



Application

70554 - Teacher Leadership and Compensation (TLC) System

72861 - Teacher Leadership and Compensation (TLC) Application

Teacher Leadership and Compensation System

Status: Under Review

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Program Area of Interest	Teacher Leadership and Compensation System		
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Organization Information

Organization Name:	Council Bluffs Community School District
Organization Type:	K-12 Education
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DUNS:	

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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (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)

Council Bluffs Community School District (CBCSD) serves families in several communities on Iowa's western border. Enrolling over 9,000 students in 2 high schools, 2 middle schools and 12 elementary schools, CBCSD is passionate about the mission to guarantee "that every student graduates with the knowledge, skills and character to become a responsible citizen and to succeed in a changing world." Creating an effective system of teacher leadership as a Comparable Plan Model under Iowa Code 284.17 is critical to enacting this mission.

The **planning team**, comprised of 26 stakeholders including 12 teachers, the superintendent, 9 administrators, 2 parents, a doctoral student, and the AEA chief, engaged in a highly collaborative process. In 8 meetings spanning 3 months, the team reached consensus around each component. To ground the work, the team generated a Theory of Action to set the **purpose, vision, and goals** for a strong system of teacher leadership:

If CBCSD implements a system of teacher leadership and compensation that...

- empowers high-quality teachers and mentors new teachers,
- integrates technology and strengthens the implementation of curriculum,
- provides support for improving classroom management,
- includes intentional, transparent collaboration and communication,
- and provides teacher leaders with multiple career paths with appropriate financial and time compensation,

Then...

- student learning will improve,
- school culture will change for the positive,
- job satisfaction will increase,
- teacher expertise will be increased and valued,
- teacher ownership and empowerment will accelerate,
- CBCSD can recruit, recognize, and retain quality teachers, and
- CBCSD will be positioned as a "best place to work" and a "best place to learn."

The team spent significant time identifying **leadership roles and responsibilities** to best serve identified needs. These roles help integrate **district initiatives, improve entry into the profession, and facilitate professional learning** to improve student achievement. A brief synopsis of each role follows:

Mentor Teacher

Mentor Teachers will serve full time to provide ongoing, consistent support to new teachers. They will conduct regular classroom observations of assigned teachers and provide regular feedback to improve instruction. The leaders will provide support, training, and assistance in implementation of district initiatives.

Model Teacher

Model Teachers' classrooms will serve as laboratories where best practice is demonstrated. Models will serve as early implementers of new curriculum and collaborate in developing resources to support district curriculum. They will work with colleagues to analyze student data and develop learning targets based on data. Models will teach full time.

Instructional Coach

Instructional coaches will support teachers' growth and reflective practices by observing and coaching teachers. Coaches will plan and facilitate professional learning aligned to the **IPDM**. They will support model teachers and collaborate with mentors to assist new teachers. Coaches will divide time between teaching and leading.

Curriculum Specialist

Specialists will develop content and assessments, review data to make recommendations for revisions, research innovative curriculum practices, and support teachers in implementing new curriculum and assessments. They will design and implement professional development, dividing time between teaching and leading.

Program Leader and Trainer

These leaders will analyze data from ongoing assessments to determine modifications to curricula, programs, or instruction. They will provide an added layer of support to new teachers by assisting them with curriculum implementation. They will also participate in collaborative peer review, reflection and feedback. Program Leaders will not have specific teaching duties.

Department Chair/Lead Teacher

These leaders will attend training related to district initiatives, work with colleagues to analyze student data and develop learning targets, and lead content area professional learning groups. Retaining full time teaching roles, they will also work with building administration and mentors to orient and induct new teachers.

To ensure highly qualified individuals in each leadership role, the plan outlines a **rigorous selection process**. In round 1 of the process, candidates will submit an application and artifacts demonstrating their impact on student learning and their ongoing professional growth. Applicants will supply a supervisor's recommendation and a written response to a given, job-specific scenario. Using an established scoring process, the committee will identify a pool of candidates for consideration in round 2 and recommend them to the superintendent.

In round 2, building and district-level interview teams including teachers and administrators will use a common scoring rubric to assess candidates' responses to an established set of questions designed to discern teachers' effectiveness and attention to professional development. Final recommendations will be submitted to the superintendent.

Having implemented several teacher leadership positions for 5 years, CBCSD is positioned to **grow and sustain capacity** for increased and

improved teacher leadership in the district. Through the planning committee's analysis of data (surveys, observational data, student achievement records, and retention data) that speak to the **efficacy and impact** of current leadership positions, the TLC Committee has adjusted some roles, redefined others, and added positions to create an improved, systemic and layered approach to supporting teachers. As the district expands teacher leadership, the Site-Based Council will **monitor and adjust** the plan through **evaluation processes** to ensure that leadership roles meet the evolving needs of the district.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan
- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan
- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

Council Bluffs Community School District (CBCSD) believes that creating an effective teacher leadership program will create an environment that attracts and retains quality teachers, will positively change district culture, and will ultimately help increase student achievement. To design such a program, the district created a planning committee with representative members. The TLC Committee was comprised of 26 members including 12 teachers, the superintendent, 9 building or district administrators, and 2 parents. Also on the team was the Chief Administrator from Green Hills AEA. A final member, from another school district, participated in the process as part of doctoral work in educational leadership. Two of the teacher members represented the Council Bluffs Education Association.

Planning funds were used to provide all committee members the book *Teacherpreneurs: Innovative Teachers who Lead but Don't Leave* by Barry, Byrd and Wiedler (2013). Five members of the committee participated in the Teacher Leadership Conference hosted by School Administrators of Iowa in October. Funds supported the use of substitutes for teacher members when meetings were conducted during the school day, and teacher members were paid for their time when attending meetings after school.

Planning funds also were used to engage the services of Dr. Dana Schon, SAI Professional Learning Director, to facilitate the work of the committee. Dr. Schon implemented a dashboard to document the committee's work, provide information and updates, and encourage collaboration. Dr. Schon's services were invaluable in building understanding of teacher leadership concepts and in keeping the committee's work focused on meeting the legislative guidelines.

The committee began work on October 15 with an orientation session. Margaret Buckton, Iowa School Finance Information Services, provided information about the legislation. Members agreed to a set of norms and expectations that included the use of a consensus strategy to determine final recommendations. It was agreed that all members (teachers, administrators, and parents) had equal voice in final recommendations. During the first meeting, team members engaged in a reflective exercise to develop a list of district strengths and to identify opportunities for improvement. These initial conversations eventually led to a theory of action which drove subsequent work. At the conclusion of each session a list of talking points was mutually created and shared on the district intranet and in various newsletters.

The group's work in initial meetings included building a knowledge foundation about teacher leadership. This foundation was further developed as members participated in multi-layered jigsaw activities, reflection and sharing around the following studies:

- Curtis, R. (2013). Finding a new way: Leveraging teacher leadership to meet unprecedented demands. D.C.: The Aspen Institute.

- Harris, A., & Muijs, D. (2003). Teacher leadership: Principles and practice. National College for School Leadership.

- Harrison, C., & Killion, J. (2007). Ten roles for teacher leaders. *Educational Leadership*, 65(1), 74-77.

- Teacher Leader Model Standards (2012).VIVA/ISEA Teachers Writing Collaborative (2012). Re-imagining school leadership for the 21st Century.

- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*.

Discussion and reflection on the readings helped members conceptualize a meaningful and effective teacher leadership program. In the third meeting, members carefully reviewed the general requirements of a plan as stipulated in HF 215 language. The difficult work began as committee members worked to develop teacher leadership roles and responsibilities aligned to the opportunities identified earlier. The writing of this application was a collaborative process which included committee members working in teams to produce each part of the document, with a final review by the team as a whole.

A majority of members were involved in a full-day work session in January to review and revise pathway roles, responsibilities, compensation, selection, evaluation, and sustainability. Results were reviewed by the committee, and changes were made to ensure consensus approval of the document. An outline of proposed leadership positions and responsibilities, compensation, selection process and project evaluation was shared with all 635 district teachers to invite feedback. Feedback collected by committee members was discussed and utilized while developing the final plan. Writing teams formalized the group's ideas, and the final document was shared and reviewed by all team members, with final group review on January 27.

In total, the committee met 8 times, with members investing up to 30 hours each in group discussion and additional time in actual writing and editing of the plan. This final product represents a collaborative effort that included the voices of all members, as illustrated by these quotes:

- "We had a lot of discussion as to how a teacher leadership program should look as well as what was feasible. Overall, I think participants' opinions were taken into account and the committee has done a good job of reaching consensus."* Ryan Loots, Thomas Jefferson High School Social Studies Teacher,

- "I think that our teacher leadership compensation plan will empower our teachers and inspire them to be creative and to collaborate with their peers. Doing so will lead to our district being 'the best place to learn' for students and 'the best place to learn and lead' for teachers."* Nick Davis, Wilson Middle School, Science Curriculum Coach.

The Council Bluffs Community School District is proud to submit this application for participation in the Teacher Leadership and Compensation Program.

Narrative

Part 2) Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. (5,000 characters maximum)

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

In multiple full-team meetings and numerous sub groups, the Council Bluffs TLC planning team created, reviewed, and unanimously approved the following theory of action for the plan:

If Council Bluffs Community School District (CBCSD) implements a system of teacher leadership and compensation that:

- empowers high-quality teachers and mentors new teachers,
- integrates technology and strengthens the implementation of curriculum,
- provides support for improving classroom management,
- includes intentional, transparent collaboration and communication,
- and provides teacher leaders with multiple career paths with appropriate financial and time compensation

Then...

- student learning will improve,
- school culture will change for the positive,
- job satisfaction will increase,
- teacher expertise will be increased and valued,
- teacher ownership and empowerment will accelerate,
- CBCSD can recruit, recognize, and retain quality teachers, and
- CBCSD will be positioned as a “best place to work” and a “best place to learn.”

The theory of action directly aligns with the Iowa theory for TLC. The plan focuses on the statewide goals of attracting, retaining, recognizing and rewarding effective teachers, encouraging professional growth and collaboration, and ultimately, improving student learning. The district plan includes the components of recommended state plans but operationalizes those expectations in line with previous work related to curriculum and instructional coaching in the district and in support of the district's strategic plan. The TLC plan addresses the goal of improving student outcomes, but also honors the goal of better compensating teachers and increasing their opportunities to grow, refine, and share their expertise. In Part 8, the plan outlines ways to measure success in meeting the specific goals derived from the theory of action, including improving student achievement, increasing job satisfaction of teachers and increasing retention of high quality teachers both novice and experienced.

In addition to supporting the statewide vision for teacher leadership, the plan meshes directly with specific district initiatives borne out of necessity. In 2007, the community of Council Bluffs wrestled with the realization that the high school graduation rate in the city school district was the lowest in the state, and that it had been lowest or second-lowest for three years in a row! Community and school district leaders concurred that urgent response was needed.

In 2008, CBCSD adopted a strategic plan to help the district meet the new mission of guaranteeing that every student would graduate with the knowledge, skills, and character to succeed in a changing world. In response to the strategic plan, district teams have been working for five years on 60 action plans designed to improve success. The good news is that the graduation rate has increased dramatically, but district educators are not satisfied with the current level of success demonstrated by various student achievement measures. In fact, the district has been labeled as DINA (District in Need of Assistance) for 8 years.

In November, 2013, the Strategic Planning Steering Committee reconvened and a subsequent (currently draft) strategic plan was developed.

The new plan has two specific strategies that directly address this Teacher Leadership Compensation (TLC) process: one strategy is to “refine a systemic approach to...strengthening interventions for students who are academically falling behind.” A second strategy would “create an organizational culture that will position the CBCSD as a ‘great place to work’.” Both the board-approved 2008 plan and the draft 2013 strategic plan provide a focus on student achievement; the newer plan adds emphasis on creating and supporting a culture that views and treats teachers as respected professionals. CBCSD set these goals as priorities even before beginning work on the current legislative-developed opportunity for teacher leadership compensation. Iowa's new legislation directly supports the district's past work and current aspirations.

The district now uses various teacher leadership roles in elementary schools with positions such as literacy coaches, math coaches, and model classroom teachers. At the secondary level, teacher leadership roles currently include department chairpersons as well as instructional coaches and model technology teachers in multiple subject areas. District leadership positions include special education coaches and coordinators for instructional technology, TAG (Talented and Gifted), ELL (English Language Learners), and IB (International Baccalaureate).

Mentors are also provided for one or two years to new teachers entering the district.

While the district has been utilizing several variations of teacher leadership positions for over five years, data show that the district must strengthen the implementation of core curriculum and improve support for teachers so that all students achieve at high levels. The opportunities provided by the TLC legislation have allowed district representatives time to reflect on current roles, to plan for future needs and, for the first time, to plan to compensate valued teacher leaders more appropriately.

This Iowa legislation comes at an opportune time for Council Bluffs Community School District. The district has done early work in creating and revising leadership positions, but the legislation allows the district to revise and refine the work, creating six new and/or redefined leadership positions that will support the goals of improving student achievement and increasing teacher leadership. The legislation also provides enormous support for the district's strategic plan that guides the work for meeting students' needs and supporting teachers in their profession.

The time seems right for CBCSD to implement this plan.

Part 3) Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.). (5,000 characters maximum)

The Council Bluffs Community School District (CBCSD) TLC plan strengthens ongoing work to improve success with students. The district uses in-depth strategic planning to identify needs and guide improvements. The current draft strategic plan (November, 2013) continues work begun in 2008 to “guarantee that every student graduates with the knowledge, skills, and character to succeed in a changing world...” The new plan has 2 strategies that directly relate to this TLC plan: 1) “refine a systemic approach to...strengthening interventions for students who are academically falling behind;” 2) “create an organizational culture that will position CBCSD as a ‘great place to work’.” Both original and current draft strategic plans provide focus on student learning; the newer plan adds emphasis on creating and supporting a culture that views and treats teachers as respected professionals.

In the following paragraphs, district initiatives are described and connections to improved student learning and teacher leadership roles are explained:

Curriculum: Iowa Core Standards

1. Curriculum Development: The district has been developing curriculum documents and identifying resources to support implementation of the Iowa Core. Assessments that align with standards are given after each unit, and reports provide data on proficiency by standard for individual students, classrooms, buildings and district. Building instructional coaches help develop curriculum documents and assessments aligned to the core.
2. Curriculum Implementation Through Professional Learning Communities (PLC): To ensure the Iowa Core is implemented at high levels the district has retooled the learning team (PLC) process. The primary roles of these teams are to develop shared meaning on what specific standards are asking students to learn, analyze and administer district assessments, develop common formative assessments, and develop action plans when students have not yet met standards.

Instructional Models: Elementary- Workshop, Secondary- Gradual Release of Responsibility (GRR)

1. Council Bluffs Literacy Model (CBLM): The CBLM is based on a comprehensive literacy model developed by Dr. Linda Dorn. Key features include use of a workshop approach for meeting the needs of all students, literacy coaches to assist teachers in new learning, model classrooms that serve as literacy labs, use of data walls to focus analysis of results, and a comprehensive intervention model.
2. Math Workshop: A similar workshop model is being implemented in mathematics classrooms at the elementary level based on a student-centered approach to mathematics grounded in the work of John Van de Walle. Classroom teachers have been identified as math models and have received intense training to serve as building leaders for professional development.
3. Gradual Release of Responsibility (GRR): GRR is the instructional model used at the secondary level, helping guide students’ increased engagement in and responsibility for their own learning. Using Fisher and Frey’s work as the primary resource, secondary teachers continue to learn how to implement this model in classrooms. Instructional coaches assist principals in guiding implementation efforts and leading professional development.

There is an obvious need for attention to novice teachers in this plan. CBCSD hires a significant number of new teachers each year. These teachers come to the district without the benefit of in-depth training related to on-going curriculum and instructional initiatives. Serious response is warranted and will be provided in the plan.

Student Social and Emotional Needs/Campaign for Grade Level Reading

1. Work Toward “Goal 3”: The third goal in every School Improvement Plan revolves around strategies to meet student social and emotional needs. Specific goals and activities are designed to decrease disruptive behaviors, improve student engagement, and increase student attendance at school.
2. National Campaign for Grade Level Reading: CBCSD is a charter member of the Annie E. Casey Foundation campaign to improve reading success for elementary school students. This district-wide initiative mirrors increasing attention in Iowa on reading abilities of students in third grade.

The proposed Teacher Leadership Roles included in this application will support and enhance efforts to ensure that district initiatives are implemented with fidelity, as outlined below:

Current District Initiative	Proposed Teacher Leader Roles	Support for District Initiative
• Iowa Core Standards	<ul style="list-style-type: none"> • Mentor Teachers & Instructional Coaches • Curriculum Specialists • Program Leaders, Department Chairs and Lead Teachers 	<ul style="list-style-type: none"> • Support new teachers to understand and implement curriculum. • Lead curriculum revision. • Provide needed curricular materials and added supports.
• Instructional Models (CBLM, math workshop, Gradual Release of Responsibility)	<ul style="list-style-type: none"> • Mentor Teachers • Instructional Coaches • Model Classroom Teachers • Program Leaders 	<ul style="list-style-type: none"> • Support new teachers to understand and implement instructional model. • Assist in implementing instructional models. • Support student-centered coaching model. • Support specialized instruction (ELL, TAG, etc.)

- Student Social/Emotional Needs
- Campaign for Grade Level Reading

- Mentor Teachers
- Instructional Coaches
- Model Teachers

- Support new teachers in engaging students and implementing classroom management strategies.
- Assist teachers in learning strategies to encourage school attendance and student success in literacy.

The TLC Committee carefully designed six teacher leadership positions to support and strengthen ongoing district initiatives and strategic work to improve success for students and teachers. The planning process provided a careful analysis of strengths and needs, and the state funding for teacher leadership roles will increase the likelihood of success.

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, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

The Council Bluffs Schools' current mentoring program relies upon two administrators who provide training and guidance for mentors and new teachers in addition to their full time administrative roles. Every new teacher is assigned a mentor for the first two years; veteran teachers new to the district are assigned mentors for one year. The role of the mentors is to provide guidance on successfully meeting Iowa Teaching Standards. A framework is provided along with professional development and an emphasis on teacher reflection. Although this structure has provided support to new teachers, evidence suggests that the current level of support does not fully meet new teachers' needs.

The TLC Committee gathered data about the status of the current mentoring program through a November survey of administrators, new teachers and teacher mentors in the district. Twenty-two percent or fewer of new teachers, administrators, and current teacher mentors indicated that the current program provides dedicated time often or daily:

- for mentors and beginning teachers to plan together
- for mentors and new teachers to observe each other
- for mentors to observe new teachers, gather data and meet with new teachers to reflect.

Just over half of respondents (56%) stated that the current program provides frequent professional learning focused on the Iowa Core Standards and district curriculum. Fewer than half (44%) indicated that the current structure provides frequent professional learning focused on analysis and use of data. Only 27% felt that the district has a rigorous mentor selection, and barely a third (34%) indicated that the current program provides ongoing training and support for mentors.

Survey results showed that new teachers appreciated the district's mentoring program. Just over half (52%) responded that "the mentoring program meets my needs as a growing professional," but 76% of new teachers indicated that "other district supports (e.g. model teachers and coaches) provide me as much, if not more, support than my mentor."

In order to address this urgent need, our plan includes full-release mentors dedicated only to meeting the needs of new teachers. Research by Fletcher and Strong (2009) indicate that new teachers supported by full release mentors "showed greater gains than site based mentors... even though the demographic characteristics of the students would have led to the opposite prediction."

A study by Ingersoll and Strong (2011) concludes that "programs should focus on selection and training of mentors to ensure high levels of support." This plan provides for both. A rigorous selection process including screening by a panel of reviewers, the assessment of a written response to an authentic scenario, evidence of prior impact on student achievement, and recommendation letter by supervisor will be used to select full-release mentors.

Systematically throughout the course of the year, Mentor Teachers will be provided intense professional development about teaching standards and criteria, constructive feedback and mentoring practices such as goal setting, lesson review, data analysis, and classroom management. Mentors will engage in a Professional Learning Community (PLC) to support their ongoing learning about the needs of their mentees. Mentors will develop plans of support for mentees in order to meet the differentiated needs of the new teachers.

CBCSD anticipates 40 novice teachers for the 2014-15 school year. The 8 mentors will each serve approximately 5 novice teachers, full time, providing regular opportunities for planning, co-teaching, observing classrooms, receiving feedback, setting goals, and reflecting on practices with the assigned mentors. Unlike the district's current mentoring program that provides unsystematic and irregular opportunities for interaction, the new program ensures regular feedback.

As it takes a village to raise a child, this plan provides additional supports to new teachers through other teacher leadership roles, as well.

Instructional coaches and model teachers will be available to demonstrate model lessons and to share pedagogical and content knowledge. Curriculum specialists and department/lead teachers will be available to provide in-depth understanding of Iowa Core Standards and to identify and provide classroom and curriculum resources.

The need is critical. The annual personnel report to the Board of Education in November, 2013, indicated:

- Of the 68 teachers hired last school year, 13 exited in the first year (19%).
- Of the 36 teachers hired the previous year, 10 exited in the first two years (28%).
- Of the 30 teachers hired in 2010-11, 12 exited in the first three years, resulting in an exit rate of 40% in three years.

The district's overall census of teachers in November, 2013, indicated that 39% of our teachers have been here 5 years or less. The importance of providing significant support to these new professionals cannot be underestimated because the potential for impact on student achievement is so very high.

Ingersoll and Strong (2011) indicate that a high-quality mentoring program in Texas had statistical significance in increasing teacher retention in high poverty schools in all school levels. The district committee is convinced that the new mentoring program using full release mentors and additional, targeted support will have a similar positive impact.

Resources:

Fletcher, S. H., & Strong, M. (2009). *Full release and site-based mentoring of new elementary grade teacher: An analysis of changes in student achievement*. *The New Educator*, (5), 329-341.

Ingersoll, R., & Strong, M. (2011). *The impact of induction and mentoring programs for beginning teachers: A critical review of the research*. Informally published manuscript, University of Pennsylvania Scholarly Commons, Graduate School of Education, United States.

Narrative

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)Description of the responsibilities and duties for each 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)Description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

The TLC Committee has identified six specific roles for the Council Bluffs Community School District (CBCSD) Teacher Leadership Program to meet district needs as well as to meet legislative guidelines. The six roles were created by the committee to achieve the goals of the district theory of action. The roles are highly interwoven, and the full implementation of these roles will meet the objectives that

- student learning will improve,
- school culture will change for the positive,
- job satisfaction will increase,
- teacher expertise will be increased and valued,
- teacher ownership and empowerment will accelerate,
- CBCSD can recruit, recognize, and retain quality teachers, and
- CBCSD will be positioned as a “best place to work” and a “best place to learn.”

The following information provides a summary of the roles and their responsibilities. Each leader will be expected to participate in ongoing professional development.

8 Mentor Teachers, 100% out of classroom, will work 3 additional days with a \$1500 Salary Supplement. Responsibilities will include:

- Provide ongoing support to new teachers in the implementation of effective teaching
- Provide training and assistance in the use of student data to inform instruction and to improve student achievement
- Provide support and training for new teachers in the district professional growth models in literacy and math or other content areas
- Facilitate access to additional instructional resources such as model teachers or instructional coaches
- Conduct regular classroom observations of assigned teachers to gather information that will lead to instructional improvement through regular feedback
- Model and demonstrate effective teaching practices
- Provide support for teachers in dealing with the demands of the profession

80 Model Teachers (40 Elementary, 40 Secondary), 100% in the classroom, will work 2 additional days with a \$1000 Salary Supplement.

Responsibilities will include:

- Demonstrate best practice in classroom instruction
- Attend ongoing model educator training in district curriculum and teaching models
- Serve as early implementers of new curriculum
- Assist in developing instructional materials and resources for teaching of the district curriculum
- Work with colleagues to analyze student data and develop learning targets based on data
- Open classroom for observation of teaching practices to colleague teachers as well as new teachers and their mentors
- Participate in school and/or grade-level learning teams
- Collaborate with Curriculum Specialist to develop and refine district-wide curriculum and assessments

20 Elementary Instructional Coaches (initially in literacy and math, 100% out of classroom) and **16 Secondary Instructional Coaches** (75% out of classroom) will work 4 additional days with a \$2000 Salary Supplement. Responsibilities will include:

- Provide teaching demonstrations in instruction and assessment
- Work with teachers in planning, monitoring and assessing student learning and reflecting on teaching practices
- Observe and coach teachers in effective instructional practices
- Conduct pre- and post conferences with teachers, including constructive feedback
- Plan and facilitate team meetings, professional study groups, and staff development sessions
- Implement the district-defined student-centered coaching model
- Provide support to model classroom teachers
- Collaborate with mentors to support new teachers

14 Curriculum Specialists with varying classroom duties will work 10 additional days with a \$5000 Salary Supplement. Specialists with 50% classroom duties will be preschool, elementary literacy and math, math professional development, K-12 world language, physical education, and TAG and 6-12 math and literacy. Specialists with 25% classroom duties will be K-12 social studies, science, fine arts, special education, and career and technical education. Responsibilities will include:

- Develop content and assessments that meet district, state standards
- Collaborate with other curriculum team members to seek out and design innovative work for students
- Review course and content data to make recommendations regarding revisions
- Research new and innovative curriculum practices
- Coordinate appropriate professional development for instructional personnel as assigned
- Work with model teachers in assessing problem areas in curriculum and in finding and implementing appropriate solutions
- Support teachers in the implementation of new curriculum requirements and assessments

8 Program Leader and Trainers, 100% out of the classroom, will work 4 additional days with a \$2000 Salary Supplement. Positions include 2 elementary literacy, 1 middle school literacy, 2 special education, 1 ELL, 1.5 instructional coaches, and 0.5 International Baccalaureate Coordinator.

Responsibilities will include:

- Serve as the district expert in delivery of a specific curricular program, model or instructional methodology.

- Analyze data from ongoing assessment to determine modification to curriculum, program or instructional delivery
- Assist in professional development planning and delivery around assigned curriculum area
- Facilitate action teams
- Provide mentoring and assistance to teachers in learning the curriculum requirements and developing instructional methods to support effective implementation
- Assist in induction on teaching initiatives.
- Provide ongoing professional development and 1-1 technology training in the classroom.
- Model/co-teach best practices in effective teaching of the curriculum
- Participate in collaborative peer review, reflection and feedback
- Provide intervention training for teachers to use with students

31 Department Chairs/Lead Teachers, 100% in the classroom, will work 4 additional days with a \$2000 Salary Supplement. Responsibilities will include:

- Attend ongoing training in district curriculum and teaching models
- Demonstrate effective strategies in planning, instruction, classroom management, data analysis and student assessment
- Work with colleagues in analysis of student data and development of learning targets based on data
- Assist administrator in coordinating materials and resources for the assigned curricular department
- Work with building administration and district mentors in the orientation and induction of new teachers
- Support new teachers in learning the curriculum and assessment practices for the content area
- Collaborate to develop department-wide or course/grade-level specific common assessments
- Meet regularly with department-specific Curriculum Specialist

The Urban Teacher Center maintains that “Teacher quality is the single most important factor in student learning within a school’s power to influence.” The roles and responsibilities outlined in the plan reflect the intentional effort by the committee to build an integrated network of positions that will individually and in concert provide direct support to staff to ensure each classroom has a highly effective teacher.

This plan respects committee survey data that indicated that new teachers benefit from the assistance provided by multiple teacher leaders. The district turnover for new staff members is of concern, and committee members believe this added support will ensure increased retention of teachers while working to improve instruction for students.

Full release **Mentors** will provide ongoing support to new teachers. They will observe their teaching, provide constructive feedback and engage in reflective conversation on teaching practices. They will act as conduits to other specialists in the district and will guide new teachers in developing their instructional practices. They may also be an important sounding board for new staff as they initially deal with the demands of this profession.

Program Leaders are experts in their specific program or content area. Roles provide support to areas as diverse as Instructional Technology, Elementary and Middle School Literacy, English Language Learners, Special Education. These leaders will analyze data from ongoing assessments to determine modifications needed to curriculum, programs or instructional delivery. They will participate in collaborative peer review and reflection with model teachers. They may assist in induction of new staff to aid them with specific district initiatives.

Curriculum Specialists will collaborate with other curriculum team members to seek out and design innovative work for students. They will coordinate appropriate professional development for instructional staff and work with model teachers in assessing problem areas in the curriculum. Their work will position them to provide the needed support to teachers in the implementation of new curriculum and the requirements for student assessment.

Instructional Coaches will work strategically with teachers in planning, monitoring and assessing student learning. They will conduct pre and post conferences with teachers and provide constructive feedback on best practices in instruction. They will collaborate with mentors to provide any additional supports for new teachers needed to insure they acquire the skills necessary to meet the instructional objectives needed for maximum student learning.

Model Teachers will act as implementers of new curriculum, testers of new practices and developers of the most effective methods to use in teaching the curriculum. Ultimately they will act as observatories where colleagues can observe and reflect on the work of the model. With better clarity and understanding of the model teachers’ methods, the observers can then emulate those practices in their own classrooms.

Department Chairs/Lead Teachers, working in collaboration with Curriculum Specialists will ease the implementation of new curriculum for both veteran and novice teachers. Department Chairs/Lead Teachers will lead professional learning teams within their content areas with a goal to strengthen the delivery of instruction through group analysis of student data and alignment of instruction.

The integrated nature of these roles can be demonstrated in a sample scenario:

A teacher new to the district is working with his **Mentor**, and the Mentor realizes there is need for added support on a specific instructional strategy. The Mentor would reach out to the **Instructional Coach** for assistance. The Coach and Mentor could also access a **Curriculum Specialist** for resources specific to the curriculum that would aid the new teacher in implementing the instructional strategy effectively.

Support for this plan comes from the Wallace Foundation Report: *Learning From Leadership: Investigating the Links to Improved Student Learning*: “Leadership effects on student achievement occur largely because effective leadership strengthens professional community—a special environment within which teachers work together to improve their practice and improve student learning. Professional community, in turn, is a strong predictor of instructional practices that are strongly associated with student achievement” (Seashore-Louis, et. al., 38).

The success of this plan relies on the these roles working in collaboration rather than independent of each other.

References

Seashore-Louis, K., Leithwood, K., Wahlstrom, K. L., and Anderson, S. E. (2010). Learning from leadership: Investigating the links to improved student learning. New York: The Wallace Foundation. Retrieved on January 19, 2014, from <http://www.wallacefoundation.org>

Urban Teacher Center: http://urbanteachercenter.org/sites/default/files/Join%20Us_1.pdf

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)Measures of effectiveness

b)Professional growth

The TLC Committee believes that it is essential to have highly qualified individuals in each of the leadership roles. With this belief as the foundation the committee has outlined the following rigorous selection process for selection of leaders.

Understanding that the district currently has some staff members assigned in similar roles, the following assumptions were developed related to the selection process.

Assumptions:

1. All of the Teacher Leadership Program positions will be made available through the District posting process.
2. Specific job descriptions will be approved by the Board of Education prior to posting.
3. Employees currently in positions such as instructional coaches, model teachers, program leaders or department chairs will be required to apply for the newly created positions under the Teacher Leadership Compensation Program.
4. If teachers prefer to leave current leadership positions to return to the classroom, they will be notified of vacancies once selection for the teacher leadership positions is complete.
5. Teachers displaced from previous teacher leader roles will be given preference for vacant positions providing they meet the requirements for the open position.

The selection process will be the responsibility of the Selection Committee (the Site-Based Council), facilitated by the Office of Human Resources. The Site Based Council (SBC) will include an equal number of teachers and administrators, with at least six members from each group. Initial members of the SBC will be named by the current TLC Committee.

The SBC will review all applications for new leadership positions. The process will include the following steps:

Round 1: Screening Process

The team will review all applications and approve a pool of candidates prior to submission to the superintendent.

Process Steps in Round 1:

A customized application form will be developed allowing applicants to apply for one or more positions on one form. The application will require candidates to include basic data, work history, record of ongoing professional growth, history of prior leadership work and to upload documents they feel demonstrate their successful work with students.

In addition to the application materials, the SBC will review the following information:

- History of candidate's ongoing professional growth as documented in the application and in the employees personnel records.
- Record of candidates prior leadership work or work on district level leadership teams.
- Summative evaluations (reviewed by HR representative or administrator from the team) to determine proficiency in all state standards and criteria
- Positive recommendation from current supervisor
- Candidate's description of his/her record of impact on improved student achievement, evidence of which could include:
 - student achievement data
 - anecdotal records
 - learning team data
- Written response to a written or video scenario related to the desired role. There will be a "blind" process used to assess the written responses. Readers of the responses will not be provided the name of the candidate to ensure that no preconceived belief about the candidate will impact the scoring.

The application will be evaluated using a 100 point scale. Each component of the application will be scored against a rubric. The applicants' documented history of professional growth, documented success with students, prior leadership experiences and response to the written scenario will carry high values in evaluating the candidacy for the leadership roles.

Round 2: Face to Face Interviews

Candidates who are successful in Round 1 of the Selection Process would be moved forward to interview teams that would be designed for building level review or for district-wide review, depending upon the position.

Process Steps in Round 2:

The second phase would include face-to-face interviews, likely with multiple teams. For building-level positions, interviews would occur with principals and teacher representatives. For district-level positions, interviews would be held with administrator and teacher representatives. A common set of questions and a scoring rubric, both aligned to the requirements of the position and pre-approved by the SBC, would be used in the interview process. Final recommendations will be submitted to the superintendent for approval.

A memorandum of agreement has been developed with the Council Bluffs Education association to address any contractual issues. Whenever possible the candidates' preferences for assignment or location will be honored.

Process Steps in Subsequent Years

Teachers selected for leadership roles will be asked to solicit feedback on their work from colleague teachers regularly. This feedback process will allow the teacher leader to adjust or modify their work on an ongoing basis rather than at year end. The teacher may elect to share colleague feedback with their supervisor as part of their annual evaluation. The teacher leader will be evaluated throughout the year by the supervisor. A summative evaluation will be completed annually consistent with the district professional growth system process. The supervisor will make a recommendation to the Site-Based Council about the continuation of the teacher leader in the leadership position. The Site Based Council will review information and make recommendations to the superintendent. Teacher leaders wishing to remain in a leadership position must fill out a renewal request. Requests will be reviewed along with any evaluation information from their supervisor for determination of

continuation in this role. Teacher leaders may choose to share colleague feedback as part of the request for renewal. The TLC Committee designed rigorous and consistent measures to ensure that the selection process is transparent, fair, consistent, and effective in identifying quality teacher leaders.

Narrative

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)Description of the role teacher leaders will play in the creation and delivery of professional development.

b)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.](#)

Professional learning at Council Bluffs CSD (CBCSD) aligns to the Iowa Professional Development Model (**IPDM**) and is guided by its **operating principles**. CBCSD focuses on implementation of the Iowa Core (**focus on curriculum, instruction, and assessment**), the effective use of CBCSD instructional models, and implementation of strategies to support social/emotional growth of students. To plan for organizational learning around these initiatives, district and building leadership teams comprised of teachers and administrators (**leadership**), collaborate around analyzing data, setting goals, identifying indicators of progress, selecting content, and designing training and learning opportunities (**participative decision-making**). PD is supported by the following structures:

- weekly building PD
- monthly cross-district content PD
- weekly building level professional learning teams (by grade level)
- quarterly grade-alike content PD

The teacher leadership system will serve a critical role in helping CBCSD integrate learning across initiatives (**simultaneity**) and implementing more effectively the core components of the Cycle of PD so gains in student achievement can be realized .

Teacher Mentors, who will serve full time in leadership and provide ongoing support to new teachers, will have responsibility for incorporating the **ongoing components of the IPDM**. They will support new teachers in **training and learning opportunities** related to **implementation** of the Iowa Core and district curriculum and use of the CBCSD instructional models for literacy and math. With the **collaborative** support of a mentor, the new teacher will analyze **assessment and implementation data**; identify student **learning targets**; reflect on **theory and demonstrations** presented during the structured times for PD; engage in **observation and practice**; and then **implement** the newly acquired strategy or skill. During the learning cycle, the mentor will provide modeling and coaching to support new teachers' acquisition of the knowledge and skills and the transfer of learning into practice. At the conclusion of a cycle, the mentor and new teacher will analyze data to determine the efficacy of the PD, therefore beginning the cycle again.

Instructional Coaches, who will spend 75% (secondary) or 100% (elementary) of their time in leadership roles, will also be largely responsible for incorporating the **ongoing components of the IPDM** in a cycle that mirrors that described above. Coaches will **model** best practices and work **collaboratively** with teachers to **implement** and refine teaching practices. While Mentors will support the study and **implementation** of PD for new teachers , Coaches will help **design and deliver** weekly building PD to include theory, demonstration, and modeling for whole groups of teachers, small group PLCs, and individuals. By serving on BLTs, Coaches will also **participate in decision-making** related to PD. They will meet weekly with building principals to **monitor implementation** of PD and will serve as a resource to Mentors.

Coaches and Mentors will both engage in their own cycle of PD facilitated by district administrators and aligned to the **IPDM**. They will have opportunity to collaborate around implementation of mentoring and coaching strategies, to examine data that addresses their skills and knowledge, to identify learning goals for themselves, and to engage in training and learning opportunities supported and facilitated by a district administrator.

Model Teachers will spend 100% of their time in classrooms. Model teachers' classrooms will serve as labs where other teachers can **observe** best practices. Model teachers bring the **training/learning** components of **demonstration** and **collaboration** to life. When other teachers visit their classrooms accompanied by a Mentor or Instructional Coach, they have opportunities to see a strategy or practice in action, reflect, question, and process, all of which are critical to transferring one's learning into practice. Additionally, Model Teachers will serve as early implementers for district initiatives; participate in specialized, ongoing training; and receive coaching support as needed in order to implement initiatives with highest fidelity. They will assist in developing building PD with principals and Coaches and will serve on building learning teams.

Curriculum Specialists, whose responsibilities differ depending on content area, will spend 50-75% of their time in leadership. Curriculum Specialists will assist school district personnel in the design, development and alignment of curriculum and instruction (**focus on curriculum, instruction, and assessment**). In collaboration with Instructional Coaches and **Department Chairs/Lead Teachers**, Curriculum Specialists will help design and deliver district level PD specific to the implementation of curriculum and aligned to the PD cycle defined in the IPDM. They will serve on the district curriculum council.

In addition to supporting PD, **Department Chairs and Lead Teachers** will help facilitate **collaboration** among content teams at high school and vertical teams at middle school with the goal of deeper **implementation** of the curriculum leading to increased student achievement. They will serve on BLTs.

Program Leaders will support teachers in the area of TAG, ELL, IB, Technology, Special Education, and Reading Intervention. They will **collaborate** with other teacher leaders to design and implement PD, aligned to the **IPDM**, specific to their programs.

Though each teacher leader position has distinctive responsibilities with regard to PD and serves targeted audiences, district structures support the integration of roles so as to provide scaffolded and layered support for deep, focused organizational learning grounded in the theory of the **IPDM**, holding the promise of increased student achievement.

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

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

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

Research regarding the impact of teacher leadership (Jackson, Burrus, Bassett, & Roberts, 2010) suggests potential measures for evaluating teacher leaders and the benefits of teacher leadership. Grounding the proposal in this research, the committee designed an evaluation framework that would align tightly to the district Theory of Action while encompassing the Iowa Legislature's goals. This TLC system utilizes both process measures and outcome measures. The framework is a visible representation of the multiple measures that will guide the district in determining the impact and efficacy of the system.

The district Theory of Action suggests that "If Council Bluffs Community School District implements a system of teacher leadership and compensation that...

- empowers high-quality teachers and mentors new teachers,
- integrates technology and strengthens the implementation of curriculum,
- provides support for improving classroom management
- includes intentional, transparent collaboration and communication
- and provides teacher leaders with multiple career paths with appropriate financial and time compensation

Then...

- student learning will improve,
- school culture will change for the positive,
- job satisfaction will increase,
- teacher expertise will be increased and valued,
- teacher ownership and empowerment will accelerate,
- CBCSD can recruit, recognize, and retain quality teachers, and
- CBCSD will be positioned as a 'best place to work' and a 'best place to learn.'"

The district evaluation of success should measure important attributes of the Theory of Action, including an increase in teacher leadership positions, an improvement of school culture, an increase in teacher retention, and, ultimately, an improvement in student achievement.

The district plan has four overarching goals that align with the Iowa plan to improve student achievement and to enrich the professional lives of teachers. The measures identified below will help us determine if teachers will be positively impacted by the plan whether or not they are participating in a teacher leadership role, and whether there will be a resulting improvement in achievement and culture for students

Goal I: Increase the number of teachers serving in teacher leadership positions.

Measure of Success	Type	Timeline	Responsibility for Data Collection
Determine number of positions	Outcome	Annually	Human Resources Department

Goal II: Improve school and district climate and culture as measured by an increase in job satisfaction, teacher collaboration, teacher attendance and number of teachers seeking employment opportunities in CBCSD.

Measures	Type	Timeline	Responsibility for Data Collection
HUMANeX Ventures InsighteX Cultural Assessment	Outcome	October / November Annually	Superintendent, Building Principals and District Administrators
Mentor/Mentee Survey Data	Outcome	Annually	Curriculum and Instruction Department
Coaching Sessions (number of sessions, number of teacher requests for sessions)	Outcome	Annually	Coaches & Mentors; Curriculum and Instruction Department
Teacher Attendance Data	Outcome	Each Trimester	Human Resources Department
Participation and satisfaction with professional development opportunities	Process	Annually	Curriculum and Instruction Department
Learning Team (Professional Learning Communities) Cycle Data	Process	Each Trimester	Curriculum and Instruction Department; Instructional Coaches
Number of Teacher Applications	Outcome	Annually	Human Resources Department

Goal III: Increase number of new and experienced teachers who decide to continue to work in CBCSD in first five years and beyond.

Measures	Type	Timeline	Responsibility for Data Collection
Retention of Teachers after 1, 2, 3, and 5 years.	Outcome	Annually	Human Resources Department

Goal IV: Improve student achievement as measured by district and state assessment data.

Measures	Type	Timeline	Responsibility for Data Collection
Iowa Assessments	Outcome	Annually	Building leaders; Curriculum and Instruction Department
District Assessments	Outcome	Upon completion of units of study	Building leaders; Curriculum and Instruction Department
Learning Team (Professional Learning Communities) Cycle Data	Process	Each Trimester	Curriculum and Instruction Department; Instructional Coaches
Student Centered Coaching Cycles - Pre/post results	Outcome	Beginning and end of 4-8 week coaching cycles	Curriculum and Instruction Department; Instructional Coaches; Mentors
Review/ Evaluation of Student work	Outcome	Weekly in Learning Teams	Instructional Coaches; Mentors; Department Chairs and Lead Teachers
High School Data Points: ACT scores, AP (Advanced Placement) enrollment and success, Graduation and Dropout rates	Outcome	Annually	Curriculum and Instruction Department; Superintendent's Office

During an annual review, the district Site-Based Council will analyze data collected according to the plan described above. The Council will also revisit the Theory of Action and the goals for the program to ensure they continue to reflect needs of the system. If needs have shifted, the Council will suggest adjustments, will propose new measures of impact/effectiveness, and/or will update the data collection plan. Annually, the Council will identify areas of strength, areas for improvement, and areas to monitor in order to design action plans to support next steps. All of these data will help the district continue to make adjustments in the work to ensure that the Council Bluffs Community School District works toward the goal to be the "best place to work" and "best place to learn," important outcomes for this Teacher Leadership Compensation Program.

Reference:

Jackson, T., Burrus, J., Bassett, K., & Roberts, R. D. (2010). Teacher leadership: An assessment framework for an emerging area of professional practice. Princeton: ETS.

Part 9) Describe the school districts capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section. (5,000 characters maximum)

The Council Bluffs Community School District greatly appreciates efforts to support teacher leadership, a concept that has been encouraged in the district for years. In an effort to support our work to improve student achievement, CBCSD has prioritized building teacher capacity for leadership in some ways for the past five years.

The roles of Elementary Instructional Coaches and Program Leaders and Trainers were established over a decade ago to enhance professional development for all elementary teachers. A shift of roles to support literacy occurred five years ago to better meet needs of students. There are currently 11 Elementary Literacy Coaches who serve as both coach and student interventionist. Teachers in these roles have been provided consistent, ongoing training including professional development by program leaders on a weekly or monthly basis. A majority of literacy coaches have attended regular institutes with University of Arkansas Little Rock and University of Northern Iowa to maintain the rigor of the Council Bluffs Literacy Model.

After the successful implementation of literacy coaches, a smaller number of Elementary Math Coaches were introduced to elementary schools to support a workshop model of teaching math. While the concept has been enthusiastically embraced, there is serious concern that the number of math coaches (currently 3 for 176 elementary teachers) is far too few.

A 2009 grant from the local Iowa West Foundation provided five years of support for the concept of Instructional Coaches for middle and high schools. IWF leaders acknowledged that support for improved curriculum and instruction was essential, and they realized the school district could not add the necessary support without help of the Foundation. As part of the grant, UNI Professor Robert Boody provided annual evaluations of the program, with comments such as the following: *"The evidence... suggests that over the life of the grant—the last three school years—tremendous changes have taken place in the Council Bluffs Community School District. Curricula have been drastically rewritten, new instructional models are being used, and a culture is changing."* (Third Year Evaluation)

"Before the Grant began, it does not seem that principal as instructional leader was a District priority. Since then there appears to have been a sea change in this area. The evidence is that in the fourth year this area has progressed even further than in year three. In particular, I saw some strong instructional leadership and integrated use of coaching." (Fourth Year Evaluation)

Dr. Boody has stressed in his evaluations that the instructional coaching program has changed annually as district participants learned from their practice.

The secondary coaching program enjoys an ongoing commitment from Diane Sweeney, student centered coaching expert, to provide professional development for coaches, and opportunities for structured peer observation and coaching. Dr. Sweeney has written about several CBCSD coaching successes in her recent book, *Student Centered Coaching at the Secondary Level*, (2013). The district is very aware that Iowa West Foundation funding for the secondary coaching program may not be ongoing since funding is scheduled to end in June, 2014, but the lessons learned have definitely pushed the district to a new understanding of teaching and learning.

Training and support for these roles has been and will continue to be the charge of the Directors of Elementary and Secondary Education and the District Literacy Administrator.

Model Classroom Teachers have also been established as part of the district's professional development model. Model Teachers have had the opportunity for extensive training. **Instructional Coaches** and **Program Leaders and Trainers** have provided training and ongoing coaching to help these teachers integrate new skills into their classrooms. Program leaders and coaches have also provided structure for other teachers to access and observe these model classrooms. Model teachers are an integral part of building level professional development. This structure will continue as we expand our opportunities for model classroom teachers under the TLC model. The new initiative will allow the district to appropriately recognize the model teachers and to provide some minimal financial compensation.

Department Chairs/Lead Teachers at the secondary level and district level have long been a part of the structure of teacher leadership. The proposed role for this position is to provide building level assistance to teachers in specific curriculum areas. These positions have been and will be continue to be supported by building principals. The TLC program allows some additional compensation to these teacher leaders. The support required to assist teachers with ongoing curriculum revision and adoption of the Iowa Core instigated the development of the role of Curriculum Specialist in the plan. Currently, instructional coaches and model teachers assist with the ongoing needs of curriculum revision and implementation in addition to their daily role in supporting instruction. This expectation reduces time from instructional needs and complicates the current teacher leadership role. The new plan will clarify roles and provide additional support to improving success with students.

Past practice demonstrates that the district has supported teacher leadership, albeit without permanent financial support. District practitioners have learned from our past experiences, have made important changes, and stand ready to use those lessons in strengthening teacher leadership roles at both elementary and secondary levels. The TLC grant seems to come at a particularly fortuitous time to continue to build on initial practices.

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. 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	8995.9
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$2,778,113.84
Total Allocation	\$2,778,113.84

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$309,000.00
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)	\$2,469,113.84
Amount used to provide professional development related to the leadership pathways	\$0.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$2,778,113.84

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$2,778,113.84
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

Budget Alignment

Describe how the TLC Budget is aligned to the school districts goals for the proposed teacher leadership and compensation system. (5,000 characters maximum)

The Teacher Leadership Compensation Committee for Council Bluffs Community School District began planning by establishing a Theory of Action, setting goals for the project, and designing leadership positions that would ultimately meet the needs of improving student success while creating or enriching opportunities for teachers to venture into new and meaningful leadership roles. One of the most important aspects of the committee's work was to design a comprehensive budget projection to ensure systematic implementation of the important ideas that were drafted in the Teacher Leadership and Compensation Plan.

The proposed state funding alone would not meet the hefty goals of the Theory of Action, so the committee purposefully reviewed the possibility of additional funding sources that could augment the expected TLC budget. The proposed budget includes revenue from both the state-supported Teacher Leadership Grant as well as an investment from the Council Bluffs Community School District.

The budget was developed collaboratively and painstakingly by the committee. The Planning Team did not budget additional revenue to increase beginning teacher salary due to the current minimum salary for teachers in Council Bluffs of \$39,722.

The actual budget for the Teacher Leadership Compensation Plan is expended in two categories:

- Salary Supplements for teachers in leadership roles, related to assigned additional days
- Salary Funding to cover costs for time teachers in leadership roles are not providing direct instruction in a classroom

Additional financial support for the plan is expected to come from the following funds:

- Title I (\$408,000)
- State Mentoring (\$100,000 - if available)
- Title I Professional Development (\$204,000)
- Special Education (\$225,000)
- State Class Size Dollars (\$241,400)
- General Fund (\$347,486.16)
- TQA (Subject to Approval from TQA Committee: \$87,750)

Total revenues expected to supplement TLC funds are \$1,613,636.16.

The proposed budget is based upon the following important assumptions:

- In almost all cases, actual classroom salaries are taken from current revenue sources rather than from the TLC budget. The TLC budget was reserved for leadership components of the teachers' positions.
- Revenue proposed to come from Teacher Quality Assurance (TQA) is subject to approval by the district TQA Committee.
- Salary Supplements are based on the number of additional work days for the leadership positions.

The table below summarizes budget projections for each role. Each FTE was budgeted at an average salary of \$68,000, which would include salary and fringe benefits.

Role	Number of Positions	Total Supplement Salary	Total Non- Classroom Cost	Total Professional Development Cost
Mentor	8	\$12,000	\$544,000	\$4,000
Elementary Instructional Coach	20 positions (18.5 FTE)	\$37,000	\$1,258,000	\$10,000
Secondary Instructional Coach	16	\$32,000	\$1,088,000	\$8,000
Curriculum Specialist (50/50)	9	\$45,000	\$306,000	\$4,500
Curriculum Specialist (75/25)	5	\$25,000	\$255,000	\$2,500
Model Teacher	80	\$80,000	\$0	\$40,000
Program Leader	8	\$16,000	\$544,000	\$4,000
Department Chair	31	\$62,000	\$0	\$15,500
Total	175.5	\$309,000	\$3,995,000	\$88,500

The total cost of the proposed program would be \$4,392,500.

Funding from Teacher Leadership Compensation Grant: \$2,778,113.84.

Funding from other sources: \$1,614,386.16.

Proposed results:

- student learning will improve,
- school culture will change for the positive,
- job satisfaction will increase,
- teacher expertise will be increased and valued,

- teacher ownership and empowerment will accelerate,
 - CBCSD can recruit, recognize, and retain quality teachers, and
 - CBCSD will be positioned as a 'best place to work' and a 'best place to learn.'"
- **Priceless**

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