



Application

70554 - Teacher Leadership and Compensation (TLC) System
72812 - Davenport Teacher Leadership and Compensation Grant
Teacher Leadership and Compensation System

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Program Area of Interest Teacher Leadership and Compensation System

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Agency Administrative Services, Iowa Department of

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Organization Type: K-12 Education

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County-District Number 82-1611
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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)

The vision of Davenport Community School District (DCSD) is to provide education that challenges conventional thinking, prepares students to compete in a global society and inspires our students, parents, staff and community to answer the question, “*What if?*” DCSD has embraced the opportunity to develop a Teacher Leadership and Compensation (TLC) system. In a district of 16,000 students, 1,400 teachers and 29 schools, excellence in instructional pedagogy and curricular content across building and grade levels are critical for the increasing demands in today’s classroom. The intent of this plan is to create a structured network of teacher support through differentiated, meaningful teacher leadership roles, teacher collaboration and professional growth. More specifically, the DCSD TLC model has identified 4 measurable goals; 1) attract and retain high quality teachers, 2) promote collaboration among teachers, 3) reward professional competencies with appropriate compensation and 4) increase student achievement.

Using a structured system of support and instructionally focused accountability, the plan creates a network of 244 Teacher Leaders. These teacher positions include Lead, Model and Mentor Teachers, Literacy Coaches and Lead TLC Support Teachers who collectively serve the needs of all teachers to improve classroom instruction. Based on the recommendations of the Iowa Teacher Leadership and Compensation Taskforce, DCSD has developed a rigorous process to identify these Teacher Leaders: 100 Model, 71 Mentor, and 60 Lead teachers, as well as 11 Literacy Coaches and two Lead TLC Support Teachers. This proposal combines the TAP Instructional rubrics from the National Institute for Excellence in Teaching (NIET), field-tested professional development, individual and group coaching, and opportunities for classroom observations and modeling. The DCSD TLC system encourages and supports teachers as they examine and refine their performance in the classroom.

DCSD has partnered with the Center for Teaching Quality (CTQ) and NIET, and have developed rigorous selection criteria with defined roles and responsibilities for Teacher Leaders. With the guidance of CTQ, DCSD surveyed employees the second week of January 2014 and established a baseline indicating 77% of teachers in the District support the proposed project. Professional learning for teachers is aligned with the Iowa Professional Development Model. DCSD has also communicated with Minnesota’s Department of Education and the Minnesota Q- Comp System to establish an effective TLC model.

Teacher Leader roles are designed to support the Building Student Achievement Team (BSAT) established in every DCSD School and assist in identifying areas of need among teachers based on data. Teacher Leaders guide the BSAT in the selection of evidence based strategies to address those needs. DCSD has well-established and highly effective data teams in place, and this will provide the framework to support the DCSD TLC system.

Each Teacher Leader role is clearly articulated in job descriptions. The intent of the Lead Teacher is to help all teachers identify critical and effective instructional approaches and interventions that align with student needs. Lead Teachers measure the effectiveness of teachers’ current practice, reinforce successful strategies, guide the refinement and improvement of classroom teaching, and field-test all instructional approaches to ensure validity prior to implementation in the classroom. Lead Teachers also facilitate data teams by providing professional development. Mentor Teachers support the efforts of Lead Teachers and the BSAT through collaboration, and offer individualized support to initial and career teachers through coaching, modeling and timely, specific feedback. Mentor Teachers advance initial and career teachers knowledge and understanding of District initiatives, including Iowa Core, Literacy initiatives and RtI efforts. Mentor Teachers also serve to meet the needs of career teachers in all areas of instruction. Model Teachers are recognized by their peers, administrators and parents as demonstrating superior performance in specific skills or pedagogy. Model Teachers welcome classroom observations from other teachers and participate in conversations about the effectiveness of their skills in the classroom. Serving as an identified resource, the Model Teacher operates as a strong working example of how particular skills of instruction are executed in an exemplary manner.

DCSD has garnered many forms of support for this TLC system. DCSD is collaborating with St. Ambrose University in Davenport to develop a Teacher Leadership certification program. St. Ambrose University currently offers a Masters of Leadership based on the National Board Teaching Process and has recognized a natural alignment with the District’s vision and the TAP Instructional rubrics. DCSD has also established a working contract with schools that have teacher preparation programs to guarantee their support for new teachers throughout their residency year.

DCSD has developed a TLC system that provides vertical and horizontal Teacher Leadership across the District’s 29 schools. This system encompasses all content areas and grade levels. It also allows for a comprehensive network of teacher support and provides a way for teachers to advance in their profession within the district without having to leave the field of teaching. The Teacher Leadership pathways in this proposal operate as a network of support and collaboration that connects the power of the District’s instructional strengths while refining the skills of all teachers. This investment in teachers and teacher

quality will directly improve the instructional practices in the classroom and increase the achievement of every student in our district.

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

TLC Model Number

Model 1 Career Pathways 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)

Davenport Community School District (DCSD) developed the proposed plan using District resources, the TLC planning grant, and input from a broad scope of stakeholders.

- The Superintendent established a TLC stakeholder committee that met monthly starting in September 2013 comprised of teachers, parents, community members, administrators, school board members, and representation from St. Ambrose University, AEA9, Eastern Iowa Community College, Iowa State Extension, ISEA Uniserve and the Davenport Education Association. The group gathered and reviewed data, researched best practices, and made informed decisions about the model for the proposed project. Based on student assessment data, evaluations of the District's mentoring program, teacher retention, and research into best practice of teacher leadership, the stakeholder committee decided to base the District proposal on the State Taskforce recommendations.
- The Superintendent formed a sub-committee from the stakeholder committee that met biweekly starting in September 2013; membership includes principals, teachers and central office administration. They developed the cost model, data analysis of student assessments, teacher survey, best practices in teacher leadership research, and the action plan and vision for how funds from the planning grant would be used. Decisions made in subcommittee were reviewed and approved by the full stakeholder committee.
- The subcommittee obtained assurances from teacher prep universities to support new teachers during their residency year, garnered support from St. Ambrose University, the Davenport Local School Improvement Advisory Committee, the Network of Community and School Partnerships (NCSP) and The City of Davenport.
- The subcommittee participated in webinars by the Iowa DE on the development of a TLC Model.
- DCSD central office administration conducted Instructional Rounds and visited every classroom in the district during the fall of 2013. Data was collected on the implementation of a set of "non-negotiable" actions that were developed by the District Student Achievement Team (DSAT) to ensure quality instruction. This data analysis clearly showed the need for a TLC system, and was shared with the subcommittee.

Grant Fund Expenditures

- The Superintendent created a temporary position for a teacher to oversee the development of the DCSD TLC model and implementation plan.
- Contracted with the Center for Teaching Quality (CTQ) to survey district employees on their understanding of and to give input to the DCSD TLC system. Results of this survey also set a benchmark for progress monitoring.
- Contracted the National Institute for Excellence in Teaching (NIET) to design a rigorous Teacher Leader selection process, Teacher Leader roles and responsibilities, and to learn more about the TAP instructional rubrics.
- Travel for teacher/administrative teams to workshops provided by the CTQ to Saydel Community Schools in Iowa to observe their System for Teacher and Student Advancement (TAP) pilot, and to Texas to be trained in the TAP rubrics by NEIT staff, and visit four different TAP schools in New Caney, TX.

The subcommittee held 35 engagement opportunities for teachers, principals, parents and community members, the Davenport Local School Improvement Advisory Committee, (parents and community members who meet to address school concerns), and the Network of School and Community Partners (NCSP), (a large group of community based organizations), that support the District.

During 25 teacher meetings held at schools, input was gathered on the formation of the plan and synthesized this feedback into content for the proposal. This included details on the selection process for Teacher Leaders, a guarantee of a supported system, the ability for teachers to return to their current position if they did not wish to continue as a Teacher Leader, and assurances of quality training for Teacher Leaders. Teachers expressed their support of the system and how it validates their efforts and expertise and strengthens those who are already acting in this capacity. Teachers also expressed support for the field-testing component of the plan, and appreciated the recognition of the complexities of the role of today's teacher. Many teachers stated they already conduct themselves as Teacher Leaders in their current role without any compensation or recognition.

Administrators engaged in a series of seven collaborative meetings. Their contributions included defining their role in the TLC system, input as to how administration will be involved in the selection process of Teacher Leaders, clarification of the teacher review process, and the organization of release time. Administrators assisted in the development and clarification of the roles of Teacher Leaders and the alignment of teacher training with the IPDM. Administrators supported the continued evolution of their role as building leader, and welcome the concept of additional, highly-trained, instructional leadership support. One principal stated he has seen his position transform from building manager to instructional leader, and sees the

DCSD TLC model as another transition to collaborator with teacher leaders. Other principals agreed.

Parents were actively engaged in the development of the proposal through participation on the stakeholder committee, on the Local School Improvement Committee, and NCSP. They inquired as to how this plan improved student achievement. Parents expressed they want to be sure educators are successful with all students and asked for assurances that their children would not be adversely impacted by the implementation of release time for teacher leaders. They also support the idea of collaboration and the concept of Teacher Leaders.

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).

DCSD Vision: “The DCSD TLC system will establish a structured network of teacher support through differentiated, meaningful teacher leadership roles and collaboration, which will ultimately improve instruction and student achievement.”

Through the DCSD TLC system, existing initiatives will be taken to the next level. The DCSD TLC system aligns with the statewide TLC system vision and goals by supporting the development of all teachers through short and long term professional development, enhanced career opportunities (by establishing Lead, Mentor and Model teachers), and by providing a support system that allows teachers to learn from each other.

DCSD TLC Goals:

- 1) Attract and retain high quality teachers.
- 2) Promote collaboration among teachers.
- 3) Reward professional competencies with appropriate compensation.
- 4) Improve student achievement through improved teacher instruction.

Comprehensive School Improvement Plan (CSIP) Goal: All students in grades 2-11 will be at grade level as measured by the Iowa Assessments in reading, math and science.

2012 Iowa Assessment	Reading	Math	Science
4 th grade	52%	38%	48%
8 th grade	44%	58%	49%
11 th grade	49%	51%	50%

DIBELS data indicates that 23% of 2nd grade students are not reading at grade level. In addition, according to 2012 Iowa Assessment data represented in the table, approximately half of grades 4, 8, and 11 are not making annual yearly progress. It was in response to this data that the Superintendent formed a district-wide achievement taskforce. This taskforce analyzed student data and developed a series of non-negotiable actions to improve student achievement. In addition, DCSD developed nine literacy coach positions to support K-8th grade teachers and four math coaches to support K-12 teachers. Using a coaching model, these 13 teachers began visiting schools to create a safe and productive learning community. The coaches utilized their content knowledge to help teachers improve their own instruction. While this was a significant effort to improve classroom practice on the part of the coaches and teachers, data indicated it was not enough. One coach per two buildings in the district spread the resources too thin, didn't provide the intensive collaboration among teachers needed to change practice in the classroom, and was not making the kind of teacher improvement or student achievement impact that was anticipated. After learning about the Teacher Leadership system, all involved realized that the resources provided in this model would have far greater impact on classroom practice and student achievement. The comprehensive nature of the TLC plan is necessary to reach more teachers, provide both short and long term professional development, offer opportunities for teachers to collaborate with each other, and meet the district learning goals.

Through conversations with parents, teachers, administrators and the district teacher leadership stakeholder committee, and in analyzing the impact of the coaching model currently used, these questions were raised; “What type of support is out there that can assist teachers in refining their practice in the classroom?” and “How can teachers learn from one another to improve their craft?” These questions were answered at site visits by teams of DCSD staff and teachers to Saydel Schools in Iowa and New Caney Schools in Texas where they were introduced to the TAP Instructional rubrics. From the District union president to the executive director, all were impressed with the power of how the rubrics function. They recognize the value that this system brings to teachers and principals alike and how it improves teacher practice in the classroom. In addition, they were impressed with the collegial way this system allows teachers to collaborate about their own strengths and areas that need refinement.

The TAP Instructional rubrics are broken into four domains (instruction, learning environment, designing and planning instruction, and teacher responsibilities). Each domain has specific indicators with clear expectations, a total of 19 indicators in all. The rubrics take teachers through the active process of analyzing their own teaching in addition to examining student work to refine their instruction accordingly in the classroom. DCSD plans to use the TLC model with the processes of peer review and data teams to apply these rubrics and provide clear direction for teachers on how they can improve their effectiveness in the classroom. The TAP Instructional rubric is a tool and a method of providing teachers ongoing professional development; Teacher Leaders are able to give explicit, timely feedback to teachers on how to measurably improve their effectiveness in the classroom. The application of the TAP rubrics to their practice provides teachers a non-threatening way to collaboratively look at “instructionally focused accountability” and gives them the opportunity to learn to improve their practice from other teachers. Instructionally focused accountability is achieved when teachers use the TAP rubrics in a combination of practices, including

self assessment, peer review, and data teams. With 13 years of implementation experience, NIET has shown that using these tools and processes together, teachers will learn and grow in their profession resulting in higher student achievement.

The proposed DCSD TLC system when coupled with the existing coaching model addressed previously; will provides teachers job embedded resources and support from their peers, ongoing professional development, and enhanced career opportunities. The DCSD TLC system takes teachers to the next level of effective instruction and ensures students reach the District goal of being at grade level.

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 proposed plan is a perfect fit with DCSD initiatives including data teams, Rtl, a District Literacy Initiative, Iowa Core, new teacher induction, IPDM, teacher evaluation system, and current recruitment and retention efforts. Since 2008, DCSD has used teacher quality money to support Differentiated Instruction, Rtl, and Literacy initiatives. The District also has an early release schedule designed for intensive professional development; however it lacks substance and systemic implementation needed to impact change. This plan provides a clear process ensuring this time is used efficiently and effectively.

Teacher Leaders each have different roles in supporting current District initiatives. The following narrative defines each role and gives examples of how they will integrate into existing systems.

Lead Teachers support the Building Student Achievement Team (BSAT) and facilitate data teams. Using the TAP rubrics and student achievement data, teachers work collaboratively to identify appropriate, evidence based and field-tested strategies to improve classroom practice. Lead Teachers design and provide professional development and work with Mentor Teachers to strengthen initial and career teacher's classroom practice.

Mentor Teachers work to support and strengthen the efforts of the BSAT and provide individualized coaching, modeling and feedback to initial and career teachers. Mentor Teachers also participate in peer reviews with initial and career teachers, giving timely feedback focused on refining and reinforcing their instructional practice. Not only do Mentor Teachers facilitate the induction of new teachers in the District, they also advance the career teachers knowledge and understanding of the Core Curriculum, Literacy Initiative and Rtl efforts.

Model teachers are recognized and nominated for this position by their peers, administrators and parents. They demonstrate superior performance in specific classroom skills or pedagogy, and work to strengthen teacher practice by welcoming classroom observations and participate in conversations about the effectiveness of their skills in the classroom. The Model teacher is a strong working example of how particular skills of instruction are executed in an exemplary manner.

The following narrative details how the new Teacher Leader roles will support current District initiatives:

Data Teams- DCSD teachers are very good at collecting and analyzing data through data teams; however, they need support to effectively use this data to advance student achievement. Lead Teachers will work to strengthen data teams by serving as an instructional expert to facilitate the analysis of current practice. Lead Teachers will assist data teams in the identification of appropriate, field-tested instructional strategies that lead to improved student achievement. By strengthening the data team process, Lead Teachers will move the District from being data driven to being data informed in their instructional practice.

Rtl - DCSD is implementing the Rtl process. Through intensive professional development, teachers have become skilled at identifying student needs, but need clear and specific guidance, support and expertise to identify and implement appropriate teaching strategies effectively. Teacher Leaders will assist teachers in developing and implementing effective Rtl plans. The District approach has been to provide half-time literacy coaches to assist teachers with improving Core instruction. The TLC system gives specific supports to all teachers in the development and implementation of quality Core, Tier 2 and Tier 3 interventions.

Literacy Initiative: DCSD has a comprehensive literacy initiative in place. This includes Universal screening for reading and math and intensive professional development for all teachers who teach reading. This professional development has included Iowa CORE, LETRS and 95% group training for teachers across the District. Literacy coaches will continue to support the Literacy plan K-5. Teacher Leaders will identify evidence based strategies to support these efforts. While the Literacy Coaches are not funded through TLC, Lead and Mentor Teachers will support Literacy Coaches, and Model Teachers will be available to demonstrate best practice.

Iowa Core – The DCSD TLC plan compliments the Iowa Core perfectly. While the Iowa Core is designed to create student-centered classrooms focused on student learning, the TAP Instructional rubrics are focused on teachers becoming better at their craft. Together, these two systems allow teachers to expand their knowledge of learning and pedagogy through a supportive network of Teacher Leaders, while they develop the content of the Iowa Core into rigorous and relevant lessons. New teachers attend five days of professional development prior to the start of the school year, with the majority of this time addressing the Iowa Core and District expectations for implementation. New teachers will have a clear understanding of what students are expected to learn at every grade level and in every content area. Mentor Teachers support alignment of teaching to the Core in classrooms through lesson development and implementation. Model Teachers will demonstrate lessons directly aligned to the Iowa Core to provide teachers with a clear understanding of how integrate the Core to build lessons. In addition, Lead Teachers will be trained on the Iowa Core to include what to look for in classroom observations to ensure the Core is being effectively implemented.

A team of 16 District Specialists in the areas of Curriculum, Special Education, At-risk and Community Engagement work to

establish the initiatives that the District supports. Now, with the connection of Lead Teachers focusing on how these initiatives work in the classroom there will be a stronger connection and tighter implementation of district efforts. The specialists are the “what”, the lead teacher is the “how”, the mentor teacher is the “support” and the model teacher is the “living example.”

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 Journey to Excellence (J2E) Program is used in Davenport to induct new teachers and promote excellence in teaching through an understanding of the Iowa Teaching Standards. Teachers have indicated on evaluations of J2E that this program helped them improve student achievement and provided a supportive environment that helped them grow. Further analysis of the induction process identified three notable gaps: 1) a lack of ongoing training or compensation for training, 2) no release time to observe high quality teaching in other classrooms or to engage in instructionally focused collaboration, and 3) a lack of identified experts within the district to provide intensive support to new teachers. The DCSD TLC system addresses these gaps for the purposes of improving the entry of new teachers into the profession.

The DCSD TLC system also intends to improve the retention rate of teachers. The average retention rate for DCSD teachers after three years is 58%. This data point indicates the District has ample room to improve. NIET reports retention rates in the upper 80% range in states where the TAP model has been implemented. The intent of this plan is to improve the retention rate by providing teacher support, high quality professional development and career pathways that provide opportunities for advancement.

Intensive, Ongoing Professional Development and Compensation: The current DCSD teacher induction plan has initial teachers participate in two mandatory, unpaid days of professional development at the beginning of the school year and attend additional meetings with their mentors throughout the year after school hours with no compensation. There is no systematic follow-up to this training. With this proposal, new teachers will receive five days of intensive training instead of two, and will be compensated for their time. This training provides new teachers with a deeper understanding of their practice and content knowledge, and a systems approach to analyzing and reflecting on their practice. In addition, new teachers will gain an understanding of the power of professional collaboration and the importance of knowing their students.

Release Time: Lead and Mentor Teachers will provide release time to first and second year teachers so they may observe teaching in other classrooms and engage in instructionally focused collaboration. The plan provides career teachers the opportunity to participate in release time as necessary to refine areas of practice identified through the process of peer review. Lead Teacher release time is available for demonstration or model lessons, peer review, observation of teachers, team teaching and planning professional development, and to help create the academic achievement plan for the school. Mentor Teachers serve as a liaison between the Lead and Career Teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. Lead and Mentor Teachers will provide release time to initial teachers to observe model teachers and collaborate with their mentors. This model ensures that initial teachers will be guided and supported in their practice. Mentor Teacher release time is available for coaching their mentees, observations and peer review.

Identified Experts within the District: The DCSD TLC plan emphasizes experts in the District by identifying them as Lead, Mentor, and Model teachers. In order to retain new teachers, they must gain confidence in their practice, choose to continue teaching as a career and view their profession as one that offers opportunities for advancement. To support this goal, it is critical for these new teachers to have access to an array of highly qualified and experienced teachers to support them in the development of teaching techniques and pedagogy. The DCSD TLC plan improves teacher induction into the teaching profession by providing intensive support, meaningful, formative peer review of the new teachers' performance, scheduled time for beginning teachers and mentors to work together, and increased relevant opportunities to go deeper into the Iowa Teaching Standards. New teachers will be part of the data team process with Teacher Leaders and will study, practice and reflect upon professional responsibilities, lesson plan development and instruction. This TLC plan also includes scheduled release time for initial teachers to observe, collaborate and reflect on effective instructional practices. The DCSD TLC system creates a powerful, self-sustaining approach to building leadership and expertise within the District. Teacher Leaders can help initial teachers take an active role in their continuous improvement and put emphasis on student achievement. In addition, initial teachers see there is an opportunity to grow and advance in the teaching profession as a Teacher Leader. The recent teacher survey provided evidence supporting this need, with two out of five first year teachers stating that while they are interested in leadership, they are not ready "yet".

This proposal advances the recruitment and retention efforts of DCSD to hire and maintain high quality teachers. DCSD Human Resources actively recruits from Midwestern Universities. The district is developing more sophisticated marketing and outreach. Successful models across the nation also address the need to connect teacher candidates to the community, promoting local attractions and opportunities for social networking and support. DCSD is in discussion with The City of Davenport to develop attractive offers for new teachers to move to the area.

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 DCSD TLC system is based on the Iowa Taskforce recommendations and provides teacher career pathways creating multiple roles and differentiated jobs, opportunities for growth within the teaching profession and a network of resources and instructional improvement.

Teacher Leadership Roles	Responsibilities and Duties
<p>Initial Teacher TLC Supports: 27% Student Instruction: 73%</p>	<ul style="list-style-type: none"> •§ Receives intensive supervision and mentoring from Mentor/ Lead teachers. •§ Lead/ Mentor teachers provide release time to initial teachers for observation, collaboration, and coaching at a minimum of 1 period every 2 weeks. •§ Meet 4 times a year with graduating university mentor and district mentor for additional support.
<p>Career Teacher 100% in classroom</p>	<ul style="list-style-type: none"> •§ Successfully completed the initial teacher mentoring and induction program and a comprehensive evaluation, demonstrates competencies determined by the district's evaluation program. •§ Has a valid teaching license in Iowa. •§ Participates in professional development.
<p>Model Teacher 100% in classroom</p>	<ul style="list-style-type: none"> •§ Host student and initial teachers and peers in their classroom, and participates in meaningful conversations about classroom instruction. •§ Is identified on district and/or state website as a Model Teacher. •§ Teaches full time and serves as model of exemplary teaching practice in a specific skill or content area.

Mentor Teacher

Student Instruction

Elementary: 85%

Intermediate: 57%

H. S. : 50%

Release Time:

Elementary: 15%

Intermediate: 43%

H. S. : 50%

- § Provides follow-up (i.e. observations, team teaching and/or demonstration lessons) that supports/models how to use the ideas and activities learned in data teams and professional development.
- § Serves as a resource to data teams, career teachers and mentees providing materials and research-based instructional methods such as curriculum assessment, instructional and classroom management strategies.
- § Works closely with initial and career teachers to plan instruction and assessment as aligned by the TAP Instructional rubrics and Iowa Core.
- § Advances all teachers knowledge of the Iowa Core and how it aligns with instruction.
- § Provides specific feedback during coaching that identifies areas of reinforcement/refinement.
- § Provides opportunities/support to career teacher/mentees in the development of their growth through the Iowa Professional Development Model (IPDM).
- § Observes/coaches mentees and career teachers to improve their instruction and align with the TAP Instructional rubrics.
- § Participates and supports the analysis of school achievement data to identify school strengths and weaknesses and make suggestions for improvement.
- § Accepts leadership responsibilities and/or assists peers in contributing to a safe and orderly school environment.
- § Communicates/reflects the vision/decisions of the building and district leadership team.
- § Supports the Lead Teacher with professional development and data teams by providing individual support to initial and career teachers.
- § Considers strengths and weaknesses as well as personal/cultural differences of adult learners as evidenced in communication and actions that promote effective teaching with initial and career teachers.
- § Meets with initial/career teachers bi-weekly as needed to plan, develop and teach lessons.
- § Participates in Peer Review Process.
- § Certified in Journey to Excellence Program and serves in this capacity.
- § Provides release time as needed for initial, career, and Model teachers.

Lead Teacher

Student Instruction

Elementary: 50%

Intermediate: 50%

High School: 50%

Release Time

Elementary: 50%

Intermediate: 50%

High School: 50%

- § Leads the design/delivery of research-based professional development for assigned data teams.
- § Consistently presents and models new learning in data teams that is supported with field-tested evidence of increased student achievement.
- § Serves as resource, providing materials & research-based instructional methods to data teams.
- § Works closely with the data team members to plan instruction and assessments during data team and professional development.
- § Conducts peer reviews, provides specific evidence, feedback & suggestions during coaching, identifying areas of reinforcement and refinement.
- § Advances initial, career and Mentor teachers' knowledge of the Iowa Core & TAP Instructional rubrics.
- § Oversees Mentor Teachers in their roles and responsibilities.
- § Guides/supports professional growth plans of initial, career & Mentor Teachers.
- § Identifies resources for initial, career and Mentor Teachers that enhance instructional planning, assessment design, & classroom management.
- § Provides ongoing follow-up/support (i.e. demonstration lessons, team teaching, observations with feedback) to initial, career & Mentor Teachers.
- § Works with district leadership teams in developing appropriate plans to target student academic and teacher instructional needs.
- § Leads/supports analysis of school/student achievement data to identify strengths/weaknesses & makes suggestions for improvement.
- § Communicates/reflects the vision/decisions of the building/district leadership team.
- § Assists in the induction of new teachers.
- § Facilitates/coordinates the leadership team within the building, school district & between districts.
- § Develops/ works on their individual growth plan aligned with the Iowa Professional Growth Model to enhance content knowledge or pedagogical skills in order to increase proficiency.
- § Reflects upon/assesses the effectiveness of their instruction as evident in the data teams & through field-tested instructional strategies.
- § Coordinates development of Teacher Leadership pathways with university teacher preparation programs.
- § Provides release time for initial, career, model, & Mentor Teachers.

<p>Lead TLC Support Teachers TLC Duties: 100% (Project Managers)</p> <p>Will provide classroom instruction at least one day a month.</p>	<ul style="list-style-type: none"> •§ Responsible for the implementation of the DCSD TLC system, including all activities, budgeting, reporting, oversight and management. •§ Develop/coordinate all efforts necessary to manage the TLC System. •§ Develop/coordinate DCSD Teacher Leader network. •§ Arrange Teacher Leader training & professional development. •§ Assist district/site committee to fulfill obligations of the DCSD TLC System with regard to rigorous selection process and annual reviews. •§ Reinforce connections between teacher expertise & teacher need. •§ Compile/disaggregate data for the district site committee for analysis. •§ Complete/submit all required reporting to State of Iowa. •§ Gives release time to Teacher Leaders across the district monthly.
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The DCSD TLC system uses strategies that research studies have found to be effective—data teams and instructional coaching. The system also helps schools create an infrastructure that supports high-quality professional development and ensures that activities ultimately deliver positive results, both for teachers and students. The DCSD TLC system combines data teams and classroom coaching to maximize the potential impact of both strategies.

Using a structured system of support and instructionally focused accountability, this plan creates a network of approximately 244 Teacher Leaders. These teacher positions include Lead, Mentor and Model Teachers, Literacy Coaches and Lead TLC Support Teachers who collectively serve the needs of all teachers to improve classroom instruction. Based on the recommendations of the Iowa Teacher Leadership and Compensation Taskforce, DCSD has developed a rigorous process to identify Teacher Leaders: 100 Model, 71 Mentor, and 60 Lead teachers, as well as 11 Literacy Coaches and two Lead TLC Support Teachers. DCSD will continue the support of the existing 11 Literacy Coaches already serving in elementary and intermediate schools and provide them additional professional development with compensation. Davenport teachers will conduct analysis of their teaching practice using the Skills, Knowledge, & Responsibilities Performance Standards developed by NIET. This proposal combines the TAP Instructional rubrics from NIET, field-tested professional development, individual and group coaching, and opportunities for classroom observations and modeling. The DCSD TLC system encourages and supports teachers as they examine and refine their performance in the classroom.

A team of 16 District Specialists in the areas of Curriculum, Special Education, At-Risk and Community Engagement work to establish the initiatives that the District supports. Teacher Leaders will make the connection between building and District initiatives to classroom practice. The CTQ staff survey conducted the second week of January indicated that teachers and administrators have differing opinions on the amount of time they get for professional development and collaboration. The DCSD TLC framework creates stronger alignment and supports tighter implementation of District efforts. The Specialists are the “what,” the Lead Teachers and coaches are the “how,” the Mentor Teachers are the “support” and the Model Teachers are the “living example” of the DCSD TLC system.

Lead teachers are part of the Building Student Achievement Team (BSAT). They help identify areas of need among teachers based on student data, and guide the selection of evidence based strategies to address those needs. DCSD has highly effective data teams in place and Lead teachers will facilitate the data team process. In conjunction with data teams Lead Teachers help all teachers identify critical and effective instructional approaches and interventions that align with student needs. Lead teachers field-test all instructional approaches to ensure validity prior to implementation in the classroom. Lead teachers also measure the effectiveness of teachers’ current practice, and guide the refinement and improvement of classroom teaching through the peer review process.

Mentor Teachers work to support the BSAT and offer individualized guidance to teachers through coaching, modeling and timely and specific feedback. Mentor teachers advance initial and career teachers knowledge and understanding of the Iowa Core, Literacy initiatives and RtI efforts. Mentor teachers also serve to meet the needs of initial and career teachers in the

areas of classroom management, lesson development and student engagement.

Model Teachers are recognized by their peers, administrators and parents as demonstrating superior performance in specific skills or pedagogy. Model teachers welcome observations and conversations from **all** teachers about the effectiveness of their skills in the classroom. Serving as an identified resource to all educators, the Model teacher operates as a strong working example of how particular skills of instruction are executed in an exemplary manner.

Lead TLC Support Teachers (LST) team together to develop, coordinate and manage the DCSD TLC system. They arrange Teacher Leader training and help district and site committees fulfill the obligations of the TLC system. These positions reinforce and make connections between teacher expertise and teacher needs. The LSTs compile and disaggregate data for the district site committee to determine the effectiveness of the TLC system.

The effectiveness of this model will be measured on several levels by multiple measurement tools. Through partnerships with the Center for Teaching Quality and the National Institute of Excellence in Teaching, rigorous selection criteria have been established for Teacher Leaders, roles and responsibilities identified, and measurement tools selected to assess the DCSD TLC system and how to improve the system.

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

DCSD has developed a rigorous selection process for Teacher Leaders (Lead, Mentor and Model) applicants that is performance-based and includes criteria for initial screening prior to being selected as a candidate. Once selected as a candidate, teachers will participate in an intensive interview that includes a demonstration of professional development or model lesson and evidence of leadership abilities. Candidates selected for interview are expected to provide evidence of advancement of student achievement, excellent communication skills, the ability to foster collaboration among adults, and instructional expertise.

A District oversight committee that includes equal members of administrators and teachers will interview and select the Lead TLC Support Teachers. With the Lead TLC Support Teachers assistance, they will oversee the development and operation of the District regional site committees who have the responsibility of screening and selecting Teacher Leaders. DCSD has 16,000 students and 1,400 teachers served by 19 elementary, six intermediate, three high schools and one alternative high school. DCSD estimates the development of four elementary, one intermediate and one high school site committee. Membership for each committee will include one administrator and one teacher from each school to be represented. The District oversight committee and Lead TLC Support Teachers will ensure the site committees are operating with integrity and following the established rigorous selection process, including the use of the selection criteria rubric. The selection criteria for all Teacher Leader positions will be scored on a five point scale and be consistent across the district.

To be selected for an interview, candidates must submit the following by the established deadline:

- Confirmation of three years of teaching experience with at least one year of experience in the District;
- A resume, and;
- A written essay of no more than 5,000 characters describing how they have served as a leader and how this is related to the advancement of student achievement.

Once the grant is awarded, Teacher Leader positions are to be posted and recruitment for these positions begins. This includes administrative recommendations for teacher leadership roles and open nominations by teachers, parents, and administrators to seek out “quiet” leaders. This information is to be widely posted throughout the district and shared through a variety of outlets including newsletters, the district website, building websites, teacher meetings, through the teacher’s association and in local media. The District HR department will develop the materials and ensure proper dissemination.

The interview format designed by DCSD is based on a combination of Teacher Leader Model Standards identified by the Teacher Leadership Exploratory Consortium (2008), details found in the TAP Teacher Leader job descriptions and also referenced in the TAP Instructional Rubric and Responsibility Survey. The interview format aligns with the culture of leadership defined by DCSD and are: 1) Effective Instruction and Pedagogy, 2) Design, Planning, and Implementation of Professional Development, 3) Fostering a Collaborative Culture among Educators, and 4) Advancement of the Profession through Leadership. The interview consists of three parts: question and answer aligned with the 12 areas of instruction, live demonstration of professional development by the applicant, and a verbal response to a learning environment scenario provided by the interview team. Each candidate’s criteria and interview results will be placed accordingly in the rubric and scored. Final determination of candidates to fill the Teacher Leader positions will then be reviewed by the site committees. Positions are filled based on site committee recommendations and Superintendent’s approval.

Professional Growth/ Annual Review

Teacher Leaders will use the Iowa Professional Development Model career plan that operates on a three year cycle. The DCSD TLC plan proposes an annual review for Teacher Leaders that align with the interview and selection criteria and includes the same Teacher Leader criteria: 1) Effective Instruction and Pedagogy, 2) Design, Planning, and Implementation of Professional Development, 3) Fostering a collaborative culture with Adult Learner, and 4) Advancement of the Profession through Leadership. All Teacher Leader positions are one-year positions and must be reviewed annually. Teacher Leaders are to be reviewed using three specific data collection points: peer review using a responsibility survey based on performance standards, self-review using the TAP evaluator/self-evaluation tool, and administrator review using the TAP evaluator/self-evaluation tool. This tool allows the administrator and Teacher Leader to measure the same criteria and place the results side by side producing a gap analysis indicating where the Teacher Leader and administrator agree or disagree on the Teacher Leaders’ performance. The building administrator collects data on Teacher Leaders through observations of professional development, instruction, and data team facilitation. The Teacher Leader will use this information to develop an annual growth/improvement plan. All review data is used by the regional site committees to determine if individuals will continue in their role as a Teacher Leader. The Peer Responsibility survey will make up 40% of the evaluation, Administrator Responsibility survey will make up 20%, the Evaluator/Teacher gap analysis 30%, and the Teacher Leader Growth Plan, 10%.

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 development is a key component of this project for Teacher Leaders and all teachers. Teacher Leaders must receive appropriate professional development to be able to take on their roles and responsibilities. In addition, they must also develop and provide professional development to teachers in their buildings and across the District at varying levels. This plan provides training for Teacher Leaders through NIET and focuses on the TAP Instructional rubric to ensure they are effective in their roles and have a clear understanding of how to use the rubrics. Every Lead, Mentor, and Model teacher will receive extensive CORE training on the TAP Instructional rubrics during the summer prior to implementation of the DCSD TLC system. The CORE training includes in depth exploration of the four TAP domains and 19 instructional indicators, specific instruction on the peer review process/feedback, data team meetings, and how to conduct competent field-testing of classroom strategies. Each Lead and Mentor Teacher must also complete the certification through TAP prior to taking on their new role. The District has contacted the Iowa State Education Association (ISEA) and plans to partner with them to provide additional teacher leadership training being developed with the NEA and CTQ. This training is specific to developing teacher leadership skills.

The Iowa Professional Development Model (IPDM), District and Building Student Achievement Teams (DSAT and BSAT) and data teams align using the same operating principles and student-centered cycle. This layered system of teams is unique to DCSD, and is a direct result of District wide intensive training through The Leadership and Learning Center that started in 2009. The use of data teams is the single best way to help educators move from “drowning in data” to using information to make better instructional decisions. What makes the Data Teams process distinctive is that teachers are not just looking at student scores, but at the combination of student results, teaching strategies, and leadership support. With the implementation of the DCSD TLC model, Lead Teachers will participate in the BSAT and facilitate building level data teams. In collaboration with District Data Team Specialists, Lead Teachers will ensure an effective and comprehensive approach to professional development and student improvement is achieved.

Lead Teachers will collaborate with other Teacher Leaders and District staff to design and provide professional development to meet classroom, school, and district goals. Lead Teachers facilitate data teams that directly align with IPDM. All professional development is based on student learning. Teachers collect and chart student data, analyze and prioritize student needs, develop strategies and interventions, and evaluate the cycle. Based on information from this process, Lead Teachers design and deliver professional development during weekly District early dismissals and at building level data teams. This weekly professional development will reach all teachers and focus on common trending issues identified by the District and Building Student Achievement Teams. There are documents and forms located at www.educateiowa.gov that support IPDM that will be used to guide teacher professional development. These include the IPDM Technical Guide, the Building/District Profile rubric, and the Individual Planning PD plan templates, along with other useful tools that will ensure District professional development aligns with IPDM.

Through the induction process (Journey to Excellence) the Mentor Teacher takes new teachers through the IPDM cycle. The Mentor Teacher guides initial teachers through each of the Iowa Teaching Standards in which they analyze, reflect, and refine their teaching. This induction model is a one-on-one method of professional development that provides individualized support, coaching, and feedback. Mentor teachers work closely with new teachers as they learn new strategies used in the District, help them analyze student data, and assist in the implementation of their new learning to improve student achievement. Mentor Teachers observe initial teachers in their classroom, and using both the Iowa Teaching Standards and the TAP Instructional rubrics, provide timely feedback to teachers as they reflect on their practice.

Model Teachers will support Lead Teachers on the design of professional development that features the skills and strategies they use in the classroom that have enabled them to be identified as a model teacher. For example, a Model Teacher that has been identified as a master of classroom management skills would work with a Lead Teacher who has identified a need for professional development in the area of classroom management.

Davenport Community School District employs many highly-skilled teachers. This system will allow the District to formally identify these teachers and establish a resource network so that other teachers will observe and learn from these individuals.

Currently, Curriculum Specialists develop professional development in isolation. With the implementation of the DCSD TLC model, Curriculum Specialists will now work in conjunction with Lead Teachers. Based on needs identified by the District Student Achievement Team, Curriculum Specialists will design professional development. Lead Teachers will field-test all classroom strategies imbedded within the professional development designed by the Curriculum Specialists. Field testing would be conducted prior to widespread PD implementation in order to ensure validity. The involvement of the Lead Teacher increases the relevancy and credibility of the professional development and thereby creates a stronger connection to the classroom.

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.

The District TLC Oversight Committee and the Lead TLC Support Teachers provide ongoing oversight and management of this project. The District TLC Oversight Committee ensures all site committees implement the plan with fidelity and monitor progress. The LEAD TLC Support Teachers coordinate all efforts related to management of the DCSD TLC plan. They will compile and disaggregate data for the Oversight committee to examine as they review the effectiveness of the model, make necessary adjustments to meet district needs and improve the system. The LEAD TLC Support Teachers collect all project data from goals and objectives and present quarterly reports to the District Oversight Committee.

The District Oversight Committee will meet quarterly to review data and make recommendations for improvement of the plan using information from collected in the objectives of each goal as described below. The LEAD TLC Support Teachers and building principals are responsible for making system improvements based on recommendations from the District Oversight Committee.

GOAL 1: Attract and retain high quality teachers.

Objective 1: Increase the DCSD teacher retention rate by 2% each year.

Currently DCSD retention rate is approximately 58%. Through the DCSD TLC system, retention rates will continue to be monitored and evaluated. Surveys will be given to new teachers during their first two years in the district to gather data on their perceptions of support and job satisfaction. Teachers who leave the district within the first 5 years of their employment will complete an exit interview to assist DCSD in understanding the reasons for leaving, and this information will be analyzed for program improvement.

Objective 2: Obtain a Memorandum of Understanding for support from the postsecondary schools of all first year teachers each year. Strong partnerships with teacher prep colleges will help DCSD understand how to better support first year teachers through both the college program and the residency year of teaching. Universities will monitor new teachers one year after they are hired at DCSD, providing information on how to improve their teacher programs and how DCSD can improve our new teacher induction program.

GOAL 2: Promote collaboration among teachers

According to the CTQ survey, teachers indicated interest in leadership roles that provide support, development and collaboration.

Objective 1: The effectiveness of data teams will increase as evidenced by the collaboration of teachers and indicated by individual student achievement. At the end of each weekly meeting each teacher rates the team on a set of predetermined norms that are developed around how effectively they collaborated. The Lead Teacher will collect this information at the end of each cycle, review it with the data team, plan improvements, and provide a summary to the BSAT for their review and recommendations. Twice a year the BSAT will aggregate, review this data, and provide a summary to the TLC Oversight committee. Baseline data has also been established through the CTQ survey.

Objective 2: By the end of the first year, all teachers will use the TAP Instructional rubric and peer review process.

Using the TAP Instructional rubrics and implementing the peer review process, teachers have greater opportunities to observe each other teaching and discuss how to refine their practice. This will be measured through the annual CTQ survey given to all DCSD teachers.

Objective 3: By June, 2015, DCSD will have a solid network of teacher support as evidenced by the 244 trained and identified Teacher Leaders. DCSD teachers will have access to 244 Lead, Mentor and Model Teachers who serve as resources to meet the needs of all teachers. DCSD will employ a matrix tool to collect data indicating how often teachers access the electronic database of Teacher Leaders. For the first time in the District, a bank of identified Teacher Leaders who range in grade level, discipline, and skill expertise can be accessed by all teachers.

GOAL 3: Reward professional competencies with appropriate compensation.

Objective 1: The number of teachers who apply for Teacher Leader positions will surpass the number of positions available. By examining how many teachers apply for these positions from year to year, DCSD will assess how desirable these leadership positions are and if the compensation rates are sufficient for teachers to take on the extra roles and duties.

Objective 2: Overall support of the DCSD TLC system will be 90% by the end of the 4th year of implementation of the plan. In January, 2014 63% of DCSD employees responded to a survey developed by the Center for Teacher Quality. Of those 63%, 77% indicated they supported the DCSD TLC plan. Given annually, this gives teachers a protected, anonymous voice to express their view about whether the system is effective and whether or not the compensation is fair.

GOAL 4: Improve student achievement through improved teacher instruction.

Objective 1: DCSD student achievement data will increase by 2% each year as evidenced by the following assessment data:

- Iowa Assessment Data: given annually and used to assess progress, proficiency and needs.
- SRI/SMI: Scholastic Reading Inventory and Scholastic math inventory: given 3 times a year in grades 3-9.
- DIBELS: Dynamic indicators of Basic Early Literacy Skills: given 3 times a year in grades k-5.

Objective 2: Teacher instruction will improve. This will be measured by self-reporting through the annual survey given by CTQ. Anecdotal data will also be collected through the building leadership teams.

The data mentioned above will be aggregated and analyzed at every level with the district student achievement team ultimately examining the data to determine the impact and effectiveness of the plan. The oversight committee will make recommendations to the DSAT for modification, who will then make adjustments to the plan.

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 DCSD TLC plan will be sustained through the development of human capital and by changing the model of education from one where the teacher operates in isolation in the classroom to one of collaboration, reflection and refinement among all teachers. The DCSD TLC structure of Lead, Mentor and Model teachers develops the workforce into highly skilled teachers. Every Teacher Leader will spend part of their day in the classroom, thereby remaining grounded in the day to day practice of teaching. By utilizing the TAP instructional rubrics, teachers will have a clear understanding of their current practice and how to improve.

The District will sustain the TLC plan by continually focusing on the plans four goals; attract and retain quality teachers, promote collaboration, reward professional competency and improve student achievement. In order to achieve these goals, DCSD will embedded the components of the TLC system, (TAP instructional rubrics, peer review, data teams and instructional teacher leaders), into daily practice through the implementation of this project.

In the spring of 2012, the Superintendent developed the District Student Achievement Team in response to low achievement scores. Meeting monthly, the DSAT designed a four-quadrant matrix of research-based, non-negotiable actions to provide schools with District level intensive and frequent interventions based on where they fell on the matrix. Teams of District Administration and teachers conduct classroom walkthroughs at a minimum every four weeks to monitor the implementation of the non-negotiable actions with specific feedback and recommendations provided to the Building Student Achievement Team, (BSAT). This data when combined with data gathered through the TLC plan will provide the DSAT and BSAT information to drive decision making at a District, building, and classroom level regarding the necessary efforts needed to change the way teachers teach and students learn.

Through the DCSD data team structure and in conjunction with the TLC system, the District will take identified best practice strategies and teaching techniques to ensure all teachers develop and master their execution in classroom practice. This combined structure will become self-sustaining as all elements of district initiatives are reinforced.

The District leadership structure identified below describes the District's capacity to implement and sustain the TLC plan.

District Student Achievement Teams- Led by the Superintendent, this team provides a focus for the District by analyzing district level data. The DSAT will receive reports from the TLC District Oversight Committee to monitor progress and ensure sustainability. The DSAT is the umbrella that provides leadership for the district.

District TLC Oversight Committee- Comprised of District and building administrators and teachers, this committee reviews progress and makes recommendations based on data from the Lead TLC Support Teachers regarding the TLC plan, and ensures the plan is being implemented with fidelity.

Building Student Achievement Teams (BSAT) - The BSAT analyzes building data, develops professional development to address gaps based on data, and communicates plans for improvement to the faculty.

Data Teams- Small teams of teachers at the building level collaboratively analyze data and select strategies to drive instruction and improve professional practice.

Lead TLC Support Teachers- These teachers work together to develop, coordinate and manage the TLC system. They arrange Teacher Leader training and help district and site committees fulfill the obligations of the TLC plan. These positions reinforce and make connections between teacher expertise and teacher needs, compile and disaggregate data for the district site committees, and report directly to the Superintendent and Director of Curriculum and Instruction.

Curriculum and Instruction Specialists- These 16 specialists support the TLC plan and process by providing leadership in the areas of curriculum, assessment, special education and learning supports. It is the partnership between the curriculum specialists and the Lead Teachers that creates the cornerstone of sustainability for this project.

Principals as instructional leaders- As the instructional leaders in their buildings, principals will work directly with Teacher Leaders and the building leadership team to implement the TLC system with fidelity and ensure sustainability.

The DCSD TLC plan establishes and embeds critical tools throughout the District that will engage teachers in highly sophisticated and effective professional development that will create long term sustainability and success:

- TAP Instructional rubrics that identify quality teaching and how to improve practice.
- Model teachers with superior performance in specific classroom skills or pedagogy who welcome classroom observations and participate in conversations about the effectiveness of their skills in the classroom.
- Mentor Teachers participate in peer reviews with initial and career teachers giving timely feedback focused on refining/reinforcing instructional practice and facilitate the induction of new teachers.
- Lead Teachers support the BSAT and facilitate data teams. Using the TAP rubrics and student achievement data, teachers

work collaboratively to identify appropriate, strategies to improve classroom practice.

With the implementation of the DCSD TLC plan, rock solid teaching practices will evolve and the investment in our workforce of teachers will result in improved student achievement. This plan creates a cycle of continuous improvement that will be sustained and improved over time.

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	15982.45
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$4,935,700.21
Total Allocation	\$4,935,700.21

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	\$1,023,572.40
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)	\$3,488,056.25
Amount used to provide professional development related to the leadership pathways	\$374,071.56
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>	\$50,000.00
Totals	\$4,935,700.21

Other Budgeted Uses - Description

Item description	Amount budgeted
Support Specialist to assist human resources and two TLCS Teacher Support	\$50,000.00

\$50,000.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$4,935,700.21

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

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 DCSD TLC system budget for the proposed project aligns with the narrative of the plan. DCSD starting salary for new teachers is \$33,500, so grant funds will not be used for increasing salaries.

TLC Cost Model

Position	# Extra Days	# of Teachers	Supplemental Amount	Total Cost including benefits	Instructional Time	FTE Replacement Expenses	Total Release Time Cost
Year One (Initial and New to District)					Initial Teacher	5	75
1,000.00	\$87,435.00	1.00	0.00	0.00	New Experienced Teacher	3	75
600.00	\$52,461.00	1.00	0.00	0.00	Year Two (Initial Teachers Only)		

Initial Teacher	3	75	600.00	\$52,461.00	1.00	0.00	0.00	The DCSD TLC plan estimates that there will be a need to hire 75 new teachers and 75 new experienced teachers. New teachers will receive \$1000 compensation the first year and \$600.00 compensation the second year for this extra time. Experienced teachers who are new to the district will receive 3 extra days of
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								professional development which acclimates them to the initiatives and curriculum in the district. They will be paid a \$600.00 stipend for their time.
Model Teacher					Elementary	2	50	1,500.00
\$87,435.00	1.00	0.00	0.00	Intermediate	2	25	1,500.00	\$43,717.50
1.00	0.00	0.00	High School	2	25	1,500.00	\$43,717.50	1.00
0.00	0.00	Model Teachers have 2 additional days for professional development and a stipend of \$1,500. Model teachers are recognized by their peers, administrators and parents as demonstrating superior performance in specific skills or pedagogy. Model teachers welcome observations and conversations from all teachers about the effectiveness of their skills in the classroom. Serving as an identified resource to all educators, the Model teacher operates as a strong working example of how particular skills of instruction are executed in an exemplary manner.					Mentor Teacher	
Elementary	6	38	4,000.00	\$177,201.50	1.00	0.00	0.00	Intermediate
6	18	4,000.00	\$83,937.60	0.83	0.17	3.74	High School	6

15	4,000.00	\$69,948.00	0.67	0.33	4.95	Mentor Teachers have 6 additional days for professional development and receive a stipend of \$4,000.00. Mentor teachers work to support the BSAT and offer support to teachers through coaching, modeling and timely feedback. They advance all teachers knowledge and understanding of the Iowa Core, Literacy initiatives and RtI efforts.			
Lead Teacher					Elementary	9	38	6,000.00	
\$265,802.40	0.50	0.50	38.00	Intermediate	9	10	6,000.00	\$69,948.00	
0.33	0.67	6.70	High School	9	12	6,000.00	\$83,937.60	0.33	
0.67	8.04	Lead Teachers are given 9 additional days for professional development and a stipend of \$6,000.00. Lead teachers are part of the Building Student Achievement Team and identify areas of need among teachers. In conjunction with data teams, Lead Teachers help all teachers identify critical and effective instructional approaches that align with student needs. Lead teachers field-test all instructional approaches to ensure validity prior to implementation in the classroom.					Additional Expenses		
Elementary Literacy Coaches	9	10	6,000.00	\$76,942.80	0.00	0.00	0.00	Literacy Coaches will be given 9 additional days for professional development and will receive a stipend of \$6,000.00	

TLCS Support Teacher	12	2	9,000.00	\$20,984.40	0.00	1.00	2.00	Lead TLC Support Teacher will be given 12 extra days. These support teachers will work together to develop, coordinate and manage the TLC system. They arrange professional development and help district and site committees fulfill the obligations of the TLC system. These
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								positions reinforce and make connections between teacher expertise and teacher needs.
TLC/HR Specialist	0	1	NA	50,000.00				The TLC/H R Specialist will process assist the Lead TLC Support Teachers and the Human Resource Director as they implement the TLC System.

Teacher Hires for Release Time		44.75		\$3,488,056.25				In order to provide the necessary release time for teacher leaders DCSD will have to increase their workforce by 44.75 FTE.
Professional Development, Supplies, and Subs			\$181,714.56					DCSD has partnered with a variety of professional development providers to provide specific training aligned with the goals of this plan. Davenport has set aside funds for substitutes for additional release time.
TOTAL			\$4,935,700.21					Funding From State:

		4,935,700.21			<p>Summary: In an attempt to keep the model operating with integrity, the majority of funds are committed to building our human capital and meeting our goals. \$ 4,703,985.65 of our funding supports teachers in the form of stipends, compensation for professional development or increasing our work force by hiring additional teachers. Using a structured system of support and instructionally focused accountability, the plan creates a network of 244 Teacher Leaders. These teacher positions include Lead, Model and Mentor Teachers, Literacy Coaches and Lead TLC Support Teachers who collectively serve the needs of all teachers to improve classroom instruction. Based on the recommendations of the Iowa Teacher Leadership and Compensation Taskforce, DCSD has developed a rigorous process to identify these Teacher Leaders: 100 Model, 71 Mentor, and 60 Lead teachers, as well as 11 Literacy Coaches and two Lead TLC Support Teachers. This proposal combines the TAP Instructional rubrics from the National Institute for Excellence in Teaching (NIET), field-tested professional development, individual and group coaching, and opportunities for classroom observations and modeling. The DCSD TLC system encourages and supports teachers as they examine and refine their performance in the classroom. It is through this model that DCSD will reach its goals of attracting and retaining high quality teachers, promoting collaboration among teachers, reward professional competencies with appropriate compensation, and improve student achievement through improved teacher instruction.</p>
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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