



Application

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

95214 - Danville Community School District Teacher Leadership and Compensation Plan

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006
(P.L. 109-270)

Fax:

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Agency

Organization Information

Organization Name:

Danville Community School

Organization Type:

K-12 Education

Tax ID:

42-6021666

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Benefactor
Vendor Number

Recipient Information

District Danville Community School District

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

County-District Number 29-1602

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

Honorific Mr.

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TLC Application Contact

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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)

Executive Summary of the Danville TLC Plan

Danville Community School District is extremely proud of the collaborative effort used to design this Teacher Leadership Compensation plan. A committee of thirteen teachers, two building administrators, and the superintendent developed the Danville Community School District's Teacher Leadership Compensation Plan application. The plan received two different reviews from an outside resource, and the final product received approval from the teachers, the School Improvement Advisory Committee (which consists of school board members, administrators, teachers, parents, community members, and students), and the Danville School Board.

The district is very excited by the ideas presented in the TLC Plan that build upon our current student achievement initiatives. There was a strong desire to have five instructional coaches, each of whom will still have their own classrooms, to meet the needs of our K-12 staff and students. Two of these coaches span grades 3-8 to help the consistency of instructional delivery in literacy and math from elementary to junior high school. Another instructional coach will support teachers in their implementation of 21st century skills in the core curriculum. A fourth instructional coach will support grade K-2 teachers who teach all subjects. The final instructional coach will support professional development initiatives at the high school level. All instructional coaches will be required to receive training on instructional strategies and in working with adults. They will then train the mentor/model teachers following the "train the trainer" model. The instructional coaches will have ten additional contract days and five hours per week beyond the contract as part of the job requirements. Each instructional coach will receive a \$6500 stipend.

Our plan also has seven positions that are mentor/model teachers. The idea is that the need for mentors will vary from year to year. Mentors who are not assigned a mentee in a certain year will serve as a model teacher. Mentor/model teachers will receive training from the instructional coaches on classroom strategies aligned with the district and building goals. They will be expected to implement these strategies in their own classrooms before they are rolled out to the rest of the teaching staff. Mentor/model teachers will have five additional contract days and two hours per week outside of the contract. Each mentor/model teacher will receive a \$3000 stipend. Those who have not gone through the *Journey to Excellence* program offered by the AEA for mentors will also complete this training.

Beginning teachers will receive much more support with the proposed TLC Plan than what the district currently offers. Beginning-of-the-year activities will expand from one day to three days. In addition, one half day per semester for the mentor and mentee to work together during the first two years will be available as well as two hours per week of mentor support. Our data showed that it was important to build in significant time for beginning teachers to work with their mentors.

The Danville TLC Plan is designed to be flexible and sustainable. The district currently has a PLC/data team structure in place. Professional development time is 75 minutes per week. The teacher leaders will become part of the Teacher Leadership Team and will take an active role in planning and implementing professional development for teachers. The district is in its best financial condition in 35 years, and its enrollment is growing slightly. As long as supplemental state aid is consistently growing to keep up with inflation, the TLC Plan will be sustainable.

The Danville TLC Plan will be monitored for its effectiveness throughout the year as well as annually. Standardized test data, classroom assessment, and teacher survey data will be used to make any necessary adjustments to improve the implementation of the plan.

The Danville Community School District believes its proposed TLC Pan will provide leadership opportunities for teachers, stronger embedded professional development for teachers within the current PLC/data team structure, and improved student achievement. We are excited by the possibilities this plan brings to improve student achievement.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.

- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Part 1: Quality Planning Process

Description of Danville's Planning Process and Gaining Support

Deciding to Begin the Process

After attending the Iowa Association of School Board (IASB) Conference on Teacher Leadership and Compensation (TLC), our superintendent held a meeting with the Danville's certified staff to go over the Teacher Leadership grant and its options. The teachers divided into their Professional Learning Community (PLC) groups to record individually and as a PLC what they liked and disliked about each option of the plan. Each PLC then shared out to the whole group. It became clear that the staff wanted Danville to develop its own model.

Choosing a Vision and Creating a Plan

After this meeting, a volunteer teacher committee formed to explore the options further and to begin working on the TLC vision and plan. The committee included thirteen teachers from the elementary, junior high, and high school, including members of the Danville Education Association. The committee met six times for two hours each. Committee members were compensated for their time from the grant funds at \$25 per hour. During the initial meetings, the committee brainstormed the vision for the district and began to develop a plan. As the TLC committee continued to meet, they brainstormed a leadership model involving instructional coaches and mentor/model teachers.

Educating Staff and Other Stakeholder Groups

Various stakeholders were kept informed throughout the entire process. As it was important to obtain "buy in" from the entire staff throughout the process, committee members presented at periodic staff meetings in order to receive feedback and input from teachers outside of the committee. This feedback was brought back to the TLC committee meetings where the plan continued to develop. Meetings with teachers were held at both the elementary and junior high/high school levels to discuss the plan and further brainstorm leadership roles. The School Improvement Committee (SIAC), comprised of parents, school board members, students, teachers, and administrators, received monthly updates and had the opportunity to offer their suggestions. They also talked to other parents about the plan and received their input. Feedback from these sources was brought back and discussed at TLC committee meetings. The three administrators attended and participated in every TLC committee meeting. They also bounced ideas off of Area Education Agency staff members. The superintendent attended the School Administrators of Iowa (SAI) Conference held with the Center of Teaching Quality on October 24, 2013. The entire school board was updated during their monthly meetings and was given a copy of the notes from each TLC meeting.

In early December, the teachers who were part of the TLC committee held meetings with the teaching staff at both the elementary and junior high/high school levels. At both levels, the committee shared the work that had already been done, as well as various options for the structure of the plan. Discussion was opened up at both meetings. The elementary group came back with a written vote showing they were in support of submitting a plan the first year. The junior high/high school group had an informal vote that showed they would like more information before they were willing to move ahead. TLC committee members brought this information back to the whole committee, and it was decided to have the entire staff meet together on December 18, 2013. TLC members facilitated this meeting in which teachers were put into mixed level groups to discuss the pros and cons of continuing to plan for another year or moving forward in year one. Initial concerns were that we were rushing in order to put together a plan for the January 31 deadline and, in doing so, we would not have a quality plan that fit Danville. At the end of the meeting, the entire staff voted. The majority wanted to wait to submit the plan in Year 2 in order to get feedback from other districts and to allow time to develop a quality plan.

Writing the TLC Plan

The TLC committee then divided into smaller committees of two or three to work on parts 1-5 and then on parts 6-10. After that, a subcommittee of four committee members and one administrator met to hammer out the final details of the plan. At key points during the process, the work to date was brought to the attention of the entire staff for feedback. Also, at the end of each meeting, committee members were encouraged to have conversations with peers in order to gather their feedback and concerns. The Danville Education Association, SIAC, and the school board were also kept up to date on the progress. A grant reviewer was also solicited to go over the plan before it is finally submitted.

The money from the planning grant allowed us to have a good cross section of staff members participating in the brainstorming and writing process in order to develop a high quality plan that includes contributions and "buy in" from our entire staff. We wanted to follow the Iowa Professional Development Model and incorporate our PLCs/data teams since data drives our professional development. The TLC committee members researched other plans and adapted or adopted the parts that fit Danville Community School District. Research clearly shows the need to work with existing staff to provide high quality

professional development in order to strengthen our instruction rather than hire outside providers. Research also shows the importance of working from within to find our weaknesses, to match professional development to strengthen those weaknesses, and to monitor data. Just as student data drives instruction, implementation data drives professional development. In September 2014, the third revision of the grant was shared with the original 13-member TLC committee, the entire teaching staff, the SIAC committee, and the school board. Minor language adjustments were made. The output from these various committees and teachers is that this is a strong proposal that meets the challenges of our school district.

Narrative

Using Part 2 application narrative from Year 1?

No

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

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

The mission of the Danville Community School District is to provide a safe, nurturing, welcoming environment, which will challenge, motivate, and educate students to be productive, responsible citizens.

Danville's District and Building Long-Range Goals

- Increase student achievement in math for all students.
- Increase student achievement in reading for all students.
- Increase student achievement in science for all students.
- Improve climate and communication of the Danville Community School District.
- Increase student achievement in reading, math and science using technology.

The above goals were based on a number of data sources.

- Superintendent Network visit which identified rigor and relevance and student-centered classrooms as areas on which to work
- SINA team planning process which identified deemphasis of phonics and lack of rigor
- Iowa Assessments (Grades 3-11)
- Measurement of Academic Progress (MAP) in Grades 1-12
- DIBELS (Grades K-6) and, starting in 2014-2015, FAST (Grades K-6)

Danville's TLC Vision

The Danville Community School District envisions a systematic teacher leadership approach in order to strengthen effective instruction through collaborative peer coaching that promotes reflective practices of all teachers to improve the retention of quality teachers and enhanced job satisfaction, thereby resulting in increased student achievement and the meeting of our district and building goals.

State TLC Goals

1. Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
1. Retain effective teachers by providing enhanced career opportunities.
1. Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
1. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
1. Improve student achievement by strengthening instruction.

Danville TLC Goals

1. Attract promising teachers to the district with an increased amount of money on the first step of the pay scale and offering avenues of advancement.
1. Retain current teachers in the district by offering opportunities to further career advancement in and out of the classroom.
1. Promote collaboration among PLC groups and neighboring school districts of similar size.
1. Provide career opportunities to enable job satisfaction among current staff by providing more leadership roles and opportunities for compensated responsibilities.
1. Support current staff in meaningful conversations regarding teacher reflection on practice and implementation of current, research-based professional development. Having the opportunity to put these ideas into practice will lead to increased student achievement, thus supporting our district's goals.

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)

The TLC plan will support and strengthen our district's key school improvement initiatives which are listed below:

- PLCs/Data Teams - Our instructional coaches will plan, facilitate, and monitor our PLCs. This will provide a more focused direction for each PLC and provide continuity of instruction between grade levels--elementary and secondary. This supports our TLC vision as well as goals 3 and 5 of teacher collaboration and support. At the present time, we do not have time carved out for our teacher leaders to meet during the academic day.
- K-6 Literacy - Model teachers will use the knowledge they received from training to enhance their classroom instruction and will demonstrate these techniques for their colleagues. During PLC time, the instructional coaches will facilitate discussion around the data provided by the various initiatives. Other literacy initiatives include LETRS, Daily five/CAFE, Boost/Blitz/Blast, Words Their Way, and Lucy Calkins' Units of Study (Writing). This also supports our TLC vision as well as goals 3 and 5. At the present time, we do not have built-in time for peer observation, and this plan will provide this opportunity.
- K-6 Math - Model teachers will use the knowledge they received from training to enhance their classroom instruction and will demonstrate these techniques for other teachers. During the PLCs, instructional coaches will facilitate discussion around the data provided by the Everyday Math curriculum and progress monitoring. Again, this supports our TLC vision as well as goals 3 and 5. At the present time, we do not have built-in time for peer observation, and this plan will provide this opportunity.
- Characteristics of Effective Instruction/Productive Group Work - Our secondary staff will engage in professional development around the Characteristics of Effective Instruction through the study of Productive Group Work. The instructional coaches will lead this instruction with the model teachers modeling as well as providing guided practice and implementation support. Model teachers will open their classrooms so that teachers can view what successful implementation looks like and includes. During professional development, instructional coaches will facilitate discussion around the implementation data of productive group work and student achievement data as a result of this initiative. This supports our TLC vision as well as goals 3 and 5. At the present time, we do not have the instructional coaches or model teachers in place, and this plan will provide the resources to do this.
- MTSS - Differentiated instruction will be enhanced through collected and analyzed data during PLC meetings to facilitate planning and implementation of interventions for individual students' needs. Instructional coaches and model teachers will work together to select teaching strategies designed to meet the needs of all students. Then instructional coaches will coordinate teachers' schedules so all teachers have the opportunity to observe successful interventions happening in the model teachers' classrooms. This supports our TLC vision as well as goals 3 and 5. At the present time, we do not have built-in time for peer observation at the elementary level, and this plan will provide the opportunity for this to happen.

Because of the support and guidance given to our teachers through this plan, including our beginning teachers, and the increased opportunities offered to veteran teachers by this plan, we feel that teachers will want to come to our district (goal 1), remain with our district (goal 2), and apply for and fulfill leadership positions (goal 5).

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)

In the past five years, Danville has only lost one teacher. A survey of mentors and mentees during the past 5 years indicated the most significant need was more time to meet together, to plan, and to visit classrooms and reflect on their observations. Most were satisfied with the GPEAE training in Journey to Excellence, but felt mentees also needed time to meet together throughout the school year. They felt that mentors and mentees needed additional time together before the start of the school year to help initial license and new-to-district teachers with the policies, procedures and expectations of the Danville CSD. Currently, new teachers come only one day before returning teachers, the mentors and mentees meet during lunch on that day, and there are limited scheduled opportunities for them to meet during the school year. The enhanced mentoring plan described below is made possible by additional funding provided by the TLC plan and it meets the needs of teachers and mentors in our district.

The mentors will receive training by certified Journey to Excellence program trainers through GPAEA. All mentors and initial license mentees will attend the initial day of the GPAEA training. The remaining days of training will only be attended by untrained mentors in order to address the modules and the beginning educator learning projects. Annual learning experiences for experienced mentors will be provided at the local level by the curriculum director who oversees the mentoring program.

Mentors must be an employed or retired individual of Danville CSD who holds a valid teaching license, has a record of at least four years of successful teaching experience, demonstrate professional commitment to the improvement of teaching and learning and the development of beginning teachers. They are expected to develop a confidential relationship with their mentee(s) to help them adjust successfully to life at Danville. If a mentor/mentee partnership does not work, either member may ask that the partnership be dissolved and a new mentor will be assigned.

New teachers, new-to-district teachers (initial license) as well as new-to-district teachers (standard license) will be assigned a mentor by the building principal. If possible, mentors will be assigned in the same discipline/grade level as the mentee and will be part of the same PLC/data team.

Initial licence teachers will have a mentor for 2 years and will complete the Mentor and Induction Learning Projects and A Framework For Understanding the Iowa Teaching Standards and Criteria with their mentors. New-to-district teachers (standard license) will have a mentor for their first year in the district in order to help in their adjustment.

Beginning teachers will be guaranteed a minimum salary of \$33,500. Currently, the salary of new teachers is slightly below this amount. All new teachers will come 3 days before the rest of the staff. They will meet with the administrative staff for a half day, go out to lunch with administrators and the school board, and have a half day to tour the building and work in their rooms. The second day, they will work with their mentor for a half day and go to lunch together as a group. Mentors will help new teachers with technology, schedules, first-day routines, and other things to be successful during the first week of school. During the afternoon, new teachers will work in their rooms with mentors available. The third day, new teachers will work in their classrooms with mentors available. The fourth day is the TQ Professional Development Day and the fifth day is the all-staff meeting.

The mentors and initial license mentees will meet 2 documented hours per week and 1/2 day per semester the first year. Another 1/2 day will be provided if requested by the mentor or mentee. During this time, mentors will be responsible for providing beginning teachers the opportunity to observe successful teaching of the mentor and others and be observed and coached by the mentor or an instructional coach. Time will be spent going over the Danville Teacher Handbook and the mentoring materials, observing classrooms, and planning. They will meet before the initial mapping professional development in order to receive instruction in Atlas. They will spend time together on JMC at the beginning of the school year before midterms and before the end of the semester. Both mentors and mentees will complete learning logs. They may also work with instructional coaches on specific areas of need, read and discuss professional articles around teaching practices, and discuss challenges and successes. The second year mentors and mentees will meet 4 hours per month and 1/2 day during the first semester. An additional 1/2 day will be provided if requested by the mentor or mentee.

New-to-district teachers (initial license), who have proof of completing the 2 year mentee program, and new-to-district teachers (standard license) will be assigned a mentor for 1 year. They will meet 4 documented hours a month. These times will be spent

going through the Danville Teacher Handbook, observing classrooms and planning. If not familiar with Atlas, mentee and the mentor will meet before the initial mapping professional development. They will spend time on JMC, integrating technology into the classroom, and the PLC process and other initiatives of the district. They may use this time to help the mentees prepare for parent conferences. This time could include working with instructional coaches on specific areas of need, reading and discussing professional articles, and discussing challenges and successes. Both mentors and mentees will complete learning logs.

Mentors and mentees will meet as a group 1 or 2 times a semester to share successes and discuss concerns. At the end of the year, the curriculum director will ask for feedback from mentors and mentees on the effectiveness of the mentoring and induction program. The ultimate measure of a teacher mentoring and induction program is the effectiveness of the teacher after 5 years as evaluated on Iowa's 8 teaching standards.

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.

Danville Community School District currently has 47 teachers. In this plan, twelve teachers will assume teacher-leader roles as instructional coaches (5) and mentor/model teachers (7). These two roles are interdependent and having quality people in both roles is important.

Roles with Descriptions	Positions	Teaching Load / Coaching Load
Instructional Coaches • Stipend (in addition to yearly contract) = \$6500 • Added Days/Hours = 10 days/year and 5 hours/ week outside contract • Requirements: Certified staff with two years in school district experience and 4 years overall experience	K - 12 Instructional Coach (21st Century/Technology)	75% classroom teacher; 25% instructional coach
	9 - 12 Instructional Coach (Characteristics of Effective Instruction)	50% classroom teacher; 50% instructional coach
	K-2 Instructional Coach	75% classroom teacher; 25% instructional coach
	3-8 Literacy Instructional Coach (transitional)	75% classroom teacher; 25% instructional coach
	3-8 Math Instructional Coach (transitional)	75% classroom teacher; 25% instructional coach
Mentor/Model Teacher		
• Stipend (in addition to yearly contract) = \$3000 • Added Days/Hours = 5 days/year and 2 hours/ week outside contract • Requirements: Certified staff with two years in school district experience and 4 years overall experience	7 positions based on need (mentoring/modeling) throughout K-12 campus	100% Classroom Teacher

K-12 21st-Century/Technology Instructional Coach's Roles and Responsibilities:

- Collaborate with model teachers and certified staff to design and implement a 21st-century learning environment.
- Collect, analyze, and use student data and teacher implementation data to aid in the creation 21st-century learning.
- Design professional development with the district instructional coaches, building administrator, and members of Danville Education Association.
- Collaborate with building instructional coaches and mentor/model teachers to provide professional development opportunities for certified staff that supports the district's initiatives including, but not limited to, PLCs and Characteristics of Effective Instruction, Productive Group Work, and the elementary math and literacy initiatives.
- Write year-end building reports documenting progress in meeting building and district goals.

9-12 Instructional Coach's Roles and Responsibilities:

- Collaborate with model teachers and certified staff to implement research-based instructional strategies.
- Coordinate mentor teacher and certified staff schedules to allow observations of new instructional strategies to occur.
- Understand and assist teachers with integration of Iowa CCSS across all curriculum.
- Collect, analyze, and use student achievement data and teacher implementation data to determine professional development

needs.

- Collaborate with the Teacher Leadership Team, which includes building mentor/model teachers, to design professional development opportunities for certified staff that supports the district's initiatives including, but not limited to, Productive Group Work, PLCs, and Characteristics of Effective Instruction. The AEA liaisons, building administrator, and members of Danville Education Association will contribute to this process.
- Write year-end building reports documenting progress in meeting building and district goals.

3-8 Reading & Math Instructional Coaches' Roles & Responsibilities:

- Train model teachers and certified staff to implement research-based instructional strategies in all classrooms.
- Coordinate mentor teacher and certified staff schedules to allow observations of new instructional strategies to occur.
- Collaborate with all building instructional coaches, building administrator, and members of the Danville Education Association to design professional development opportunities for certified staff that supports the district's initiatives including, but not limited to, Daily Five/CAFE, Words Their Way, Calkins' Units of Study, and Everyday Math.
- Organize and facilitate professional learning community meetings using the PLC model.
- Establish and maintain professional relationships based on trust and respect.
- Schedule and facilitate weekly team meetings on data, instruction, content and assessments.
- Understand and assist teachers with integration of Iowa CCSS across all curriculum.
- Hold pre- and post-observation conferences, providing immediate feedback to teachers about instructional observations.
- Engage teachers in reflective practice to improve instruction.
- Oversee implementation of data walls.
- Write year-end building reports documenting progress in meeting building and district goals.

K-2 Instructional Coach's Roles and Responsibilities:

- Collaborate with model teachers and certified staff to implement research-based instructional strategies.
- Design professional development with district coach, building administrator, and members of Danville Education Association.
- Collect, analyze, and use student data to aid in the creation of standards-based lessons and units.
- Coordinate mentor teacher and certified staff schedules to allow observations of new instructional strategies to occur.
- Collaborate with building instructional coaches to design professional development opportunities for certified staff that supports the district's initiatives including, but not limited to, Daily Five/CAFE, Words Their Way, Calkins' Units of Study, and Everyday Math.
- Implement the ten features of the PLC model during data team meetings.
- Schedule and facilitate weekly team meetings on data, instruction, content and assessments.
- Understand the Iowa CCSS through Investigations training.
- Hold pre- and post-observation conferences, providing immediate feedback to teachers about instructional observations.
- Engage teachers in reflective practice to improve instruction.
- Oversee implementation of data walls.
- Write year-end building reports documenting progress in meeting building and district goals.

Instructional Coach Training: Teachers in the coaching leadership positions will have ten additional days of professional development and planning provided by Great Prairie AEA consultants or other outside providers. At the K-12 levels, training models are being evaluated. The district has identified training topics for all coaches including Iowa Common Core, Multi-tiered System of Supports (MTSS), math and literacy interventions, lesson and unit design, standards-based progress reporting, collaborative and coaching conversations, assessments, data analysis, reflective practice, Characteristics of Effective Instruction, Professional Learning Communities (PLC), Productive Group Work, and the Gradual Release of Responsibility Model.

K-12 Mentor/Model Teachers: The mentor teacher and model teacher roles and responsibilities are combined in this teacher leadership compensation (TLC) plan. The number of model teachers is dependent on the number of mentor teachers with the total being no greater than seven. Mentor teachers can work with more than one teacher, but not more than two first-year teachers.

Roles and responsibilities:

- Serve as a model of best instructional practices and exhibit professional qualities to be observed by mentees and colleagues.
- Collaborate with building coach(es) to implement research-based instruction.
- Establish an open classroom where instructional practices will be modeled with fidelity.
- Collect, analyze, display and use student data to create standards-based lessons and units.
- Share classroom experiences and resources during professional development (PD) and with mentees.
- Keep current on district initiatives and best instructional practices.
- Foster open lines of communication with mentees relevant to all aspects of the teaching profession.
- Meet two documented hours per week, one half day per semester and additional time as requested by mentee.
- Provides new teachers the opportunity to observe successful teaching practices.
- Complete learning logs.

Model/Mentor Training: Teachers in the mentoring and/or modeling positions will have five additional days of professional development and planning. Teachers will be introduced to or review the concepts of reflective practice, Iowa CCSS, Journey to Excellence program through AEA trainers, and Professional Learning Communities during their training. Time with instructional coaches will be incorporated into these days to allow for planning.

All instructional coaches will work to design professional development for teachers through the following model. Instructional coaches will receive outside training, through the AEA or other outside providers, and then bring back the instructional strategies to the staff. First, the instructional coaches will train model teachers on the new strategies. Then the instructional coaches and model teachers will practice the strategies before presenting them to the rest of the staff during professional development time. The model teachers will open their classroom for other teachers to observe instructional strategies learned via the instructional coach. The instructional coaches will coordinate schedules so other teachers can observe the instructional strategies being used in the model teachers' classroom.

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

The Teacher Leadership Skills Framework* defines teacher leadership as “knowledge, skills and dispositions demonstrated by teachers who positively impact student learning by influencing adults, formally and informally, beyond individual classrooms.” To be seen as a teacher leader, one must possess certain skills and maintain a positive disposition when collaboratively working with colleagues. With this in mind, our TLC plan has adapted this Framework as a guide for selecting and evaluating teacher leaders.

WORKING WITH ADULT LEARNERS

Knowledge and Skills

Building trusting relationships

- Listens intentionally.
- Creates a safe environment.

Facilitating professional learning for teachers

- Uses reflective practice to foster learners' engagement.
- Structures dialogue and discussion to support teamwork.
- Checks assumptions.
- Understands development of content and/or pedagogical knowledge.

Dispositions

- Believes that teacher learning is interwoven with student learning.
- Values the work of learners.
- Accepts and acts on constructive feedback.
- Possesses courage to take risks.

COMMUNICATION

Knowledge and Skills

Building relationships through communication

- Maintains objectivity.
- Understands adults as learners.
- Honors diverse views.
- Encourages healthy, productive discussion.

Technical skills

- Facilitates learning-focused conversations.
- Gives and receive feedback.
- Uses deep listening skills (i.e. paraphrasing, asking clarifying questions).
- Implements questioning strategies.
- Leads data-driven dialogue.
- Synthesizes and summarizes.
- Facilitates productive group work.
- Uses technology effectively to enhance communication.

Dispositions

- Holds the belief that all are working in the best interests of students.
- Values professional expertise.

COLLABORATION

Knowledge and Skills

Collaborative Skills

- Teaches, develops, and uses norms of collaboration.

Organizational Skills

- Facilitates and documents a meeting.
- Moves a group to task completion.
- Knows resources and how to access them.

- Delegates responsibility to group members.

Dispositions

- Able to compromise and read the groups
- Engages in fierce conversations.
- Desires to work with adults.
- Has a passion for topic that motivates others.

KNOWLEDGE OF CONTENT AND PEDAGOGY

Knowledge and Skills

Content and Pedagogical Skills

- Has deep educational knowledge, including that of assessment strategies.
- Has experience using effective pedagogical strategies in the classroom.
- Able to assist colleagues at multiple entry points to increase content knowledge and classroom application.

Dispositions

- Life-long learner
- Reflective
- Committed to supporting the growth of others

SYSTEMS THINKING

Knowledge and Skills

Working effectively within system

- Deals effectively with resistance.
- Asks the right questions at the right time.

Skills of advocacy

- Sets achievable goals.
- Creates and implements plan to meet goals.
- Mobilizes people into action.

Dispositions

- Interested in larger/bigger picture
- Able to “read” people and situations
- Embraces the opportunity to work with those with diverse views

* Adapted from http://cstp-wa.org/cstp2013/wp-content/uploads/2013/11/CSTP_self_assessment.pdf

Both sets of criteria, Measures of Effectiveness and Professional Growth, will be used to develop application, screening, interview, job description, self-assessment, and evaluation documents for teacher-leader positions.

Review Committee: The district will have a Review Committee, selected annually, which will be comprised of two administrators and two to four teachers who are not applying for a leadership position that year. We feel that teachers must have taught at least four years with a minimum of two years in the Danville Community School District in order to be eligible to serve on the Review Committee. The principal will ask teachers to sign up who are interested in serving on this Review Committee. All teachers on staff will then complete a confidential survey indicating the two to four teachers from the list whom they feel would be best in selecting teacher leaders. The superintendent will use the teachers' preference in recommending the two to four teachers for the selection committee to the School Board. The Board will appoint Review Committee members annually.

Selection Process: The Review Committee will be trained in the Teacher Leader Measures of Effectiveness & Professional Growth criteria and will use these measures to screen letters of interest and interview applicants. All applicants for teacher leader positions must have a minimum of four years teaching experience with at least two of those years in Danville, which is above the state minimums. After full consideration of all applicants, the committee will recommend to the superintendent those teachers for assignment to teacher-leader positions based on the above criteria and demonstrated competency on Iowa Teaching Standards. If the committee does not feel any applicant is qualified to fill a particular teacher-leader position, the

recommendation will be to leave the position unfilled after making a good-faith effort to involve 25% of the teacher workforce of the school district in the TLC Plan. The School Board will hire teachers to fill teacher-leader positions based on the superintendent's recommendation.

Annual Review of Assignment:

The effectiveness of teacher leaders will be evaluated three ways:

- Documented compliance with job responsibilities (e.g., frequency and type of collaboration with teachers; attendance at trainings/meetings; professional development delivered based on learning needs).
- Results of survey of peer feedback on job performance based on effectiveness criteria specific to the teacher-leader role.
- Performance evaluation with principal based on the Teacher-Leader Measures of Effectiveness.

A Teacher Leader District Career Plan, which is determined in collaboration with the administrator, will be used to evaluate the professional growth of the teacher leaders. Unless they resign, those with successful annual review will keep their positions.

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.

One of the main principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be truly effective. At the present time, we feel that we need more time to implement each step of the Iowa Professional Development Model the way it was intended. Our teacher leadership plan takes this principle to heart by making teacher leaders the backbone of our professional development system.

The district's PLCs analyze individual and class student achievement data to determine strengths and weaknesses of our students. Our teacher leaders (instructional coaches and mentor/model teachers), who will be the leads of our PLC teams, and our administrators analyze this data to identify trends and collaboratively determine the areas in which improvement is needed. We need to begin to analyze teacher implementation data and also use this data when we make decisions. Then both the student and teacher needs will drive the professional development which is planned by the teacher leadership team along with representation from the Danville Education Association and the administrative staff.

The instructional coaches and/or mentor/model teachers will receive training from an outside source. They will then train the appropriate certified staff on the methods/strategies obtained during some of the 75-minute Wednesday professional development time. Instructional coaches will also be responsible for scheduling observation opportunities between model teachers and classroom teachers so the latter can see what the new strategies look like in practice. Teachers will observe the strategies being modeled and reflect on their own practice in light of what they have seen. Then, within their PLCs, the teachers will collaborate to discuss and practice the new strategies before implementing them in their own classrooms. Teacher implementation and resulting student performance are monitored and additional professional development is provided as needed either with individual teachers, small groups of teachers, or the entire staff. This cycle is continuously repeated.

b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model.

- Collecting and Analyzing Teacher/Student Data: Formative and summative data will be collected by classroom teachers throughout the instructional cycle. This data includes FAST, MAP, Iowa Assessment, and classroom teacher-made assessments. The data will be analyzed during grade level PLC meetings to drive instruction within the classroom. The Teacher Leadership Teams (one at each level--elementary and junior high/high school) will also analyze a summary of the data from each group to determine trends and commonalities in the data. They will also examine teacher implementation data from walk throughs, instructional coach observations, questions from teachers to instructional coaches or mentor/model teachers, and teacher self-reflections in order to determine needs.
- Goal Setting and Teacher/Student Data: The Teacher Leadership Teams will set goals based on teacher and student needs as analyzed from the above data.
- Selecting Content: Once the needs of the students and teachers have been determined, the Teacher Leadership Teams will work with an outside source, if necessary, to determine what research-based strategies and methods best meet the needs of the teachers in order to increase teacher effectiveness and thereby raise student achievement.
- Designing Process for Professional Development: The teacher leaders will then design professional development by creating ongoing learning opportunities, collaboration between peers as they plan and develop lessons, and systematic opportunities to collect and analyze teacher implementation data and its impact on student achievement.
- Training/Learning Opportunities: The teacher leaders will attend additional outside training in order to improve their skills in the identified areas of need. This training may include observation of in-house staff, Area Education Agency staff or other providers. In some cases, outside providers may also be brought in to train staff with the teacher leaders providing follow-up instruction and monitoring for fidelity.
- Collaboration: During PLCs, there will be ongoing discussion about the strategies and their effect on student learning as PLC members analyze student achievement data and work to refine their comfort level with the new strategies. Based on these

data, time will be provided during PLCs for teachers to share their own professional learning.

- The Study of Implementation: The Teacher Leadership Teams will analyze the implementation data and give feedback to the entire staff systematically. That analysis will also assist the teams in making decisions regarding further professional development.
- Ongoing (Formative) Data Collection: PLCs will collect, analyze, summarize, and turn in student achievement data to the Teacher Leadership Teams. This will also help the teams determine whether or not professional development is making a difference in student learning or if more professional development is needed. Successes will be celebrated with the entire faculty.
- Program Evaluation (Summative): Teacher Leadership Teams will meet at the end of the instructional cycle of six to twelve weeks to determine, based on data, if the teaching strategies being implemented have been effective in increasing student achievement and what additional steps are needed. This information will be shared with the teachers involved and the administrative team. A summary report will also be shared with SIAC and the School Board.

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.

Danville's Teacher Leadership Teams will determine the effectiveness of the TLC plan by the following short- and long-term measures. A survey will be developed based on the bulleted points below and given to all certified staff three times a year. The Teacher Leadership Team will chart and graph the data and our superintendent will present it to SIAC and the school board along with certified staff recommendations of goals for the following year. SIAC will discuss the data and the goals and make their recommendation to the school board through the superintendent.

Short-Term Measures

The Teacher Leadership Teams, comprised of the instructional coaches, mentor/model teachers, and building principal with representative from the DEA, will conduct checkpoints three times a year regarding the effectiveness of the TLC plan.

Checkpoints will include the following questions:

- How many teachers expressed interest in participating in the TLC plan? How many are following through as active, participative members?
- What is working well with the TLC Plan?
- How can our TLC Plan be improved/changed?
- What does our student achievement data show us?

Long-Term Measures

After each year of the plan, the Teacher Leadership Teams will answer the following questions:

- How has our PD aligned to focus on instructional changes that will help meet student-learning needs? What data do we have to show this?
- How have our initial-year teachers benefited from the utilization of a mentor/model teacher? How have career teachers benefitted? What evidence do we have to show this?
- Has student learning met the AYP goals?
- What feedback are we getting from staff (in the form of survey results at the end of each year) that indicate positive or negative results of the TLC plan?
- Teacher Leadership Teams' reflection on the checkpoints of the TLC plan
- Data analysis of student achievement data following the Iowa Professional Development Model (IPDM)
- MAP
- Iowa Assessments
- ACT
- Common formative assessments
- FAST
- Completing and scoring ourselves on the IPDM
- Survey results from new teachers to identify the strengths and areas for improvement in order to provide optimal support for our new teachers
- Three-time-per-year survey results from all teachers to provide guidance for leadership team members and instructional coaches to improve teacher effectiveness and increase student achievement (Surveys yet to be developed.)
- Building administrators' examination of teachers' portfolios, reflective Career Development Plans, and Teacher Leader Career Development Plans demonstrating proficiency and growth based on the Iowa Teaching Standards

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)

1. Describe the school district's capacity to implement the TLC plan and what the district will do to sustain it over time. Current and New Structures to Support and Sustain Implementation of TLC Plan based on student achievement data and teacher want/needs and assisted with PD delivery.

Danville Community School District is well positioned to support our Teacher Leadership and Compensation (TLC) plan. Many of the pieces necessary to implement the plan are already in place. The current infrastructure includes:

- The Building Leadership Team at the secondary level is currently comprised of teachers, administration, and members of the Danville Education Association (DEA) who plan professional development.
- Math and Literacy Teams at the elementary level are currently comprised of teachers, administration, and members of the Danville Education Association (DEA) who plan professional development.
- Professional Learning Communities (PLC) at the secondary level have focused upon the Characteristics of Effective Instruction which include student-centered classrooms, teaching for understanding, assessment for learning, rigorous and relevant curriculum, and teaching for learner differences. The secondary level is also focused on the Productive Group Work initiative. At the elementary level, PLCs have focused on the literacy and math initiatives. PLCs at both levels collect, summarize, and analyze data to improve deficiencies as seen by the teacher. (The data team concept has been incorporated within our PLCs.)
- Current employee positions: One full-time and one half-time elementary reading coach and one half-time elementary math coach currently work with students. These positions are currently funded by the district.
- Support teaching of concepts
- Assess individual students
- Provide a leadership role in PLC (creates agenda, facilitates PLC meetings)
- Mentoring: New teachers are assigned a mentor, who has been trained through the AEA's Journey to Excellence program, by the respective principal to assist them in acclimating to the Danville climate, lesson planning, and other aspects of teaching. New teachers are provided an additional day at the beginning of the year.

Needed Infrastructure

- When the TLC plan is implemented, the reading and math coaches will also be coaching teachers of grades 3-8 in instructional strategies to support building professional development initiatives.
- Resources and time for instructional coaches to plan professional development for the mentor/model teachers will be provided.
- Under the TLC plan, the Instructional Coaches and Mentor/Model Teachers will join with the Building Leadership Team (BLT), thereby replacing the Building Leadership Team and forming Teacher Leadership Teams (TLT).
- Under the TLC Plan, there will be additional support for teachers by providing K-2, 3-8 reading, 3-8 literacy, K-12 21st-century, and 9-12 CEI instructional coaches with seven mentor/model teachers. These teachers will become part of the Teacher Leadership Teams.
- The new mentoring system will continue to use Journey to Excellence (JTE) for the new teacher-training program but will establish times for mentors and mentees to meet systematically throughout the year. In addition, new and new-to-district teachers will be provided an additional three days at the beginning of the year to work in their classrooms and meet and work with their mentors.

Persons Responsible:

- Superintendent - The superintendent will be continually responsible to provide the vision for the Teacher Leadership Program. As the leader of the district leadership team, keeping lines of communication open among all leaders will be critical as everyone in the district adjusts to a new leadership environment. Keeping all stakeholders apprised of the program will be an important role of the superintendent.
- Principals - The principals will play a key role in the success of the teacher leadership program. A new type of leadership will be vital in a greater shared leadership environment. Working with teacher leaders on a regular basis, they will be essential in the development of teacher-leadership skills. Helping classroom teachers understand the roles of the leaders will be important in the development of the program.
- Teacher Leaders - All leaders will be important as the district transitions to the TLC plan. Using their skills and passion, teacher leaders will work one on one with staff to build relationships and trust to focus on the key elements of the TLC program. Having

a current teacher leader employed full time will make this transition easier. The current teacher leader will be able to help others understand what their role encompasses outside of the classroom, how to structure their day, and the skills necessary to work with adults successfully.

2. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section.

There are initial discussions with the Mediapolis and Morning Sun School Districts for joint professional development during PLC times between these districts and Danville. Administrative meetings are planned during the 2014-15 school year with possible implementation for 2015-2016. Great Prairie AEA is being consulted for upcoming training in Productive Group Work for the secondary staff and continued training in LETRS and other aspects of elementary literacy.

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	485.2
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$149,839.46
Total Allocation	\$149,839.46

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$4,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$56,500.00
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).	\$82,000.00
Amount used to provide professional development related to the leadership pathways.	\$6,339.46
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>	\$1,000.00
Totals	\$149,839.46

Other Budgeted Uses - Description

Item description	Amount budgeted
Substitute teachers	\$1,000.00
	\$1,000.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$149,839.46

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)

- Amount used to raise the minimum salary to \$33,500: \$4,000
- Approximate amount designated to fund the salary supplements for instructional coaches in leadership roles: \$32,500
- Approximate amount designated to fund the salary supplements for mentor/model teachers in leadership roles: \$21,000
- Amount used 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 and hiring of teachers to backfill positions): \$85,000
- Amount to pay for substitutes during mentor and mentee collaborative release times: \$1,000
- Amount to cover professional development of instructional coaches and mentor/model coaches: \$6,500

Describe how the TLC budget is aligned to the school district's goals for the proposed teacher leadership and compensation system.

The Danville Community School District TLC Plan goals bulleted below include how the funds are allocated to demonstrate alignment:

- To expedite the implementation of data teams through Professional Learning Communities throughout the district while creating consistency of rigor and student-centered classrooms from elementary to secondary levels
- To provide additional time and resources toward beginning teachers in an expanded mentoring program
- To provide continual support for teachers (especially new and struggling educators) to alleviate isolation and refine the craft of teaching

Roles with Description	Positions	Teaching Load	Stipend	Added Days
Instructional Coach Nurtures the professional growth of teachers to impact instruction through research-based practices bringing together overarching school and district goals	5	50-75%	\$6,500	10
Model Teacher Serves as models of exemplary teaching practice and a learning laboratory	Combined with mentor for total of 7	100%	\$3,000	5
Mentor Teacher Supports the professional development and reflective practice of initial and career teachers	Combined with model for total of 7	100%	\$3,000	5

The fiscal responsibility of the Danville Community School District plan takes the following factors into account as related to the goals of the TLC Plan:

- The district is making significant strides toward a minimum salary which exceeds the \$33,500 minimum (State Goal 1) in order to attract promising new teachers. In the 2014-2015 financial settlement with the DEA, the minimum salary for beginning

teachers was raised from \$29,625 to \$32,500.

- The district's TLC Plan provides for five instructional coaches and seven mentor/model teachers which gives our teachers possibilities for career advancement and additional career satisfaction (State Goals 2 and 4).
- The district is continuing to support the data team concept through Professional Learning Communities in order to drive professional development throughout the school district (State Goal 3).
- Continuing training through the AEA in various areas has proven successful. The district is now looking at Productive Group Work as a strategy to address a rigorous and student-centered classroom at the secondary level and Lucy Calkins' Units of Writing at the elementary level (State Goal 5).

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