Application

70554 - Teacher Leadership and Compensation (TLC) System

73697 - East Union Teacher Leadership Compensation Grant- TAP

Teacher Leadership and Compensation System

Status:	Under Review
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Primary Contact

AnA User Id	PAM.VOGEL@IOWAID		
First Name*	Pam First Name	Kay Middle Name	Vogel Last Name
Title:	Superintendent		
Email:	pvogel@eastunionschools.org		
Address:	1916 High School Drive		
City*	Afton City	Iowa State/Province	50830 Postal Code/Zip
Phone:*	641-347-5215 Phone	Ext.	
Program Area of Interest	21st Century Community Learning Centers		
Fax:	641-347-5514		
Agency			

Organization Information

Organization Name:	East Union Community School District
Organization Type:	K-12 Education
Tax ID:	42-6037713
DUNS:	18-934-2512-0000

Organization Website:

Address: 1916 High School Drive

Afton	Iowa	50830
City	State/Province	Postal Code/Zip

Phone: 641-347-5215

Ext.

Fax: 641-347-5514

Benefactor

Vendor Number

Recipient Information

District East Union Community School District

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

County-District Number 88-1970

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 Dr.

Name of Superintendent Pam Vogel

Telephone Number 641-347-5215

E-mail Address pvogel@eastunionschools.org

Street Address 1916 High School Drive

City Afton

State Iowa

Use the drop-down menu to select the state.

Zip Code 50830

TLC Application Contact

Honorific Dr.

Name of TLC Contact Pam Vogel

Telephone Number 641-347-5215

E-mail Address pvogel@eastunionschools.org

Street Address 1916 High School Drive

City Afton

State	Iowa
Use the drop-down menu to select the state.	
Zip Code	50830

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)

Abstract/Executive Summary

The East Union District used a very intentional process to determine the specific teacher leadership model and timeline we wanted to consider for our district. Meetings included stakeholders from various constituent groups and took place over the course of three months.

Using a “Decision Analysis” Model (Tregoe Process), the TLC Committee strongly expressed that the Teacher Advancement Program (TAP) would be the best program for our size district and would match the needs of our teachers and students, due to its structure and the clearly outlined protocols and rubrics of TAP. The Committee also voted regarding when our school should begin the program and all stated, “we should begin now, as it will benefit our staff and students”.

East Union is working to provide teachers with more effective and relevant professional development that measurably increases their instructional skills and their students’ learning growth. This is particularly important as the Iowa Core Standards with higher expectations for student learning are put in place. While the Iowa Core focuses on what students need to learn, an equally important question is: “How do teachers adjust their instruction to support new, more challenging standards for learning?”

Through the TAP, we believe we will make very strong progress in these goal areas, as TAP employs the following methods to ensure an aligned approach:

- Teacher evaluation and professional development help teachers develop a clearly defined repertoire of instructional skills
- The school’s improvement planning process and professional development provide teachers with new instructional strategies that have been proven to produce learning gains for students
- TAP enables teacher leaders to have a career pathway that is unlike that of a principal, however the program enables teachers to be leaders among their colleagues and contribute to their profession in new ways

TAP aligns directly with the statewide TLC System, which is to: 1) Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities, 2) Retain effective teachers by providing enhanced career opportunities, 3) Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other, 4) Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation, and 5) Improve student achievement by strengthening instruction.

Our ultimate goal is to increase student learning so that students graduate with the skills to be college, career, and citizenship ready. The system must support students’ active engagement and success with learning, as we prepare students for future study, employment, and participation in society.

When this program is enacted and teachers are provided the necessary supports, we demonstrate the value we have for educators. We fully expect that we will be able to continue the recruitment of promising new teachers, retain effective teachers, and promote more collaboration among teachers to increase student learning and achievement.

There will be a rigorous selection process for leadership roles. Master, mentor, and model teachers will be selected through a performance-based selection process that includes intensive interviews. Our Board of Education will appoint a Site-Based Review Council for our district’s attendance centers. The Council shall accept and review applications submitted to the school’s or the school district’s administration for assignment or reassignment in a teacher leadership role, and will make recommendations regarding the applications to the superintendent. In developing recommendations, the Council will utilize measures of teacher effectiveness and professional growth, consider the needs of the school district, and review the performance and professional development of the applicants. Any teacher recommended for assignment or reassignment in a teacher leadership role shall have demonstrated to the council’s satisfaction competency on the Iowa teaching standards as set forth in section 284.3.

Master, mentor, and model teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Those selected to be master, mentor and model teachers must hold a valid license issued under chapter 272, must have at least three years of teaching experience and at least one year of experience and successful teaching in the school district, as measured by performance evaluations, and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of our district, and are likely to be effective. This hiring process for lead teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

Because the staff has consistently shown a commitment to supporting new programs that will improve opportunities for

students by increasing learning, there is the full expectation that the TLC program will also be adopted with success.

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

TLC Model Number Model 3 Comparable Plan

Narrative

Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:

a) Description of how the planning grant and available planning time was used to develop a high-quality plan

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

c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

The East Union District used a very intentional process to determine the specific teacher leadership model and timeline we wanted to consider for our district. Meetings included stakeholders from various constituent groups and took place over the course of three months. Using the planning grant, we involved five parent and community members of the School Improvement Advisory Committee (SIAC), seven teacher members of the District Leadership Team, five teacher members of the District Curriculum Council, two principals, the superintendent, and two Board of Education members to serve on the TLC Committee. Planning grant funding was used to pay teachers an hourly wage for attending TLC meetings during non-contract time. We used some funding to pay for dinner meals for the TLC Committee members, as our meetings were scheduled from 5:30 – 8:30 PM. We will continue to use this funding for teachers' non-contract time in the next several months, as we plan for implementation of the TLC System. Funding also paid for substitute teachers so our contracted teachers could visit a TAP district and an Instructional Coaching District, to assess which systems, if either, would best fit the needs of our district.

We developed a high quality plan by doing the following:

- We discussed the TLC System at two School Improvement Team meetings in the early fall, prior to beginning the committee meetings, so that all of the district lead teachers who also would be serving on the TLC Committee would have a solid understanding of the intent of the grant
- We utilized time during two different professional afternoons, with all teachers present, to have their questions answered before and during the TLC Committee meeting times
- We phoned members of the School Improvement Advisory Committee (SIAC) to request their involvement to serve as members of the TLC Committee
- We established dates and times to meet that would fit the schedules for most members and communicated these
- As superintendent, I visited one of the schools in Iowa using TAP (Teacher Advancement Program)
- I requested our two principals to visit one of the TAP schools, along with at least two teachers from each of the buildings
- We requested that a representative from the Teacher Advancement Program (TAP) speak at one of our TLC Committee meetings
- In order to compare and understand other models, I contacted an associate superintendent from a district using the Instructional Coaching Model and requested that our same staff who visited the TAP school, also visit the IC district, in order to gain information to share with the TLC Committee
- The TLC Committee met four different evenings. The first two meetings were spent explaining the rationale of the TLC System, discussing our building and district goals, reading the Guidance Document from the Iowa Department of Education, and having questions and answers addressed
- The third meeting was a discussion of TAP with the TAP representative present to show examples of the program and to answer questions.
- The fourth meeting was planned after visits to the two different schools- one using TAP and the other Instructional Coaching. We discussed both models and then used the "Decision Analysis" process (from *Tregoe Analytic Processes for School Leaders*), in order to determine which model best met our needs. We made it clear to the TLC Committee that both TAP and Instructional Coaching could meet the criteria of "Comparable Plan Model" (284.17- Iowa Code). This meeting required more time, as the Committee had thorough discussions as they used the Decision Analysis process. All voices were heard and the process was transparent. The group used criteria that matched the needs of our district, as well as requirements from the Iowa Code. Because of the deep discussions and the protocol followed, the TAP System was decided to be the program of choice for the district.

The TLC Committee strongly expressed that TAP would be the best program for our size district and would match the needs of our teachers and students, due to its structure and clearly outlined protocols and rubrics. Everyone voted on when the school should begin the program and all stated, "we should begin now, as it will benefit our staff and students".

We engaged each stakeholder group and built commitment and support among these stakeholders in the following ways:

- At all times, our teachers, administrators and stakeholders were included in the conversations, their opinions were heard, and all ideas were considered as decisions were reached.
- We first wanted to help all teachers understand the purpose of the legislation, so they were made aware of this legislation when it passed in the spring of 2013. This was done during professional development sessions and through ongoing written and verbal communication.
- We provided new teachers, as well as reviewed for veteran teachers, information about the planning grant application and received consensus to go forward.

- The Board of Education had representation on the TLC Committee. We kept all Board members apprised of the process and the expectations for outcomes as a result of a system that more actively involves teacher leadership.
- Many parents and community members were invited to participate in the TLC Committee. We had commitment from five parents/community members, in addition to the two Board members. Twelve teachers and three administrators were also present for the meetings and they represented existing lead teams.
- We strove to ensure that everyone on the planning committee understood the new law and would support the decision made, through the consensus of all of the members who attended the meetings and using a protocol decision-making process. The decision for TAP and to apply this year was unanimous.

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).

East Union is working to provide teachers with more effective and relevant professional development that measurably increases their instructional skills and their students' learning growth. This is particularly important as the Iowa Core Standards with higher expectations for student learning are put in place. While the Iowa Core focuses on what students need to learn, an equally important question is: "How do teachers adjust their instruction to support new, more challenging standards for learning?"
Our Board of Education has a Strategic Plan and goals for Improvement that has been enacted since 2009. We discuss these goals monthly at Board meetings, as we review our progress towards achieving these goals. The Strategic Plan was updated in the fall of 2012.
Our Board and District goals are based on our need to continually improve student learning. The following are our most recent student data from the Iowa Assessments in reading and math, which shows that our data are inconsistent from one grade level to another and we have too many students who have not achieved proficiency.

READING	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
% Proficient	70%	63%	82%	70%	59%
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2012-2013	68%	65%	71%	83%	72%

MATH	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
% Proficient	67%	53%	72%	52%	66%
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2012-2013	73%	70%	74%	96%	76%

These are our overarching district goals developed by the Board:
Goal 1: Quality Programs and Quality Teaching: East Union will be known for quality teaching and the programs that support increased student learning and preparation for life.
Goal 2: The District will support a belief in "High Expectations" and "All Students Can Achieve". Students are challenged and prepared for life after graduation. The district strives to see that each and every student is able to demonstrate knowledge of the Iowa Core and perform to their highest capacity and student achievement data supports that students are "career, college, and citizenship ready".
Goal 3: Programs will be well-planned and monitored, in order to assure excellence for students. The monitoring of research based programs, in order to see that programs are fully and effectively implemented, is one of the strongest means to increase student achievement.
The district goals established by the Board directly align with those of TLC. TLC content is entirely driven by careful analysis of student and teacher needs in any given school. The focused areas that we will use through TAP are designed to directly align to our professional development needs, based on specific student and teacher learning needs.

Through the TLC grant process, which our TLC Committee determined would be TAP, we believe we will make very strong progress in these goal areas, as TAP employs the following methods to ensure an aligned approach:
- Teacher evaluation and professional development help teachers develop a clearly defined repertoire of instructional skills
- The school's improvement planning process and professional development provide teachers with new instructional strategies that have been proven to produce learning gains for students
- TAP enables teacher leaders to have a career pathway that is unlike that of a principal, however the program enables teachers to be leaders among their colleagues and contribute to their profession in new ways

TAP aligns directly with the statewide TLC System, which is to: 1) Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities, 2) Retain effective teachers by providing enhanced career opportunities, 3) Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other, 4) Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation, and 5) Improve student achievement by strengthening instruction.
Our ultimate goal is to increase student learning so that students graduate with the skills to be college, career, and citizenship ready. The system must support students' active engagement and success with learning, as we prepare students for future

study, employment, and participation in society.
When this program is enacted and teachers are provided the necessary supports, we demonstrate the value we have for educators. We fully expect that we will be able to continue the recruitment of promising new teachers, retain effective teachers, and promote more collaboration among teachers to increase student learning and achievement.

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)

Our current school improvement structures consist of several lead teams where teachers and administrators meet regularly with a focus on building and district initiatives, all centered on strategies to increase student learning and build educator capacity. We are currently a Year 1 School for Multi-Tiered System of Supports (MTSS) for Response to Intervention (Elementary) and also a school selected to be in the Competency Based Education Consortium (K-12). While we are making some progress in these areas and are drawing on teachers to help lead, we are currently unable to provide our teachers with the release time that is necessary to fully ensure fidelity with implementation.

We have the aforementioned Board Plan to which we adhere. We also have Strategic Plans at the building and district levels that address our areas of instruction and specific ways we will ensure we make progress in these areas. Every year each plan is updated with progress reports and needed changes are discussed. All teachers are aware of the plans and their role in seeing that these actions are accomplished. The following information is a synopsis of our approaches to achieve the building goals:

Elementary Strategic Building Plan:

Goal #1: Building Goals' Summary: Increase percentage of East Union students performing at and above the proficient level in reading, mathematics, and science.

- Iowa Assessments results for students in grades 2,3,4,5
- Basic Reading Inventory (BRI) or FAST fall and spring testing results for students in grades 1-5
- Measures of Academic Progress assessments for students in K-5
- Increased performance on formative assessments
- Students' progression through Guided Reading levels

Goal #2: Curriculum Mapping: Revise and utilize literacy and mathematics maps, in alignment with the Iowa Core Curriculum, by spring of 2013.

- Staff members will map designated subject areas in alignment with the Iowa Core Curriculum

Goal #3: Continued Development of the School Wide Literacy Program: Establish and maintain an aligned, cohesive school-wide program of literacy instruction.

- Professional development attendance
- Lead Team meeting minutes
- Collaborative team planning forms
- Delivery of School Wide Literacy Plan
- Student data

Goal #4: Professional Development Analysis: Prepare synopses of professional development opportunities and their effects on classroom instruction.

- Professional development attendance
- Written reports for the East Union Board of Directors
- Collaboration logs and plans and Lead Team Meeting minutes

Goal #5: Employment of Standards Based Grading/Reporting System: Establish sets of standards, based on the Iowa Core Curriculum, for Literacy and Mathematics

- Professional development attendance
- Collaboration and Grading Practices Committee meeting logs
- Use of standards based documents for literacy and mathematics

Secondary Strategic Building Plan:

Goal #1. 75% of 6-12 students will reach their RIT goal score on their Spring MAP test as projected from Fall MAP results.

- MAP test data for Grades 6th thru 12th grades
- *Iowa Assessment* data in Reading, Math, and Science
- Implementation of the *Read 180* and *System 44* reading programs
- The *Study Island* program for Middle School Students and staff document scores and goals in student portfolios

Goal #2. Improve student instruction/learning in the classroom by increasing the number of classroom observations and monitoring the:

- Student use of the student led conference format
- Implementation of a new Instructional Consultation Team process

•Writing rubrics
•6-12 Reading Recommendations
•Grading and Summative Assessment Re-take Policy
•Homework Policy
•Gradual Release of Responsibility/Structured Learning model
•Acceleration Policy and Competency Based Learning
Goal #3. Increase the involvement of the Community in the Secondary Classrooms
• Community members to be guest speakers or volunteer
•Develop an Enrichment program to integrate Reading, Math, and Science into engaging educational opportunities
•Secondary Homerooms develop a partnership with a community business or organization
Goal #4. Develop a Standards Based Grading program in the Secondary Building
• Grading Practices Committee pilot Standards Based Grading
•Expand the Competency Based Learning Program

As one can see, our goals are set high and our educators are being trained in effective strategies and programs that are research-based. The challenge for all of us is the time and coaching needed to assist teachers to implement programs well. While our administrators and teacher leaders from committees strive diligently to provide whatever assistance and resources teachers need, a highly effective system requires even more time and support from highly qualified and skilled colleagues. TAP addresses this, as professional support and professional development is structured around: 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through the needs of teachers and students. Data from students in the school building are analyzed regularly during TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.
The TAP system incorporates both strategies that research studies have found to be potentially effective—collaborative learning teams and instructional coaching. TAP also takes the next critical step by helping create an infrastructure that supports high-quality PD and ensures that the activities ultimately deliver positive results, both for teachers and for their students. The TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies.

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)

Our current mentoring and induction program is not as effective as we would like it to be. The training for teacher mentors is “off-site” and is offered to teachers from multiple districts at one time. These sessions are more “general” in nature and are rarely designed to address specific “on the job” issues that most new teachers face. We do assign a mentor teacher from our district to work with each new teacher for two years and mentor teachers are expected to attend training on how to assist most effectively. However, the lack of follow up for training and ongoing coaching for the mentors can cause this professional learning to also be less effective. This is problematic for new teachers and can cause our profession to lose quality educators. Administrators make every attempt to be in classrooms as often as possible and provide feedback to the teaching staff, particularly for new teachers, as most new teachers want and require additional help and support. Mentor teachers also have little release time through the school day and the current stipend is $1000, which scarcely compensates for the outside of contract time the mentor needs to give. Providing new teachers with the amount of observation and feedback they need from both mentor and principal can be challenging. To provide optimal support, we must increase the amount of time and support given to educators new to the profession.

We also have bi-weekly collaboration time for every teacher. We utilize a facilitator teacher to lead and the group discusses a variety of instructional topics, such as curriculum design, formative and summative assessments, and student data. Principals make every attempt to also attend most of these sessions so they can learn areas and ways they, too, can provide the needed assistance to their staff. Yet, again, the many responsibilities that the group facilitators, who are full time, non-release teachers, and the principals have competes with time they can provide to help teachers new to the profession or for those teachers who need more professional growth assistance.

With the assistance of the teacher leadership from TAP, these people who are placed in these key leadership roles will be able to assist their colleagues and provide them with the supports they need to grow professionally. At the same time, administrators will continue to provide support- in partnership- to assist the district’s new teachers and the TAP teacher leaders.

The TAP TLC System will address these support gaps. Recent studies (Biancarosa, et al; Saunderset, et al), have demonstrated that “job-embedded, sustained professional development” can significantly improve student achievement. It is not only the quality of the professional development itself, but also the conditions under which it is delivered, that cause the professional development to be effective. Therefore, it is essential that there is sufficient infrastructure in place to support this learning, which will come from the teacher leaders and the principal.

Master and mentor teachers will regularly visit teachers’ classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. Master or mentor teachers will visit classrooms to coach new teachers on an instructional strategy after introducing it during a cluster group meeting. Model teachers will make their classrooms available for new teachers to observe and learn skills. Coaching can take place outside the classroom, as well. Mentor or master teachers can meet with new teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers’ plans and ideas, or to review and discuss how a the results of a lesson.

TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers. When we select highly qualified and skilled professionals to be teacher leaders and they have the training they need to share more knowledge and to learn how to coach their colleagues, we will be able to provide our new teachers with the support they need to be more competent and to gain new knowledge and confidence in their teaching.

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.

There are three teacher roles that we will include in TAP. These are the master, mentor, and model teachers. In our plan, we are making every attempt to enlist the leadership of 25% of our teaching staff. We plan to hire two master teachers, four mentor teachers, and six model teachers. The two master teachers will be full release, with 100% of their time dedicated to assisting colleagues. Mentor and model teachers will be full time teachers, however, they will have 80 minutes daily of planning time that can be used for meetings or preparation. The additional payment for all of the lead teachers compensates them for their additional days of training and the additional hours spent during non-contract time.

Responsibilities and Duties of Leaders:
Master teachers are expected to come to the job with a high level of educational knowledge. They will work with a TAP director and other master teachers to enhance their skills and provide their teachers with only the best instructional interventions and strategies. Master teachers are required to have substantially more experience in curriculum development, professional development and mentoring than traditional teachers. They must represent the “gold standard” in teaching and serve as a role model to all other instructional staff. Master teachers need to be excellent communicators with students and adults alike.
Their tasks are to:
•Analyze school-wide student data as the basis for developing a school plan
•Develop the school plan utilizing the TAP processes
•Oversee the planning, facilitation and follow-up of cluster group meetings during Professional Growth Blocks
•Team-teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
•Observe and provide peer assistance and coaching toward meeting teachers’ IPDP goals
•Research and field-test, within the school, appropriate strategies that target the identified area of student need
•Evaluate teacher performance by using the TAP Rubrics and conduct follow-up teacher conferences
•Participate in all TAP trainings and become a Certified TAP Evaluator
•Attend professional development meetings
•Work an expanded calendar year
Mentor teachers also play an essential role in TAP. In addition to helping create the academic achievement plan for the school, their role involves serving as a liaison between the master and district career teachers to ensure that all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time, the TAP model ensures that all teachers have the opportunity to be mentored.
Mentor teachers are actively involved in enhancing/supporting the teaching experience of career teachers. Through the leadership team, they participate in analyzing student data and creating the academic achievement plan. With oversight and support from the master teacher, they lead cluster meetings and, as a result, also provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers. Planning for instruction is done in partnership with other mentor teachers and career teachers, with the input and guidance of the master teacher. Mentor teachers are required to engage in professional development activities that are both self- and team-directed.
Their tasks are to:
•Create the school academic achievement plan, through an analysis of student data
•Plan and facilitate group meetings during Professional Growth Blocks and provide appropriate follow-up, with the oversight of the master teacher
•Team-teach with colleagues, demonstrate model lessons and develop and help implement curriculum
•Observe and provide peer assistance and coaching toward meeting teachers’ IPDP goals
•Support the master teacher in researching and field-testing, within the school, appropriate strategies that target the identified area of student need
•Evaluate teacher performance by using the TAP Rubrics
•Participate in all TAP trainings and become a Certified TAP Evaluator
•Work an expanded calendar year
Model teachers are also inherently important to the program, as well. Their tasks are to:
•Team-teach with colleagues, demonstrate model lessons and develop and help implement curriculum
•Support the master teacher in researching and field-testing, within the school, appropriate strategies that target the identified area of student need
•Participate in all required TAP trainings

•Work an expanded calendar year

These teacher leader roles fit together to create a coherent system. The TAP system expects master and mentor teachers to follow up after cluster meetings to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles, and their extensive, individual work with classroom teachers is described in detail in their supplemental contracts. Master and mentor teachers carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom. Model teachers would showcase strategies and programs used in their classrooms, in order to help teachers better understand effective instructional practices. The TAP System ensures that master and mentor teachers are not simply "coaches" and "team facilitators," although they do perform both functions, but true instructional leaders in their schools. They are active members of a schoolwide TAP Leadership Team that includes the principal and other administrators and provides general oversight so that all aspects of the TAP System, including cluster groups and coaching, work effectively.

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

There will be a rigorous selection process for leadership roles. Master, mentor, and model teachers will be selected through a performance-based selection process that includes intensive interviews. Our Board of Education will appoint a Site-Based Review Council for our district's attendance centers. The Council shall accept and review applications submitted to the school's or the school district's administration for assignment or reassignment in a teacher leadership role, and will make recommendations regarding the applications to the superintendent. In developing recommendations, the Council will utilize measures of teacher effectiveness and professional growth, consider the needs of the school district, and review the performance and professional development of the applicants. Any teacher recommended for assignment or reassignment in a teacher leadership role shall have demonstrated to the council's satisfaction competency on the Iowa teaching standards as set forth in section 284.3.

Master, mentor, and model teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Those selected to be master, mentor and model teachers must hold a valid license issued under chapter 272, must have at least three years of teaching experience and at least one year of experience and successful teaching in the school district, as measured by performance evaluations, and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of our district, and are likely to be effective. This hiring process for lead teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

The teacher leaders will continue to demonstrate their own commitment to professional growth. This will be demonstrated through attendance at both TAP trainings and other opportunities offered in the way of workshops and conferences that include content aligned with our district's goals.

TAP is very strong in the professional learning it provides to the leaders. This includes Initial TAP CORE Training, Overview and Evaluation A (3 days), Cluster and Leadership Team training (3 days), Evaluation B and Certification Test (2 days), Principal meetings, and Master teacher meetings.

TAP National Conferences are available, as well as a TAP Summer Institute. Our professional learning will include the lead team members attending one of the large conferences, in order to learn and bring back their learning to others.

Additional learning occurs through on-site visits (ongoing), These are:

•Observation and feedback on implementation of cluster meetings
•Observation and feedback on implementation of leadership meetings
•Coaching (master/mentor/model teachers and principals)

Measures of Effectiveness:

Our goals are to improve the instruction for all teachers, through the help and support of TAP teachers and principals, so that students benefit in their learning. This will be evidenced by:

1) The data that are gathered and analyzed by the teacher leaders in relation to the learning that is taking place in the cluster groups
2) The feedback that is provided on their teacher leaders' skills
3) A survey that requests teachers complete that analyzes the support that students are receiving.
4) An implementation study of the fidelity to the model
5) The number of students who reach proficiency and the timeline by which is required. We will also measure the number of students who are able to take advanced courses.

These types of data will be collected throughout at regular intervals. The "Responsibilities Surveys" play a role in determining teacher performance. Our district has the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This 360-degree view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

The principal, TAP director and other master teachers evaluate our district's master teachers through announced and unannounced observations on an ongoing basis. As well, mentor and model teachers participate in master teacher evaluations. The administrators (principals, with support from central office administration) evaluate the effectiveness of the program and the lead teachers based on their professional growth and the measures of effectiveness listed above.

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.

The IPDM is a model for school improvement that contains these components: 1) Collect and analyze student data, 2) Establish goals based on the student data, 3) Select content that aligns to the teachers' and students' needs, 4) Design how professional learning will be delivered, 5) Develop these training and learning opportunities with an focus to include collaboration of educators and an examination of ongoing formative student data, 6) Examine the summative data. The cycle is ongoing and does not have an end, as the goals and means to address the needs will always exist, as we strive for high expectations for students and for those who provide instruction. TAP aligns directly with IPDM, as all of these components are present in TAP. The Teacher Leadership Team (TLT) can analyze student and teacher observation data for persistent areas of weakness. This information informs what professional development will occur. The broad needs of the teachers and the school, as identified by the leadership team, inform the topics for the weekly cluster meetings.

The role teachers play in the creation and delivery of PD:
The master teacher's primary role is, with the principal, to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups (i.e., a professional learning community) and provide demonstration lessons, coaching and team teaching to career teachers. Master teachers collaborate to identify research-based instructional strategies to share with career teachers during cluster group meetings. They are partners with the principal in evaluating other teachers and then helping to determine additional needed PD.
Mentor teachers are actively involved in enhancing/supporting the teaching experience of career teachers. Through the leadership team, they participate in analyzing student data and creating the schools' academic achievement plan. With oversight and support from the master teacher, they lead cluster meetings, and as a result, mentor teachers also provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers. Planning for instruction is in partnership with other mentor teachers and career teachers, with the input and guidance of the master teacher.
Model teachers provide support to the system by providing "model classrooms" that the mentor and master teachers can help define. Model teachers are not expected to spend additional time coaching their colleagues, but are expected to be actively engaged in learning ways to improve instruction to effectively reach students that results in increased achievement.
Professional development in TAP schools is provided by school-based expert master and mentor teachers. Every week, master and mentor teachers lead career teachers in "cluster groups," small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups are grade-or subject-specific and typically have five to eight members. Professional development extends into each classroom as master teachers model lessons, observe instruction and support teachers to improve their practice. In this way the professional development not only focuses on instructional strategies as previous discussed, but is also tied to evaluation results and student assessment data.
Master and mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. TAP cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and mentor teachers use evaluation data (SKR score and value-added data) to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings.
These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Master teachers use existing research and experts within and outside the TAP network to select student learning strategies. Master and mentor teachers teach, or field-test, the strategies with students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.
All TAP teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. TAP teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as master and mentor teachers.

Part 8) Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a)Description of how the district will determine the impact/effectiveness of the TLC Plan, including short-term and the long-term measures.

b)Description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The impact and effectiveness will be determined by these areas:
•The teacher's instructional performance
•Student achievement growth a teacher makes in the classroom
•Student achievement growth the school makes as a whole
Specifically, schools must have an infrastructure in place that guarantees a "yes" on each of the four questions researchers typically ask when they evaluate professional development:

1) Do all teachers experience high-quality PD?
2) Does the PD increase teachers' knowledge and skills?
3) Does the new knowledge and skills translate into new classroom practices?
4) Do the new classroom practices improve student learning?

TAP has defined a set of professional indicators known as the TAP Instructional Rubrics to measure teaching skills, knowledge and responsibilities of the teachers in a TAP school. Teachers are evaluated through a comprehensive system outlined in the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards (Instructional Rubric). The rubric is a set of clearly defined standards that promote best practices and apply to all content areas. Teachers are well prepared for their observations during thorough training on the TAP rubric and through TAP's continuous professional growth "cluster group" meetings. Teacher growth and performance is demonstrated through classroom observation, instructional artifacts, portfolios, surveys, artifacts from team meetings and professional growth opportunities.

Each teacher is evaluated four to six times a year by multiple evaluators (including principals, assistant principals, master teachers, and sometimes mentor teachers) who are trained and certified by NIET according to these standards. Some of the evaluations are announced, and some are unannounced. All evaluations are followed up with a post-conference session between the observed teacher and the evaluator to discuss specific reinforcements and refinements based on the instructional rubric intended to help the teacher strengthen his/her instructional practice.
Student performance is based on the achievement gains (i.e., value-added) a student makes *over time* [i.e., during the school year] rather than a snapshot of his/her performance on a standardized test. This means that regardless of where their students start the year academically, teachers are evaluated and rewarded based upon how much their students improve, not by how high they score on standardized tests.
As the program continues, if there are areas that are not showing growth, adjustments will need to be identified, based on data collected. For example, if the teacher rubric shows that a significant percentage of the teachers have not shown improvement in the areas studied and practiced in any given time period, then the TLT will conduct an analysis using a triangulation of data. In other words, through surveys from students, career teachers, other lead teachers, and administrators, as well as an examination of the rubric results, and student achievement formative and summative assessment data, there will be recommendations for change. The TLT will involve other teachers in this discussion before final determinations are made.
We would also work in collaboration with the Best Practices Center (BPC) works to consider whatever redesign our system might need to more effectively measure performance and support improvements in instructional practice. The important element is that data are examined and the appropriate persons are involved in making decisions going forward that will have a positive impact on the program overall.

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)

East Union has demonstrated a capacity to implement programs with success. In the past six years, the district has followed the building and district strategic plans. This has occurred due to leadership teams, comprised of teachers and administrators who are already aligned with many of the criteria outlined in the TLC Plan. For example, the teachers who currently serve on our lead teams are very involved in ongoing professional learning and they are expected to share their learning with their colleagues during professional development. When teachers and administrators attend conferences and workshops, this is done so with the expectation that the learning either is planned for new programs or those that will support the programs already in existence and that our teachers lead.

There has been a strong emphasis on learning by teachers and administrators. The Board of Education and administration has supported funding to be used for attendance at regional, state, and national conferences. In the past six years, 90% of the teaching staff has attended a national conference with content focused upon one or more of our district programs. 100% of our teaching staff has attended at least one regional conference in the past two years; 50% of our staff has attended a state conference in the past year. The Board and administration understands that this is a commitment of resources, but fully supports new, ongoing learning for all teachers.

Additionally, our teaching staff has been very open to change. Five years ago, we moved to a new teaching schedule and included collaboration time with facilitators and a protocol to examine student work, data, and discuss strategies to assist colleagues with ongoing instructional improvement. Teachers have kept logs of collaboration meetings and these are shared regularly with administration. The Peer Review process has been ongoing and uses Characteristics of Effective Instruction from the Iowa Core as the basis for observation and feedback to the teacher being observed.

Other initiatives designed to improve student learning are: Guided Reading, Read 180 program, Meaningful Distributed Mathematics, Service Learning, Student Led Conferences, Student goal setting based on Measures of Academic Achievement and Iowa Assessment test data, student portfolios, the Gradual Release of Responsibility teaching model, Acceleration, and Competency Based Education. Each and all of these programs have been phased in at a time determined by the building and district lead teams and always communicated to the staff in a way so that the teachers could understand the effective integration of programs. The staff has been very open to new ways of doing things. Educators recognize that our student achievement data shows a significant need to change or improve what are now “past practices” and to instead implement proven research based programs. Our staff has demonstrated they are very willing to try new programs that meet the needs of our learners of today; they are committed to seeing our students succeed.

Because the staff has consistently shown a commitment to supporting new programs that will improve opportunities for students by increasing learning, there is the full expectation that the TLC program will also be adopted with success. We have already been in discussion with several other districts that wish to adopt TAP. CAM School District and Central Decatur District are two that would like to share professional development opportunities, as we help each other with new learning, as well as share costs, thereby reducing the expense for all of the participating districts.

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	490.85

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

District Enrollment-Based Allocation	$151,584.30
Total Allocation	$151,584.30

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to $33,500	$0.00

Approximate amount designated to fund the salary supplements for teachers in leadership roles	$60,532.00
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)	$105,264.00
Amount used to provide professional development related to the leadership pathways	$6,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. *These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.*	$0.00
Totals	**$171,796.00**

Other Budgeted Uses - Description

Item description	Amount budgeted
	$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended $171,796.00

*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 ($20,211.70)

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)

• Amount used to raise the minimum salary to $33,500.
Our district has already met the minimum pay salary of $33,500. We will utilize the TLC funding to pay for the full release of two master teachers and supplemental pay for mentor and model teachers. Funding will pay for most of the salary to replace the two lead teachers in the classroom.

• Approximate amount designated to fund the salary supplements for teachers in leadership roles.
The basic salary schedule will remains in place. Salary augmentations are given to lead teachers for their increased levels of responsibility and work.

2 Master teachers- Estimated cost of $10,000 each (additional pay to the teaching salary)= $20,000 + FICA/IPERS ($3,316)= $23,316.
4 Mentor teachers- Estimated cost of $5000 each additional pay = $20,000 + FICA/IPERS ($3,316) = $23,316.
6 Model teachers- Estimated cost of $2000 each additional pay = $12,000 + FICA/IPERS ($1,990)= $13,990.

• Amount used to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).
The cost of two full time teachers to replace 2 lead master teachers on full release:
Estimated cost of $40,000 salary + FICA/IPERS ($6,632) + Insurance (Est. $6,000)= $52,632 x 2 Teachers= $105,264.
• Amount used to provide professional development related to the leadership pathways.
It is estimated that the professional development, when shared with two other districts, will cost $6,000 annually. This does not include travel costs, which the district will assume.
• Amount used to cover other costs associated with the approved teacher leadership and compensation plan. Please list and describe all additional costs anticipated in the development of your teacher leadership plan. These costs must be approved by the Iowa Department of Education prior to the implementation of your plan.
The district is anticipating that there will be some costs associated with the TLC System that will not be covered by the funding received from the state. Any travel or additional professional development not covered by the TLC Plan will be taken care of by the district.

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