



Application

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

93052 - Teacher Leadership & Compensation System-Grant Application

Teacher Leadership and Compensation System

Status: Under Review

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Program Area of Interest Teacher Leadership and Compensation System

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Agency

Organization Information

Organization Name: East Sac County Community School District

Organization Type: K-12 Education

Tax ID:

DUNS:

Organization Website: www.eastsac.k12.ia.us

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Benefactor

Vendor Number

Recipient Information

District East Sac County Community School District

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

County-District Number 81-6741

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

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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)

The mission of East Sac County (ESC) Community School District is to empower all students to become productive, responsible citizens of an ever-changing global society. Although ESC's mission refers to students, we believe that the goal of productivity and responsibility in an ever-shifting worldwide community also applies to teachers.

ESC has been placed on the Annual Yearly Progress (AYP) watch-list in both reading and mathematics. Therefore, we urgently need to increase student achievement scores on standardized assessments, improve reading across content literacy, and prepare all students to achieve at high levels of mathematics for success beyond high school.

Additionally, as a small rural district surrounded by larger districts able to offer more in terms of salary and benefits, we need a system to recruit and retain high-quality teachers. In planning for the grant, we took great efforts to involve all stakeholders. The feedback we gained has enabled us to develop a plan that will empower teachers to become leaders and accelerate student achievement.

Quality Planning Process-In planning for the grant, we took great effort to involve all stakeholder groups. The feedback we gained from the groups, combined with research into effective teacher leadership, has enabled us to develop our plan for teacher leadership and improved student achievement.

Connecting State & Local Vision & Goals-East Sac County Schools will create a teacher leadership system that promotes, supports, and compensates teachers who collaborate reflectively with new and experienced peers, share their expertise, and implement concept-based strategies and technology tools that empower all students to become productive, responsible citizens of an ever-changing global society.

Connections to Educational Improvement Efforts

Improved Entry Into the Profession-Another important component of our plan is the role Teacher Leaders will play in improving entry into the profession. The current mentoring and induction has been developed locally and will be improved by personalizing and contextualizing the work of entry-level teachers. We will provide a means for mentor pairs to meet regularly to plan, observe, and reflect.

Teacher Leader Roles

- *Instructional Leader*-Responsible for overseeing and monitoring implementation of the leadership system, providing coaching, and leading the planning and facilitation of professional learning.
- *Teacher Leaders*-Support teachers with co-planning and co-teaching, share professional resources, and collaborate on the planning and facilitation of professional development
- *PLC Coaches*-Guide PLC groups in studying student data and instructional strategies and support professional development.
- *Mentor Teachers*-Support beginning teachers through co-planning, analyzing data, providing demonstrations, as well as observing new teachers and providing effective feedback.
- *Model Teachers*-Support teachers by opening their classrooms for observations and lead the way in establishing a video bank of best practice within the district.

Rigorous Selection Process-A selection committee made up of teachers and administrators will screen candidates for leadership positions. Candidates will be asked to complete a questionnaire, take a personality assessment, submit videos of their work with students and adults, and participate in an interview.

Aligned Professional Development-Our TLC plan supports our professional development plan by providing the necessary personnel to carry out the plan throughout the school year in all classrooms. Professional development days do not allow adequate time to meet the individual needs of teachers related to implementation of effective practices that raise student achievement. By increasing the number of teachers with expertise, we increase the opportunity to reach the teachers of all students at ESC.

Evaluation of Effectiveness-We will evaluate the effectiveness of our TLC plan by looking at improved student learning, improved consistency in classrooms, the number of initial teachers meeting the eight Iowa Teaching Standards, reduced teacher turnover, and success in meeting the district's short- and long-term Comprehensive School Improvement Plan (CSIP) goals.

Sustainability-All stakeholder groups in our district support the work of the TLC plan. District administrators and board members ensure their support in sustaining the plan.

Aligned Budget-The budget for our TLC plan is aimed primarily at paying the costs for teacher leaders to be out of their classrooms. Our budget allocation is being used to hire new teachers to replace teacher leaders, pay supplements to teacher leaders, and to provide professional development to the leaders.

The East Sac County's TLC team is excited about the possibilities that the grant brings to our district. The Teacher Leaders will help us strengthen instruction through collaborative, coherent, differentiated, and sustainable improvement strategies.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

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

Deciding to Apply

The East Sac County Teacher Leadership and Compensation committee consists of one administrator, two elementary teachers, one middle school teacher, and two secondary teachers. Two of the teachers are association members. The team met every week for an hour beginning in mid-August through the end of October. The team has also met for two whole day work sessions to write the various parts of the grant. Meetings were also held with building principals to solicit their input and feedback. The TLC committee attended the August and September TLC sessions led by the AEA and ultimately decided to proceed with the grant application due the end of October.

Writing a Vision

East Sac County Community School District will create a teacher leadership system that promotes, supports, and compensates teachers who collaborate reflectively with new and experienced peers, share their expertise, and implement concept-based strategies and technology tools that empower all students to become productive, responsible citizens of an ever-changing global society.

Creating a Plan

To formulate the plan, the group attended AEA meetings and read articles. Because the school is in a crucial phase of implementing the Iowa Core, integrating concept-based teaching strategies, utilizing data to drive instruction and incorporating technology, positions were renamed to reflect that goal. The grant provides for a district instructional leader, five half-time equivalent teacher leaders, two mentor teachers, ten PLC coaches and eight model teachers.

Educating Staff

In September the TLC committee educated the teaching staff and parents. TLC committee teachers led the initial explanations including a handout, the Guidance on the Iowa Teacher Leadership and Compensation System document from the Department of Education, and a short video. Teachers from the TLC Committee also talked with other teachers in the district to discuss questions, concerns, and give their advice at weekly/monthly staff meetings. In early October at a professional development workday, the teacher leader roles were laid out, staff questions were answered and concerns were shared in an effort to alleviate them. Teachers on the committee then held one-on-one conversations with these teachers to gauge concerns. This phase continued for three weeks.

Educating Stakeholder Groups

The TLC Committee set up a meeting with the School Improvement Advisory Committee (SIAC) and the TLC Stakeholders. The SIAC committee consists of 29 community members and parents. The TLC stakeholders consist of seven parents. Both groups consisted of members from a diverse socio-economic status. During this time both groups were educated about the process and outline of the grant, and an explanation of teacher roles was discussed in detail. The committee was asked several questions that prompted the group to review previous decisions and think deeper into the longevity of measuring our goals.

Surveying Teachers to Guide Future Steps

Next, was a survey 1) gauging initial buy-in that the plan will help improve student achievement, and 2) determining those interested in available positions. Of 69 teachers, 64 believe that student achievement will be raised and 32 plan to apply.

Writing the Grant

The grant was written and the team reviewed Draft 1 on October 2. The parent group, teachers, principals, and non-committee teachers suggested changes. The final draft was presented to administrators and teaching staff on October 13 and to the East Sac County Board of Education on October 20. The TLC committee reconvened on October 23 to make final changes and enter the grant into the Department of Education website.

East Sac County Future

As with any new initiative, there will be some resistance. According to discussions East Sac County believes that a teacher leadership program will improve student achievement, allow for better support and retention of new teachers, support curriculum alignment to the Iowa Core, create an open-door environment for sharing and learning effective teaching practices, improve professional development and individual growth, and increase accountability. Because of the research conducted and the valuable stakeholder and staff feedback, we are confident that East Sac County has a robust plan for implementing a teacher leadership program. Our program will support teacher growth, will lead to higher student achievement, and will allow the district to flourish in the future.

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.

In blending our district’s mission, vision, and goals with our teacher leadership plan, we started with our mission statement and goals:

“East Sac County Schools empower all students to become productive, responsible citizens of an ever-changing global society.”

DISTRICT LONG RANGE GOALS:

Goal 1: All grade 2-11 students will score at or above grade level or have made a year’s growth in their scores on the reading assessment.

Goal 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

Goal 3: All K-12 students will achieve at high levels in science, prepared for success beyond high school.

Goal 4: All grade 2-11 students will score at or above grade level or have made a year’s growth in their scores on the social studies assessment.

Goal 5: All K-12 students will achieve at high levels in 21st century skills, prepared for success beyond high school.

These goals are based on a number of data resources.

- Iowa Assessment (1-11)
- ACT (11-12)
- Collaborating for Iowa’s Kids (C4K) (K-6)
- Indicators of Individual Growth and Development for Infants and Toddlers (IGDI’s) – (Preschool)
- Formative Assessment System for Teachers (FAST)(K-6)
- Reading assessments (5-12)
- Boulder Valley Universal Math Screener (K-4)
- Measures of Academic Progress (MAP)(5-8)

Analyzing the district’s priority needs of student achievement, the middle school is in its first year watch list as a SINA building in math achievement and our high school is in its first year watch for reading and math achievement. As we looked and compared our long-range goals 1 and 2, it became important to look at how teacher leadership would help to achieve these goals. Data trends indicate a need for an increased emphasis on reading comprehension and math at all grade levels. Enhanced teacher leadership would allow for daily evaluation, communication, and initiatives guidance.

As a small school district in northwest Iowa, we have some unique circumstances. The district shares staff among all four buildings in the district. This creates difficulties with scheduling and professional development. We have a dominant veteran staff of which 53% embody 15 or more years of experience. As these veteran teachers begin to leave the workforce, our concern is that we will lose their wealth of knowledge; thus the need for more collaboration and a strong teacher leadership program. Many variables also contribute to our ability to recruit teachers. A smaller school district, rural communities, and specialized teaching areas combine to offer only a minimal applicant pool for new teaching positions. These factors can make it difficult to attract high quality educators. In the last four years, eight of ten new teachers have remained under contract with East Sac County Schools. We credit our strong mentoring program, which could be further developed by a formal program of leadership connected to state and local district goals. Our district is fortunate to have a majority of teachers who have many years of experience and higher degrees of learning. We believe if we could have these teachers in building leadership positions to assist colleagues, instruction would improve and lead to increased student achievement.

East Sac County TLC plan aligns with the state Theory of Action in the following ways:

<u>State Theory of Action</u>	<u>ESC TLC Plan</u>
“If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;	As veteran staff retires, the need to recruit new, effective teachers will increase. The combination of an increased base salary along with a strong mentoring system will attract new, effective teachers to our district
create the political will and understanding necessary to remake the status of the teaching profession;	Our TLC plan provides a defined process that empowers teachers to take on leadership roles in decision-making.
give highly effective teachers opportunities to grow, refine, and share their expertise;	Teachers will have concrete and continuous opportunities to collaborate with others in our district, AEA personnel, and other districts.
and develop a clear system with quality implementation,	Criteria and responsibilities of leadership teachers will be clearly articulated through a set of job descriptions and encouraged through the post-evaluation process.
then...student learning will increase,	It is the district’s goal for each student to show one-year growth in reading and math on the Iowa Assessments. Through student conferences, students are made aware of scores and set individual growth targets.
student outcomes will improve, and	Using concept-based instruction, knowledge of the Iowa Core, data-driven instruction and integration of technology will result in higher levels of creativity and problem solving.

students will be prepared to succeed in a globally competitive environment.”	The number of students who will be college and career ready will increase. We will use the ACT scores of students for college readiness. We will also use the National Career Readiness Certificate testing for our twelfth grade students. This data will help determine a baseline and monitor progress in a shared format with teachers, students, and parents.
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- By January 15, 2015, ESC will adopt the teacher leadership system that addresses the vision established by stakeholders, teachers, and district administrators.
- By July 1, 2015, ESC will install new leadership roles and systems of support for teacher leaders using Model 3 and 100% of these teacher leader roles will be filled.
- By July 1, 2015, ESC will support 100% of teachers entering the profession and/or the district by providing access to a mentoring and induction program.
- By September 15, 2015, ESC will provide competitive salaries to all identified teacher leaders.

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)

East Sac County’s Instructional Leader and Teacher Leaders will work collectively to support and strengthen the goals identified by the TLC Committee. The goals identified for the 2015-2016 school year are to have teachers (1) implementing, aligning, and assessing the Iowa Core, (2) utilizing concept-based teaching strategies, (3) using data to guide instruction and professional development, and (4) providing support and mentoring to new teachers. The Teacher Leaders will greatly increase the district’s ability to fully implement the priorities of the East Sac County School District.

- 1) **Demonstration of implementing, aligning and assessing the Iowa Core:** The Instructional Leader and Teacher Leaders will strengthen the district’s work with Iowa Core implementation by creating the aligning tools, actions plans, and pacing guides that will demonstrate full implementation of the Iowa Core. These Teacher Leaders will be able to pinpoint individual instruction to accomplish the Core. District wide data will be used for Teacher Leaders to meet with staff to discuss what changes can be initiated in co-teaching, co-planning, and instruction to improve learning. Professional development/growth plans can be designed uniquely for each teacher to meet her/his current needs based on the Teacher Leaders work with each teacher.
- 2) **Utilize Concept-Based Teaching Strategies:** The Instructional Leader and Teacher Leaders will assist and guide the district’s work with Concept-Based Teaching by designing units that are aligned to Iowa Core and are evaluating through different forms of formative and summative assessments. Teachers are given the opportunity for paid days in the summer months or during the school year for unit writing. The East Sac County School District has woven the professional development of all staff on the implementation of such teaching strategies, which sets a standard for teaching academic subjects to all students that maximize expectations of intellectual rigor.
- 3) **Analyze Data to Guide Literacy Instruction:** The Instructional Leader and Teacher Leader will guide and reinforce Iowa TIER (Tools for Innovation and Education Results) implementation and curriculum-based measurements for the district. The Teacher Leader will support the district’s efforts in MTSS (Multi-tier System of Supports) through collaboration with teacher teams on data and curriculum-based measurement results that are part of the Iowa TIER System. The Teacher Leader team will assist and train teachers in research-based instructional strategies and progress monitoring of students goals identified by the grade-level teams as part of the district’s MTSS process. One of our goals is that all students read well, and this teacher collaboration can help strengthen core instruction by all teachers.
- 4) **Mentor and Support New Teachers:** The Mentor Teachers will be assigned as mentors to new staff in the district. They will attend all meetings within the district with a focus on mentoring. Our current mentoring program provides in-house guidance and support to new teachers. Mentor teachers will observe, model, plan, and reflect. Mentor Teachers will pair with Model Teachers for scheduled observations and reflection times. Monthly district meetings will be organized, as well as an introduction to school initiatives before each new school year. The priorities mentioned above will greatly enhance, support and strengthen our district. This funding will help us meet our mission and provide all students the education to achieve their optimum potential as citizens of a global socie

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)

Due to East Sac County's rural location, the district has a turnover of staff every year. Often new teachers remain in the district for two to three years, enough time to complete the requirements for their standard license. Our TLC plan gives increased responsibility to mentor teachers who will support and collaborate with all teachers new to ESC, assisting them to become effective educators, developing concept-based units, a priority in this district.

Beginning teachers do not make \$33,500; therefore, the TLC plan will, first of all, bring them up to this level. In addition, our plan will hire staff to fill instructional time gaps created by teachers moving into the new leadership positions outlined in this plan, fund the stipends of these leadership positions, and provide training for teacher leaders. The money we receive will increase opportunities for ESC teachers.

The Current Plan

East Sac County provides an Induction and Mentoring program in-house for all new teachers. Under the leadership of the superintendent, first year mentor-mentee teams, as well as those in their second year, meet monthly. The new and veteran teachers share ideas about the teaching standards, discuss issues new teachers face, and develop artifacts and reflections for their portfolios. While adequate in areas, the current mentoring program does not provide enough assistance for new teachers, especially in class management and developing a concept-based teaching philosophy. Currently, mentors do not have the time to regularly observe their mentees teach and provide effective feedback. Likewise, we do not provide formal support for experienced teachers new to the district. With our proposed TLC plan, we believe we will develop an effective mentoring program for all teachers new to ESC.

Support for All Teachers New to ESC

In order to grow as a learning community, ESC must provide scaffolding and support to all teachers new to our district. The five teacher leader roles of our TLC plan will actively assist and encourage new teachers at ESC. Besides the mentor-mentee bond, new teachers will have the support of an Instructional Leader, Teacher Leaders, and Model Teachers who will model instruction and share data driven practices.

Mentees will have the following supports:

- Scheduled time for collaboration with their mentor
- Regular reflective conversations with their mentor
- Regular observations of teachers modeling effective instructional practices
- Reduced teaching load for teachers new to the profession (They will use their non-direct instruction time to observe other teachers, collaborate with their mentor and peers, and reflect on and plan for instruction.)
- Continued mentor support during the third year if needed

Being Innovative and Personalized Approach

ESC's work with 1:1 technology access, standards-based grading, CGI math instruction, and concept-based instruction are often areas where even experienced teachers have had little exposure. The mentor teachers will help educators new to the district learn about instructional practices that ESC implements as we continually strive to personalize education for our students. New teachers will be assigned a mentor for two years (or as needed) to support their growth and development in our schools. This additional layer of support for our new staff will provide regular opportunities for collaboration centered on district initiatives and instructional practices. With the support of the Teacher Leader positions, new educators at ESC will have multiple levels of assistance personalized to meet their individual needs. These changes to our current mentoring system will not only improve instruction and student learning, it will improve entry into the profession and help East Sac County retain quality teachers.

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.

After conducting extensive outreach with various stakeholders, evaluating the needs of the district, and studying leadership systems throughout the state, we determined that five teacher leadership roles would be a part of our plan. The ESC district TLC team and superintendent worked to map out which duties and responsibilities would be best suited to each role.

Instructional Leader

TLC Coordinator/Instructional Coach(1 FTE position)

- Engages 50% in coordination of the TLC program and 50% in instructional coaching
- 15 additional contract days
- \$12,000 supplement

Role Summary

Duties/Responsibilities

The TLC Coordinator will contribute to the growth of the district by overseeing implementation of the teacher leadership system. S/he will serve as the liaison between teacher leaders and the administrative team to ensure ongoing, two-way communication.

The Instructional Coach will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement.

To this end, s/he will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning.

- Coordinate the work of teacher leaders.
- Plan, facilitate, and monitor professional learning for teacher leaders.
- Plan, facilitate, and monitor curriculum alignment district-wide.
- Assist teacher leaders in self-assessing effectiveness and professional growth.
- Lead monthly teacher leader meetings to solicit feedback and enhance communication within the system.
- Coordinate systematic data collection related to the teacher leadership system.
- Share feedback and data with district leaders to plan adjustments to the system.
- Conduct preliminary discussions with teachers to determine a coaching focus.
- Create an action plan for improvement with the teacher.
- Provide in-class support through demonstrations, co-planning, co-teaching, and observations.
- Facilitate reflective dialogue with the teacher to consolidate new understandings, identify anticipated changes in teaching practices and student behaviors, and identify possible next steps.
- Be current on research-supported best practices.
- Assist colleagues in advancing their instructional skills by providing resources and feedback.
- Collaborate with district leaders and colleagues to address instructional issues.
- Lead the planning, facilitation, monitoring of district-wide professional learning.

Teacher Leader

5 at .5 FTE (2 Elementary and 3 MS/HS)

- Engages 50% in student instruction and 50% in teacher leadership duties.
- 10 additional contract days
- \$5,000 supplement

Role Summary

Duties/Responsibilities

Teacher Leaders will enhance professional growth in the district through their support of teachers in the classroom and in professional development settings. They will serve as the liaison between classroom teachers and district leaders to ensure open communication drives decisions.

Teachers Leaders are responsible for guiding district work in literacy, math, and science. To this end, they will lead data-based inquiry, guide colleagues to make informed instructional decisions, support effective instructional practices, and cultivate collaboration.

- Observe and model instructional strategies.
- Support implementation of instructional strategies through modeling, observing, co-planning, and co-teaching.
- Facilitate discussions about improving instructional practices.
- Build trust with colleagues through non-evaluative measures.
- Maintain exemplary level of teaching practice.
- Assist colleagues in advancing their instructional skills by providing resources and feedback.
- Provide leadership in the collection and analysis of data.
- Model and support the integration of technology.
- Support the vertical alignment of curriculum.
- Be current on research-supported best practices.
- Collaborate with school leaders and colleagues to address instructional issues.
- Assist in planning, facilitating, and monitoring staff development.
- Videotape research-supported best practices.
- Upload and tag videos in the district's database.
- Invite initial and career teachers into their classroom for observations.

Mentor Teacher (2 positions: 1 at BK-4, 1 at 5-12)

- Engages 90% in student instruction and 10% out of classroom.
- 5 additional contract days
- \$2,000

Role Summary

Duties/Responsibilities

Mentor Teachers contribute to the growth of the district through their mentoring and support of initial teachers. They also serve as a liaison between new teachers, the teacher leadership system, and administrators.

Mentor Teachers are responsible for supporting improved entry into the profession. To this end, they will act as a critical friend, listening and supporting the new teacher, but also ensuring their focus is on the teaching and learning cycle.

- Demonstrate effective classroom instruction.
- Facilitate learning conversations.
- Assist initial teachers with planning.
- Plan constructive feedback to new teachers.
- Facilitate mentee's reflection on the feedback s/he receives.
- Assist the initial teacher in the collection and analysis of data.
- Support the mentee in making data-based decision and planning for differentiation.
- Be current on research-supported best practices.
- Collaborate with school leaders and colleagues to address instructional issues.
- Support implementation of instructional strategies through demonstrations, observations, co-planning, and co-teaching.
- Communicate with administrators and instructional leader to plan and implement the district mentoring program.

Professional Learning Community (PLC) Coaches (10)

- Engages 100% in student instruction.
- \$1,000 supplement

Role Summary

Duties/Responsibilities

PLC leaders will enhance professional growth in the district through their guidance of Professional Learning Communities. They will provide a channel for ongoing communication between PLCs, Teacher Leaders, and administrators.

PLC Leaders are responsible for ensuring the work of PLCs centers on teaching and learning, student engagement, technology, and assessment. To this end, they will keep the focus on the district's Mission Statement.

- Guide collaboration of team members.
- Lead discussions of strengths and weaknesses of student performance.
- Support team in identifying student learning needs.
- Facilitate discussions about improving instructional practices.
- Support group collection and analysis of data.
- Organize and support teachers engaged in peer observation.
- Be current on research-supported best practices.
- Work with an instructional coach to determine the types of learning opportunities teachers need.
- Collaborate with school leaders and colleagues to address instructional issues.

Model Teacher (8 Positions)

- Engages 100% in student instruction.
- \$500

Role Summary

Duties/Responsibilities

Model Teachers contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe their instruction.

Model Teachers are responsible for maintaining a high level of instructional practice and implementing district initiatives.

- Maintain an exemplary level of teaching practices.
- Invite initial and career teachers into their classrooms for observation.
- Maintain a log of observations.
- Be current concerning research-supported best practices.
- Collaborate with school leaders and colleagues to address instructional issues.
- Videotape research-supported best practices.
- Upload and tag videos in the district's database.

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.

In order for East Sac County Community School District's teacher leadership program to be successful, it will be crucial to find teachers who possess interpersonal characteristics, strong communication skills, solid teaching practices, a commitment to ongoing professional growth, an ability to reflect on their instructional practice as well as a willingness to learn the habits and practices of Teacher Leaders. Teacher Leader candidates should also have a strong knowledge of the Iowa Core, concept-based instruction, using data driven instruction and successful implementation of technology. For this reason, our selection process will examine each candidate from multiple perspectives.

Selection Process

A questionnaire will demonstrate and show evidence of:

- Professional growth
- Leadership positions held within the last five years
- Professional development and progress towards earning additional certifications or degrees
- Knowledge of the Iowa Core
- Concept-based instruction
- Data-driven instruction
- Technology integration
- Being a reflective practitioner

Each member of the selection committee will assign a score to the candidate's questionnaire for the final recommendation to the superintendent.

A personality survey will demonstrate and show evidence of:

- Understanding of the essential skills of being a Teacher Leader
- Collaboration abilities
- Relationship building
- Common sense
- Ethics
- Willingness to learn
- Willingness to intervene
- Good judgment

Each member of the selection committee will assign a score to the candidate's personality survey for the final recommendation to the superintendent.

A walk-through observation will demonstrate and show evidence of:

- Knowledge of the Iowa Core
- Concept-based instruction
- Data-driven instruction
- Technology integration
- Strong teaching pedagogy
- Effectively engaged students
- Differentiated instruction
- Flexible use of a variety of teaching strategies
- Relevant feedback

A rubric will be used to observe the teaching of the candidates (except for PLC coaches) and each will be assigned a score by each member of the selection committee for the final recommendation to the superintendent.

A video will demonstrate and show evidence of:

- Professional growth of the teacher(s) with which the candidate is working
- Planning for the session
- Relationship established with colleague(s)
- Quality of questions asked
- Responses crafted and their skill at presenting and explaining information

A rubric will be used to observe the video of the candidates (except for Model Teachers) and will be assigned a score by each member of the selection committee for the final recommendation to the superintendent.

Interview will demonstrate and show evidence of:

- Reflective practitioner
- Being able to be coached
- Willingness to grow and learn
- Sound teaching practices
- Leadership roles assumed in the past

- Why s/he is interested in a leadership role
- How s/he envision him/herself as a leader
- How can s/he work with other leaders to move the district forward

A rubric will be used during the interview of the candidates and will be assigned a score by each member of the selection committee for the final recommendation to the superintendent. The selection committee will be aware that it is unlikely to have “fully-formed” candidates at the onset of the teacher leadership implementation. After review of the questionnaire, personality survey, walk-through observation, video and interview, the selection team will look at the scores and determine the best candidate for each position which will then be recommended to the superintendent.

The positions will be reviewed annually by Instructional Leaders of all of the other teacher leader positions (Teacher Leaders, PLC Coaches, Teacher Leaders, Mentors and Model Teachers) The Teacher Leaders, PLC Coaches, Mentors, and Model Teachers will also review the work of the Instructional Leader. There will be feedback opportunities through informal, anonymous comments throughout the year as well as at the end of the year. A formal, anonymous survey will also be taken at the end of the school year. In following years, this score will be used as another portion of the selection process in determining positions for the following year.

Selection Committee

A tiered hiring process will be followed beginning with the **Instructional Leader**, then the selection process for other leadership positions. Volunteers will serve on the selection committee. Each committee will contain equal numbers of administrators and teachers.

First, the school will hire the **Instructional Leader**. The team will include

- 4 administrators (superintendent; elementary, middle and high school principals)
- 4 teachers (1 chosen by each of the building principals and 1 chosen by the education association)
- None of the teacher members can apply for the position

After hiring the coordinator, the **Teacher Leaders, Mentor Teachers, PLC Coaches, and Model Teachers** selection team will include

- 4 administrators (elementary, middle, and high school principals and **Instructional Leader**)
- 4 teachers (1 chosen by each of the building principals and 1 by the education association)

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.

The Iowa Professional Development Model (IPDM) operates under the idea that **leadership must be distributed** to be truly effective. Our teacher leadership system makes teacher leaders the focus of our professional development system. Teacher leaders, with guidance from administrators and the District Leadership Team, will plan and implement professional development. Although not all teacher leaders will be responsible for professional development, their input and expertise will be utilized. The IPDM Cycle of Professional Development will be used to plan for professional development and as a guide for work with teachers.

Teacher Leaders will collect and analyze data about current instructional practices in the district through teacher observations, data collected from walk-throughs, teacher feedback, and student achievement data. The data will then be used to set explicit goals for professional development. Based on the data and goals, content for professional development will be selected, adhering to the requirements of the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The IPDM is focused on:

- Collecting and analyzing student data
- Setting goals
- Selecting content
- Designing the process for improving instruction
- Continuing on-going cycle
- Completing evaluation

Our design process recognizes that not all teachers learn in the same way. Our Teacher Leaders will provide differentiated levels of professional development including one-on-one, small group, and whole group opportunities. The state's cycle of professional development will guide the work Teacher Leaders do in all settings.

The role teachers play in the development and delivery of PD:

- The *Instructional Leader* will provide support at two levels. S/he will guide the professional development of teacher leaders and lead the planning, facilitation, and monitoring of professional development at ESC. S/he will also provide one-on-one and small group coaching for teachers district wide, focusing on classroom practice, instructional dialogue, and reflection.
- Teacher Leaders* will serve as content area experts and integrate technology. They will provide demonstrations and observations as well as opportunities for co-planning and co-teaching. Additionally, they will be in the classroom 50% of the time so their classrooms will serve as open observation sites and in-district laboratories for implementing new strategies.
- Mentor Teachers* will assist initial teachers by supporting implementation of instructional strategies through demonstrations, observations, co-planning, and co-teaching.
- PLC Leaders* will provide leadership during Professional Learning Community (PLC) meetings. During PLCs, teachers will have opportunities to plan, problem solve, develop materials and lessons, and peer coach. PLCs will focus on teaching and learning, student engagement, technology, and assessment. Four critical questions will be examined:

- 1) What do we expect students to learn?
- 2) How will we know when they've learned it?
- 3) How will we respond when they don't?
- 4) How will we deepen the learning for students who have already mastered essential knowledge and skills?

- Model Teachers* will provide a venue where all teachers can observe high-quality instruction, key district initiatives, and instructional strategy implementation. They will video research-supported best practices from their own classroom and upload those videos to a district database. This will meet the mandate called for in the IPDM for all teachers to have multiple opportunities to see demonstrations.

All professional development opportunities will be evaluated to measure their effectiveness. This will take the form of observations and direct feedback from staff. We will also monitor the level of teacher implementation and the resulting impact on student achievement. This information will allow us to make both mid- and end-course adjustments to our professional development delivery.

In the past, the district has struggled to maintain previous initiatives while implementing new ones. The result has caused teachers to believe that initiatives will come and go and that they should just keep moving forward with the status quo. The teacher leadership system will provide a means for vetting both past and present initiatives to make sure they have a history of success in our current areas of need and are research-based. Teacher leaders will help colleagues make connections between initiatives, seeing how they build on and support one another. Finally, Teacher Leaders will work to maintain and strengthen past strategies and initiatives.

All Teacher Leaders at East Sac County will attend initial meetings in the spring with the district TLC committee to discuss student achievement data, the district's current professional development plan, and its goals for the upcoming year.

Using Teacher Leaders will enable the district to provide coherent, coordinated, high-quality professional development in a variety of settings and with varying levels of support to meet the needs of teachers and the high standards laid out in the Iowa Professional Development Model.

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.

The short-term and long-term effectiveness of the TLC plan will be determined by evaluating the following areas:

- 1) Improved student learning
 - measurements will include:
 - standardized test scores (Iowa Tests and Measures of Academic Progress MAP)
 - drop out/graduation rates
 - post-high school plans
- 2) Increased consistency in the classroom resulting in improved student achievement
 - measurements will include:
 - (IPI) Instructional Practices Inventory data and study
- 3) Number of initial teachers meeting the eight Iowa Teaching Standards and recommended for full licensure as determined by their Comprehensive Evaluation
 - measurements will include:
 - teacher evaluation process
- 4) Reduced teacher turnover/higher retention rate of teachers
 - measurements will include:
 - teacher evaluation process
- 5) Success in meeting the district's CSIP short-term goals
 - measurements will include:
 - Annual Progress Report (APR) data
 - Adequate Yearly Progress (AYP) data
 - Annual Comprehensive School Improvement Plan (CSIP) assurances update
- 6) Success in meeting the district's CSIP long-term goals
 - measurements will include:
 - CSIP data
 - Iowa State Accreditation Visit findings
- 7) Completion of PLC Committee SMART goals
 - measurements will include:
 - self-assessment rubric
- 8) Increased community involvement with the school
 - measurements will include:
 - membership rosters for advisory committees
 - School Improvement Advisory Committee (SIAC)
 - Career & Technical Education (CTE) Advisory Committee
 - participation records for Volunteer Program
 - membership trends in Parent Teacher Organization (PTO)
 - parent/teacher conference attendance trend data
- 9) Decrease in students open enrolling out of the district
 - measurements will include:
 - student enrollment trend data
 - open enrollment trend data
- 10) Decrease in teacher turnover
 - measurements will include:
 - employment longevity trend data
- 11) Increased number of applicants for leadership positions
 - measurements will include:
 - application trends

The TLC plan will be monitored by the following components. Each component will give insight into what changes are needed in that area.

- 1) Exit survey/interview for mentoring
 - effectiveness of training provided for mentors
 - additional training needed for mentors
 - adequacy of time for mentee collaboration and observation
 - resources available for mentors and mentees

- 2) Exit survey/interview for teachers who are leaving the district
 - reason(s) for leaving
 - feedback on district strengths and weaknesses
- 3) Evaluations of Instructional Leader by Teacher Leaders and administration
 - respond to opinions of administrators and leadership team
 - create organized meeting agendas
 - keep members on task to meet goals
 - give support to members as they work to meet their goals
 - delegate responsibilities effectively among leadership team
- 4) Evaluations of Teacher Leaders by Instructional Leader and administration
 - communicate effectively the Leadership Team needs and progress to the DLT
 - communicate effectively DLT goals to their respective PLC teams
 - maintain individual responsibilities as delegated by the Instructional Leader
 - maintain focus on district goals
- 5) Evaluations of PLC Coaches by the Instructional Leader and administration
 - effectively coordinate communication and input from PLC teams and DLT
 - plan relevant professional development for the district
- 6) Reflections by teachers in leadership roles
 - areas of accomplishments in their role
 - areas for improvement in self
 - areas for improvement in the system
 - goals for the future
 - adequacy of training provided
- 7) Feedback Opportunity (staff leaves anonymous comments on the process)
 - informal feedback about the successes and weaknesses of the system

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 district's 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)

The district is fully capable of implementing and sustaining the TLC Plan. Many of the components necessary to implement the plan are already in place. **The current infrastructure includes:**

- **The district already employs data coaches and a technology integrationist.** The district recently adopted a one-to-one computing program, and began using the technology coordinator as a tech integrationist, while hiring a technology (hardware/software) specialist. Providing a full-time integrationist demonstrates the district's commitment to providing professional development to sustain programs. The district also has part-time data coaches in all buildings in the district. Having data coaches present at team meetings is an important part of our MTSS plan.
- **The district currently has a mentoring program in place.** The district has developed its own mentoring and induction program with new teachers. New teachers are provided additional days before the beginning of the year and are provided the opportunity to visit other teachers to observe instructional practices. The TLC program will enhance our capacity to allow new teachers to grow from their work with both the Teacher Leaders and Mentors that are planned for in our grant.
- **The district volunteered to be part of the state pilot program on early reading intervention (TIER).** Staff has already been trained on the implementation of the FAST and IGDI assessments. The use of Teacher Leaders will enhance our ability to understand the results and address student needs. Our willingness to be a pilot district for the state program represents our commitment to implement research-based programs that can have a positive impact on student achievement.
- **The district has an Iowa Core alignment process, and teachers are writing concept-based units using Iowa Core Standards.** The district has already committed to the alignment of the Iowa Core as well as district-wide unit writing. Grade level teams and content teams are aligning content while embedding Iowa Core 21st Century Skills into the aligned and planned units.
- **The district has trained and been using Professional Learning Communities (PLCs) for two years.** Two years ago the district implemented collaborative small group learning through the implementation of PLCs in K-12. The Iowa Core alignment work, unit writing, mentoring plan, and now the TLC Plan will provide all teachers in our district with high quality learning and implementation practices that can raise student achievement.

Needed Infrastructure:

The district has a variety of data types collected K-12. Currently, there is a loosely aligned use of the data. We need to better understand how our data 'fit' together, and we believe the TLC plan provides the Teacher Leaders who will be able to do that. Those leaders will work in conjunction with our District Leadership Team to gain a better understanding of the data available to us so that it can be used to improve student achievement.

Persons Responsible:

School Board- Our school board members have been made aware of our plan and have verbally indicated their support for it. We will continue to main this support by making TLC implementation and sustainability a regular part of board meetings.

Superintendent- The superintendent will be responsible to continually provide the vision for the Teacher Leadership Program. As the leader of the district leadership team, keeping lines of communication open among all leaders will be critical as all in the district adjust to a new environment of leadership. A major role of the superintendent will be keeping all stakeholders informed of the program.

Principals- The principals will play a key role in the success of the Teacher Leadership Plan. A new type of leadership will be vital in a greater shared leadership environment. Working with Teacher Leaders on a regular basis, they will be essential in the development of teacher-leadership skills. Helping classroom teachers understand the roles of the leaders will be vital in the implementation of the plan.

Teacher Leadership- These teachers have the most important role in terms of sustainability. They will work with the administration to ensure the program is operating smoothly. They will make the commitment necessary to perform their new roles in a way that demonstrates professionalism and a desire to help all teachers improve their craft.

Ultimately, it will be the collaborative learning and work of many groups within our district that will lead to the success of this plan. As with all plans, it is only as effective as the people implementing it, and we believe we have quality individuals continuing to work together providing high quality learning experiences for students.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number	925.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$285,658.50
Total Allocation	\$285,658.50

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$713.50
Amount designated to fund the salary supplements for teachers in leadership roles.	\$64,119.00
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).	\$208,761.00
Amount used to provide professional development related to the leadership pathways.	\$9,500.00
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>	\$2,565.00
Totals	\$285,658.50

Other Budgeted Uses - Description

Item description	Amount budgeted
Substitute teachers	\$2,565.00
	\$2,565.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$285,658.50
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted

\$0.00

Budget Alignment

Using Part 10 application narrative from Year 1?

No

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

Student learning is at the heart of school improvement and professional development efforts. Our goal is to increase student achievement through:

- 1) Increasing teacher collaboration through the work of professional learning communities.
- 2) Increasing the use of effective teaching strategies through professional development focused on characteristics of effective instruction, formative assessment, content area reading, literacy strategies, and mathematical practices.
- 3) Implementing the Iowa Core standards focused on 'unpacking' standards and developing unit plans to align intended, enacted and assessed curriculum.
- 4) Addressing individual student needs through the development and implementation of a Multi-Tier System of Supports.

Our local data, in combination with our district goals, determined the leadership positions that are outlined in our proposal. These positions require the following budget allowances:

1) Instructional Leader (1.0 FTE position) - \$74,681

- FTE position-100% out of the classroom (Engages 50% in coordination of the TLC program and 50% in instructional coaching)
- \$12,000 in increased compensation which includes extended contract of 15 additional days
- \$60,701 to hire a replacement in the classroom for the teacher leader (includes salary, insurance, FICA and IPERS)

2) Teacher Leaders (2.5 FTE positions) -\$177,205

- FTE positions-50% time out of the classroom
- \$5,000 per position in increased compensation which includes extended contract of 10 additional days
- \$29,612 per position to hire replacements in the classroom for 5 teacher leaders each at 0.5 FTE (includes salary, insurance, FICA and IPERS) \$155,440

3) Mentor Teachers-\$4,663 (includes FICA and IPERS)

- 2 mentor teachers-10% time out of the classroom
- \$2,000 in increased compensation which includes extended contract of 5 days

4) PLC (Professional Learning Community) Coaches-\$11,658 (includes FICA and IPERS)

- 10 positions-No time out of the classroom
- \$1,000 per position in increased compensation

5) Model Teachers-\$4,663 (includes FICA and IPERS)

- 8 model teachers-No time out of the classroom
- \$500 per position in increased compensation

Our general fund will be used to help cover some of the extra costs associated with this leadership plan. The budget reflects the commitment we have to structuring time for collaborative work between teachers and Teacher Leaders to positively impact student achievement. We believe we are giving highly effective teachers opportunities to grow by offering 26 meaningful, differentiated leadership roles to 80 teachers, which provide opportunities for over 30% of our staff.

Teacher leadership will contribute focused leadership and support for providing differentiated, meaningful professional development for all staff. The budget also reflects our commitment to improving instructional practices grounded in the Iowa Core through collaboration and feedback by allocating resources to the various teacher roles in our plan.

Our budget reflects our goal of allowing teachers to receive more frequent training, collaboration, and feedback opportunities in order to grow professionally. We will accomplish this through providing resources in areas that we believe will positively impact student achievement.

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