



Application

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

96154 - Davis County TLC Application

Teacher Leadership and Compensation System

Status: Under Review  
Submitted Date: 10/31/2014 11:38 AM

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## Primary Contact

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**Program Area of Interest** Early Literacy Implementation

**Fax:**

**Agency**

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## Organization Information

**Organization Name:** Davis County Community School District

**Organization Type:** K-12 Education

**Tax ID:** 26-001531

**DUNS:** 00-183-8416

**Organization Website:** dcmustangs.com  
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**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** Davis County Community School District  
Use the drop-down menu to select the district name.  
**County-District Number** 26-1619  
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.  
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## TLC Application Contact

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**State**

Iowa

*Use the drop-down menu to select the state.*

**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)**

## Davis County Community School District

### Abstract/Executive Summary

To say that our district was disappointed when we weren't chosen to receive TLC funds in 2014 would be an understatement. However, rather than be consumed by the disappointment, we chose instead to learn from the experience and put renewed energy into our quest for continuous improvement. We started by listening to some constructive feedback on our plan and studying successful applications from other districts. We also thought deeply about our school motto *One School, One Community, One Goal – The Best that We Can Be!* We recognized that we needed to bring life to those words so we set about re-envisioning our plan and brainstorming necessary roles, structures, and changes in the cultures of our buildings and district.

DCCSD is located in Bloomfield, Iowa in the southeast corner of the state. The district draws from a county population of around 7,500 people. Forty percent of children in DCCSD are eligible for free/reduced lunch. Our district includes one elementary school, one middle school, and one high school with 105 teachers serving approximately 1,200 students. Throughout the drafting of our original plan and our revised plan we have engaged in research of best practices, collected and examined student achievement data and feedback from all teachers, collaborated extensively with representatives from all stakeholder groups, provided multiple opportunities for teachers and parents to give input, and kept all teachers and the community informed. Engaging in this work over a two year period has resulted in strong institutional and public support, a high degree of excitement, and deep commitment to implementing and sustaining the TLC system.

Voltaire said "Good is the enemy of great." In revising our plan, we had to consider this idea as it relates to our district. We have a long history of being a 'solid' district in terms of student achievement and longevity of teacher employment. We realized that our first plan gave a detailed description of many good things already occurring in our district. Our challenge was to have the courage to move forward and think big. Our revised plan reflects our sincere desire to not be satisfied with the status quo; to re-imagine our leadership structure and to dig into work needed to ensure that ALL students will graduate from Davis County Schools with the academic background needed to be college and career ready but also fully prepared to deal with the challenges of life in the 21<sup>st</sup> century world. In order to do that, we needed to shift our thinking to a comprehensive district-wide plan that would truly transform our system. The structures we've identified in our plan include **professional learning teams**, **building leadership teams** and a **district leadership team**. These teams will function independently with team members working to achieve specific goals; but also interdependently to recognize themes and work toward larger system goals. Our intention is to have information flow between each of the teams so that district decisions are influenced by PLT practices and PLT practices are enhanced by district decisions. The ideas of DuFour & Fullan (2013) "capacity building, collaborative work, instruction, and systemness" have heavily influenced our work.

Our TLC goals are to 1) **increase student achievement** through improved instructional practices; 2) **attract and retain able new teachers** and ensure they are effective; 3) retain effective teachers by **providing enhanced career opportunities**; 4) **promote collaboration and increase collegiality** by developing and supporting teacher networking.

We intend to empower our teachers with increased opportunities for leadership and greater control of their own development as professionals. The roles are designed to capitalize on personal strengths and desires while at the same time maximize the number of opportunities for leadership. For beginning teachers, these roles dramatically increase access to exemplary teachers and provide layers of support to ease entry to the profession. These roles will also help create deep, lasting changes in the day-to-day work of teachers in every classroom. Roles include:

**Literacy & STEM Coaches** will work strategically with teachers in planning, monitoring and assessing student learning. They'll engage in coaching cycles and provide leadership concerning best instructional practices.

**Model Classroom Teachers** will be early implementers of new curriculum, field-testers of new practices, and leaders of 'live labs' where colleagues can observe, discuss, and reflect.

**Mentors** will provide individualized support and coaching for beginning teachers.

**Professional Learning Team Leaders** will facilitate small groups of teachers in inquiry cycles and serve as members of the **Building and District Leadership Teams** thus providing an important communication loop.

The DCCSD TLC plan recognizes that a successful collaborative school community has many leaders and the leadership positions are designed to provide complementary supports in district efforts to ensure high quality instruction in every classroom and a cadre of knowledgeable and skilled professionals. DCCSD will be an attractive place for new teachers and will provide opportunities and support for continued professional growth throughout their career. We have planned for a system of continuous improvement that will enable us to move forward as a district in our efforts with **implementing and assessing the**

**Iowa Core**, ensuring that **models of effective instruction** are implemented in every classroom, and in designing **multi-tiered systems of support** to ensure that ALL students achieve at high levels.

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

TLC Model Number

Model 3 Comparable Plan

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## Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

The district involved a great number of people in the planning process. All teachers were surveyed and each building's staff was consulted in the proposed teacher leadership structure to get input on ways to improve it. Additionally, the School Improvement Advisory Committee, comprised of 2 parents, 8 teachers and 4 administrators also contributed by reviewing the draft applications and offering feedback, both for the January 2013 application and again for the October 2014 application.

A steering committee was formed with 13 teachers from all grade levels and disciplines, four parents and all six of the district's administrators. Parents on the steering committee have children in each building in the district. The steering committee held a total of 21 meetings where parents, teachers and administrators were equal contributing members. Parents, teachers and administrators completed the following tasks in their meetings:

- Reviewed the Iowa Department of Education guidance for TLC and the State Teacher Leadership Task Force Goals
- Drafted the district vision for the TLC system
- Set the goals for the TLC system as it supports district initiatives
- Reviewed and researched possible leadership models
- Created a teacher survey to identify areas of needed support
- Reviewed the TLC application rubric
- Finalized the leadership model selection
- Reviewed the district's vision for TLC and finalized goals
- Reported on progress for each subcommittee
- Worked with subcommittees that needed to collaborate
- Identified potential leadership roles and teacher support needs; created selection criteria
- Connected leadership roles to the Iowa Professional Development Model
- Finalized the timeline to complete the application
- Collaborated between subcommittees to align different parts of the application
- Reviewed progress of written application narratives for each section

The district used the planning grant funds to pay for extra staff time, hire substitute teachers to allow for planning meetings during the school day, and provide additional pay to individuals working on different parts of the application. The funding was allocated to staff in the form of a stipend. Grant funds allowed for a significant amount of time to be spent developing the TLC plan.

Additional research was conducted which included document reviews of other teacher leadership structures used across the nation, the collection of data from teachers regarding their learning needs and knowledge of the teacher leadership system, and contacts to districts with current teacher leadership structures in place. The grant allowed for time to evaluate potential leadership positions and set specific job descriptions for those positions. Criteria, interview questions and supporting rubrics were established for selecting individuals to fill leadership positions. Also, supporting documents were created for each part of the application to establish the plan's consistency and sustainability as it strengthens the Iowa Professional Development Model and our current district initiatives. Each stakeholder group was able to collaborate with each other, ask questions and come to consensus on the direction of the plan. Additionally, teachers, parents and administrators divided into sub-committees to further develop each section of the application. The subcommittees worked outside the large group time to research their assigned area using the documents provided by both the Iowa Department of Education and Great Prairie AEA.

The full group reviewed several drafts of the application, analyzed survey data, and used feedback from all groups to make adjustments in the final draft. In total, the steering committee and several subcommittees met over a period of four months in 2013 and six months in 2014. The 21 meetings with the steering committee, additional separate subcommittee meetings, and full teaching staff meetings totaled over 100 hours of collaborative planning time. All stakeholders are fully committed to this plan. This has been documented both qualitatively and quantitatively through discussions and survey data. The following demonstrates the results of the survey and collaborative meetings.

**Administrator commitment:** One hundred percent of administrators actively support the direction of the Teacher Leadership

and Compensation plan and are involved in the development process. They demonstrated this by their willingness to hire substitutes while teachers worked in the planning process. Administrators were fully engaged in the steering committee meetings and the leading of subcommittees.

**Teacher commitment:** The initial and revised plans were shared with the entire staff during professional development days. After each session, feedback was collected; questions and comments were considered by the drafting team and ideas were incorporated when possible. The vast majority of staff believed receiving this grant and enacting our plan would have a positive impact on teaching and learning. In addition, approximately 30% of staff have expressed interest in applying for one of the leadership roles.

**Parent commitment:** Four parents have volunteered their time to develop the TLC plan through their involvement on the steering committee and the School Improvement Advisory Committee. 100% of parents involved in developing the plan believe it will make a significant impact on the district's schools' teaching and learning and will provide active support for its implementation.

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## 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.

Our district's TLC vision clearly resonates with the commission's vision: increase student learning by providing each teacher with the support & tools to maximize effectiveness and encourage professional growth throughout the teacher's career.

**DCCSD TLC Goal 1: Increase student achievement through improved instructional practices (Aligned to State Goal 5)**

Preparing students to meet challenges in the 21<sup>st</sup> century world is our top goal. Although the district has mostly met or exceeded the state averages in student achievement for reading, math, & science over the past several years, we can do better. Reducing the achievement gaps in subgroups is a high priority. Resources from the TLC grant will enhance district capacity in ongoing efforts to provide all students with a high quality education through the delivery of a guaranteed & viable curriculum (IA Core Standards), using research-based instructional practices, as guided by data-informed decision-making.

District Goals: Increase the percentage of students highly proficient in reading, math, and science while simultaneously decreasing the number of students who are not proficient in those areas as measured by Iowa Assessments.

Decrease the gap that exists between the reading, math, & science achievement of students with IEPs & those without IEPs as measured by Iowa Assessments.

Evaluation of goal

- Comparison of gains in student achievement (IA Assessments & Universal Screener) before the TLC plan and each year following
- Successfully meeting C-Plan goals

**DCCSD TLC Goal 2: Attract and retain able new teachers and ensure they are effective (Aligned to State Goals 1 & 2)**

Development of beginning teachers will be nurtured through a system of complementary supports including mentors, coaches, & professional learning teams. This system will ensure that they have multiple opportunities to receive professional development based on their needs & the needs of their students. New teachers already receive a competitive starting salary of \$36,231.

District goal: Have 100% of vacancies filled by highly qualified teachers. We also aim to have 100% of beginning teachers successfully complete the requirements for gaining a Standard License.

Evaluation of goal

- Analysis of retention rate over five years
- Teacher Evaluation & Licensure Process
- Iowa Teaching Standards Self-Assessment (pre/post) – trends over time
- Annual survey of M & I program

**DCCSD TLC Goal 3: Retain effective teachers by providing enhanced career opportunities (Aligned to State Goal 2)**

Develop a system of complementary leadership roles designed to improve professional practices resulting in increased student performance. Approximately 39% (41/105) of teachers could fill leadership positions with additional contract days, responsibilities & compensation. Teachers will undergo a rigorous selection process to ensure that we have the highest quality teacher leaders **mentoring, coaching and modeling** effective instructional practices in order to fulfill these goals.

District goal: By fall of 2015, install new leadership roles for teacher leaders. The following will be in place for each role: job descriptions with role functions & criteria for evaluation, completed Individual Professional Development plans, orientation to new role, training for administrators in supporting teacher leaders, and orientation to full staff about the Teacher Leadership System.

Evaluation of goal

- Analysis of Environmental Scale for Assessing Implementation Levels (Dorn & Soffos, 2009)

- Review of HR documents and data
- Trends over time in Iowa Teaching Standards Self-Assessment (pre/post)
- Analysis of Individual PD Plans

**DCCSD TLC Goal 4: Promote collaboration and increase collegiality by developing & supporting teacher networking (Aligned to State Goal 3)**

Develop a system of professional learning teams and related supports empowering teachers to learn/innovate together as they work to achieve individual and collective goals. These PLTs will be led by a cadre of carefully selected and well trained teacher leaders. *We believe that: If we create a climate where continuous improvement permeates all we do, where high trust encourages peer assessment, sharing, learning and leadership, and where greater support and reward for teachers encourages professional growth and pride, then we will transform teaching into a practice of professionals and students will continuously improve and succeed.*

District goal: Beginning in August 2015, teacher leaders implement a PD plan that uses Professional Learning Teams to engage 100% of the faculty in collaborative learning opportunities. Each PLT Leader will also serve on the Building Leadership Team. Two members of each BLT will serve on the District Leadership Team.

Evaluation of goal

- Analysis of Individual PD Plans
- Quantitative & qualitative analysis of ESAIL data, PD, M& I and PLT surveys – trends over time

**DCCSD TLC Goal 5: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities & compensation (Aligned to State Goal 4)**

This plan recognizes that leadership takes many forms in a successful collaborative school community. Leadership positions are designed 1) to provide complementary supports in district efforts to ensure high quality instruction in every classroom, and 2) to build a cadre of knowledgeable & skilled professionals.

District Goal: Include at least 25% of teachers in complementary leadership roles leading to the fulfillment of individual and collective goals. Beginning in 2015, fill 100% of the identified teacher leader roles, according to Model 3 and the DCCS TLC Plan.

Evaluation of goal

- Review of HR data in terms of # positions filled
- Analysis of coaching logs, interactions and peer reviews
- Annual video demonstration/conference

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 DCCSD TLC plan will integrate teacher leadership roles into three existing initiatives and three improvement structures. These initiatives & structures work synergistically to help us achieve our top goal of preparing students to meet the challenges of the 21<sup>st</sup> century world.

## **KEY INITIATIVES**

### **1. Iowa Core: Implementation and Assessment**

Over the last several years, efforts have been made to help teachers develop understanding of the Core as it relates to their teaching context. Teachers have met at grade levels to unwrap the standards and examine how content aligns. These efforts have been effective with 90% of teachers rating their understanding as thorough or moderate and either strongly or moderately agreeing that they have been able to implement the Core. However, walk-through data shows that enhanced support is needed in all subjects and grade levels to ensure that the IA Core Standards are truly reflected in a guaranteed & viable curriculum.

*Connect, Support and Strengthen:* A large part of this work will continue through Professional Learning Teams. PLT Leaders will help teachers study student data, design assessments to measure progress toward Standards, and create lessons aligned to Core Standards. Coaches will work closely with Model Classroom Teachers to ensure that these classrooms truly reflect the standards & ideals of the IA Core. In addition, coaches will provide all teachers with learning opportunities and feedback intended to increase understanding & implementation of Core Standards. Mentors will work with beginning teachers to ensure understanding of the Core.

### **2. Models of Effective Instruction**

DCCSD has had considerable training on using the Gradual Release of Responsibility (Fisher & Frey) as a framework for implementing the Characteristics of Effective Instruction. This model includes clear learning goals, teacher modeling, guided instruction, collaborative learning activities and independent tasks designed to increase student engagement and responsibility for their own learning. While teachers continue to refine their skills with this framework, the district's work with GRR is not so much an 'initiative' any more as it is simply a 'way of doing business' in our schools.

Davis County is also working in partnership with UNI to implement a comprehensive literacy model. A workshop approach for integrating the language arts and meeting the needs of all students is a hallmark of this model. The elementary building has already done considerable work with the workshop model in both literacy and math.

*Connect, Support, and Strengthen:* Clearly, beginning teachers will need extra support in implementing these instructional models. Again, the teacher leadership positions are designed to provide that support in layers. Coaches will help provide large group PD opportunities and ensure that the Model Classroom Teachers provide labs where effective instruction can be observed. PLC Leaders will facilitate lesson study and design in small groups. Mentors will work 1-1 with beginning teachers to ensure success with these efforts.

### **3. Multi-Tiered Support Systems (MTSS)**

All buildings are studying MTSS to move toward the district goal that all students should grow at or above expected levels on Iowa Assessments. Each building identifies students at risk, alters teaching strategies, and collects data on improvement. The district recently changed from a targeted Title School to a School-wide Title School giving more us more flexibility in meeting student needs.

*Connect, support, and strengthen:* There is considerable work to be done in this area. The work will be greatly enhanced by key leadership positions. Coaches will help monitor student achievement data and facilitate team meetings geared toward meeting needs of individual students. Coaches will also work with Model Classroom Teachers to ensure high quality universal instruction and to develop & implement classroom-based interventions. PLT Leaders will help guide teachers' use of formative & summative assessments and using data to inform decisions on instructional practices. Mentors will work closely with beginning teachers in increasing their use of formative assessment, planning differentiated instruction, and managing classrooms.

## **STRUCTURES**

There are three main structures that will provide the framework to facilitate this work. The structures include Professional Learning Teams, Building Leadership Teams and a District Leadership Team. Although there is a hierarchical appearance to this framework, our intention is to have information flow between each of the teams so that district decisions are influenced by PLT practices and PLT practices are enhanced by district decisions.

1. Professional Learning Teams: These teams will be the 'work horses' of school improvement efforts. Members of these teams will "work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." (DuFour, DuFour, Eaker, and Many, 2010). Each team will be led by a carefully selected and trained PLT Leader.
2. Building Leadership Teams: These teams will include the PLT Leaders, Literacy and STEM Coaches, and the building administrator. Having the PLT leaders serve on this team provides an important communication loop. The main purposes of this team are to: organize and analyze data, provide updates on PLT work to enhance cohesiveness of efforts, and plan & facilitate building level professional development.
3. District Leadership Team: This team will be made up of the Superintendent, Director of Instruction, and representatives from each of the Building Leadership Teams. Purposes for this team include: communicating implications of current state and federal mandates, sharing data, identifying needs for district level professional development support, and ensuring 'systems thinking' among the three buildings.

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)**

The goal of our Mentoring & Instruction (M&I) program is to retain teachers in our district and help them to be successful with the students they serve. While surveys of our beginning teachers (BTs) and mentors have shown that there is great appreciation for the support they have received, there is evidence of a strong need (50% of BTs & 75% of mentors) for **more collaboration** time at the beginning of the academic year and regularly throughout the year. Also, in assuming that all BTs need certain topics (St. 6: Classroom management), we have failed to address other areas of need (St. 4: Planning for instruction was indicated as a high need by 60% of BTs in first 2 years) and have not taken the time to examine and address the need for **differentiated instruction and support**.

When a BT starts their career in our district, they will experience greatly extended and aligned support made possible by this TLC plan. They will be assigned a well-trained and experienced mentor who will work directly with them for their first two years. In August, before the rest of the staff begins, beginning teachers and mentors will have two paid days to work together in planning the first days of school, assessing areas of strength and growth, and becoming familiar with on-going building and district professional development efforts. Time for mentors and BTs to collaborate will be built into the school day and they will also meet every other week outside of the school day. Mentors and BTs will also meet monthly as a group to strengthen their teaching skills and engage in further collaboration. Recently one of our mentors remarked, "We have always operated as an island. This plan is going to help us work together within an aligned system." Our aligned TLC plan will not only provide **mentors** for BTs, but also **instructional coaches** to increase their ability around district initiatives, they will be included in **Professional Learning Teams** for differentiated instructional support, and **model classroom teachers** to demonstrate best practices. New teachers are a valuable commodity! We want to invest in them not only for the sake of our students, but also to increase the likelihood that they will stay in our district and, in fact, become leaders for others.

As yet our M & I curriculum is fluid, and purposely so. We know we will include planning, collaborating as a professional learning team, and evaluating student performance. However, we want to make sure that the BT experience is guided by their assessed needs. Mentors, BTs and the Director of Instruction will meet throughout the year to plan professional development that is tailored to specific needs. In the first year, we will focus more on the *Iowa Teaching Standards* that surface through assessment and on the practical aspects of teaching in our district. In the second year, we intend to focus on differentiated support that is identified through self-assessment, observations and shared reflections, followed by in-depth planning for professional growth.

Based on analysis of best practice ("What Really Matters Most for New Teachers" Abel, L. AERA 2010 and ASCD 2011) and feedback from surveys of new teachers in our district, the following improvements have been designed:

- **Select and train high quality mentors:** Mentors will be selected based on their past effectiveness with students, their history of professional growth and their disposition toward mentoring. Once selected, TLC funds will be invested in thorough and careful training (*Journey to Excellence* through GPAEA and *Mentoring Matters*, Laura Lipton).
- **Provide two days of collaboration** for beginning teachers and mentors in August prior to beginning of school year.
- **Ensure and protect time to meet together:** During the school day mentors will have opportunities to observe BTs, visit model classrooms together and engage in lesson study.
- **Monthly BT peer support meetings:** M & I meetings will be held monthly to address areas of assessed need and the *Iowa Teaching Standards*.
- **Reward new teachers and mentors:** Our district already has a beginning salary that far exceeds the \$33,500 minimum (\$36,231). Beginning Teachers and mentors will be paid for extra days/hours to collaborate.
- **Support from additional teacher leaders:** Model Classroom Teachers, Literacy and STEM coaches, and PLT leaders all have specific roles providing multi-leveled, consistent, and timely support to BTs.
- **Continuous program improvement:** The cycle of continuous improvement (plan, teach, reflect, apply) will drive the work of the BT and mentor and the whole M & I program. The M & I program will be part of our overall comprehensive program evaluation system that collects, analyzes and uses multiple forms of data from all stakeholders, and is used for formative and summative program improvement.

We believe the structures and roles outlined in our plan ensure that our TLC goals will be met, and BTs will have wide support, dramatically increased access to exemplary teachers, and increased chances for success with students. This TLC plan will assist our district in creating a meaningful and substantial program that will help BTs develop the necessary skills in becoming effective educators, remain in our district, and stay in the teaching profession.

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## **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.

#### Part 5 A -

The DCCS TLC plan recognizes that a successful collaborative school community has many leaders and the leadership positions are designed to provide complementary supports in district efforts to ensure high quality instruction in every classroom and a cadre of knowledgeable and skilled professionals. The district's TLC plan specifies leadership positions designed to support professional learning teams, provide professional partnerships for new teachers, and plan and deliver professional development in an effort to meet both individual and collective goals.

Literacy and STEM Coaches – We will have 1 Literacy Coach and 1 STEM Coach for grades PK-5 and 1 Literacy Coach and 1 STEM Coach for grades 6-12. (85% teacher leader duties, 15% student instruction) 15 Additional Days

- Seek out latest research/development and provide leadership in determining appropriateness for inclusion in district educational program
- Provide teaching demonstrations in instruction and assessment
- Conduct coaching cycles with teachers across the grades with a focus on improving universal instruction for all learners
- Prepare classroom teachers to provide Tier 1 interventions in the classroom
- Plan & facilitate grade-level and/or content area team meetings and study groups
- Work with Building Leadership Team to organize, coordinate, plan, and facilitate professional development and school improvement efforts
- Teach one group/class daily (area depends on coach's area of expertise)
- Communicate regularly with building administrator and Director of Instruction
- Work closely with Model Classroom Teachers to develop model classrooms across grade levels and content areas with the long-term goal of developing a model school
- Collaborate with Mentors to support new teachers

Model Classroom Teachers – Our goal is to have three Model Classrooms at each building. (100% student instruction) 5 Additional Days

- Demonstrate best practice in classroom organization, management, and instruction
- Work closely with Literacy &/or STEM Coach
- Serve as early implementers of district curriculum and practices
- Open classroom for observation of teaching practices to colleague teachers as well as new teachers and mentors
- Attend on-going training in district curriculum and teaching models and be willing to share learning with colleagues

Mentors – The Mentor Teacher's role is to work with new teachers to assist with a smooth transition into the teaching profession. (85% student instruction, 15% teacher leader duties) 5 Additional Days

- Provide ongoing support to new teachers in the implementation of effective teaching and in dealing with the demands of the profession
- Assist beginning teachers in goal setting and portfolio development
- Attend all Mentoring & Induction meetings
- Conduct classroom observations of assigned teacher to gather information leading to instructional improvement through regular feedback
- Facilitate access to additional instructional resources including Model Teachers and Coaches
- Model and demonstrate effective teaching practices

Professional Learning Team Leaders – Each building will have up to six PLT Leaders. (100% student instruction) 6 Additional Days

- Attend on-going training in Professional Learning Teams
- Assume a leadership role in Building Leadership Team &/or District Leadership Team to organize, coordinate, plan, and facilitate professional development and school improvement efforts
- Organize, prepare for, facilitate and reflect on small group professional learning teams
- Complete record keeping, budget, &/or other paperwork accurately and in a timely fashion
- Collaborate with Coaches, Mentors, and Model Classroom Teachers to ensure success and retention of beginning teachers and high quality instruction in every grade level/department

Fullan & Hargreaves taught us that while the goal of professional capital is to increase talent, organizations don't reach greatness by focusing on the capital of individuals. In order to get to greatness, "capital has to be shared and circulated. Groups, teams, and communities are far more powerful than individuals..." (Hargreaves & Fullan, 2012, p.3) We believe we have created roles and systemic structural supports, that fit together to create a cohesive and sustainable improvement framework that will strengthen instruction throughout the district.

**Coaches** will work strategically with teachers in planning, monitoring and assessing student learning. Two of our coaches will primarily focus on literacy; literacy instruction at the elementary and disciplinary literacy at the secondary level. The other coaches will support Science, Technology, Engineering and Math efforts. Both literacy and STEM need attention in the district and we felt giving both of those areas to a single coach would mean that one would not be addressed fully. All coaches will engage in coaching cycles and help lead inquiry around best practices in instruction. According to Adrian Rodgers and Emily Rodgers, authors of *The Effective Literacy Coach* (2007), "fundamental change in education is possible only through changes in teaching often based on coaching conversations between the teacher and the coach"(p. xii). This underscores the importance of this role in a system of change. This role will be integral to helping us meet each of our TLC goals. Coaches will work closely with **Model Classroom Teachers** to ensure that these 'labs' truly reflect best practices and the standards and ideals of the Iowa Core. They will collaborate with **Mentors** to provide additional support for new teachers and they will collaborate with **Professional Learning Team Leaders** to organize, coordinate, plan, and facilitate professional development and school improvement efforts.

**Model Classroom Teachers** will act as early implementers of new curriculum, will field-test new practices and help develop and refine effective methods and practices. They will develop classrooms that serve as observation labs allowing colleagues to observe, discuss, and reflect on the models and practices with the ultimate goal of having other teachers emulate these practices in their own classrooms. Since one of the most frequent comments heard as new strategies are being introduced is "Where can I go see that?" these classrooms provide an extremely important role in helping new practices become fully and widely implemented across a school. These constructivist work spaces will help us ensure that great instruction is systemic and not limited to 'pockets' of greatness. This role will be especially critical in helping us meet our TLC Goal 1 on increased student achievement through improved instructional practices as well as TLC Goal 4 which promotes collaboration and collegiality by developing and supporting teacher networking.

**Mentors** will provide individualized support for beginning teachers. They will observe their teaching, provide constructive feedback and engage in reflective conversations around teaching practices. The mentoring role will have significant influence on all of our TLC goals but will have the greatest impact on our TLC Goal 2 aimed at attracting, retaining, and ensuring the effectiveness of new teachers. They will work flexibly with **Coaches**, **Model Classroom Teachers**, and **Professional Learning Team Leaders** to ensure that beginning teachers have access to multiple professional development opportunities based on their needs and the needs of their students.

**Professional Learning Team Leaders** will provide leadership in all school improvement efforts. They will lead groups of teachers in inquiry cycles with grade level/content teams with the goal of strengthening instruction through analysis of student data and alignment and refinement of instruction. The work that takes place in these small groups is critically important to our overall school improvement efforts. Stigler & Hiebert (1999) note that *"Through the process of improving lessons and sharing with colleagues the knowledge they acquire, something remarkable happens to teachers: they begin viewing themselves as true professionals. They see themselves contributing to the knowledge base that defines the profession. And they see this as an integral part of what it means to be a teacher."* It is our belief that successful facilitation of these groups will lead to a feeling of empowerment for all teachers. Serving as members of the **Building and District Leadership Teams** will also provide an important communication loop assuring connection between the focus of individual teams and larger system goals. This role, too, will play an important part in helping us achieve all of our TLC goals; however, it will undoubtedly have the biggest impact on our TLC Goal 1 regarding improved student achievement through improved instructional practices and our TLC Goal 4 promoting collaboration and collegiality through increased networking opportunities.

PLT Leaders will also collaborate with **Coaches** to organize, coordinate, plan, and facilitate professional development and school improvement efforts and work flexibly with **Coaches**, **Mentors**, and **Model Classroom Teachers** to ensure that ALL teachers have access to multiple professional development opportunities based on their needs and the needs of their students.

While it would theoretically be possible for one person to simultaneously serve in more than one of these roles (i.e. be both a model classroom teacher and a mentor), our goal will be to attract enough interest in these positions that this won't be necessary. The roles are designed to capitalize on personal strengths and desires while at the same time maximize the number of opportunities for leadership. There are many forces in one's life that influence the decision to lead. The leadership roles in our plan require differing amounts of time commitments in recognition of the fact that not everyone can commit to extra responsibilities at certain times of life. Teachers will be encouraged to choose a position that works for them at a particular time with the understanding that as circumstances shift they can apply for a different leadership position. The ability to lead is not dependent on a single set of skills or a particular personality trait. The leadership roles in our plan were created with multiple personalities in mind; for example, some roles require greater degrees of self-initiative, some require higher degrees of interpersonal skills, and some require greater comfort with risk-taking. Some of the roles provide opportunities for (and require comfort with) working with large groups while others provide opportunity to work side-by-side with just one person. The opportunity to provide leadership should not require that one leave the classroom. Most of the teacher leadership positions in our plan honor the desire to lead from the classroom. The DCCSD TLC plan requires that the people in the role of the **Coach** (the one role that has the most classroom release time) have time in their day for teaching a group or class not only to ensure that they continue to develop pedagogical skills; but also to raise their credibility in the eyes of their colleagues. **Each** of these teacher leader roles is needed to ensure the success of **all** of our teacher leader roles. We depend on each other for the success of this TLC system and the continuing success and improvement of DCCSD and the students we serve.

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.**

Working with peers is different than working with students. Even the best teacher is not automatically suited by temperament or skill to work collegially with adults. The TLC planning team has developed a rigorous selection process that includes multiple measures for examining past effectiveness and professional growth that will assist & guide this important work.

Recruit	Meetings will be held in each building to address the opportunities and benefits for teacher leaders. Teachers who have been in DCCSD at least 1 year & also have at least 3 years of teaching experience will be sent eligibility letters. Teacher leadership positions will be posted & the TLC planning team will encourage teachers to apply.
Training of Selection Panel	The selection panel will be made up of equal numbers of teachers & administrators with each building being represented. Members of the Selection Committee will be nominated by the planning team and appointed by the superintendent. If a teacher decides to apply for a leadership position, they'll be excused & a replacement will be found. Confidentiality will be maintained throughout the selection process. Members of the selection panel will have training based on the seven domains of the <i>Teacher Leader Model Standards</i> , their functions and exemplars. They will also become familiar with selection criteria, practice with the rubrics for examining evidence of practice and the rubrics for interviewing, and be trained in resolving differing perceptions.
<p><b>PHASE 1</b></p> <p>Initial Application</p>	<p>Each applicant will be asked to write a letter of application explaining why they want the position and why they believe this position is important to the district. They will also submit:</p> <ol style="list-style-type: none"> <li>1. A resume screened for evidence of continued growth as a professional and prior leadership experiences.</li> <li>2. Written responses to several prompts designed to help determine past effectiveness, professional growth and dispositions for peer mentoring. Prompts may include: <ul style="list-style-type: none"> <li>• Describe your professional development experiences, including memberships, presentations, attendance at conferences &amp;/or future professional development goals.</li> <li>• Describe an initiative or research-based strategy that you implemented &amp; tell how you evaluated the effectiveness of that work on student achievement.</li> <li>• Describe the personal characteristics/habits that will help you be effective in the role for which you are applying.</li> </ul> </li> </ol> <ol style="list-style-type: none"> <li>1. A copy of their most recent Individual Career Development Plan</li> <li>2. Three letters of recommendation that speak to effectiveness and fitness for teacher leadership. Two of these letters must come from people in the DCCSD. The third may come from within or outside the district. At least one letter <b>MUST</b> be from an administrator. The letters will be sealed &amp; sent directly to the Selection Panel.</li> </ol> <p>All of these materials will be screened by the Selection Panel who will use a rubric to determine the candidates to interview for the leadership position, interview for another position, or screen from the selection process.</p>

<p><b>PHASE 2</b> Interview</p>	<p>Candidates will respond to the same questions from a bank created for each leadership role. Questions will be developed using the criteria from <i>Teacher Leader Model Standards</i> as a guide. Candidates will also be asked to respond to a realistic, hypothetical situation pertinent to the leadership position. Candidates may also respond to any questions regarding materials submitted in PHASE 1. Interviewers will be listening for evidence of effective teaching practices as well as evidence that the candidate is coachable and willing to take on the rigors of the learning required for a particular position.</p>
<p>Scoring</p>	<p>The 7 domains of the <i>Teacher Leader Model Standards</i> will be used with their functions and exemplars as the scoring rubric for all of the above materials. I: Fostering a Collaborative Culture to Support Educator Development &amp; Student Learning II: Accessing &amp; Using Research to Improve Practice &amp; Student Learning III: Promoting Professional Learning for Continuous Improvement IV: Facilitating Improvements in Instruction &amp; Student Learning V: Promoting the Use of Assessments &amp; Data for School &amp; District Improvement VI: Improving Outreach &amp; Collaboration with Families &amp; Community VII: Advocating for Student Learning &amp; the Profession</p>
<p><b>PHASE 3</b> Final Selection</p>	<p>The Selection Panel will discuss the top candidates &amp; make recommendations to the superintendent for each position.</p>
<p><b>PHASE 4</b> Yearly Review &amp; Reapplication</p>	<p>For the Annual Review of Assignment, the Selection Panel will examine the following evidence:</p> <ol style="list-style-type: none"> <li>1. Each teacher leader will be continuously involved in self-improvement. During training they will use a self-assessment tool that will be revisited throughout the year (mirroring the work done with BTs and peers). As part of this self-reflection, they will develop a professional growth plan which will help to move them forward in their practice. (Measure of professional growth)</li> <li>2. Surveys will collect feedback from peers regarding their experiences with TLs. (Measure of effectiveness)</li> <li>3. They will submit a video of their work with a peer. Along with this, they will be asked to include an analysis of strengths and areas for growth (aligned to the ITS), along with a resulting plan for professional growth. (Measure of effectiveness)</li> </ol> <p>Triangulating the above evidence will give the Selection Panel ample evidence regarding effectiveness as a teacher leader.</p>

The DCCSD selection process plan calls for considering multiple data points when hiring and evaluating the effectiveness & professional growth of teacher leader candidates. Considering candidates from multiple perspectives will help us hire candidates who are most 'fit' for leadership positions and provide robust evidence for judging effectiveness.

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## 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.*

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

The IPDM Guidance Document states “Collective professional development aimed at student learning goals requires focused leadership that is distributed among faculty and administration.” This principle comes to life in the structures we created to guide our professional development efforts. The structures include a **District Leadership Team (DLT)**, **Building Leadership Teams (BLT)**, and **Professional Learning Teams (PLT)**.

**District Leadership Team:** The Superintendent, Director of Instruction, & representatives from each BLT comprise the DLT which meets approximately 6 times/year. The specific roles this team will play in the creation and delivery of PD are: communicating implications of current state and federal mandates, sharing/analyzing data, identifying needs for district level professional development, and ensuring ‘systems thinking’ among the three buildings.

**Building Leadership Teams:** Members meet at least monthly & include PLT Leaders, Coaches, and building administrator. The Director of Instruction will support the BLTs as needed. The specific roles this team will play in the creation and delivery of PD are: organize and analyze data, provide updates on PLT work to enhance cohesiveness of efforts and plan & facilitate building level professional development.

**Professional Learning Teams:** These teams will be the ‘work horses’ of school improvement efforts. Team members will “work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (DuFour, DuFour, Eaker, and Many, 2010). Teams will be led by a carefully selected & trained PLT Leader and will focus on teaching & learning, student engagement, technology, & assessment.

Our plan acknowledges the need for complementary supports in the learning process. The specific creation and delivery tasks of those involved are as follows:

**Coaches** are directly involved in the planning & facilitation of large & small group learning opportunities, engage in coaching cycles with individual teachers, coordinate the assessment wall process with grade level & intervention teams

**PLT Leaders** are directly involved in planning & facilitation of large & small group learning opportunities, engage small groups in cycles of inquiry and facilitate the study of data in guiding the work of PLTs

**Model Classroom Teachers** provide a venue for colleagues to observe high-quality instruction & engage in critical collaborative inquiry and demonstrate & share their thinking about using student achievement data to drive instructional decisions.

**Mentors** engage beginning teachers in ongoing cycles of data study, goal setting, professional learning, collaboration and implementation.

These roles and structures ensure that teachers experience PD aligned to the IPDM steps in large group, small group, & one-to-one settings.

**b) Description of how the district’s TLC plan aligns with and incorporates the key elements of the IPDM**

Collecting and Analyzing Student Data

Teacher Leaders will lead analysis of multiple sources of data. **Coaches** will coordinate the assessment wall process with teacher teams as we work to strengthen MTSS. **PLT Leaders** will facilitate data study to guide the work of their teams. **Model Classroom Teachers** will demonstrate & share thinking about using student data to inform decision making. **Mentors & beginning teachers** will focus on increasing meaningful use of formative assessments.

Goal Setting for Professional Development

Teacher Leaders & administrators collaborate to determine PD goals, topics, and processes aligned to building & district goals during Building and District Leadership Team meetings. In addition, **Coaches** will conduct coaching cycles with **Model Classroom Teachers** focused on improving core instruction for all students, **PLT Leaders** engage small groups of professionals in cycles of inquiry which includes studying data and setting goals and **Mentors** work with beginning teachers to select goals based on student data.

Selecting Content

Once goals are set, **Coaches, PLT Leaders** and administrators will determine content for building & district PD. **Model Classroom Teachers** will engage in early implementation and fine-tuning of methods & materials. **PLT Leaders** will help small groups determine appropriate & focused content and resources. **Mentors** will help new teachers connect the content focus to classroom applications.

#### Design

The complementary nature of the plan's structures & roles ensure that PD is a continuous process and not a single event. Teachers will have opportunities to learn theory and engage in the *ongoing cycle* of training/learning, collaboration/implementation and ongoing data collection to determine next steps as they work in Professional Learning Teams. Achievement data & implementation data from these teams will be fed into the BLT & DLT planning processes so that large group PD is planned to support team needs. Feedback mechanisms will be embedded in all PD sessions as a way of monitoring effectiveness and gauging impact. These structures & processes ensure that there are related and recurring cycles of PD leading to deep understanding.

#### Program Evaluation

Teacher Leaders in each role will synthesize information from formative (achievement & implementation) data and summative student achievement measures as part of a review process. This work will be done in each **PLT**, each **Building Leadership Team**, and in the **District Leadership Team**. In addition, **Coaches & Model Classroom Teachers** will engage in this work as will **Mentors** and their assigned colleague. This information will inform needs, adjustments, and new goals for the following year.

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.

Davis County Community School District (DCCSD) will implement a **comprehensive, ongoing and rigorous program evaluation** to measure the impact and effectiveness of our TLC goals. The program evaluation system is based on Deming's "plan-do-check-act...wheel within a wheel" cycle (1986). This theoretical framework was transformed into the **formative program assessment** model (**plan, implement, reflect, improve** - Abel 2011) which **ensures continuous monitoring and adjustment** to meet the needs of teachers and students.

**Research Questions:**

1. To what extent is the TLC plan being implemented as planned?
2. Is the TLC system making a positive impact on teachers and students?

**Data will be collected, analyzed, and utilized to drive program improvements.** Qualitative & quantitative data will be continuously collected from all stakeholders in multiple formats.

Data results will be aggregated, disaggregated, triangulated and compared by role group and over time. Results will clearly identify strengths and address the needs of the whole or the various stakeholders. The TLC Leadership Team will use data as the basis for verifying the fidelity of plan implementation and for all training & program improvement decisions, both in the immediate and in the long term.

TLC Goal	District Goal(s)	Formative (Short Term) Measures	Summative (Long Term) Measures
Increase student achievement through improved instructional practices (State Goal 5)	<ul style="list-style-type: none"> <li>• <b>Increase</b> the overall percentage of <b>highly proficient</b> students in reading, math &amp; science; <b>decrease</b> percentage of students <b>not proficient</b> in these areas using IA Assessments</li> <li>• <b>Decrease the gap</b> between reading, math &amp; science achievement of students with &amp; w/o IEPs</li> </ul>	<ul style="list-style-type: none"> <li>• Performance on district common assessments</li> <li>• Parent/teacher conference data</li> <li>• Intervention data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Iowa Assessments (yearly and trends)</li> <li>• Universal Screener (k-3)</li> <li>• Successfully meeting C-plan goals</li> </ul>
Attract and retain able new teachers and ensure they are effective (State Goal 1 & 2)	<ul style="list-style-type: none"> <li>• Fill 100% of vacancies with highly qualified teachers</li> <li>• 100% of beginning teachers successfully complete requirements for gaining a Standard License</li> </ul>	<ul style="list-style-type: none"> <li>• Walk-through data</li> <li>• PD feedback</li> <li>• Mentoring logs</li> <li>• Mid-year survey of mentors &amp; BTs</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of retention data</li> <li>• Teacher Evaluation &amp; Licensure Process</li> <li>• Exit interviews</li> <li>• Trends over time on <i>Iowa Teaching Standard Self-Assessment</i> (Pre-Post)</li> <li>• Annual survey of M &amp; I program</li> </ul>

<p>Retain effective teachers by providing enhanced career opportunities (State Goal 2)</p>	<ul style="list-style-type: none"> <li>• Install new leadership roles for teacher leaders. For 100% of teachers in each leadership role, the following will be in place: written job descriptions with role functions and criteria for evaluation, orientation to new role, training for teacher leaders in coaching and reflection, self-assessment with accompanying growth plan, training for administrators in supporting teacher leaders, and orientation to full staff about the Teacher Leadership System.</li> </ul>	<ul style="list-style-type: none"> <li>• PD feedback</li> <li>• Environmental Scale for Assessing Implementation Levels (ESAIL- Dorn &amp; Soffos, 2009)</li> <li>• Peer review surveys</li> </ul>	<ul style="list-style-type: none"> <li>• HR document review</li> <li>• Trends over time on <i>Iowa Teaching Standard Self-Assessment (Pre-Post)</i></li> <li>• Analysis of #/% of teacher applying for and re-applying for teacher leadership roles over time.</li> <li>• Individual Professional Development Plans</li> </ul>
<p>Promote collaboration and increase collegiality by developing and supporting teacher networking (State Goal 3)</p>	<ul style="list-style-type: none"> <li>• Implement a PD plan that uses Professional Learning Teams to engage 100% of the faculty in collaborative learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Scale for Assessing Implementation Levels (ESAIL- Dorn &amp; Soffos, 2009)</li> <li>• PD feedback</li> <li>• Survey regarding TL services</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of Individual Professional Development Plans</li> <li>• Annual summaries of ESAIL, PD and PLT surveys over time</li> </ul>
<p>Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities &amp; compensation (State Goal 4)</p>	<ul style="list-style-type: none"> <li>• Include at least 25% of teachers in complementary leadership roles leading to achievement of both individual and collective goals</li> <li>• Fill 100% of newly created teacher leader roles and provide training designed to increase effectiveness in new position</li> </ul>	<ul style="list-style-type: none"> <li>• Number of coaching interactions</li> <li>• Survey regarding TL services</li> <li>• Review of data from Student Centered Coaching Rubric (Diane Sweeny)</li> <li>• PD feedback</li> <li>• Logs from coaches, mentors &amp; PLT leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Review of HR data in terms of # positions filled</li> <li>• Analysis of coaching logs, interactions and surveys</li> <li>• Annual video demonstration/conference</li> </ul>

It's difficult to classify program evaluation as formative or summative. It's in the nature of assessment that formative results become summative as they are examined over time and summative results become formative as programs and participants move forward in constant improvement.

In addition to the above measures, at the end of Year 1 we will spend a day sharing with another district in a formal Peer Review. A protocol will be followed, triangulated data examined, and a rationale for strengths & growth areas developed. We will write an annual plan for improvement. All improvement decisions will be data informed.

Our plan is research based, thorough and “doable.” Formative data collection & analysis will allow us to **immediately respond to changing needs**. Professional development will be aligned to those needs, the *Iowa Professional Development Model* and the state goals. Our program evaluation plan will also enable us to **measure fidelity of TLC plan implementation, its impact on teachers and students and the effectiveness of our goals**. The overall goal of all that we plan is to ensure that teachers are strengthening their instructional skill thereby greatly increasing the student achievement.

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)**

DCCSD is ready to move from good to great. We've based our plan on "capacity building, collaborative work, instruction, and systemness" (DuFour & Fullan, 2013). Our plan is sustainable because:

**We are equipping all teachers to lead.** Our plan provides for teacher leaders to be thoroughly trained in their role & the efforts they'll support. Our vision is for teacher leaders to become experts in their job and then prepare other teachers to serve in that role, while they move to another leadership opportunity. In time, we plan to have every teacher identified as a model classroom teacher.

**We are building on current initiatives.** Our plan connects to, supports and strengthens ongoing work with the Iowa Core, effective literacy practices, and Gradual Release of Responsibility Framework. This diminishes the likelihood that staff see the TLC plan as new & separate.

**We are providing additional funding and collaborative time.** While Teacher Leadership funding is essential for full implementation of this plan, it's important to note DCCSD has committed approximately \$26,000 from the general fund to support this work. These funds will support PLT Leaders for time involved in Building Leadership Team meetings and additional PD opportunities for all teachers. We're also dedicating half of **each** of the PD days in our innovative calendar for extended work in Professional Learning Teams.

**We are building strong infrastructure.** The 3 main structures that will provide the framework to facilitate this work include Professional Learning Teams, Building Leadership Teams and a District Leadership Team. Although there is a hierarchical appearance to this framework, our intention is to have information flow between each of the teams so that district decisions are influenced by PLT practices and PLT practices are enhanced by district decisions.

**We have clearly outlined the responsibilities of everyone involved in sustaining our plan.** The responsibilities of team members are shown below.

Team Member	Responsibilities
<b>Superintendent</b>	<ul style="list-style-type: none"> <li>•Champion the TLC plan</li> <li>•Actively participate in District Leadership Team</li> <li>•Monitor district's implementation and resources</li> <li>•Ensure accountability for evaluation of TLC vision/goals</li> <li>•Recommend adjustments to TLC plan</li> <li>•Provide oversight of selection committees</li> </ul>
<b>Director of Instruction</b>	<ul style="list-style-type: none"> <li>•Oversee TLC program evaluation plan</li> <li>•Monitor observation/feedback &amp; achievement data</li> <li>•Actively participate in District Leadership Team</li> <li>•Recommend instructional/professional development adjustments</li> <li>•Coordinate PD for TLs and TLC plan</li> <li>•Ensure implementing of beginning teacher pre-school training</li> <li>•Coordinate Mentoring and Induction Program</li> <li>•Provide guidance to building level administration</li> </ul>
<b>Building Principals</b>	<ul style="list-style-type: none"> <li>•Work with Bldng Ldshp Team &amp; Director of Instruction on PD planning</li> <li>•Ensure accountability for instruction support through PLTs</li> <li>•Ensure accountability for teachers actively participating in coaching</li> <li>•Monitor instruction</li> <li>•Make recommendations to the Director of Instruction about teacher needs</li> </ul>
<b>Coaches, PLT Leaders and Mentors</b>	<ul style="list-style-type: none"> <li>•Participate in on-going PD to enhance skill in role</li> <li>•Collaborate with principals and district leaders in the collection/analysis of data and PD design/delivery</li> <li>•Engage in observation and coaching in order to improve practice</li> </ul>

<b>Model Teachers</b>	<ul style="list-style-type: none"> <li>• Participate in on-going PD</li> <li>• Enhance learning of area of expertise in order to effectively model best practice</li> </ul>
<b>Beginning Educators</b>	<ul style="list-style-type: none"> <li>• Participate in pre-school PD</li> <li>• Participate in on-going coaching and reflective practice with mentors</li> </ul>

**We embrace change.** In 2003 DCCSD was awarded a Reading First Grant. When confronted with poor achievement scores, elementary teachers took action using data to inform instruction, working collaboratively to ensure cohesive instruction, and learning about & implementing literacy strategies that resulted in tremendous increases in student achievement. When RF support ended, the district partnered with GPAEA to fund an elementary literacy coach. The coaching positions in this grant are modeled after the work done by that coach. Teachers K-12 support the need for improvement efforts and are hungry for knowledge in how to make instruction more effective. This appetite will increase our capacity to sustain implementation.

**We have planned for continuous improvement.** Our program evaluation plan will monitor various initiatives, the TLC plan, and effectiveness of those carrying out the plan. This “wheel within a wheel” feedback will guide training, assist in making mid-course changes, and in making long-term improvement plans. We will collect, analyze and use formative and summative data to drive all improvement decisions. Annually we’ll engage in a formal Peer Review with another district; sharing data results and examining each district’s strengths and areas for growth and developing a program improvement plan ensuring sustainability of the system.

**We have open and transparent communication.** Communication about the TLC plan has been extensive. In addition to the myriad of planning team activities, monthly meetings were held with teachers to share plan updates and gather input. Surveys were issued & analyzed to solicit feedback from all teachers and electronic billboards allowed stakeholders to express concerns & hopes. Questions & concerns were addressed. Presentations were made to community organizations and articles & editorials written in the local newspaper. This year, a core group of teachers & administrators from each school volunteered to engage in a book study of *Cultures Built to Last*, by DuFour and Fullan. Building this base of understanding will be very beneficial to our goal of open and transparent communication.

This plan supports & rewards teacher leaders and will lead to increased instructional skill among all teachers and, in turn, increased student achievement.

## 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.*

<b>Certified Enrollment Number</b>	1182.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$365,025.24
<b>Total Allocation</b>	\$365,025.24

## Part 10 - Budget Items

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$100,125.00

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).	\$238,000.00
Amount used to provide professional development related to the leadership pathways.	\$24,050.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$26,000.00
<b>Totals</b>	<b>\$388,175.00</b>

### Other Budgeted Uses - Description

Item description	Amount budgeted
Selection/Evaluation Committee	\$6,000.00
Additional Days for Beginning Teachers	\$11,000.00
Support for Program Evaluation & System Implementation	\$9,000.00
	<b>\$26,000.00</b>

### Total Allocation Budgeted

Total Projected Amount to be Expended	\$776,350.00
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	(\$411,324.76)

### Budget Alignment

Using Part 10 application narrative from Year 1? No

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Our TLC Committee set specific goals and developed leadership positions to help us meet those goals. The five TLC goals the district is working toward are 1) increase student achievement through improved instructional practices; 2) attract and retain able new teachers and ensure they are effective; 3) retain effective teachers by providing enhanced career opportunities; 4) promote collaboration and increase collegiality by developing and supporting teacher networking; and 5) reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and compensation. The established roles include Literacy and STEM Coaches, Model Classroom Teachers, Mentor Teachers, and Professional Learning Team Leaders. The creation of these roles helps us realize our TLC Goal 3 and TLC Goal 5.

#### Coaches

1/PK-5 Literacy, 1/PK-5 STEM, 1/6-12 Literacy, 1/6-12 STEM

Each coach will be supplemented \$400/day for an additional 15 days. Coaches will use a portion of the extra days planning before school starts and some at the end of the year assisting with data analysis and planning. The rest of these days will be divided across the school year as they meet outside of school time with model classroom teachers and participate in building & district leadership team meetings. Total supplemental salary for coaches will be \$24,000. The coaching role will require teachers to 'leave' their classrooms; approximately \$220,000 has been allotted to backfill those positions. This role has the most responsibility associated with it and will be integral to helping us meet ALL of our TLC goals.

#### Model Classroom Teachers

3/PK-4, 3/5-8, 3/9-12

Each person in this role will be supplemented at a rate of \$375/day for 5 additional days. This additional time will be divided across the school year to allow for weekly collaboration with the coaches outside of the school day. The total supplemental salary for model teachers will be \$16,875. This role will be especially critical in helping us meet our TLC Goal 1 (increased student achievement/ improved instructional practices) as well as TLC Goal 4 (collaboration and collegiality).

#### Mentor Teachers

10/district

Mentors will be paid \$375/day for 5 additional days. Mentors will use two of those days to work with beginning teachers before school starts planning first days of school and becoming familiar with on-going building and district PD efforts. The remaining three days will be divided allowing for collaboration outside the school day throughout the year. The total cost of supplemental salaries for mentors will be \$18,750. This role will have the biggest impact on our TLC Goal 2 (new teachers).

#### Professional Learning Team Leaders

18/district

PLT Leaders will be paid \$375/day for an additional 6 days. Approximately four of these days will be spread across the year allowing the PLT leaders to participate in Building Leadership Team meetings and to prepare for and interact with small inquiry groups outside of the school day. The remaining days will be used before and/or after the school year to collaboratively plan and analyze data. This role will undoubtedly have the biggest impact on our TLC Goal 1 (increased student achievement/ improved instructional practices) and our TLC Goal 4 (collaboration and collegiality).

We have also provided beginning teachers an additional 5 days at \$220/day totaling \$11,000. Two of those days will allow for collaborative work with a mentor before school starts and the rest will be split out across the year to ensure on-going mentor support. The DCCSD starting salary of \$36,231 exceeds the state minimum so no TLC funds will be spent for this purpose. Paying an additional five days and providing layers of support with all of our teacher leader roles will help us achieve our TLC Goal 2 (new teachers).

The budget also reflects an allotment of \$18,000 to help cover substitute costs across the year. Hiring substitute teachers will increase the opportunities for teachers to observe in model classrooms, for mentors and beginning teachers to observe and for coaches and teachers to engage in coaching cycles including observations, reflections, and planning. These opportunities are directly related to our TLC Goals 1, 2, and 4.

Since these roles are crucial to achieving our goals, we plan to provide up-front training as well as on-going training to increase their likelihood of success. We will rely heavily on training/PD support from Great Prairie AEA to help minimize costs, ensure quality of content, and provide sustainable support. We are estimating a cost of \$20,700 to provide training for the roles outlined in our plan. An additional \$3,500 is also marked for on-going PD opportunities for teacher leaders.

Approximately \$6000 will be used to provide a stipend for four teachers who serve on the Selection Committee. The members of this committee will review application materials, interview candidates, make hiring recommendations to the superintendent, &

the yearly review/reapplication process. Another \$9,000 is being allotted to support program evaluation efforts. The total cost of implementing the DCCSD TLC plan is estimated to be about \$388, 785. The district will receive approximately \$362,470 from the TLC Grant. We have set the bar high in terms of the goals we wish to accomplish through this system of shared leadership and we know success will come at a cost. DCCSD is committed to providing the difference of \$25,905 in funding so that we can fully implement the plan. We consider these expenses an investment in the future of Davis County – and we believe the rewards will be essentially priceless.

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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