process:**

**1. 1. Notification of program, recruitment and posting**

1. This will take place in teaching staff meetings at each of our 9 buildings. A short podcast will be used which describes the TLC program, it's goals, and the selection/application process. The podcast will be delivered followed by Q and A with TLC committee members. The podcast ensures that a uniform message is sent to all staff regarding the program.
2. Following these meetings, all TLC positions will be posted in all buildings via our normal contractual process

**2. 2. Candidate application**

1. All Candidates must complete the following steps:
  1. Using Applitrack, our online Human Resources program, all applications must supply
    1. Letter of application indicating position for which they are interested
    2. A resume, including professional development opportunities both facilitated and taken will be required which outlines their qualities to be considered for a TL position
    3. Applitrack application
    4. Complete pre-employment screener

**3. 3. Screening of candidates**

1. The Applitrack screener measures the following on a 10-point scale: stability/flexibility, reliability, interpersonal skills, student/learner focus, ease of supervision, activity level, cognitive ability, cultural sensitivity, and a compiled or overall score. All candidates must receive a 7 or higher on the compiled score to pass the final stages of the selection process.
2. Candidates will be selected from the above process to interview with the TLC Interview Committee. The candidates themselves will complete a self assessment rubric created by the Center for Strengthening the Teaching Profession in the screening process (as an example, see 1 page of self-assessment below). The selection committee will use this screener as a part of the basis for ranking and selecting in. The 5 areas are: Working with Adult Learners, Collaborative work, Communication, Knowledge of content and pedagogy, and Systems thinking. Additionally, the letter of application, the Applitrack screener, and the resume of prospective candidates will be used to select candidates for interview.

Objectives	Communicate	Organize	Collaborate	Plan	Reflect on practice and to determine change
I find my work as the adult learner in partnership with student learning.					
I use the time to provide appropriate work of adult learners and collaborate to participate.					
I accept and use the collaborative feedback on work to modify my practice and improve my practice.					
I demonstrate the courage to take risks in order to support the participants' learning.					
I am reliable and follow through on my commitments to participants and to the work.					
What does the assessment tell me about my strengths in developing discussions in working with adult learners? What questions do I need to develop to be more effective in working with adult learners?					
What patterns do I see in my Working with Adult Learners self-assessment? What are my next steps?					

  

Rating	Proficient	Developing	Emerging
Communicate effectively with adult learners and facilitate their learning. I use the time to provide appropriate work of adult learners and collaborate to participate.	I find my work as the adult learner in partnership with student learning.	I use the time to provide appropriate work of adult learners and collaborate to participate.	I use the time to provide appropriate work of adult learners and collaborate to participate.
Organize and manage the work of adult learners and collaborate to participate.	I use the time to provide appropriate work of adult learners and collaborate to participate.	I use the time to provide appropriate work of adult learners and collaborate to participate.	I use the time to provide appropriate work of adult learners and collaborate to participate.
Collaborate with adult learners and facilitate their learning. I use the time to provide appropriate work of adult learners and collaborate to participate.	I use the time to provide appropriate work of adult learners and collaborate to participate.	I use the time to provide appropriate work of adult learners and collaborate to participate.	I use the time to provide appropriate work of adult learners and collaborate to participate.
Plan and manage the work of adult learners and collaborate to participate.	I use the time to provide appropriate work of adult learners and collaborate to participate.	I use the time to provide appropriate work of adult learners and collaborate to participate.	I use the time to provide appropriate work of adult learners and collaborate to participate.
Reflect on practice and to determine change. I use the time to provide appropriate work of adult learners and collaborate to participate.	I use the time to provide appropriate work of adult learners and collaborate to participate.	I use the time to provide appropriate work of adult learners and collaborate to participate.	I use the time to provide appropriate work of adult learners and collaborate to participate.

**Additional questions to consider:**

1. How are the adult learners in my professional context and what strategies might be more effective in working with them?
2. What fears do I have about working with adult learners? What steps do I need to take in working with them?
3. To what degree do I expect to have experience with adult learners as I do with my students?

**1. 4. Candidate Interviews**

1. The interview process will include both a formal interview with questions and a performance task--the performance task will vary by position, but will entail a 25 minute activity where each candidate presents a professional development mini-lesson to the interview committee.

**2. 5. Discussion of and selection of candidates for teacher leadership positions**

1. The totality of the application and interview process will be reviewed by a TLC Interview Committee and candidates. It is important to note that a large component of the selection process will be the rubric each TLC interview committee member will complete for each candidates using the 5 areas listed above.

**3. 6. Candidate offer and acceptance**

**4. 7. Post selection professional learning and training**

1. Each candidate, as part of their resume, will outline both past professional learning activities they have delivered/or facilitated and professional development opportunities they have taken. This will give the District a good background of the newly chosen teacher leader's experiences and aid in developing differentiated PL for each position.
2. The District, in conjunction with our AEA Regional Administrator, will deliver targeted professional development around the topic of best practice strategies for working with adult learners.
3. Additionally, each TLC position will receive targeted professional development directly related to their new position.
4. All TLC full time positions are provided extra days beyond the normal teaching contract to both receive and deliver professional development. Additionally, each TLC position, whether full time release or a full time teacher within the classroom carries an extra stipend to again compensate for work time outside of a normal work day.

**Determining Effectiveness:**

Three components will comprise the method in which CCSD will determine effectiveness

1. **The hiring process is critical** in assigning the right applicant to the right TLC position. Great care has been taken to outline and implement a rigorous process that will best delineate and bring to the surface the most desired traits and attributes of each candidate through the application and selection process. Quite simply, hiring the best candidates will go a long way in determining program effectiveness.
2. A **rigorous evaluation process** using the same **rubric** from the Center for Strengthening the Teaching Profession will be used along with a **portfolio** to assess each teacher leader's effectiveness on an annual basis.
3. The District will use **feedback data** from surveys of teaching staff and student and staff performance data on an annual basis to determine the effectiveness of the program as a whole and categories of teacher leaders.

The combination of the above three components above provides a strong base to begin to measuring program and positions effectiveness. This combined with a strong screening process will ensure that the right people are in the right positions for our Teacher Leadership Program.

## Narrative

Using Part 7 application narrative from Year 17\*

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) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

*Click here To access the Iowa Professional Development Model page.*

### DISTRICT LEVEL TEACHER LEADERSHIP

The teacher leadership system will serve a critical role in helping CCSD integrate learning across initiatives. It will also enhance the district commitment to the effective implementation of the core components of the Iowa Professional Development Model. Through this work the District's core belief that all children can learn at high levels will be more quickly realized.

The primary role of the district level teacher leaders--**teacher leadership program facilitator, curriculum leads, data coach, induction coach, and social emotional learning coach**--will be facilitating the four planning components of the IPDM:

- Collecting/Analyzing Student Data
- Goal Setting & Student Learning
- Selecting Content
- Designing Process for Professional Development

The **teacher leadership program facilitator** will organize the teacher leadership teams to ensure implementation of the IPDM to improve student achievement. Teacher leaders will work in collaboration with district and building leadership teams to collect and analyze student data. The **data coach** will synthesize data from all district programs and initiatives and organize the data for curriculum leads and teacher teams to use in PLC's. **Curriculum leads** and the **social emotional learning coach** will support data analysis from many perspectives: district, building, PLC, and individual teachers. This will determine systemic strengths and areas for growth as well as guide professional learning needs for staff. These leaders will work collaboratively with administration to create the professional learning plan for the school year and continuously reflect and revise the plan monthly based on student learning data--both formative and summative.

Professional learning will be aligned with district commitments and goals: Guaranteed and Viable Curriculum (GVC), Multi-Tiered System of Support (MTSS) including Positive Behavior Intervention Supports (PBIS), and Professional Learning Communities (PLC). **Curriculum leads** and the **social emotional learning coach** will be responsible for organizing and developing on-going curriculum, instruction, and collaboration efforts: organizing professional learning, developing implementation expectations, and supporting instructional coaches in ensuring teacher implementation.

The **induction coach** will provide specific support to teachers new to the profession and new to the district. In collaboration with Human Resources Department, **district and building level teacher leaders**, the **induction coach** will work to accelerate the competence and confidence of new teachers as reflective and effective professionals.

### BUILDING LEVEL TEACHER LEADERSHIP

The primary role of the building level teacher leaders-- **instructional coaches, building facilitators, building leadership team members, and model teachers**--will be facilitating ongoing components of the IPDM:

- Training/Learning Opportunities
- Collaboration/Implementation
- Ongoing Data Collection

These building leaders will work as a cohesive, collaborative team in order to align with district professional learning efforts. They will support staff by designing, delivering, and facilitating professional learning that is based on research and best practice as determined by the district leadership team. Instructional coaches and facilitators will support the growth and development of staff in implementing GVC, MTSS with PBIS, and the PLC processes. These teacher leaders will provide job embedded professional development and on-going feedback in the skills and strategies necessary for effective implementation in the aforementioned district commitments.

**Instructional coaches and building leadership team members** will provide building level support in the effective implementation of Professional Learning Communities and Data Teams. **Building facilitators** will provide building level support in the effective implementation of MTSS and PBIS. These teacher leaders will assist the principal in supporting the action plans for the building as aligned with the district action plan. In addition, these building level teacher leaders will model best practices and coach on-going professional learning to improve teacher practices to meet the social, emotional and cognitive needs of all students. Teacher leaders will utilize the seven indicators of highly effective PLC's in order to support collaboration, implementation, and ongoing data collection: utilize PLC structures and protocols, clarify essential outcomes, develop common formative assessments, establish proficiency for each assessment, analyze student work, develop and implement strategies to improve results, and implement MTSS structures and strategies.

**Model teachers** will work directly with the **induction coach and instructional coaches** in order to provide models of exemplary teaching practices in content, instruction, and assessment for new teachers as well as ongoing professional learning for veteran teachers.

The teacher leadership system will bring the CCSD Action Plan's commitments--GVC, MTSS with PBIS, and PLC's--into reality for students. Both district and building level teacher leaders will link CCSD's vision, "Success for All," into action.

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.

College Community School District has clear vision to measure the impact and effectiveness of the TLC goals. CCSD is committed to the continuous improvement cycle and will conduct ongoing evaluation of the entire TLC system. 1) TLC Effectiveness Data 2) professional learning and implementation data, 3) mentoring and induction evaluation, and 4) student achievement data will all be points of measurement. The following evaluation instruments will be used in both formative and summative ways to collect qualitative and quantitative data from all stakeholders multiple times a year to evaluate results over time. In the continuous improvement cycle, data drives decision making; therefore, our points of measurement for the TLC system are tightly aligned with the district action plan.

**1) TLC Effectiveness Data**

Data Sources	Results Questions
TL Survey	Do TL's understand their job requirements?
District PLP growth data	Did TL's receive the support and training needed to carry out their job?
	Do TL's feel supported?
	Do TL's feel confident in being able to do their work?
	Are TL's making professional growth?
Teacher Survey	Can teachers describe how they have improved their practice as a result of TL support?
	Do teachers believe the right people are in the right positions--can they support the TLs?

**2) Professional Learning and Implementation Data**

Data Sources	Results Questions
Highly functioning PLC rubrics and implementation data	Did we increase the number of PLC's that are growing on the seven indicators of highly effective PLC's rubric?
UBD Teacher Practice Profile data	Did we increase the percentage of teachers/teams who moved forward on the stages of UBD implementation on the teacher practice profile?
Curriculum Mapping data	

	Do all literacy and math teachers have a district level curriculum map aligned with power standards and the Iowa Core?
	Do all teachers have their courses mapped?
Digital Literacy Assessment data	Did we increase the percentage of students proficient on the digital literacy assessments?

3) Mentoring and Induction Evaluation:

Data Sources	Results Questions
Induction and support professional learning evaluation/feedback	Do new teachers feel supported and can identify clear resources for their continued growth and development?
Retention data	Did we retain new teachers?
Teacher Survey	Do teachers feel supported by teacher leaders?  Do teachers believe student achievement is better because of the support they received?
Iowa Teaching Standards	Did teachers meet their professional growth goals and meet the Iowa Teaching Standards?

4) Student Achievement Data:

Data Sources	Results Questions
Common formative and summative assessments aligned to Power Standards and the Iowa Core	Did we increase the number of students proficient in the power standards in literacy and math?
District and state summative assessments	Did we increase the number of students who made greater than expected growth?  Did we reduce the achievement gap?
PBIS data and office referral data	Did we reduce the amount of office referrals and disciplinary resolution data (suspensions)?
Graduation rate data	Did we increase the percentage of students who graduated?
Digital Literacy Assessment data	Did we increase the percentage of students proficient on the digital literacy assessments?

1. b. Adjusting and monitoring the TLC plan based the results of these measures

The data collected will be imperative in analyzing the results of the effectiveness of the TL program. *How* the district uses the data to drive decision making will be conducting in both formative and summative ways. The TLC Facilitator in conjunction with the leadership team and TLC Advisory Committee will review the data at least four times a year. The advisory committee will include district level and building level administrators, the TLC facilitators, and teaching staff representing each district building. In addition the TLC Facilitator will evaluate the ongoing formative data with Tls monthly. The program facilitator will present summary data to track progress over time and make adjustments with TL team members through the continuous improvement cycle. The TL facilitator will use questions parallel to PLC implementation to drive data driven decision making every two weeks with the Tls.

- 1) *What do we want our students and/or teachers to know and be able to do?*
- 2) *How will we know that they learned it? What is our success criteria? What do our data tell us?*

3) *What will we do if they have not met the goal?*

4) *What will we do if they have met the goal?*

This practice will model what the district is expecting of PLC's and will continually track implementation progress. All data and reflections will be presented to cadres and the district oversight team monthly. Those teams will analyze the effectiveness questions in the aforementioned section to determine if the teacher leaders are more effective, if teachers are more effective, and if student achievement has improved.

The TL team will share and collaborate with other districts and the DE about what the district is learning and will seek feedback from others for continuous improvement. In addition, program progress will be reported to SIAC, community groups, parents, staff, and students through district newsletters, district website, podcasts, and board reports.

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)**

#### Capacity to implement and maintain

Our commitment to instituting a systematic Teacher Leadership (TL) program prior to Iowa's implementation of the Teacher Leadership and Compensation System shows that the district, school board, and stakeholders have a clear and unified vision of cultivating teacher leaders and fully support systemic improvement.

#### Previous use of teacher leaders

The district has a strong history of supporting TL's in a variety of roles. The district has focused on improving teaching and learning by training and hiring building level leadership teams and curriculum councils for the past ten years and digital literacy trainers and instructional coaches for the past three years. Additionally, 100% of our certified teachers are a part of both a data team and a professional learning community. The creation of these positions will allow the district to more effectively leverage the current TL positions and those created under the new TL system. In anticipation of implementing a TL program, the district recently hired our first Director of Human Resources and two Directors of Education and Innovation (elementary and secondary).

#### Funding

The School Improvement Advisory Committee's goal of studying the personnel resources of highly performing schools and allocating resources to determine district needs is a direct reflection of our identified TL positions. Not all TL positions will be paid through Teacher Leadership Compensation (TLC) funds. TLC funding will complement other funding sources including Title 1, special education, and general budget. This demonstrates the district's financial commitment to an expanded TLC plan.

#### Current Initiatives

Our TLC plan supports and strengthens current district initiatives. It complements our current work and diminishes the likelihood that staff will see the plan as a new and separate initiative. Through consistent communication, we will ensure that staff recognizes that the TL plan will not undermine our current work.

#### Educational reform

CCSD is currently implementing a new and aggressive data-driven strategic plan that provides a vision for educational change and improvement. Our stakeholders support our efforts to improve our schools, and our teachers are eager for assistance in learning how to improve both teaching and learning.

#### Collegial relationships

The district administration and the College Community Education Association have a rich history of collaborative and collegial efforts in supporting teachers and ensuring a student-focused educational system. We are proud of this strong and effective relationship and know that the groups will continue to work together to implement and sustain our TL plan. We have drafted a Letter of Memorandum that illustrates the agreement between the union and the district in support the TL positions and the TL plan.

#### Hiring

In year one, our hiring process will begin by clearly defining the roles and responsibilities for all TL positions and posting job descriptions. All certified staff will then have the opportunity to apply for the posted positions. Building and district level selection committees will be created to develop interview protocols and to interview applicants. Our timeline for hiring will begin in February for district level leadership positions and will be followed by hiring building level positions in March and April. It is our goal to have all hiring done by June so that our TL's can receive the appropriate and necessary training prior to the start of the new school year.

#### Supports

CCSD has a comprehensive sustainability plan in place to assure the the TL program is fully developed, implemented with fidelity, and data-driven. These supports include:

- Grant Wood AEA partnership to provide training and support for our TL program
- Analyzing feedback data on a individual, small group, and district basis
- Policies, including standardized hiring and evaluation processes, to assure fair and equitable access to the TL positions and treatment of TL's in their professional roles.
- Ongoing and consistent communication with the teacher's union, the identified TL's and stakeholders to assure that everyone involved understands their roles and responsibilities and how the program is progressing and is being evaluated.

#### Superintendent

- Champion the TL plan
- Review recommendations for the selection of TL's
- Receive recommendations from the TL Facilitator and those in TL roles to monitor and adjust the TL plan
- Ensure clear and consistent communication between the district and the board of education
- Monitor and supervise the use of identified TL funds

#### Director of Human Resources

- Track recruitment, selection and retention data
- Provide oversight of the selection committees
- Collaboratively plan surveys for new staff and exit interviews

#### Learning/Leadership Development Coordinator

- Ensure implementation of the New Teacher Induction Program and its data-driven evaluation
- Plan professional development related to the TL plan
- Coordinate professional development for all TL's

#### TL Program Facilitator

- Collaboratively develop, administer, and review staff surveys regarding the TL plan, positions, and the plan's effectiveness
- Monitor informal observation data, formal feedback, and achievement data
- Recommend instructional and professional development adjustments
- Communicate TL plan initiatives and results to constituents

#### Directors of Education and Innovation

- Monitor building principals' support of the the TL program and TL roles
- Provide guidance to building level administration

#### Building Administrators

- Evaluate and support TL positions at the building level
- Make recommendations to the Learning/Leadership Development Coordinator about teacher needs

#### CCEA

- Collaborate with district administrators to give constructive feedback
- Aid in the creation of surveys regarding the effectiveness of the TL plan

### 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\*                      4685.3

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

District Enrollment-Based Allocation	\$1,446,914.35
Total Allocation	\$1,446,914.35

**Part 10 - Budget Items**

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$116,000.00
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).	\$1,210,257.00
Amount used to provide professional development related to the leadership pathways.	\$120,657.35
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$1,446,914.35</b>

**Other Budgeted Uses - Description**

Item description	Amount budgeted
	\$0.00

**Total Allocation Budgeted**

Total Projected Amount to be Expended                      \$1,446,914.35

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

The TLC funding will assist CCSD in transforming our current teacher leadership structure and positions from a loosely organized system into a cohesive plan that clearly delineates program vision and goals, outlines position responsibilities, provides ongoing training and supports for positions, and collects, analyzes, and shares data about the impact of the TLC program on teaching and learning.

TLC positions fall into 3 distinct categories :

- Category 1—Coaching (20 TL Positions)
- Category 2—Professional Development (10 TL Positions)
- Category 3—Building Based Leadership (154)

These TL positions encompass 184 of our 382 certified teaching staff, equaling nearly half of our staff at 48%

Combining all Category 1, Category 2, and Category 3 TL positions, the district will spend \$116,000 on salary supplements/stipends, \$116,000 on professional development, and \$1,210,657.35 on salaries and non-teaching time.

**Category 1**—Category 1 positions include all of our instructional coaches, induction coaches, and building facilitators. The positions range from .5 FTE to 1.0 FTE and all positions will earn an extra stipend beyond their normal salary and increased pay for an increased number of work days. This extra time will allow TL staff to help design and deliver professional development to teaching district staff. Beyond working with teaching and administrative staff on a daily basis, each teacher leadership position in category 1 will receive targeted professional development to improve their work as teacher leaders. We feel that the combination of working with/coaching staff, designing professional learning for staff, and receiving targeted professional learning themselves will best help the new teacher leaders in establishing a solid foundation that helps them understand their role in the system and exactly how their work in improving teaching and learning will directly impact student learning.

Those positions in the charts below, partially funded by other source, are denoted with an \*.

Category 1	# of Posit.	FTE	Extra Time	School Year PD Hours	Summer PD Hours
Instructional Coach Elementary *	5		115 days	20	40
Instructional Coach Intermediate *	2		115 days	20	40
Instructional Coach Middle School *	2		115 days	20	40
Instructional Coach High School *	2		115 days	20	40
Instructional Coach Prairie Edge	1	0.515	days	20	40
Induction Coach	3		115 days	20	40
Building Facilitator Elementary *	5		115 days	20	40

**Category 2**—Category 2 positions include all of our curriculum leads, teacher leadership program facilitators, the social emotional/MTSS coach, and data coaches. The positions range from .5 FTE to 1.0 FTE and all positions will earn an extra stipend beyond their normal salary and increased pay for an increased number of work days. This extra time will allow TL staff to help teachers, building administrators and PLC's function across the district in regards to programming, curriculum and data collection, use and interpretation. Category 2 TL staff will receive targeted professional learning both during the school year and in the summer.

Category 2	# of Posit.	FTE	Extra Time	School Year PD Hours	Summer PD Hours
Curriculum Lead Math K-12	1	0.57.5	days	20	40
Curriculum Lead Science K-12	1	0.57.5	days	20	40
Curriculum Lead Social Studies K-12	1	0.57.5	days	20	40
Curriculum Lead Specials K-12	1	0.57.5	days	20	40
Curriculum Lead Reading K-12	1	0.57.5	days	20	40
Curriculum Lead English/Language Arts	1	0.57.5	days	20	40
Teacher Leadership Program Facilitator	1		115 days	20	40
Social Emotional Learning Coach (MTSS) *	1	0.57.5	days	20	40
Data Coach	1		17.5 days	20	40

**Category 3**—All category 3 positions are extra duty in nature support building teachers in the areas of curriculum technology, and best practice teaching strategies. Each position will receive a stipend beyond their normal pay—extra duty stipends range from \$250 to \$2,500. Category 3 TL staff will receive targeted professional learning both during the school year and in the summer.

Category 3	# of Posit.	FTE	Extra Time	School Year PD Hours	Summer PD Hours
Cadre Elementary	37	Extra Duty	Varies	48	16
Cadre Intermediate	8	Extra Duty	Varies	48	16
Cadre Middle School	8	Extra Duty	Varies	48	16
Cadre High School	9	Extra Duty	Varies	48	16
Digital Literacy Trainer	21	Extra Duty	Varies	16	40

Elementary Digital Literacy Trainer	3 Extra Duty	Varies	16	40
Intermediate Digital Literacy Trainer	3 Extra Duty	Varies	16	40
Middle School Digital Literacy Trainer	4 Extra Duty	Varies	16	40
High School Curriculum Specialist	10 Extra Duty	Varies	8	8
Middle School Curriculum Specialist	10 Extra Duty	Varies	8	8
High School Tech First Responder	10 Extra Duty	Varies	16	8
Elementary Tech First Responder	3 Extra Duty	Varies	16	8
Intermediate Tech First Responder	3 Extra Duty	Varies	16	8
Point Tech First Responder	4 Extra Duty	Varies	16	8
High School Model Teacher High Elementary	10 Extra Duty	Varies	8	8
Model Teacher High Intermediate	3 Extra Duty	Varies	8	8
Model Teacher High Middle School	4 Extra Duty	Varies	8	8
Model Teacher High School	4 Extra Duty	Varies	8	8

In an effort to create a cohesive and sustainable model for teacher leadership, several of our TL positions will be funded partly through other district sources. These sources include: dropout prevention, SINA, teacher quality funds, and at-risk funds. This inclusive model will bring all TL positions, whether fully or partly funded by teacher leadership and compensation funds, under one umbrella allowing College Community to better focus and align our school improvement efforts toward improving teaching and learning.

**Assurances**

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.\*  Yes

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.\*  Yes

**Teacher Leader Percentage** – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.\* Yes

**Teacher Compensation** – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.\* Yes

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

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