



Application

70554 - Teacher Leadership and Compensation (TLC) System

73428 - Teacher Leader Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System
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Organization Information

Organization Name: Dubuque Community School District
Organization Type: K-12 Education
Tax ID: 42-6001531
DUNS: 04-059-5803-1863

**Organization Website:** Dubuque Community Schools  
**Address:** 2300 Chaney Road  
  
Dubuque Iowa 52001  
City State/Province Postal Code/Zip  
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Ext.  
**Fax:**  
**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** Dubuque Community School District  
Use the drop-down menu to select the district name.

**County-District Number** 31-1863  
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

**Honorific** Mr.

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**City** Dubuque

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

**Zip Code** 52001

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## TLC Application Contact

**Honorific** Ms.

**Name of TLC Contact** Lynne Devaney

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**Street Address** 2300 Chaney Road

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**State**

Iowa

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

**Zip Code**

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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)

Dubuque is a "Masterpiece on the Mississippi", a community with schools ready for change led by teacher leaders, and a community who is supportive of teachers. The Dubuque Community School District is located on the Mississippi River with a city population of 58,155. The DCSD is the 7th largest school district of Iowa's 346 public districts. The DCSD's student population is from the city of Dubuque and 5 surrounding townships. The district is located in Dubuque County and encompasses 240 square miles. Dubuque Schools serve 10,579 students. The Dubuque plan for Teacher Leadership and Compensation provides opportunities for many teachers to be part of a network of leaders who work toward common district goals.

### **Needs Assessment and Theory of Change**

The proposal began with a needs assessment informed by teachers, parents and administrators which generated the following ideas for planning:

**Team Teaching:** *If* teachers collaborate, plan and engage in highly effective classroom instruction as a team, *then* classrooms become more inclusive, rigor is enhanced and student achievement increases.

**Quality Professional Development:** *If* teacher leaders collaborate to know, implement and apply standards of professional learning with continuous improvement, *then* the enacted and assessed academic and cultural environments of the school will increase educator effectiveness and results for all students.

**Teacher Collaboration:** *If* teachers learn collaboratively in learning communities where participants struggle with others to construct knowledge about educational theory, research and pedagogy *then*, we will transform teaching and student results will improve.

**Quality Mentoring and New Professional Induction:** *If* teacher leaders lead other teachers, including new professionals through model teaching, team teaching as well as curriculum, program integration and coaching *then*, every teacher in the district will excel.

### **Program Descriptions**

The Core Committee, 20 teachers and administrators, developed our vision:

- **Content Leader and Initiative Leader:** We will support teachers as they enter or move within the district to understand the goals, curriculum, program, strategies, and protocols associated with content and initiatives. Content/Initiative Leaders collaborate with teachers to disseminate information on program materials, create bridges of understanding between the Iowa Core and program materials, develop resources and practices as well as build awareness and knowledge of evidence-based strategies. Content Leaders support teachers through curriculum review committees, unit design, assessment writing, and delivery of professional learning. Initiative Leaders support implementation of district instructional strategies.
- **Teachers on Special Assignment:** We will support teachers with the content, processes and facilitation skills needed to drive the goals, curriculum, program, strategies, and protocols associated with the DCSD Instructional Framework and the benchmarks of highly effective schools. Teachers on Special Assignment (TOSA) are full release teachers that currently exist in the district and support instruction and professional learning. The TLC grant enables us to enhance and support these positions:
  - Curriculum Coordinators
  - Instructional Coaches
  - Technology Coaches
  - Student Needs Facilitators
- **Communities of Practice:** We will support teachers with a collaborative, inquiry-based protocol that aligns pedagogical theory and district instructional goals to practice. PreK-12 Host Teachers are identified in the district as competent and willing to open their instruction and classrooms to a group of 8-10 teachers several times a year. Together, the Host Teacher, the TOSA Curriculum Coordinator for that content area (who acts as facilitator) and the group of 8-10 teachers (guest teachers) comprise a Community of Practice. Lesson study is the protocol used to examine teaching and lesson design.
- **New Professional Residency Program:** We will support New Professionals through a year-long residency to support acquisition of the Iowa Teaching Standards AND to support career teachers by adding to their content knowledge and pedagogical expertise. The mentor provides a year-long residency experience team teaching with a New Professional (initial license).

### **Impact Goals**

Ultimately, the TLC program will be measured by the following:

- **Do teacher leaders know, use and implement the Standards for Professional Learning with fidelity and competence?**
- **As a result of the teacher leader opportunities, does each school know, implement and demonstrate the benchmarks of highly effective schools?**

### **Short Term and Intermediate Goals**

Goals reflect that Teacher Leaders interact and work with each other to have content knowledge, procedural knowledge and facilitation/coaching skills.

- Teacher leaders will know, use and apply their content knowledge effectively with adults and students.
- Teacher leaders will know and use processes that support their work with other adults.
- Teacher leaders demonstrate and apply facilitation and coaching skills needed to lead adults and students.

### **Professional Learning**

Professional learning is intended to ground Teacher Leaders in the theory, practice and application of leading peers through school and district initiatives. Professional learning for teacher leaders includes:

- Model Teacher Leader Standards and their application
- Professional Learning Standards (Learning Forward)
- Benchmarks for Highly Effective Schools (Dunsworth and Billings)
- Using the Data Process of Collaborative Inquiry (Love)
- Fierce Conversations
- Coaching Skills
- Concerns-based Adoption Model (CBAM)
- Lesson Study
- Characteristics of Effective Instruction (Iowa Core)
- Dubuque Instructional Framework
- Using Data Process of Collaborative Inquiry (Love)
- Assessing Impact (Killion, Learning Forward)
- Use of support systems within the district: Powerschool, Destiny, LMS, ISS, GWAEA, MAP

**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**

**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)**

## **Planning Grant Description**

On October, 2013, Dubuque Superintendent Stan Rheingans convened administrators and members the Dubuque Education Association to discuss submitting a Teacher Leadership and Compensation Grant. This group, the sub-committee of the Core TLC Team, reviewed the application and other materials provided by the Department of Education. This group attended an information meeting hosted by Heartland AEA11 and Keystone AEA1 for districts submitting proposals. The sub-committee felt that there was enough support from stakeholders to pursue work on the TLC grant. The sub-committee met November 11, 15 and 18 to develop background knowledge on the topic, to develop the organization of structures with stakeholders and to develop a timeline for work samples.

A TLC Core Team was established by recruiting staff members with commitment and energy to fulfill dreams for our schools. The role of the TLC Core Team was to understand the law and guidelines, then to think "out of the box" and become imagineers.

### **Sub-Committee of the TLC Core:**

Nancy Bradley, Dir of Elementary Ed and Professional Learning

Rick Colpitts, Exec Dir of Human Resources

Lynne Devaney, Associate Supt

Tammy Duehr, Lead Instructional Coach and President of the Dubuque Ed Association

David Olson, Dir of Secondary Ed and Professional Learning

Stan Rheingans, Supt

### **TLC Core Team:**

Chris Burke, Teacher, Math Roosevelt Middle

Mark Burns, Principal, Washington Middle

Tom Cuvelier, Teacher, Science Dept Chair, Dubuque Senior High

Brenda Duvel, Teacher on Special Assignment, Special Ed Curriculum Coordinator

Andy Ferguson, Principal, Eisenhower Elementary

Johna Freyling-Butler, Teacher, Instructional Coach, Special Ed, Prescott Elementary

Nick Hess, Teacher, Instructional Coach, Bryant Elementary

Dan Johnson, Principal, Dubuque Senior High

Chris Nugent, Principal, Fulton Elementary

Michelle Weber, Teacher, Instructional Coach, Jefferson Middle

Sarah Weber, Teacher, Table Mound Elementary

Karen Weires, Teacher, Math Dept Chair, Hempstead High

The sub-committee established a writing process that included feedback loops with the Core Team. Each Friday, the sub-committee tackled an element of the grant. The following Tuesday, the Core Team reviewed the work with feedback becoming the work for the sub-committee the following Friday. This process built commitment and ownership allowing Core Team members to speak with colleagues between meetings.

The Core Team gathered input from the larger district community through a series of meetings. The grant was explained and small groups worked to develop suggestions for reaching the grant goals. Suggestions were collected and analyzed. The stakeholder groups involved were:

- District Leadership
- Educational Program staff
- Teachers
- School Site Councils (parents, community, students and Board of Education from 20 schools)

The Core Team synthesized the data into themes based on stakeholder input: new professional support, team teaching, collaboration, quality professional learning. The sub committee developed themes into recommended programs. The following meetings were dedicated to gathering input from the community on the TLC Grant. It should be noted that the December 9 meetings generated a combined attendance of 148 people.

11/25 District Leadership Meeting 1.5 hr

12/5 District Leadership 2 hr

12/9 2 Teacher Meetings 2 hr

12/9 Site Council Meeting (including parents) 1 hr

12/10 Elementary Principal Meeting 3 hr

12/12 Secondary Principal Meeting 1 hr

1/9 District Leadership 2 hr

## **Stakeholder Engagement**

11/21 Core 1.5 hr

*Review the grant guidelines; organizational meeting; distribute materials*

11/22 Sub Core 4 hr

12/2 Sub Core 3 hr

12/3 Core 2 hr

*Discussed articles on teacher leadership using the Four A's Text Protocol: (assumptions, argue, agree, aspire)*

12/6 Sub Core 4 hr

12/10 Core 2 hr

12/13 Sub Core 4 hr

*Reviewed data from the all-district teacher and Site Council meetings; small groups identified general themes*

12/17 Core 2 hr

*Reviewed the four themes suggested by the sub-committee and Theory of Change*

1/3 Sub Core 4 hr

1/8 Core 2 hr

*Reviewed the program recommendation for TOSA, Communities of Practice, Mentors and Content/Initiative Leader*

1/10 Sub Core 4 hr

1/13 Sub Core 3 hr

1/14 Core 2 hr

*Reviewed recommendations for recruitment, selection and evaluation of teacher leaders*

1/17 Sub Core 4 hr

1/21 Core 2 hr

*Reviewed budget and draft grant*

1/22 Sub Core 4 hr

1/23 Sub Core 4 hr

1/24 Sub Core 4 hr

1/28 Core 2 hr

*Grant review*

1/29 Sub Core 4 hr

1/29 Core 2hr

*Final review of the grant*

## **Funds**

Grant funds to support the Core Team for work completed after contract hours ensured the availability and collaboration of the entire team. Funds also brought team members up to date with current research and model programs established nationally on teacher leadership. We referenced Learning Forward resources on professional learning and research on Japanese Lesson Study, full release mentors or mentor residencies and communities of practice. This enhanced our common understanding and steered us to new possibilities. If awarded the grant, remaining funds will be used to continue the work of the Core Team to create plans needed to move our recommended program resources forward.

## **Commitment and Support**

- There was no preset plan before the stakeholders gave input. This plan is public.
- The plan is complex and will need strategic implementation involving multiple checks and balances.
- Our leaders have passion to implement the plan assuring many goals are met.
- The multi-faceted nature of the plan allows many stakeholders to find their place. Teachers have many opportunities that form their career path. Parents are comforted that the best teachers will not leave their child's classroom. Career teachers will get support.
- DEA President Tammy Duehr remarked, "This plan sparks an explosion of teacher energy that was otherwise only potential energy. What a benefit for our students!"

As a result of the stakeholder input process, those involved have consistently expressed high degrees of commitment and support for the final proposal and concepts.

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## **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).**

Dubuque's strategic goals inform district planning and teacher, classroom and student goal setting. Four levels of information relate **local context and link it to the statewide TLC vision:**

1. DCSD Board of Education Strategic Plan
2. Dubuque DINA plan
3. Community-wide conversations with stakeholders
4. DCSD student achievement for proficiency and growth.

1. The **DCSD Board of Education Strategic Plan** drives our improvement. The TLC goals support DCSD's Goal 5: Employee Excellence. We believe when employees learn, apply knowledge and skills linked to learning goals, we impact student achievement.

DCSD Strategic Plan	Goal #1 Student Achievement	Goal #2 Student Development	Goal #3 Community Engagement	Goal #4 Effective Resource Management	Goal #5 Employee Excellence
	Ensure that all students have the necessary skills to be 21st Century College and Career Ready	Create healthy and contributing citizens through access to a wide variety of activities and options for students to develop character, apply their skills and uncover their potential.	Create meaningful, two-way engagement between the district and parents/community members that supports student achievement.	Maximize and streamline resources to provide increased access to 21st century learning tools and facilities that support student achievement.	<b>Create an environment in which employees strive for excellence, collaborate as part of a team, and are confident and competent in supporting student learning.</b>

2. Dubuque completed the **DINA** planning process. We developed district-wide beliefs that shape DCSD professional learning. Below the TLC grant goals are aligned to DCSD learning beliefs.

TLC Grant Goals	DCSD Professional Learning Beliefs
Attract and retain teachers Promote collaboration Reward professional growth	<b>Distribute Leadership and Capacity</b> Every member of a collaborative school community can act as a leader, affecting the quality of relationships, school culture and student learning.
Attract and retain teachers Promote collaboration	<b>Build the Collaborative Team</b> Ongoing professional development is a part of the school day, guided by data, linked to teaching and is embedded in a professional learning community.
Effective teaching Promote collaboration	<b>Use Data Frequently and In-depth</b> Data encompasses much more than test results. Data are the evidence that grounds our conclusions in results, not speculation. Collaborative inquiry is as robust as the relevance, accuracy, fairness, variety and reliability of the data in use.
Effective teaching	<b>Focus on Instructional Improvement</b> Data have no meaning. Frames of reference influence the meaning we derive from data and impact instructional decisions.
Attract and retain teachers Promote collaboration Effective teaching	<b>Nurture Commitment to Equity and Trust</b> Improving student learning is a moral responsibility. It is not children's poverty, race or ethnicity that prevents achievement; it is school practices, policies and beliefs that pose the biggest obstacles.

3. The district sponsored **4 focus groups with teachers, administrators, and parents on teacher leadership**. The TLC Core Committee developed 4 ideas/themes and belief statements to inform TLC planning:

<b>Team teaching</b>	<b>If</b> teachers collaborate, plan and engage in effective classroom instruction, <b>then</b> classrooms become inclusive, rigor is enhanced and student achievement increases.
<b>Quality Professional Development</b>	<b>If</b> teacher leaders collaborate implement and apply standards of professional learning with continuous improvement, <b>then</b> the enacted and assessed academic and cultural environments of the district (school) will increase educator effectiveness and results for all students.

<b>Teacher Collaboration</b>	<i>If</i> teachers learn collaboratively, as part of learning communities where participants struggle with others to construct knowledge about theory, research and pedagogy, <b>then</b> we will transform teaching and student results will improve.
<b>Quality Mentoring and New Professional Induction</b>	<i>If</i> teacher leaders lead and support other teachers, including new professionals, through team teaching as well as curriculum, program integration and coaching, <b>then</b> every teacher will excel and student results will improve.

4. A review of Dubuque student achievement data for proficiency and growth indicate that student achievement is good; not great. Over time, various age spans and content areas experienced significant improvement. However, in recent years, we have hit a plateau at all grade spans. For the final 10-12% of reluctant learner, we have to sharpen our programmatic and professional response.

TLC goals were developed on 4 programs. These programs are designed to focus on teacher leaders for impact on ALL teachers.

	<b>Vision</b>	<b>Goals</b>	<b>Impact Goals</b>
Content Leader and Initiative Leader	We intend to support teachers to understand the goals, curriculum, program, strategies, and protocols associated with content and initiatives.	Teacher Leaders will know, use and apply their content knowledge effectively with adults and students.  Teacher Leaders will know and use processes that support their work.  Teacher leaders demonstrate and apply facilitation and coaching skills.	Do Lead Teachers know, use and implement the Standards for quality Professional Learning with fidelity and competence?  As a result of the Teacher Leader opportunities, does each school know, implement and demonstrate the benchmarks of highly effective schools?
Teachers on Special Assignment	We intend to support teacher leaders with the content, processes and facilitation skills needed to drive the goals, curriculum, program, strategies, and protocols associated with the DCSD Instructional Framework and the benchmarks of highly effective schools.		
Communities of Practice	We intend to support teachers with a collaborative, inquiry-based protocol (lesson study) that aligns theory, instructional goals to practice.		
New Professional Residency Program	We intend to support new professionals through a year-long residency to support acquisition of the Iowa Teaching Standards AND to support veteran teachers by adding to their content knowledge and expertise.		

**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 TLC grant will **connect to, support, and strengthen** three significant district plans and goals to improve student learning:

- Assessment of and for Learning
- Problem-based Learning
- Building the Data Culture

<b>Assessment for Learning</b>
<b>Our Plan: Standards, Assessment, Content, Instruction, Resources</b>
<b>How TLC teacher leaders will connect, support and strengthen our goals:</b>
<p><b>Goal 1:</b> We will build knowledge, technology and evaluation systems, establish clear achievement standards and use quality criteria for formative and summative assessments to ensure assessment quality.</p> <p><b>Goal 2:</b> Educators will use assessment data appropriately where the outcome includes engaged, motivated students who are assessors of their own learning.</p> <p><b>Goal 3:</b> We will implement the Assessment <i>for</i> and <i>of</i> Learning initiative with fidelity and consistently measure success with valid and reliable instruments.</p>
<p>TOSAs will develop the <b>standards, assessments, content, instruction and resources</b> that support teacher instruction, and plan for professional learning to implement.</p> <p>Mentors will coach new professionals about the <b>standards, assessments, content, instruction and resources within specific classroom practice.</b></p> <p>Content/Initiative Leaders will disseminate the <b>standards assessments, content, instruction and resources</b> that support teacher instruction so that teachers can create quality and relevant learning targets.</p> <p>Communities of Practice Host Teachers will model in planning and practice so that participant teachers can observe, plan and analyze <b>standards, assessments, content, instruction and resources</b> in classrooms.</p>

<b>Problem-based Learning</b>
<b>Our Plan: Authentic, problem-based instruction that aligns with the Iowa Core and motivates/engages students</b>
<b>How teacher leaders will connect, support, and strengthen our goals:</b>
<p><b>Goal 1:</b> Educators will embed learning in meaningful and rigorous contexts so students will develop flexible knowledge and effective problem-solving skills.</p> <p><b>Goal 2:</b> Educators will systematically use instructional design and delivery systems that include planning, monitoring, and evaluating work for the purpose of developing students who are effective problem solvers.</p> <p><b>Goal 3:</b> (from the Assessment for Learning Logic Model) Educators will use an assessment system that will ensure that students are self-directed, lifelong learners.</p> <p><b>Goal 4:</b> Educators will demonstrate skills and protocols that enable a culture and climate of collaboration for students and other adults.</p> <p><b>Goal 5:</b> Educators will use an instructional design around student interest that challenge and motivate students.</p>

TOSAs will develop the structure and implementation plan for **authentic, problem-based instruction that aligns with the Iowa Core and motivates/engages students.**

Mentors will implement, as a guide with new professionals, **authentic, problem-based instruction that aligns with the Iowa Core and motivates/engages students** in classroom practice.

Content/Initiative Leaders will disseminate best practices by content area for **authentic, problem-based instruction that aligns with the Iowa Core and motivates/engages students** to support teacher instruction.

Communities of Practice Host Teachers will model in planning and practice so that participant teachers can observe, plan and analyze **authentic, problem-based instruction that aligns with the Iowa Core and motivates/engages students** in classrooms.

The Plan: <b>Linked, accessible and impact data</b>	<b>How teacher leaders will connect, support, and strengthen our goals:</b>
<b>Goal 1:</b> Educators will build data leadership capacity to support the Iowa Core and MTSS.	<p>TOSAs will develop understanding of <b>linked, accessible and impact data</b> that support teacher instruction and will plan the implementation through professional learning.</p> <p>Mentors will use student and classroom data with new professionals that is <b>linked, accessible and has impact data</b> in a classroom.</p> <p>Content/Initiative Leaders will disseminate content and curriculum adjustments as a response to <b>linked, accessible and impact data</b> to support teacher instruction.</p> <p>Communities of Practice Host Teachers will apply <b>linked, accessible and impact data</b> to classroom planning and practice so that participant teachers can observe, plan and analyze classrooms.</p>
<b>Goal 2:</b> Educators will focus on the elements necessary to and create collaborative teams.	
<b>Goal 3:</b> Educators will use data frequently and accurately.	
<b>Goal 4:</b> Educators will use data to inform instructional improvement.	
<b>Goal 5:</b> Educators will nurture a culture of equity and trust.	

**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 mentoring and induction program uses *Journey to Excellence* to train our mentors and beginning educators. To prepare mentors, we use Mentoring Matters: Learning-focused Conversations and Learning-focused Mentoring, A Professional Development Resource Kit. The materials address awareness, demonstration, reflection and coaching. Annual renewal learning experiences are provided to experienced mentors. Training of mentors is provided by certified Journey to Excellence trainers. Surveys support program adjustments

**Strengths**

- *Journey to Excellence* aligns with the Iowa teaching standards.
- The district employs a mentoring coordinator.
- New professionals currently have an additional 21 hours of contact time. Each second year professional has an additional 7 hours of contact time.
- The district provides support for experienced professionals new to the district through orientation facilitators.

**Weaknesses**

- Without the TLC grant, the district must fund mentoring as required per Iowa Code
- Transitioning from Pathwise to JtE, created gaps in mentor training
- We need to improve the consistency, quality of training and accountability for mentors
- Lack of time to meet while teaching full-time
- AEA1 offers a week of training for mentors during the summer. This is not a realistic option for Dubuque due to the numbers of mentors needed and the distance to the AEA.
- AEA 1 has created a Moodle for Mentor training but it is not a preferred professional learning experience.

We intend to integrate a **New Professional Residency Program** for teachers holding an initial license along side the traditional mentoring program for teachers with a Standard license. The **New Professional Residency Program** involves a year-long team teaching experience with a mentor for teachers with an initial license. The DCSD program provides support after participants complete the first year through differentiated mentoring.

The **goals** of the DCSD **New Professional Residency program** are:

- To build capacity of new professionals for student achievement
- To share and build skills of new professionals with coherent, shared curricula and pedagogies
- To develop, support and sustain mentor teachers who demonstrate instructional leadership, reflective practice and culturally responsive teaching
- To develop the residency year as a strategy to build instructional capacity

Our choices were framed by the following **beliefs**:

- Skilled mentors are a critical component of the model.
- Selection of mentors is critical to the model.
- Mentors who work with a resident will improve their instructional practice.
- The New Professional Residency Program, following the same set of principles, may look different at different grade spans. The instructional delivery is different
- Professional learning is best experienced through learning communities.
- Cohorts of residents and mentors will build the capacity of coherent instructional effectiveness of the school and district.

The DCSD **New Professional Residency** model:

- Blends a rigorous full-year classroom apprenticeship with a sequence of professional learning
- Teaches with a trained mentor using strategies for the classroom, examining student work, and using data to drive instruction
- Uses gradual release as the resident demonstrates proficiency in the Iowa Teaching Standards
- Participates in professional learning tailored to district needs, so new teachers learn the district’s initiatives and curriculum
- Provides mentors professional learning in coaching and feedback
- Provides residents and mentors with professional learning on interpretation of performance data to inform interventions and improve teacher effectiveness
- This program incorporates five strategies for induction and retention of new teachers to:
  - implement high quality instructional mentoring
  - professional learning communities
  - new teacher support with district systems
  - ongoing evaluation for growth
  - new teacher support as a district-level priority (Moir, New Teacher Center, Santa Cruz, CA)

DCSD Mentoring and Induction Overview New Employees Regardless of License Type	
Type of Licensure	Program Approach
Content	Learning Targets

All teachers New to the district	Contract Days Seminar Release Time
<ul style="list-style-type: none"> <li>• District Communications</li> <li>• Aesop, SolutionWhere</li> <li>• Bloodborne Pathogens</li> <li>• Device Distribution</li> <li>• Iowa Teaching Standards (ITS) 8</li> <li>• Ethics</li> <li>• Collaboration CEI: Assessment of Learning</li> <li>• Grade or Content Specific Materials/Curriculum</li> </ul>	<p>Participate in a variety of protocols to enhance learning</p> <p>Have experience with their grade/content specific materials.</p>
<b>Year One or Two DCSD Employment (Initial License)</b>	<b>New Professional Residency</b>  <b>A year-long team teaching experience with a mentor for teachers with an initial license</b>
<ul style="list-style-type: none"> <li>• Journey to Excellence Mentoring</li> <li>• ITS: 6,3, 4, 7</li> <li>• Characteristics of Effective Instruction (CEI): Student-Centered Classrooms Teaching for Understanding.</li> </ul>	<p><b>Demonstrate growth in the ITS: 6, 3, 4, and 7</b></p> <p><b>Increase knowledge of teaching for learner differences</b></p>
Year Two Teachers: Initial License	Mentoring (having completed a residency) AND Year Two Academy
<ul style="list-style-type: none"> <li>• Journey to Excellence</li> <li>• ITS: 6, 2, 5, 1</li> <li>• CEI: Teaching for Learner Differences</li> </ul>	<p>Demonstrate growth in the ITS: 6, 2, 5, and 1</p> <p>Increase knowledge of teaching for learner differences</p>
Year Three Teacher: Initial License	Mentoring
• Personalized Content	Demonstrate growth in their implementation of the ITS and CEI
Year One Teachers: Standard License:	Year One Academy  Orientation Facilitator
• Characteristics of Effective Instruction (CEI): Student-Centered Classrooms, Teaching for Understanding, Teaching for Learner Differences	Increase knowledge of all CEI
Year Two Teachers: Standard License	Year Two Academy
• <b>15 Fixes for Broken Grades</b> , O'Connor	Develop current grading practices

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## 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 Dubuque Community School proposal establishes 4 categories of Teacher Leaders:

### **1. Communities of Practice: Host Teacher**

**Description:** PK-12 Host Teachers are identified throughout the district open their instruction and classrooms to a group of 8-10 teachers twice a year. The Host Teacher, TOSA Curriculum Coordinator for the content area (facilitator), and group of 8-10 teachers comprise a Community of Practice.

**Released Time:** 0%

**Position:** New

### **2. Content Leader/Initiative Leader**

**Description:** Content/Initiative Leaders collaborate with teachers for the purposes of sharing information regarding standards, connecting the Iowa Core and program materials, developing program resources and practices and building knowledge of evidence-based strategies to raise student achievement. Content Leaders support the instructional program through curriculum and program review, unit design, assessment writing, and delivery of professional learning. Initiative Leaders support implementation of district instructional strategies or protocols (CGI, AIW, technology).

**Released Time:** PK-8=0%; 9-12=30%

**Position:** Revised and Expanded

### **3. New Professional Mentor**

**Description:** The New Professional Mentor provides a year-long residency experience of team teaching with a New Professional (initial license).

**Released Time:** 100%

**Position:** New

### **4. Teacher on Special Assignment**

**Description:** Teachers on Special Assignment (TOSA) are full-release teachers who currently exist in the district and support the instruction and professional learning in schools. The grant enhances and supports these positions:

- Curriculum Coordinators
- Instructional Coaches
- Technology Coaches
- Student Needs Facilitators

**Released Time:** 100%

**Position:** Current and Expanded

#### **Program Description: Communities of Practice**

Dubuque Schools will establish Communities of Practice PK-12. Goals embody the Iowa Professional Development Model through the use of Lesson Study. Teachers will demonstrate their knowledge and application of the learning around the problem of practice; support collaboration with a job-embedded professional learning opportunity; and provide a level of instructional consistency throughout the district. The investigation of practice will focus on learning targets, descriptive feedback, and student engagement which aligns with Assessment for Learning, a goal of the DCSD CSIP.

The program:

- 18 PK-12 Host Teachers are identified throughout the district and open their classrooms to a group of 8-10 teachers twice per year.
- A Community of Practice is comprised of teachers from various schools traveling to Host Teachers, thus enabling ideas and practices to flow across the district.
- A Community of Practice completes two cycles each year in any content area and integrates 3 strategies associated with Assessment for Learning: learning targets, descriptive feedback, student engagement.

Each Community of Practice lasts approximately 1.5 days. On the first day group work is facilitated by the Curriculum Coordinator and demonstrated by the Host Teacher. The second is several weeks later after each participant has practiced/reflected on the practice by sharing experiences through conversation, teacher artifacts, videotapes and anecdotal evidence. Finally, analysis of student work based on the problem of practice occurs with a protocol such as Minnesota Slice or AIW.

#### **Program Description: Content Leaders and Initiative Leaders**

DCSD will enhance the current practice of Content/Initiative Leaders for curriculum, instruction, and program development PK-12. These leaders enable the district to meet the goals of collaboration, build teachers' capacity for facilitating professional learning, and create a system of instructional support for teachers. Content Leader teams from each school support the instructional program through curriculum and program review committees, unit and lesson design, assessment writing, and facilitation of professional learning.

Decisions were framed by the following beliefs:

- Content Leaders are used extensively in the elementary schools and less in middle and high schools. We can improve effective instructional practice if support for teachers in each school is consistent.
- The work of continuous school improvement, which includes implementation of the enacted and assessed curriculum, is best accomplished by teachers with teachers.
- Content/Initiative Leaders assigned to each core area enables each school to access an onsite teacher directly involved in the Iowa Core

implementation plus district program and assessment development.

- Content/Initiative Leaders play a critical role in supporting instructional coherence within schools using the DCSD Instructional Framework.
- Initiative Leaders support the implementation of strategies or protocols such as CGI, AIW, LETRS.

Distribution of Content Leaders:

- Elementary schools: Language Arts, Math, Science and Social Studies (4 per school)
- Middle schools: Language Arts, Math, Science, Social Studies and Exploratory (5 per school) and 21 House Chairs
- High schools: Department Chair role expanded to include instructional design (9 per school)
- Specialists: Pk-5 and 6-8 district content leaders (2 each in Music, Visual Arts, Wellness/PE); Guidance and Nurses
- Special Education: MOVE, DI, Herman, CPI, Saxon, Read 180, STAR, LETRS and Fusion (10 total)

**Program Description: New Professional Residency Program**

The New Professional Residency Program builds a network of New Professionals and Mentors dedicated to accelerating student achievement. The residency involves a year-long teaching experience of team teaching with an experienced Mentor and a first year teacher (initial license). The DCSD mentoring program provides continued support and mentoring after participants complete the first year. The goals are to build capacity of new professionals to impact student achievement; share and build skills of new professionals with coherent, shared curricula and pedagogies; develop and support mentor teachers who demonstrate instructional leadership, reflective practice, culturally responsive teaching; and develop the residency year to build greater teacher instructional capacity.

Decisions were framed by the following beliefs:

- Skilled Mentors are a critical component of the model
- Selection of Mentors is a key component
- Mentors improve their own instructional practice by gaining knowledge and skills about the instructional program
- The program, while adhering to the same set of principles, will look different in elementary, middle and high schools due to the nature of the instructional delivery
- Professional learning for New Professionals and Mentors is best advanced through a learning community that develops and disseminates best practices through collaborative teaming
- Over time, the cohorts of Residents and Mentors build the capacity of coherent instructional effectiveness of the school and district

The DCSD New Professional Residency model:

- Blends a rigorous full-year classroom apprenticeship with an aligned sequence of learning for the new professional
- Places inexperienced new teachers alongside trained Mentors emphasizing classroom strategies, examining student work, and using data to drive instruction
- Uses a gradual release process for the Mentor as the New Professional demonstrates proficiency in the Iowa Teaching Standards
- Provides Mentors professional learning in coaching

**Alignment of Residency Principles to the Proposed DSCD Organization**

**Principles**

Residencies recognize the need for an extended period of well-supervised clinical practice.

A new professional Resident and a Mentor are teamed together for an entire year.

Mentors are not to be used as substitute teachers.

Mentors are not placed with Track 3 probationary teachers. The program is not intended as remediation for ineffective teaching.

All new professionals in either year 1 or 2 of the initial license will be assigned a residency.

Residencies weave education theory and classroom practice.

Professional learning for both Mentors and Residents will adhere to the Standards of Professional Learning outlined by *Learning Forward*, which define the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results.

Residencies focus on learning alongside an experienced, trained Mentor.

A Resident will team teach with a Mentor full-time, full-year in elementary and middle school. High school Residents will team teach with their Mentor for 2 periods a day and share a planning period.

Gradual release will be employed by the Mentor as the Resident demonstrates proficiency in the Iowa Teaching Standards.

Residencies group both New Professionals and experienced teachers in cohorts.

Residents and Mentors will participate in professional learning as a group or in job-alike groups.

The residency program seeks to establish partnerships.

The approved professional learning provider is the DCSD. In the future, DCSD will explore establishing formal programs for advanced degrees with educational institutions.

Residencies support new professionals in a post-residency program.

All new teachers will participate in a differentiated mentoring program for the first two years of their employment or until a standard license has been awarded.

Residencies establish and support differentiated career roles for experienced teachers.

Mentors are a part of a larger framework of providing differentiated career roles for experienced teachers.

#### **Program Description: Teacher on Special Assignment (TOSA)**

The Dubuque Community School District has a long-standing practice of building instructional leadership capacity through Teacher Leaders. As a district of 10,579 students, the infrastructure supports Teacher Leaders who select and develop curriculum, builds capacity for data analysis and continuous school improvement including RtI/MTSS, implements and manages evidenced-based behavioral strategies, and integrates 21st century technology and curriculum. Teachers on Special Assignment (TOSAs) are full-time released positions. TOSAs support the TLC grant goals by leading district efforts in identified areas, setting the stage for collaboration, and developing quality professional development. TOSAs will guide the work of Host Teachers and Content and Initiative Leaders.

TOSA categories are:

- Curriculum Coordinators: Provide district leadership within an area of PK-12 instructional programming. They are charged with coordination of curriculum, staff development, program management, program monitoring and evaluation, and school/community relations within the content area. DCSD currently employs 13 Curriculum Coordinators.
- Instructional Coaches: Provide leadership to teachers within the areas of continuous school improvement, data analysis, and implementation of RtI/MTSS. They support facilitation of the development, implementation, monitoring, and evaluation of the CSIP. The district currently employs 21 Instructional Coaches and seeks to add 9 additional coaches to middle and high schools plus 3 to elementary schools.
- Technology Coaches: Provide leadership within the area of 21st century technology integration. They facilitate the development, implementation, monitoring, and evaluation of the school plans for technology integration in the classroom. DCSD currently employs 20 technology coaches.
- Student Needs Facilitators: Provide leadership within the area of social-emotional learning as well as management of evidence-based behavior strategies and protocols. They support teachers in the identification of at-risk high school students and facilitate access to appropriate at-risk programming. They facilitate the development, implementation, monitoring, and evaluation of the school plan for behavior. We currently employ 3.5 FTE Student Needs Facilitators in the middle and high schools.

**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**

## **Recruitment**

The Human Resource office will prepare for each Teacher Leader program:

- A brochure with the vision, goals and expectations for each position
- An assignment description including evaluation criteria based on the Teacher Leader Model Standards
- A "Teacher Leader Fair" so candidates can investigate the position and ask questions

The Human Resource office will notify teachers of Teacher Leader positions annually by category and number of leaders needed:

### **Communities of Practice Host Teachers (18)**

- 6 PreK-1, 2-3, 4-5 (2 each)
- 3 middle school (annually rotating content areas)
- 3 high school (annually rotating content areas)
- 6 teachers for music, art, physical education (2 each)

### **Content Leaders/Initiative Leaders**

- 52 elementary teachers (13 each from LA, math, science, social studies)
- 12 middle school teachers (4 each from LA, math, science, social studies)
- 16 high school teachers (2 each from English, science, social studies, math, CTE, fine arts, world language, physical education)
- 6 PK-8 teachers from art, music, physical education
- 21 MS house leaders
- 10 AIW initiative teachers
- 4 elementary CGI teachers
- 10 21st Century technology initiative teachers

**Resident Mentors** (approximately 20 FTE full release)

**Teachers on Special Assignment**(69.5, most full release, some part release)

- Curriculum Coordinators (13)
- Technology Coach (20)
- Instructional Coach (33)
- Student Needs Facilitator (3.5)

## **Selection**

Teams of administrators and teachers will be used at both the district and school levels to review applications, interview, and make recommendations for assignments.

### **Content/Initiative Leaders and New Professional Residency Mentors: School Level Selection**

- Applications are distributed to schools
- District and school teams review applications for indicators of success around the measures of effectiveness
- Each school administrator convenes a committee of administrator(s) and teachers to select teacher leader(s)
- The selection team applies the rubric on the measures of effectiveness
- The principal recommends the selected teacher leader to the HR Director

### **Host Teachers: District Level Selection**

- Applications are reviewed at the district level
- Applications are reviewed for indicators of success around the measures of effectiveness
- The HR Director convenes a committee of administrator(s) and teachers for input
- The selection process uses the rubric on the measures of effectiveness
- The HR Director recommends Host Teachers

### **Teachers on Special Assignment: School or District Selection**

- Procedures established per the DCSD contract are followed for full-time release Teachers on Special Assignment (TOSA) including Curriculum Coordinators, Instructional Coaches, Technology Coaches, and Student Need Facilitators
- Part-time release TOSAs (i.e. high school instructional coaches) follow the Content/Initiative Leader process
- The selection process uses the rubric on the measures of effectiveness

## **Evaluation Procedures**

- The district determines events for data collection on effectiveness of the Teacher Leaders
- The peer feedback protocol is used formatively and summatively throughout the year to improve Teacher Leader performance
- The teacher leader's ITPDP is informed by the peer feedback
- Aggregated Teacher Leader data will be made available to the teaching community

### **Measures of Effectiveness and Documentation of Professional Growth**

DCSD Teacher Leaders' effectiveness will be measured by *Learning Forward's* Standards for Professional Learning and the Teacher Leader Model Standards. During our community meetings with parents, teachers, and administrators, quality professional learning received and delivered by Teacher Leaders was one of four identified themes. Therefore, we organized our measures of effectiveness around these two sets of standards.

### **Evidence of Effectiveness and Documentation of Growth**

The following artifacts and data collection pieces will be used to measure the effectiveness and professional growth of each Teacher Leader as well as the program as a whole:

#### **Revised Individual Teacher Professional Development Plan:**

Each fall and spring Teacher Leaders will share their ITPDP. This plan will be revised to reflect an additional section for Teacher Leaders which incorporates the Teacher Leader Model Standards.

#### **Learning Forward Standards Assessment Inventory (SAI2):**

As part of our current strategic plan, we have deployed *Learning Forward's* SAI2 to measure the quality of our school based professional learning. This tool will compliment the Teacher Leader initiative. After a baseline is established (Winter, 2014), each teacher will review the survey at the end of each school year. The survey is directly aligned to the Standards for Professional Learning. This information, collected for individual schools, or used in the aggregate, will provide formative and summative information for Teacher Leaders to adjust their practice.

#### **Peer Feedback:**

After consultation with the supervisor, a Teacher Leader will use a peer feedback protocol to gather information about their performance around the Standards for Professional Learning and the Teacher Leader Model Standards. This protocol will be used for three events each year. The peer feedback data will be incorporated into the ITPDP for discussion and review with the supervisor.

#### **Innovation Configuration Maps from Learning Forward:**

Once each year, the Teacher Leader will complete a self-assessment of their performance using an IC Map designed specifically for their Teacher Leader role. The self-assessment will be included as part of the fall and/or spring ITPDP conference.

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## **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.*

Teacher Leaders are key in the creation and delivery of professional development to their peers; so much so, we are aligning one of the evaluation points of the TLC program to the Standards of Professional Learning from Learning Forward. In the chart below, the DCSD plan attends to BOTH the professional learning needed to prepare the Teacher Leaders AND the professional learning we anticipate they will deliver to others.

Teacher Leader Position	Professional Learning
Professional learning that Teacher Leaders deliver to others	Professional learning needed to prepare the Teacher Leaders
Curriculum Coordinator	Teacher on Special Assignment (TOSA)
<ul style="list-style-type: none"> <li>• Teacher Leader Standards</li> <li>• Professional Learning Standards</li> <li>• Benchmarks for Highly Effective Schools</li> <li>• Fierce Conversations leading to Cognitive Coaching</li> <li>• CBAM: Levels of Use, Stages of Concern, IC Maps</li> <li>• Lesson Study</li> <li>• Assessment for Learning</li> <li>• Problem-based Learning</li> <li>• Assessing Impact (Killion)</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of Effective Instruction</li> <li>• Dubuque Instructional Framework</li> <li>• Using Data Process of Collaborative Inquiry (Love)</li> <li>• Knowledge and use of support systems within the district: Powerschool, Destiny, LMS, ISS, GWAEA, MAP</li> <li>• Assessment for Learning</li> <li>• Problem-based Learning</li> <li>• Lesson Study</li> </ul>
<ul style="list-style-type: none"> <li>• Using Data Process of Collaborative Inquiry (Love)</li> <li>• Knowledge and use of support systems within the district: Powerschool, Destiny, LMS, ISS, GWAEA, MAP</li> </ul>	Instructional Coach
<ul style="list-style-type: none"> <li>• Using Data Process of Collaborative Inquiry (Love)</li> <li>• Benchmarks for Highly Effective Schools</li> <li>• Assessment for Learning</li> </ul>	Technology Coach
<ul style="list-style-type: none"> <li>• Benchmarks for Highly Effective Schools</li> <li>• Knowledge and use of support systems within the district: Powerschool, Destiny, LMS, ISS, GWAEA, MAP</li> <li>• Assessment for Learning</li> <li>• Problem-based Learning</li> </ul>	Student Needs Facilitator
<ul style="list-style-type: none"> <li>• Assessment for Learning</li> <li>• Problem-based Learning</li> </ul>	New Professional Residency Mentor
<ul style="list-style-type: none"> <li>• Teacher Leader Standards</li> <li>• Professional Learning Standards</li> <li>• Benchmarks for Highly Effective Schools</li> <li>• Fierce Conversations leading to Cognitive Coaching</li> <li>• Characteristics of Effective Instruction</li> <li>• Dubuque Instructional Framework</li> <li>• Iowa Teaching Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of Effective Instruction</li> <li>• Iowa Teaching Standards</li> <li>• Benchmarks for Highly Effective Schools</li> </ul>
Communities of Practice: Host Teacher	<ul style="list-style-type: none"> <li>• Teacher Leader Standards</li> <li>• Professional Learning Standards</li> <li>• Fierce Conversations</li> <li>• Lesson Study</li> </ul>
<ul style="list-style-type: none"> <li>• Lesson Study</li> <li>• Teacher Leader Standards</li> </ul>	Content/Initiative Leaders
<ul style="list-style-type: none"> <li>• Teacher Leader Standards</li> <li>• Professional Learning Standards</li> <li>• Benchmarks of Highly Effective Schools</li> <li>• Fierce Conversations</li> <li>• Characteristics of Effective Instruction</li> <li>• Dubuque Instructional Framework</li> <li>• Knowledge and use of support systems within the district: Powerschool, Destiny, LMS, ISS, GWAEA, MAP</li> <li>• Investigations (LA, Math), Next Generation Science or SS C3 Framework</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmarks of Highly Effective Schools</li> <li>• Characteristics of Effective Instruction</li> <li>• Dubuque Instructional Framework</li> <li>• Knowledge and use of support systems within the district: Powerschool, Destiny, LMS, ISS, GWAEA, MAP</li> <li>• Investigations (LA, Math), Next Generation Science or SS C3 Framework</li> </ul>

A review of the chart will show that about half of the professional learning that Teacher Leaders participates in will prepare them with

background knowledge on a topic or practice with skills (coaching and facilitation) that we anticipate will support their work with teachers. The other half we expect will be delivered to teachers.

#### **Alignment to the Iowa Professional Development Model**

The operating principles of the Iowa Professional Development Model (IPDM) provide Dubuque with the elements necessary for ongoing sustained implementation of the proposed programs.

- **Focus on Curriculum, Assessment and Instruction:** All four of our programs focus on knowing and understanding the Iowa Core or content area standards. Additionally, we will continue or work with Assessment for Learning and Problem-based Learning, both of which impact assessment and instruction.
- **Participative Decision-making:** All programs include participative decision-making. TOSA Curriculum Coordinators, Instructional, Technology Coaches and Student Needs Facilitators work directly with teachers to discuss and practice protocols specific to their area; the Mentors in the Residency program are team teaching with their mentee where part of the experience will include a joint preparation period; the Communities of Practice is built on a the Lesson Study protocol which actually is a team reviewing a lesson design together and re-writing multiple times for success.
- **Leadership:** All four programs were designed specifically to distribute leadership and build capacity for instruction within the district. We feel satisfied we have developed programs that integrate our instructional framework and are meeting student needs.
- **Simultaneity:** Every district struggles with the issue of simultaneity. DCSD is no different. Our challenge is to make sure that leaders and Teacher Leaders know the theoretical framework(s) well enough to draw explicit connections for teachers, students, the Board of Education and the community. We have created a cross walk between the Iowa Teaching Standards, the Iowa Professional Development Model (cycle), the Model Teacher Leader Standards and *Learning Forward's* Standards for Professional Learning. We know that by looking at the number of times we intersect with one or more frameworks, we accelerate rate of learning for adults and students.

Additionally, Dubuque is committed to the use of the 8-step Assessing Impact protocol from *Learning Forward* in the development, monitoring and adjustment of initiatives. Built within this cycle is both the process for monitoring impact and adjustment of implementation and mirrors the elements in the IPDM cycle.

- Assess evaluability
- Formulate evaluation questions
- Collect data
- Organize and analyze data
- Interpret data
- Report findings
- Evaluate the evaluation, repeat as needed

#### **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.**

For a number of years, Dubuque has been committed to the use of the 8-step model, Assessing Impact, from *Learning Forward* in the development, monitoring and adjustment of initiatives. Built within this cycle is both the process for **monitoring impact and adjustment of implementation.**

- Assess evaluability
- Formulate evaluation questions
- Collect data
- Organize and analyze data
- Interpret data
- Report findings
- Evaluate the evaluation

**Determining Impact/Effectiveness**

The district has developed two long-term impact goals to measure the effectiveness of the TLC grant. Our first essential question focuses on the quality of the professional learning:

**1) Do Teacher Leaders know, use and implement the Standards for quality Professional Learning with fidelity and competence?**

<b>Standards for Professional Learning with demonstrated knowledge and skills by Teacher Leaders</b>			
<b>Standard</b>	<b>Learning Communities</b>	<b>Leadership</b>	<b>Resources</b>
<b>Data</b>	<b>Learning Designs</b>	<b>Implementation</b>	<b>Outcomes</b>
<b>Knowledge and skill elements</b>	Engage in continuous improvement	Develop capacity for learning and leading	Prioritize resources: human, fiscal, material, technology and time
	Develop collective responsibility	Advocate for professional learning	Monitor resources
	Create alignment and accountability	Create support systems and structures	Coordinate resources
Analyze student, educator and system data	Apply learning theories, research and models	Apply learning theories, research and models	Meet performance standards
Assess programs	Select learning designs	Select learning designs	Address learning outcomes
Evaluate professional learning	Promote active engagement	Promote active engagement	Build coherence
<b>Data Sources</b>	Yearly <i>Learning Forward</i> Professional Learning Survey TPDP aligned to Standards for Professional Learning Peer Feedback data (aligned to Standards for Professional Learning) For TOSAs: <i>Assessing Impact</i> designs for professional learning (from <i>Learning Forward</i> )		

Secondly, our Theory of Change states that if we consistently, and with fidelity, provide quality professional learning to all teachers, schools will engage in practices that positively impact student achievement. The second long-term impact question is:

**2) As a result of the Teacher Leader opportunities, does each school know, implement and demonstrate the benchmarks of highly effective schools?**

DCSD uses 10 indicators of effectiveness (Dunsworth and Billings, 2011) to determine if a school is operating for high performance. These indicators have been validated by research. Each effectiveness indicator is further defined by one or more characteristics. Research-based rubrics enable the school to determine the extent to which each a characteristic is, or is not, in place within a school. This information is used for the next cycle of school improvement. The district has integrated these indicators into the outcomes of Iowa Core framework.

The indicators are:

- Written Curriculum
- Instructional Program
- Student Assessment
- School Leadership
- Comprehensive School Planning
- Professional Development
- Student Connectedness, Engagement and Readiness
- School Environment
- Family and Community Involvement
- District Support

The success of the work is embodied in teacher leaders knowing and demonstrating their:

- content area expertise AND the pedagogy of adult learners;
- implementation of processes associated with adult learners;

•facilitation skills.

Teacher Leader	Vision	Goals	Year 1 Data Source (Teacher Leader data only)	Year 2 Data Source (All Teacher data)
<b>Content Leader and Initiative Leader</b>	We will support all teachers to understand the goals, curriculum, program, strategies, and protocols associated with content and initiatives.	Teacher Leaders will know, use and apply their content knowledge effectively with adults and students.  Teacher Leaders will know and use processes that support their work with other adults.	Yearly <i>Learning Forward</i> Professional Learning Survey  ITPDP aligned to Standards for Professional Learning	Yearly <i>Learning Forward</i> Professional Learning Survey  ITPDP aligned to Standards for Professional Learning
<b>Teachers on Special Assignment</b>	We will support teacher leaders with the specific content, processes and facilitation skills needed to drive the goals, curriculum, program, strategies, and protocols associated with the DCSD Instructional Framework and the benchmarks of highly effective schools.	Teacher Leaders demonstrate and apply facilitation and coaching skills needed to lead adults and students.	Peer Feedback data (aligned to Standards for Professional Learning)  For TOSAs: <i>Assessing Impact</i> designs for professional learning	Peer Feedback data (aligned to Standards for Professional Learning)
<b>Communities of Practice</b>	We will support all teachers with a collaborative, inquiry-based protocol (lesson study) that aligns pedagogical theory and district instructional goals to practice.			
<b>New Professional Residency Program</b>	We will support New Professionals through a year-long residency to support initial acquisition of the Iowa Teaching Standards AND to support Mentors by adding to their content knowledge and pedagogical expertise.			

**Monitoring and Adjustment** The district uses the work of Fixsen, Naoom, Blase, Friedman, & Wallace (2005), to determine if we are on track with implementation of new initiatives. Adjustments will be made to the TLC plan based on an analysis and interpretation of the annual effectiveness data.

Exploration 8/13-1/14	Installation 3/14-8/14	Initial Implementation 8/14-7/16	Full Implementation 8/16-7/17
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Identify needs.	Ensure engagement of stakeholders	Put into practice what been planned for during exploration and installation.	The program is integrated into the system.
Assess organizational capacity.	Create readiness for implementation		Processes and procedures established.
Select a program.	Ensure fidelity to the program		Maintain the program with monitoring and improvement to avoid entering program drift (edging toward a lack of fidelity).
Understand program fidelity and adaptation.	Monitor outcomes Align systems Remove barriers to implementation		Program is ready to be evaluated with a focus on assessing fidelity.

**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)**

DCSD feels confident that this program can be sustained, provided financial supports continue to be in place from the state level. DCSD's sustainability can be evaluated in light of best practices identified by Fixsen, Naoom, Blase, Friedman, & Wallace (2005).

**DCSD can ensure fidelity to core program components.**

- **TOSA:** DCSD has supported curriculum coordinators prior to 1970. Due to the size of the district, it is necessary to attend to both the pedagogical and management needs of content areas. Educational research indicates that programmatic changes are not enough to bring about results in student achievement; effective instruction by highly trained teachers is also required. Curriculum coordinators serve to meet those needs for DCSD.
- **New Professional Residency:** Of our proposed programs, the Residency is viewed as a powerful tool to build the capacity of highly effective teachers. DCSD has experienced results through our collaboration with Clarke University and the Partners Professional Program (PPP). In this program, certified teachers serve a year-long internship with a Mentor in the DCSD while working on their master's degree. Our experience with this program and subsequent research with such programs as the Urban Teacher Residency Program (Boston, Chicago, Memphis, Seattle) show us that the support for New Professionals as well as the opportunity for veteran teachers to lead will expand professional learning at two levels.
- **Content/Initiative Leader:** DCSD has supported this position in the past. The TLC grant gives us the opportunity to expand our vision for the work and to institutionalize the opportunities in each and every building. Prior to our developing this concept, lead teachers were used primarily during a study year or the first year of an implementation of new program materials. By formally creating positions within each school, it is possible to extend more than just program material implementation but reach into buildings to intentionally develop teaching strategies and protocols.
- **Communities of Practice with Host Teachers:** The Communities of Practice allows the district to dive deeply into the already accepted district practice of Lesson Study as a protocol to practice instructional concepts and strategies. In 2002, DCSD and Loras College were jointly awarded a Title II grant for the purpose of introducing lesson study through elementary math. Since that time, the relationship has continued and within the last two years has been introduced into the middle school with a great deal of success. We are excited to offer this opportunity, not only to Teacher Leaders but to all teachers.

**DCSD can ensure funding for the programs, and the supporting infrastructure is built into organization's budget.** DCSD has an infrastructure built to support work around the proposed programs.

- First, for many years, we have recognized that it is a district responsibility to ensure instructional and material consistency from building to building. Curriculum Coordinators serve the role of supporting buildings in that capacity.
- Second, as early as 2002, DCSD started to add to the cadre of Instructional Coaches to support instructional decision making and continuous school improvement. Instructional Coaches are a touchstone for best practice in our buildings.
- Third, two years ago, recognizing the importance of technology in education, we revised job descriptions to meet the needs of our new technology plan, invested in a district-level Lead Technology Coach and began a 21st Century Learning Initiative. Every building has an identified Technology Coach.
- Fourth, DCSD invests in administrative level district staff in Professional Learning for elementary and secondary education.

**DCSD can develop and implement plans for quality improvement, including regular review of process and outcome measures and using results to improve the program.**

- DCSD uses *Assessing Impact* as the process required of all staff responsible for professional learning. Every other year, we offer professional learning on *Assessing Impact* with a *Learning Forward* trainer. We also make available to all DCSD professional learning providers individual meetings with *Learning Forward* staff to review and revise plans. We feel that quality plans, once written, need yearly review of process and data but often serve the district for several years.
- The district has introduced a comprehensive planning process based on the work of Bernhardt, Love, Dunsworth and Billings that is specific in expectations around school review of process and focuses on student results and schools performing at high levels with research-based practices. This change is a result of our DINA review 2011-2012 and has continued to move forward.

**DCSD can evaluate data systems that support decision-making regarding the implementation of your program's outcomes.**

- As part of building the technology infrastructure, the district is committed to the purchase of an Instructional Student System (ISS) for the dissemination of data. The timeline for purchase is spring, 2014.
- The TLC grant was built upon the *Assessing Impact* model of program development and evaluation. As a result, an evaluation framework has been created which includes short, intermediate and long-term goals, data points identified as well as the data collection plan.

**DCSD can develop new community partnerships while maintaining existing relationships.**

- The district maintains many community partnerships. We believe that the opportunity to create and refine our leadership program will enhance relationships we hold with city government, community foundation and social agency providers. However, our greatest hope is to enhance our relationships with post-secondary institutions. We have formal relationships with Clarke University and Loras College that have helped form this grant. It is our intent to maintain and enhance these relationships. We would like to see what the possibilities are to offer coursework to teachers, particularly in the New Professional Residency program.

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## 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** 10578.56

The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.

**District Enrollment-Based Allocation** \$3,266,870.90

**Total Allocation** \$3,266,870.90

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## Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$30,000.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$1,758,764.03
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)	\$1,245,540.00
Amount used to provide professional development related to the leadership pathways	\$135,000.00
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>	\$95,000.00
<b>Totals</b>	<b>\$3,264,304.03</b>

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## Other Budgeted Uses - Description

Item description	Amount budgeted
FICA and IPERS 14-15 anticipated 3%	\$95,000.00
	<b>\$95,000.00</b>

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## Total Allocation Budgeted

**Total Projected Amount to be Expended** \$3,264,304.03

*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 \$2,566.87

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## **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)

**Budget Narrative**

**Teachers on Special Assignment (TOSA)** represent a cadre of teachers who are currently employed by DCSD and are full-release teachers. The funding stream for a TOSA is often a blended funding stream from the General Fund, Special Education, Drop-out / At-Risk or Supplemental At-Risk funds. We propose the TLC grant supplement 28% of each TOSA salary: Curriculum Coordinators, Instructional Coaches, Technology Coaches and Student Needs Facilitators. TOSA also have additional days to the contract. Curriculum Coordinators currently have 27 additional days to the contract, and we propose this remains. We would add an additional 8 days to the Instructional Coach, Technology Coach and Student Needs Facilitator contracts.

**The addition of the New Professional Residency Mentors** represent 20 teachers released full-time to team-teach with a New Professional with an initial license. The number of needed Mentors was calculated using a three-year average in our hiring. Residency Mentors will be assigned only to New Professionals who have an initial license. Mentors will receive an additional 8 days to their contract with the expectation that half or more of that time be spent with the New Professional prior to the start of the school year. Additionally, Mentors will receive 2 stipends generated per DCSD contract indices (approx. \$6000) to compensate expected time outside the contract for additional professional learning on coaching or for collaboration time with their Resident Mentee. Educators who are hired by DCSD with a standard license will use *Journeys to Excellence* program and will be assigned an Orientation Facilitator.

**Communities of Practice Host Teachers** will receive a stipend of \$1500 for participating in demonstration teaching twice each year with a follow-up meeting after contract hours with a cadre of 10 teachers. Preparation of their lesson as per Lesson study guidelines and work with the Curriculum Coordinator will comprise the expectation for their work. Host Teachers will receive 2 days in addition to the contract for professional learning on Lesson Study. Substitute teachers have been budgeted for the cadre of 10 teachers participating in a Community of Practice. We anticipate employing 18 PK-12 Host Teachers who meet with their cadre twice per year.

**Content/Initiative Leaders** will receive a stipend generated per DCSD contract indices (approximately \$3000.00). Additionally, Content/Initiative Leaders will receive 2 days in addition to their contract for professional learning on curriculum, program alignment or the specific initiative they support. We intend to place Content Leaders in each school by core instructional area: Language Arts, Math, Science and Social Studies. We will also offer Content Leaders in specialized areas such as Music, Art, and Physical Education by age span. Initiative Leaders will support our work in AIW, CGI and technology. We anticipate employing 31 Content/Initiative Leaders.

We have allocated \$135,000 from the TLC grant for professional learning. We anticipate we will blend TLC funds with Iowa Core, SINA/DINA Title 1 funds, and General Fund to meet our professional learning goals. The largest expenditure will be the support of coaching or facilitation skills for New Professional Mentors and TOSAs since we are interested in pursuing a coaching program to support teacher leaders as they work with other adults. Secondly, we intend to pursue the *Using Data Process of Collaborative Inquiry* (Love, 2009) with all TOSAs as part of the cycle of continuous progress for teachers, students and schools.

We do not believe we have other costs associated to the TLC grant as defined by the guidelines.

	% Allocated to TLC	TLC Staff Cost	Add'l Contract Days	Cost Add'l Contract Days	Add'l Stipend	Prof. Learning Costs	Sub Teachers
<b>All Teacher Leaders</b>						\$135,000	
<b>TOSAs:</b>							
<b>Curriculum Coordinator</b>	28%	\$260,778	27	Added to the current contract			
<b>Instructional Coach</b>	28%	\$358,779	8	\$80,640			
<b>Technology Coach</b>	28%	\$321,967	8	\$44,800			
<b>Student Needs Facilitators</b>	28%	\$8,239	8	\$11,200			

<b>New Professional Residency Mentors</b>	100%	\$1,200,000	8	\$120,000	
<b>Communities of Practice: Host Teachers</b>	100%		2	\$27,000	\$45,540
<b>Content / Initiative Leaders</b>	100%		2	\$396,000	
				Anticipated 14-15 3% \$95,000	<b>TLC \$\$ Generated = \$3,266,870.90</b>

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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