



Application

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

91469 - Collins-Maxwell TLC Grant 15-16

Teacher Leadership and Compensation System

Status: Under Review
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Program Area of Interest 21st Century Community Learning Centers

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Agency

Organization Information

Organization Name: Collins-Maxwell Community School District

Organization Type: K-12 Education

Tax ID: 42-6036681

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Recipient Information

District Collins-Maxwell Community School District
Use the drop-down menu to select the district name.
County-District Number 85-1350
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.
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Zip Code

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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)

Our district system is driven by a clear district mission to prepare responsible individuals for the future through academic and social experiences. We operationalize this mission by focusing on ten student learning goals:

1. Core of Content Knowledge - language arts
2. Core of Content Knowledge - mathematics
3. Core of Content Knowledge - science
4. Core of Content Knowledge - social studies
5. Core of Content Knowledge - technology
6. Communication Skills
7. Collaborative Worker
8. Personal Growth & Well-Being
9. Thinking, Reasoning, & Problem Solving
10. Citizenship & Social Responsibility

Our intent with the implementation of the TLC system is to enhance our current learning system so that a clear and sustained focus on teacher leadership can better support student learning and achievement.

Our vision is to make sure that we have the best system of support for learning in the state. We believe that there are many stakeholders in this system - students, teachers, administrators, board members, community members, external partners, and more and more. We know the critical importance of our teachers as the facilitators of learning in the district, and we want to continue to have their leadership supporting our students. Our three main teacher leadership roles - mentor teachers, PD implementation coaches, and system learning specialists - highlight the caliber of our efforts to address all levels of our system.

Our TLC committee was determined to have a TLC system that was designed by our system's stakeholders. Throughout the process, we have worked with teachers, administrators, parents, community members and board members to define and design a TLC system that enhances our current work. Each group has provided valuable information that has improved our TLC system vision, as well as our overall district system. We are already better simply by having engaged in this application process. Within this process, our committee has worked diligently to develop high-quality instructional qualifications for our teacher leaders:

- A deep understanding of the Iowa Core Curriculum Standards
- A deep understanding of evidence-based instructional strategies
- Experience in a previous teacher leadership positions
- Participation and implementation of professional development
- Recognized skills in the use of instructional technology
- Advancing towards mastery of all the Iowa Teaching Standards

Our vision for the TLC system combines the best of the statewide TLC framework with our district's core beliefs. We will use the foundational principles and funding resources to enhance teacher leadership. Our teachers will have multiple opportunities for growth within the district. Our teacher leaders will work with our staff to drive our professional development based on the Iowa Professional Development Model. Our teacher leaders will focus and plan professional development that provides our staff with high-quality learning on evidence-based instructional practices.

Our district will review numerous data to determine the effectiveness of our TLC Plan. Measurements will include surveys, feedback from faculty on the process, principal observations, student achievement measures, agendas from collaboration time, walk through data, SIAC feedback, and district records of teacher hires and retentions. The TLC Leadership Team will collect and analyze the data and report back to stakeholders. The district will use short-term measurements to track immediate progress, as well as long-term measurements to determine the effectiveness of our TLC system. Adjusting the TLC Plan will be a collaborative effort involving all stakeholders.

Mentor teachers will continue to support teachers new to the profession and new to our district. In both of those options, there is an opportunity to share our values, our vision, our history, and our future. They also have the responsibility to make sure we understand the new members of our staff. Mentor teachers must support and advocate for us to listen to new staff, try new ideas, and struggle with their colleagues in new ways.

Professional development implementation coaches allow for ongoing, focused improvement in instructional practices for their colleagues. They are the ones who must know everyone in the staff and work to develop learning and growth experiences that will enrich all teachers in the district. They will work to support staff through small groups.

Finally, our stakeholders are excited for our new system learning specialists. We intentionally chose this name for our instructional coaches because we wanted to emphasize a 'system of learning' in our organization. We do not want to focus solely on curriculum, instructions or assessment. We want what those components represent together - learning. Our system learning specialists will have a systems approach to learning and improvement. While they will work individually to grow their colleagues, they will also consider the impact to the system. We believe that a clear focus on human capital and social capital will allow for a tight system of support that will build the capacity necessary to address any challenges our district may face.

Each role in the TLC system has responsibilities that support new teachers. This multi-layered approach allows for collaboration opportunities for new teachers to grow as leaders in our system, each role can provide feedback and resources to help our new teachers understand the district's vision and goals for learning.

Our district is very much relationship-driven. We know each other, trust each other, and challenge each other. It is through knowing one another that we grow one another. We are lucky to have the familiarity of each other to seek - and to find - ways to improve our colleagues. Teachers take their role of collegial support very seriously. They see intrinsically the value of collaboration and common purpose. And in this application, we now have clearly defined leadership roles that support the best for each of our teachers.

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).**

The district believes strongly in supporting the work of teachers as leaders of learning for our students, our colleagues, and our community. The district has a long and proud history of following the lead from teachers in the areas of curriculum, instruction, and assessment. We know our teachers work collaboratively to guide the initiatives of the district, improve their teaching practices, and support the whole child. In addition to the work they do in the classrooms, our teachers are strong advocates for the work they do by making lasting relationships with parents. We understand that parents play a unique role in supporting our academic and social efforts at school. Parents are clear partners in our district.

Stakeholder Involvement -

Based on the history of inclusion with our teachers, parents and community members in guiding the work of the district, the administration has provided several opportunities for information sharing and feedback. The administration has provided four professional development sessions for the staff to review and discuss the TLC system. At each meeting, the teachers have improved the breadth and depth of the our TLC system. They have made strong connections to current initiatives, clarified roles and responsibilities, and provided guidance on selection and professional development needs. Each component of the TLC system has been vetted by every teacher through face to face contact, via email, or through a GoogleDoc to offer suggestions. Further, two members of the teaching staff serve on the TLC system committee to bring a clear voice to the work. These all-faculty professional development sessions were held on 1/24/14, 8/14/14, 9/9/14, and 10/21/14. Teachers reviewed drafts of the application and provided input at each PD session. This work equals over 400 man-hours spent in the design and revision of our TLC system by our 49-member faculty.

Parents have also been engaged in the TLC system development process. We have used our School Improvement Advisory Committee to share information and solicit feedback on three occasions: 1/20/14, 9/15/14 and 10/20/14. At each meeting, we have highlighted the roles in the TLC position, asked for clarity on goals of the program, and discussed the impact our new TLC system will have on student achievement. In total, parents have provided almost 100 hours of review to the TLC system. The SIAC meetings have allowed parents - and community members - to stress the importance of high quality instruction for our students. Further, we have established clear goals for district improvement for years to come. The TLC system is being recognized by teachers, parents, and community stakeholders as a powerful way to provide building and district improvement for years to come. Information about the TLC system was presented to parents at our conferences on October 28 and 30, 2014. Parents also had an opportunity to share insights and ask questions at two board of education meetings, held on 1/20/14 and 9/15/14. These posted agenda items highlight the support of the board to improve teacher leadership as well as its willingness to use input from community stakeholders to drive improvement decisions.

Committee Composition and Procedures -

The application writing committee consists of the superintendent, the elementary principal, the secondary principal, two teachers and a community member/parent. The teacher's association was represented on the writing committee.

From each PD meeting, SIAC meeting, board conversation or informal suggestion, the committee reviewed the notes and made improvements to the TLC system guidelines and application. The committee worked to review each suggestion to add strength and clarity to the TLC system. The application process maintained a "request (for information or feedback), review and revise" cycle of improvement based on ongoing conversations and suggestions from colleagues, community members and educators.

Planning funds have not been fully utilized by the committee. A small stipend is allocated to each committee member for time spent outside of the regular day working on the development of the TLC system. Funds have been spent for committee members to attend training and planning workshops, as well as a few resources for research. The committee hopes that the remaining planning grant funds can be incorporated into the TLC system for professional development to support our teachers in their new leadership roles.

Implementation Support Data -

Measures of stakeholder commitment have included face to face discussions and online surveys (email, survey software, etc.) The committee has made an intentional effort to seek out input mostly through personal contact, so as best to listen as well as share. With each meeting of the SIAC or teacher group, the TLC committee asked for support or concerns about the TLC

system. Every time, no matter the meeting, there was a strong majority of support for the TLC program. At the most recent teacher professional development meeting, there was 100% support for the TLC system. Teachers were asked to gauge their interest in one of the roles established in the TLC system. Of our 49 teachers, 63% reported that they are interested in applying for one of the roles. Parents were surveyed at the SIAC meetings, and there was 100% support from those in attendance. The board of education has the full support of the teachers' association as well to implement the program. All five board members have expressed support for the TLC system.

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 Vision and Goals -

The mission of the Collins-Maxwell School District is to prepare responsible individuals for the future through academic and social experiences. At the district and building leadership level, there is a sense of moral imperative that our schools meet the needs of students entering not only a 21st century workplace, but also a 21st century world. This vision aligns tightly with the district's 10 student learning goals:

1. Core of Content Knowledge - language arts
2. Core of Content Knowledge - mathematics
3. Core of Content Knowledge - science
4. Core of Content Knowledge - social studies
5. Core of Content Knowledge - technology
6. Communication Skills
7. Collaborative Worker
8. Personal Growth & Well-Being
9. Thinking, Reasoning, & Problem Solving
10. Citizenship & Social Responsibility

Current and historical data for literacy in the elementary suggests a need of instructional improvement. Further, the middle school has had stagnant math scores for the past three years. Finally, there are data that suggest a need for continuous support of high-quality instructional practices in all content areas, including the increased use of technology.

District Vision for TLC System -

Our district believes strongly in the vision of the statewide TLC system. We know our learning system is made better by the quality of educators that lead within it. Our vision is to use the foundational principles and funding sources of the TLC program to enhance teacher leadership in our district. Here is our alignment between the state framework and our guiding vision:

A. Attract able/promising new teachers

- Provide enhanced support through Mentor Teachers who receive their own instructional support from PD Implementation Coaches and the System Learning Specialists

B. Retain effective teachers

- Provide enhanced learning opportunities and support for veteran teachers from PD Implementation Coaches and the System Learning Specialists allowing teachers to grow professionally.

C. Promote collaboration among teachers

- Provide peer coaching and observation/feedback through the use of PD Implementation Coaches and the System Learning Specialists

D. Reward professional growth and effective teaching

- Provide additional career opportunities for exceptional teachers who desire an instructional leadership role such as Mentor Teacher, PD Implementation Coach or System Learning Specialist

E. Improve student achievement

- Through the use of best practices in all classrooms by teachers who have learning opportunities and on-going support for implementations students receive high quality instruction and learn better. Research suggests a strong correlation between student achievement and quality instruction. Our TLC system aligns the work of teachers to the growth of students.

Roots of Collins-Maxwell Teacher Leadership -

Our goal has always been to provide teachers with the same high quality learning that we want to provide for our students.

Through the use of TLC funds, 2 full-time teachers with a deep knowledge of evidence-based instructional practices will be available to provide new learning, modeling, and feedback to teachers. These 2 teachers also provide support with a group of 14 other teachers (10 professional development implementation coaches and 4 mentor teachers) to classroom teachers.

This support would take three forms:

1. Two System Learning Specialists (SLS) who are released from their classroom in order to support teachers' and teacher leaders' new learning. In addition to providing support to classroom teachers, the SLSs provides support to the Professional Development Implementation Coaches and to the mentor teachers.*
2. Support for classroom teachers from Professional Development Implementation Coaches through the use of in-classroom modeling of best practices, observation and feedback on classroom instruction.
3. Additional support from mentor teachers for new teachers as they work to build their knowledge base with not only new-teachers' understanding and implementation of state, district and school policies, but to improve these new teachers' instruction through the use of best practices.

These teacher leaders along with administrators will review student and teacher performance data in order to guide future professional development.

Student data reviewed includes:

1. 2012-13 and 2013-14 Iowa Assessment results (grades 2 through 11)
2. 2013-14 Individual Growth and Development Indicators (Preschool)
3. 2013-14 Iowa Formative Assessment System for Teachers results (grades PS-5)
4. 2012-13 and 2013-14 Measures of Academic Progress (grades 2 through 11)
5. 2013-14 Summative Curriculum-based assessments

Teacher implementation data includes:

1. walk-throughs
2. Iowa Teacher Professional Development Plans
3. classroom observations
4. evaluations

Using Part 3 application narrative from Year 1?

No

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

Roots of Collins-Maxwell Teacher Leadership -

Work to align district initiatives to state initiatives has been on-going with district-level preschool through high school level professional learning teams meeting a minimum of monthly in order to learn about and implement authentic intellectual work.

These teams engage in deep, purposeful conversations around student learning and best practices including effective questioning strategies, personalized learning, and the use of collaborative student-learning teams.

Teacher leadership developed from professional development teams as teachers moved into team-facilitator roles. Building-level instructional leadership emerged from this team facilitator group. Building-level teacher leaders meet regularly with each other, with administration, and with Area Education Agency support personnel to design professional development and implementation support for classroom teachers. Student and teacher performance data is reviewed in order to guide future professional development. Student data reviewed includes:

1. 2012-13 and 2013-14 Iowa Assessment results (grades 2 through 11)
2. 2013-14 Individual Growth and Development Indicators (Preschool)
3. 2013-14 Iowa Formative Assessment System for Teachers results (grades PS-5)
4. 2012-13 and 2013-14 Measures of Academic Progress (grades 2 through 11)
5. 2013-14 Summative Curriculum-based assessments

Teacher implementation data which includes walk-throughs, Iowa teacher professional development plans, classroom observations and evaluations are also reviewed.

Teacher leadership has also emerged from the district mentoring program for new teachers. These teachers meet regularly with new teachers to support the new teachers' use of authentic intellectual work, implementation of the Iowa Core, and additional best practice initiatives.

Currently, each of the teachers in leadership roles receives no release time to support her or his leadership role. Professional learning team facilitators and new-teacher mentors receive no stipend or a very small stipend. The teacher leadership and compensation grant will allow us to provide much-needed release time (or additional pay) to support real-time in-class support to new and veteran teachers as they learn to implement best practices in their classrooms. This support would take three forms:

1. Two System Learning Specialists (SLS) who are released from their classroom in order to support teachers' and teacher leaders' new learning. In addition to providing support to classroom teachers, the SLSs provides support to the Professional Development Implementation Coaches and to the mentor teachers.*
2. Support for classroom teachers from Professional Development Implementation Coaches through the use of in-classroom modeling of best practices, observation and feedback on classroom instruction.
3. Additional support from mentor teachers for new teachers as they work to build their knowledge base and understanding of implementation of state, district and school policies, but to improve these new teachers' instruction through the use of best practices.
4. These teacher leadership roles and processes provide tight alignment to the Iowa Professional Development Model including clear goals, learning opportunities, data collection and cyclical evaluation of student performance, teacher performance, and program evaluation.

Roles and Expectations for Systems Learning Specialists, PD Implementation Coaches, and Mentor Teachers -

The district believes that our new TLC roles will provide additional support in building the instructional leadership capacity of our teachers to address our district and state initiatives. Our district has identified the following as major focus areas of system improvement: 1) Iowa Core implementation; 2) implementation of a robust multi-tiered system of support (MTSS); 3) Pk-5 literacy; and 4) competency-based education/personalized learning. Each role within the TLC system plays a unique and important part in the successful implementation of these initiatives.

- Mentor teachers will provide a minimum of two years of support through regular meetings with new teachers, classroom observations and feedback. The goal of mentor teachers is to provide a solid yet basic foundational understanding of the

district's initiatives as they relate to the Iowa Teaching Standards.

- PD Implementation Coaches will provide support during district-defined professional development time to review instructional practices. The goals of PD implementation coaches is to facilitate collaboration among colleagues to provide ongoing feedback loops of communication for improvement.
- System Learning Specialists will provide support through consulting, modeling, observing, and providing feedback to teachers around evidence-based instructional practices. The goal of system learning specialists is to provide daily support for growth among their teaching colleagues to improve our learning system.

Using Part 4 application narrative from Year 1?

No

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

Current Mentoring and Induction Program:

Our current mentoring and induction program framework works independently throughout the school year. The new teachers in the district meet for one full day prior to the school year to discuss district initiatives, complete necessary paperwork, and get their classroom ready. New teachers are also required to work with Heartland Area Education Agency to meet monthly as part of their Mentoring and Induction Program. Based on feedback from current mentors and mentees, the district recommends that the mentors meet with mentees monthly to discuss and reflect on their teaching practices. Time for mentors and mentees to observe each other is not currently provided by the district.

Our district currently uses mentors who have been in the district for a number of years and have vast experience in implementing district initiatives. New teachers to the district but not to the profession go through induction as a way to connect initiatives and align their work with the current work of the district. All teachers must connect their work with the Iowa Teaching Standards and Criteria.

Areas of improvement needed:

Based on surveys from current mentors and mentees, we are aware that new teachers to our district need more time to meet with mentors, develop a deeper understanding of fundamental evidence-based practices, and continued implementation of Authentic Intellectual Work and Competency Based Education initiatives.

How the TLC System will address the areas of improvement:

We understand that providing a strong mentoring and induction program for new teachers at Collins-Maxwell Community Schools will not only improve individual teacher development, but will also help to enhance our district. Providing a strong mentoring and induction program will help new teachers become leaders in the classroom and in the district. The different roles, as laid out in our TLC system, will all have defined responsibilities in our mentoring and induction plan as shown below.

- Mentor Teachers will
- Recognize social and emotional needs of new teachers and provide support for these needs.
- Support new teachers as they learn and implement building and district goals, initiatives, policies, and procedures.
- Observing and giving feedback in mentee's classroom.
- Meet regularly and as needed to with new teachers.
- Meet regularly with System Learning Specialist to build capacity to support new teacher learning.
- Professional Development Implementation Coaches will
- Support teachers to develop knowledge of data-driven decision making.
- Work with new teachers to research, model, and implement evidence-based instructional practices that align with district goals.
- System Learning Specialists will
- Provide and support evidence-based instructional practices in classrooms.
- Work with new teachers to research, model, and implement evidence-based instructional practices that align with district goals.

Our TLC system will address the need for each building to have mentor teachers trained in coaching and targeted needs of new teachers. This training will take place during additional contract days and will be led by the System Learning Specialists and Professional Development Implementation Coaches. Mentor teachers will also observe new teachers with a strong connection to the Iowa Teaching Standards and Criteria. These observations will have a clear focus on providing effective feedback for new teachers. Through these roles and steps to improve, we would like to see our Mentoring and Induction Program promote the personal and professional well being of classroom teachers, build a supportive environment within the school district, provide leadership opportunities, support continuous improvement, promote excellence in teaching, and enhance student achievement.

This TLC system provides layered support for new teachers. Currently, new teachers have one mentor to lean on for support, while our TLC system allows for a network of teachers. Mentor teachers will be the primary support, but new teachers will also have a PD Implementation Coach to guide their data-based decision making and evidenced-based strategies. The System

Learning Specialists will offer another layer of support by providing them with evidence based instructional practices and implementation of instructional strategies that align with district goals. By providing these layers of support, new teachers will have access to more people and resources intended to build and improve their teaching and learning.

Narrative

Using Part 5 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

The district has utilized teacher leadership for a number of years. For example, teams of teachers have support one another in the implementation of Authentic Intellectual Work for students. Teacher facilitators, each of whom received additional training and support through the state Authentic Intellectual Work Initiative, have led these teams. Additionally, our building leadership teams meet regularly with administrators to plan for and provide professional development for teachers. Professional development includes new learning, as well as continued support for implementation of evidence-based practices. Our experiences with this level of peer support for teachers, along with the goals of the state Teacher Leadership and Compensation system, have guided the development of our TLC plan. The TLC grant would provide funds to greatly enhance our teacher leadership and the level of support these teachers will be able to provide to other teachers. More importantly, it provides a quality framework for our district to enhance our overall system of support for teachers and students.

In developing our TLC system, we have been very intentional about the scope of work of our newly created teacher leaders. The district plans to have two (2) system learning specialists, ten (10) PD implementation coaches, and four (4) mentor teachers. These sixteen (16) positions will represent 33% of our 49-member faculty. Each role has defined responsibilities, contracts, qualifications and success indicators listed below.

System Learning Specialist

Responsibilities:

- Provide learning opportunities for teachers to support evidence-based instructional practices in classrooms
- Work regularly with teachers to research, model, and implement evidence-based instructional practices that align with CBE
- Assist administration and faculty to plan and implement the use of evidence-based instructional practices and CBE
- Support teachers to develop their knowledge of data-driven decision-making
- Plan for professional development needs
- Guide and lead PD efforts
- Provides professional development to teachers efficiently and effectively

Time / Compensation:

- 1.0 FTE out of the classroom
- Regular teacher contract (187 days) + 10 additional days for collaborating with administration, planning PD, and providing PD
- Scope of work delivered during daily interactions with staff

Qualifications

- A visionary lead who anticipates needs and plans for future support
- Works to build capacity within the school and district
- Builds strong, positive relationships within the school and district.
- Is recognized as trustworthy by district teachers
- Possesses deep knowledge of evidence-based instructional practices
- Possesses knowledge of data-informed decision-making
- A continual learner who researches and problem-solves
- Views Iowa Core in context of district student learning goals (universal constructs)
- Knowledge of CBE and personalized learning practices

Indicators of Success:

- Increase in the number of teachers implementing evidence-based instructional practices
- Increase in implementation rate of evidence-based practices in each classroom
- Decrease in percentage of referrals to Title 1 and SpEd
- Increase in Student IA Assessment scores, MAP scores
- Increase in the percentage of students who are proficient in reading as measured by FAST
- Increase in the number of SLS/teacher collaborations
- Teacher surveys indicate professional development support is helping teachers better meet student needs
- Walk through data of teacher implementation of PD initiatives

PD Implementation Coaches

Responsibilities

- Guiding / leading PD efforts in PLNs
- Support teachers to develop their knowledge of data-driven decision-making
- Support teachers in their understanding and implementation of evidence-based instructional practices.

Time / Compensation

- 1.0 FTE in the classroom
- Regular teacher contract (187 days) + 2 additional days for collaborating with System Learning Specialist to learn/plan support for district initiative
- Scope of work delivered during district professional development sessions

Qualifications

- Can build relationships / trust, be trustworthy (recognized as trustworthy)
- Knowledge of data-driven decision-making
- Ability to facilitate small groups of teachers.
- Knowledge of CBE and personalized learning practices
- Deep understanding of AIW and how it can enhance learning/teaching.

Indicators of Success

- Number of teachers growing in their implementation of evidence-based instructional practices.
- Using and guiding teachers to use data to drive decisions. Perceptual and survey data collected
- Walk through data of teacher implemented PD initiatives.

Mentor Teachers

Responsibilities:

- Recognizes social and emotional needs of the beginning teacher and provide support for these needs
- Provides support to new teachers as they learn and implement building and district goals, initiatives, policies, and procedures.
- Provide guidance and support to new teachers for building and district procedures and policies
- Continue to add to own knowledge base for district initiatives (evidence-based instructional practices, authentic intellectual work, personalized learning)
- Meet regularly with System Learning Specialist to build own capacity to support new teacher learning of evidence-based instructional practices
- Meet regularly and as needed with new teachers

Time / Compensation:

- 1.0 FTE in the classroom
- Regular teacher contract (187 days) + 2 additional days for collaborating with System Learning Specialist to learn/plan support for new new teachers
- Scope of work delivered during designated meeting times with new or beginning teachers

Qualifications:

- Is a continual learner
- Strong knowledge base of evidence-based instructional practices
- Demonstrates use of evidence-based instructional practices in own classroom
- Possesses a clear understanding of school and district policies and procedures
- Possesses an understanding of Iowa Teaching Standards
- Understands needs of beginning teachers and offers support and facilitates a professional vision for new teachers

Indicators of Success:

- Follows district policies and procedures
- Demonstrates use of evidence-based instructional practices
- Demonstrates meeting or significant progress toward meeting ITS

- Demonstrates a professional attitude toward the work
- Demonstrates a desire to continue to learn and to grow as a teacher

Using Part 6 application narrative from Year 1? Yes

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

Selection of Teacher Leaders

Our selection process begins with teacher applications for a TLC teacher leadership position. The application will ask for the following information:

- Advanced degrees
- A deep understanding of the Iowa/Common Core Curriculum Standards
- A deep understanding of evidence based instructional strategies
- Experience in a previous teacher leadership positions: Mentor teachers, AIW leaders, Committee heads, Building Leadership Team member, and District Leadership Team member.
- Participation and implementation from Professional Development
- Recognized as skilled in the use of instructional technology
- Advancing towards mastery of all the Iowa Teaching Standards

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

Measure of Effectiveness: (How effectiveness of the candidates will be determined)

A three-point rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection. The rubric will outline in detail the job required criteria with candidates being measure as
1 = not meeting the criteria, 2 = meets the criteria, 3 = going beyond the criteria

Advanced Degrees:

Emphasis will be placed on advanced degrees that focused on effective instructional methods and strategies. Advanced degrees in curriculum and instruction, educational pedagogy, educational assessment and measurement, technology for teaching and learning, etc. will be more desirable than advanced degrees in administration.

Deep Understanding of the Iowa Core Curriculum Standards:

Applicants will provide artifacts or examples to the council showing the use of evidence based instructional strategies that align directly to the Iowa/Common Core Standards. Applicants must show evidence they would be able to assist others to successfully implement the standards during instruction.

Experience in previous teacher leadership positions:

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

Participation and implementation of Professional Development:

A greater emphasis in the selection process will be put towards teachers that show implementation of evidence based instruction developed through professional development opportunities. Teachers who show initiative by improving their skills from on-going professional growth would rate higher in the selection process.

Deep understanding of evidence based instructional strategies:

Applicant is recognized as skilled in evidence based instructional delivery strategies. Evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

Advancing towards mastery of all the Iowa Teaching Standards:

Artifacts of instructional strategies and teaching practices that demonstrates not just meeting all the Iowa Teaching Standards but moving towards mastery in many of the eight standards. Teachers who show advancing toward mastery in most of the eight standards will rate higher in the selection process.

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.

The Role The Teacher Leaders Will Play In The Creation And Delivery Of Professional Development

The TLC plan will include conducting a needs assessment so teachers will have input into what they need to accomplish district initiatives. The administration and teacher leaders will create a needs assessment and analyze the results to drive what professional development is desired and needed based on the data. The main focus of professional development for the teaching staff will continue to be the successful implementation of high quality evidence based instruction and how to continue to provide personalized learning. Using the professional development topics identified by the faculty and the TLC Leadership team a professional development schedule based on the individual learning needs of our buildings will be established. The MS/HS and Elementary System Learning Specialists will help oversee the overall PD plan in each building. The district's ten PD implementation coaches will help guide professional development initiatives through their collaboration teams of 5 to 6 teachers. Evaluation of the professional development will include a survey of all faculty members and a study of teacher implementation of PD initiatives. The information from the program evaluation will be the evidence that verifies any necessary adjustments. The System Learning Specialists and PD implementation coaches will be the teacher representatives on the District Leadership Team. The DLT serves as a working committee to address district-level topics, such as professional development. The DLT will be charged with creating a rough draft of the next year's professional development topics based on teacher and student performance data.

During the implementation of professional development, PD implementation coaches will work collaboratively with other teachers for in-depth small group discussions around quality instruction and learning. The PD implementation coaches and the system learning specialists will have the responsibility to model, support, and give feedback on the newly learned strategies and skills through professional development. System Learning Specialists will be available during the school day to observe teachers to guide their successful implementation of the professional development. They will provide feedback, guidance, and coaching to the teachers on their implementation of professional learning. Our system learning specialist will also be able to assist in helping our personalized learning system grow by doing research that helps teachers with implementation. The system learning specialists will oversee our individualized learning system and will have the responsibility to assist teachers as they review and revise curriculum to reflect the Iowa/Common core content and select instructional strategies in our personalized learning educational reform.

Alignment of TLC Plan and the Iowa Professional Development Model (IPDM)

Our TLC committee has reviewed the Iowa Professional Development Model (IPDM) and has worked to develop a clear alignment between the model and our TLC system.

IPDM Element: Collect and analyze student data

- The TLC Leadership team in collaboration with the classroom teachers will collect and analyze the student data.

IPDM Element: Goal setting and student learning

- The TLC Leadership Team will work collaboratively with teachers to set goals for the district initiatives of PLC, Iowa/Common Core, technology, reading and math student achievement, and MAP.

IPDM Element: Selecting content

- The TLC Leadership Team will work collaboratively with teachers to analyze learning data to gain an understanding of strengths, weaknesses, and gaps to be filled via professional development.

IPDM Element: Designing Process for professional development

- The TLC Leadership team will create a professional development schedule based on the needs of the classroom teachers as observed through the student data.

IPDM Element: Training and Learning Opportunities

- The MS/HS and Elementary system learning specialists will be available during the school day to help with implementation. PD implementation coaches will be available during district scheduled PD, early-outs, before and after school and during small group collaboration times.

IPDM Element: Collaboration and Implementation

- The TLC Leadership Team will work in collaboration with classroom teachers at each step of the process

IPDM Element: Ongoing data collection (formative evaluation)

- The TLC Leadership Team will be responsible for ongoing data collection through classroom walkthrough data, teacher

implementation data and student learning data.

IPDM Element: Adjust plan if needed

- Working collaboratively with administrators, the TLC team will make adjustments based on the results of an analysis of data.

IPDM Element: Program evaluation (summative evaluation)

- Analyzing the data collected, the TLC Leadership Team will look at all aspects of the data to determine the program effectiveness.

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.

A) Description of the district will determine the impact/effectiveness of the TLC Plan, including short-term and the long-term measures include the following:

Measuring the effectiveness of our Collins-Maxwell TLC plan will be critically important for the long-term success and sustainability of this teacher leadership plan. Types of information that will be used to measure:

- Teacher, Parent, Student Surveys
- Feedback by the faculty on the effectiveness of Teach-Leaders
- Principal observation and evaluation
- Student achievement measures: Iowa Assessments, Skills Iowa and Grade Level Assessments, M.A.P data, discipline data, and attendance data.
- Agendas from collaboration, the amount and type of teacher collaboration
- Walk-through records showing when and how often learning strategies are being used.
- SIAC feedback from students and parents on the effectiveness of our educational system
- District records of teacher hires and retention

The superintendent and principals will work collaboratively with the Leadership Team to collect and analyze the data and report back to all stakeholders.

Measures of Progress: Short Term

- Standardized tests show increased achievement in reading and math.
- Increase achievement in M.A.P test data.
- Administrator data from classroom visits showing an increase in the use of effective teaching and learning strategies with greater use of personalized learning experiences.
- Instructional practice data showing that we are relying less on lecture and more on student-centered classrooms where teachers are facilitators of learning.
- Percentage of teachers utilizing our system-learning specialists on a weekly basis.
- Percentage of teachers utilizing our PD implementation coaches on monthly basis.
- Teachers and students guiding their learning around our district's ten student learning goals.
- Core of Content Knowledge in:
 - math,
 - science,
 - language arts,
 - social studies,
 - technology
- Communication Skills
- Collaborative Worker
- Personal Growth & Well-Being
- Thinking, Reasoning, & Problem Solving
- Citizenship & Social Responsibility

Measures of Progress: Long Term

- Building level goals for student achievement in reading and math are met.
- A decrease in student discipline problems as a result of higher levels of student engagement in their personalized learning.
- Improved student attendance, as a product of improved instructional strategies that make learning more personalized and relevant.
- A decrease in the number and percent of students who drop out of high school.
- Improved student performance on standardized and M.A.P assessments.
- All students are demonstrating proficiency in the 10 student learning goals established by the district.

B) Description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Monitor and Adjusts the TLC Plan

Adjusting our district TLC Plan will be done through the process of reviewing the data, reflecting on the data and then revising the plan where it is necessary. Not only will the student and teacher data be collected, but we will also be utilizing survey results from all of our stakeholders. The results that fail to show the expected level of progress under the TLC Plan will be analyzed and explored to find the specific cause. Further analysis will include looking at the level of support being provided to teachers and determine if that support is meeting the needs of our system. Faculty members will be providing feedback on the work of the teacher-leaders to determine areas for growth and improvement. The administration will also be requiring a higher level of accountability to assure everyone is meeting the expectations established in the TLC plan.

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)

At Collins-Maxwell Community School District, we have a vast capacity to implement the TLC system. After surveying teaching staff, it was evident that 90%-95% of staff is supportive of our district implementing leadership roles for teachers and compensating teachers for those roles. Many staff members have shown interest in these leadership positions and support building teachers' capacity through these roles. The staff agrees that increasing the effectiveness of instruction and student achievement will happen through the TLC system.

Our districts' TLC system will follow in the footsteps of prior initiatives in terms of implementation and sustainability. Several of our current initiatives show great sustainability. These initiatives include: Authentic Intellectual Work (AIW), Competency Based Education (CBE), and Multi-Tiered Systems of Supports (MTSS). Through the collaborative work of teachers, these systems have been able to sustain and grow over time. An example of our ability to sustain leadership capacity is shown with our nine AIW coaches that who lead teams of teachers through the AIW process monthly and facilitate the collaboration among teachers, with a clear focus on improving instruction.

Our School District will be successfully implementing this TLC system with integrity. The following specifics of our plan will allow for effective implementation.

- Mentor Teachers: We will continue to use veteran teachers to fill the role of mentors to new teachers in our district. These teachers will be the support for new teachers and meet regularly with them to ensure building and district initiatives are being met. They will also provide social and emotional support for the new teachers in the district.
- Professional Development Implementation Coaches: We will build upon our current structure of nine Authentic Intellectual Work coaches and add one to make ten Professional Development Implementation Coaches. These Coaches will support teachers to develop data-driven decision-making. They will also work with all teachers to research, model, and implement evidence-based instructional practices that align with district goals.
- System Learning Specialist: Having two Systems Learning Specialists, one in each building, will provide ongoing support for teachers to develop their knowledge of data-driven decision-making. The leaders in this role will also assist administration and faculty to plan and implement the use of evidence-based instructional practices and plan and lead Professional Development efforts. Systems Learning Specialists will oversee our individualized learning system and will have the responsibility to assist teachers as they review and revise curriculum to reflect the Iowa/Common core content and select instructional strategies in our personalized learning educational reform.

The individuals in these roles for the TLC system will go through professional development and learning about each role to ensure they are all meeting the needs of students and staff. Mentor Teachers, Professional Development Implementation Coaches, and Systems Learning Specialists will be asked to further their learning through opportunities outside of the district and attend conferences on subject matter.

Our emphasis on effective instructional practices and analysis of student data will be strengthened by the underlying structures of our district strategy. Authentic Intellectual Work, Competency Based Education, and Multi-Tiered System of Supports will be enhanced by the roles of Mentor Teachers, Professional Development Implementation Coaches, and System Learning Specialists. We will continue to have a focus and commitment on a strong Mentoring and Induction Program to support quality teaching.

The district will work continuously to ensure that this structure in place will have sustainability over time. Members who will work to ensure sustainability include:

- Superintendent: The superintendent will be the key decision maker for the TLC system. Building Principals and members of the TLC Committee will recommend actions to the Superintendent.
- Building Principals: The two building principals will oversee the mentor teachers, PD Coaches, and System Learning Specialists in their buildings, which include evaluations and identifying effectiveness. They will report recommendations to the Superintendent.
- TLC Committee: The TLC Committee, which consists of teachers and administrators, will be involved in the hiring of each role and identifying effectiveness of the system by looking at student data and surveying teachers. They will report recommendations to building principals and Superintendent.

This sustainability will also be met through the transparency of the TLC committee, district administrators, and the District's Board of Education to keep a clear focus on the key purpose of each of the teacher leader position and their corresponding roles and responsibilities to allow them to be achieved with fidelity.

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	489.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$151,012.98
Total Allocation	\$151,012.98

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$9,522.76
Amount designated to fund the salary supplements for teachers in leadership roles.	\$14,000.00
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).	\$120,000.00
Amount used to provide professional development related to the leadership pathways.	\$7,490.22
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	\$151,012.98

Other Budgeted Uses - Description

Item description	Amount budgeted
Professional Development to support TLC roles	\$4,000.00

\$4,000.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$151,012.98

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)

Our district believes strongly in the vision of the statewide TLC system. We know our system is made better by the quality of educators within it. Our vision is to use the foundational principles of the statewide TLC program to enhance teacher leadership in our district. Here are our goals:

A. Attract able/promising new teachers

- Provide enhanced support through Mentor Teachers who receive their own instructional support from PD Implementation Coaches and the System Learning Specialists

B. Retain effective teachers

- Provide enhanced learning opportunities and support for veteran teachers from PD Implementation Coaches and the System Learning Specialists allowing teachers to grow professionally.

C. Promote collaboration among teachers

- Provide peer coaching and observation/feedback through the use of PD Implementation Coaches and the System Learning Specialists

D. Reward professional growth and effective teaching

- Provide additional career opportunities for exceptional teachers who desire an instructional leadership role such as Mentor Teacher, PD Implementation Coach or System Learning Specialist

E. Improve student achievement

- Through the use of best practices in all classrooms by teachers who have learning opportunities and on-going support for implementations students receive high quality instruction and learn better. Research suggests a strong correlation between student achievement and quality instruction. Our TLC system aligns the work of teachers to the growth of students.

Budget Alignment to District Goals for TLC System Roles -

The TLC grant will provide much-needed in-class support to teachers as they learn to implement best practices. We believe the roles identified below show a strong alignment to our district goals and our guiding principle of high-quality instructional leadership by all.

1. System Learning Specialists (SLS) will be released from their classrooms full-time in order to support teachers' new learning. In addition to providing support to classroom teachers, the SLSs provides support to the PD Implementation Coaches and to the Mentor Teachers. They will design and deliver professional learning opportunities to support the growth of their colleagues' instructional leadership practices.
2. PD Implementation Coaches will provide support for classroom teachers during collaboration times through the use of classroom modeling of best practices, observation and feedback on classroom instruction. They will guide and lead collaborative learning team sessions.
3. Mentor Teachers will provide additional support directly for new teachers as they work to build their knowledge base with not only new teachers' understanding and implementation of state, district and school policy, but to improve these new teachers' instruction through the use of best practices. They will work to support new teachers in becoming instructional leaders in their profession and their district.

Budget Alignment to State Must-Haves and Assurances -

A. Minimum Salary -

We are allocating \$9,523 to raise the minimum salary of teachers to \$33,500. There are currently 11 teachers earning below \$33,500. All of these are first and second year teachers new to the profession. We look forward to raising the base salary on our own, so that more TLC funds can be used for professional development and to support other TLC positions.

B. Salary Supplements -

We are allocating \$10,000 for ten stipends to be paid to teacher leaders that will facilitate collaborative learning teams during professional develop time. We are also allocating \$4,000 for four stipends to support the ongoing work of our mentoring and induction program.

C. Release Time -

We are allocating \$120,000 for two full-time teachers to provide ongoing coaching for the entire faculty. The system learning specialists will be full-time released from classroom duties to:

1. support PD Implementation coaches and new teacher mentors,
2. observe, provide feedback and model for classroom teachers
3. meet with administration
4. plan professional development based on teacher and student performance data

D. Professional Development -

Finally, we are allocating an additional \$7,490 to provide for professional development costs such as trainings, books and materials, and possible travel costs for teacher leaders to attend new learning sessions.

E. Others Costs -

Our board is committed to the success of the TLC system, so the board will review additional needs during its budgeting process beginning in January should we receive the grant. The administration is prepared to use current professional development funds to support our teacher leaders before the TLC funds become available to the district.

Budget for Each TLC Role -

Systems Learning Specialist (SLS)

- Contract for each position - Regular teacher contract out of the classroom
- Additional Contract Days - 10 at per diem rate
- Estimated Compensation - \$60,000
- Number of positions - 2
- Total cost for this role - \$120,000

Professional Development (PD) Implementation Coach

- Contract for each position - Regular teacher contract in the classroom
- Additional Contract Days - 2
- Estimated Compensation - \$1,000 stipend
- Number of positions - 10
- Total cost for this role - \$10,000

Mentor Teacher

- Contract for each position - Regular teacher contract in the classroom
- Additional Contract Days - 2
- Estimated Compensation - \$1,000 stipend
- Number of positions - 4
- Total cost for this role - \$4,000

Vision into Action -

Our district's fully implemented TLC system will have 16 teachers out of 49 district teachers participating in a defined teacher leader role. This will mean 33% of our staff will be engaged in ongoing, high quality teacher leadership. While we are excited that our plan allows for more teachers to reach the state guidelines than necessary, we remain committed to the principle that every teacher in our district is a leader. We will continue to provide resources and a committed effort to putting this philosophy into practice.

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