



Application

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

95008 - Fairfield's Future FF: Leadership for Learning

Teacher Leadership and Compensation System

Status: Under Review

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Organization Information

Organization Name:	Fairfield Community School District
Organization Type:	K-12 Education
Tax ID:	42-6036453
DUNS:	08-537-4924

Organization Website:

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State/Province

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Vendor Number

Recipient Information

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Fairfield Community School District

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

County-District Number

51-2169

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

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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)

Fairfield Community School District (FCSD) spans 350 sq. miles and serves 1,660 PK-12 students from 6 counties, 47% of which are low socioeconomic status (SES). FCSD consists of 3 elementaries, 1 middle, and 1 high school. It employs 134 teachers, 46% of whom have worked here 11-20 years. FCSD has 2 Schools in Need of Assistance (SINA) for Reading and/or Math.

The TLC committee (comprised of superintendent, teachers' union representatives, teachers from each school, all principals, curriculum director, and 6 non-staff parents) followed a 9 step process, facilitated by parent, Bonnie Hilger. They analyzed structures and gathered stakeholder feedback to establish baseline strengths, weaknesses, and opportunities. The process identified leadership gaps, defined roles and selection criteria, and established measures of effectiveness. This collaboration of input and time from all stakeholders over a 1 yr. span is evidence of a high degree of commitment and support among all key groups.

Key Findings from Analyses

- 50% of staff surveyed said they'd only take another job for career advancement and more salary
- 17% of departed teachers gave job advancement as the sole reason for leaving FCSD
- Technology must remain an instructional priority before 1:1 environment can happen
- FCSD employs trained leaders, but doesn't compensate
- Sustainability and implementation with fidelity are Professional Development (PD) weaknesses
- Interconnectivity of all PD, goals, and theories of action isn't seen by teacher leaders
- Framework in which to run Iowa Professional Development Model (IPDM) does not exist
- Without peer coaching, a multi-tiered system of supports (MTSS) will never be fully implemented
- Teacher leaders are burning out

FCSD Vision

FCSD will be the world's dreamers, thinkers, and leaders

TLC Vision

To enhance the teaching profession in FCSD with greater support and more career opportunities for teachers in order to strengthen the district's educational programs, improve student learning, and broaden student learning communities.

TLC Goals

- 1 Foster a collaborative culture to support educator development and student learning
- 2 Access research to improve pedagogy and increase student learning
- 3 Promote professional learning for continuous improvement
- 4 Facilitate improvements in pedagogy and student learning
- 5 Operationalize the use of assessment and data for school and district improvement
- 6 Improve outreach to families, community, and other service organizations
- 7 Advocate for student learning and for the profession

The TLC structure, Fairfield's Future (FF): Leading for Learning, was developed from model #3. To achieve the above goals, the system uses collaboration, modeling, coaching, data analysis, curriculum development, and improved communication for improvement.

FF utilizes 2 tiers of leadership organized around 6 ongoing PD categories, which enact content selected through cycling the IPDM. All PD categories came into existence through data analysis conclusions and theories of action for current professional learning.

Identified PD Categories:

Iowa Core (IC)-Full implementation of the IC serves as foundational K-12 PD. The focus of this work is content and grade-

specific. Through it, professionals establish the written curriculum as it aligns to student performance, instruction, and assessment. IC solidifies the question, "What is it we want kids to know and do?"

Technology-Current K-12 PD focus operationalizes teacher and student performance guided by IC 21st Century Tech Essential Concepts and Skills. This critical learning ensures an effective future 1:1 environment.

Mentoring-Current PD initiative mandated by State for new teachers. FF improves upon the existing structure by operationalizing new teacher learning and providing growth opportunities for mentors.

Data-Current K-12 PD establishes protocol for instructional decision making. Teachers grow by honing data skills. Students grow as instructional responsiveness heightens.

Authentic Intellectual Work (AIW)-Trains gr. 5-12 teachers to collaboratively evaluate to improve pedagogy that empowers students to construct knowledge, build deep conceptual understanding, and communicate in complex ways. AIW improves learning by developing instruction that challenges students to excel at intellectual rigor and civic participation.

Literacy-Current K-4 PD focuses on implementation of Iowa's early literacy requirements. FCSD improves student learning through intense literacy instruction, multi-tiered system of supports (MTSS), and data analysis. Teachers also learn through Language Essentials for Teachers of Reading and Spelling (LETRS).

The 2 tiers of FF are Specialist and Coach. Responsibilities of a Specialist are to participate in execution of the IPDM, progress monitor leader goals, train coaches and teachers, train staff on implications of poverty, analyze and act on data. Specialists work with teachers and Coaches to pilot practice, guide teacher learning. They train early, implement with fidelity, and model for peers. Specialists are anchors in best practice, educated in all 6 PD categories. 5 Specialists=4% of the FCSD's certified staff; earning a \$6500-65000 supplement with release time.

Coaches, under Specialists, collaborate to select PD content. They observe peers and offer feedback or suggestions on implementation fidelity. Coaches contribute under Specialists' direction and deliver poverty training. Coaches and Specialists train teachers; they learn together, ahead of the district learning curve.30=22% of the staff; earning a \$3250-6500 supplement with release time.

Through this web of knowledge building, FF creates consistency, common language, and fluid planning and coaching protocols that guide the district in achieving its TLC goals.

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?

Yes

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).

In response to the establishment of the Teacher Leadership and Compensation (TLC) System and Teacher Leadership Supplement of categorical funding (Division VII of HF 215), Fairfield Community School District (FCSD) welcomed the opportunity to enhance its “teaching profession with greater support and more career opportunities for teachers” (IDoE, [Guidance, 7/15/13](#)). As such, the district applied for and received a planning grant of \$11,286.97 on 10/15/13 to be used to develop a high quality plan to submit by 1/14. This grant compensated TLC committee members and current teachers contributing to data collection and paid for a planning consultant, who is a FCSD parent. Likewise, an AEA recommended reader was paid to review the plan. Remaining grant money will serve as the startup funding for Year 1 Selection Committee reimbursement.

In August 2013, the TLC planning committee crafted a framework that addressed FCSD school improvement and retention needs thereby compensating qualified teachers for leadership. The committee attended a series of 6 meetings complete with agendas from 9/26/13 to 12/09/13. The members were 1 superintendent; 6 teachers; 3 principals; 1 curriculum director; and 5 parents representing all schools. A TLC website was created to share information. Informative meetings with teachers were held and a description of the actions was detailed in the local newspaper. A Google workbook was shared by all committee members to coordinate drafts/progress/communication.

Initially, parents questioned, teachers informed, and administration filled in gaps for missing information. At different points, various stakeholder concerns took center stage. Planning and conversation involving different perspectives was slow-going, but picked up speed. The committee was sensitive to making parents comfortable in their unfamiliar role regarding the educational system, and also to making certain that teachers did not feel overly criticized. A shared process was implemented that moved the committee forward, and a high quality plan began to take shape.

The FCSD TLC Planning Process was inspired by IDoE’s [Guidance \(7/15/13\)](#) and the *Iowa Professional Development Model* (2009). The first 5 steps apply to its development to date. Identifying district needs using SWOT was Step 1 in designing the model.

A SWOT analysis organizes the district’s greatest strengths (S), weaknesses (W), opportunities (O), and threats (T). Opportunities and threats are external, out-of-our-hands and unchangeable ([mindtools.com](#)).

To obtain the most complete, objective results, a SWOT is best conducted by a group of people with different perspectives in the district—teachers, emeritus, new teachers, teachers who have left the FCSD, parents, administration—all representing the various divisions in the district. Moreover, the SWOT process was an opportunity to bring the ideas of the stakeholders together and encourage their participation in the planning process. Upon completion, the district had ample quantitative and qualitative data to move to Step 2 which modified the state’s vision and goals to fit the district’s needs. Step 3 referenced other districts and online sources to research leadership designs. Step 4 designed the leadership model, and Step 5 focused on acquiring support while reviewing and revising the plan.

The following is a list of stakeholder contributions the data collection process:

- Teachers emeritus and teachers who have left the district completed *Employee Exit Survey* which supported that higher pay and more development opportunities may increase retention rates
- New teachers completed *Beginning Teacher Assessment* which found weaknesses in the induction program, e.g. finding out what is expected of me as a teacher and communicating with the principals were marked as high need for assistance
- More parents completed *Parent Satisfaction/Leadership Survey* which found that 23% felt building communication to parents was below average.
- District mentors completed *Mentor Needs Assessment* showing the need for more professional development addressing classroom management and student discipline
- Teachers completed *Employee Job Satisfaction Survey* indicating most are proud of the district’s strong educational programs and colleagues and 45% never look for new jobs, yet 30% felt long term career advancement options were below average
- TLC committee members analyzed the district’s many improvement initiatives and structures, and found gaps in programming between educational levels, fragmented communication, and overlapping commitments; teachers and parents collaborated to

write and analyze surveys

The committee's final meeting reviewed the proposed leadership model and discussed roles and pay. Support was high: the meeting ran late and online discussions extended into the next week. Application drafting and planning consultation, continued into January, when the plan was professionally reviewed. The TLC plan was presented to full committee, teachers, school board, and administration to garner support. Feedback was encouraged and alterations made, e.g. teachers wanted to see a graphic representation of the structure, so one was provided online which was well supported, because finding the words alone to define a model of such quality is challenging. Finally, TLC committee members and board members signed a document of support and 98% of all certified teachers indicated support of the plan by a digital response. Furthermore, Fairfield's teacher's union approved a memorandum of understanding to establish contractual certainty for teachers.

FCSD is now at Step 6: preparation for implementation while awaiting state approval—drafting Selection Committee application.

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.

FCSD's TLC committee immediately supported the state TLC vision and goals (attract able/promising new teachers; retain effective teachers; promote collaboration among teachers; reward professional growth and effective teaching; and improve student achievement). Through stakeholder collaboration and state-provided references, those goals were modified to strengthen the local TLC structure, entitled FF. Within the FF structure, teacher leadership will be analyzing, constructing, and acting upon such goals to ultimately improve student achievement by reducing the gap in quality instruction using meaningful and helpful preparation experiences (i.e. peer collaboration and PD). This organized leadership structure will also attract and retain effective teachers by providing career opportunities that promote professional growth, increased leadership opportunities, and peer collaboration, and reward these efforts with additional compensation and increasingly competitive salaries. Finally, based on parent input and SES data, teacher leaders will expand PD and leadership responsibilities to the community in an effort to extend the students' learning environment beyond the classroom and into the home and community, thereby creating a well-rounded environment in which to learn.

The district's existing 5 yr. goal is for all students to achieve at high levels in reading comprehension, math, science, and technology use, thereby preparing them for success beyond high school. Annual goals are for 80% of all students, 70% of SES students, and 50% of IEP students to score at or above proficiency on each of the Iowa Assessments subtests.

Currently, these goals are not consistently being met. For example, Iowa Assessment scores from 2013-2014 show that 72.2% of all 11th graders are proficient in reading comprehension. Another example shows that 26% of all kindergarteners were not proficient in reading skill set. District theory is: If grades provide PD that supports enhanced core pedagogy, then student achievement scores will increase and goals will be met. This supports IPDM, TLC and SINA requirements.

FCSD has over 15 improvement initiatives in progress with no structure, shared data, or peer collaboration in place to connect these programs and ideas; however, a TLC structure will alleviate these issues and set the following vision and goals for our district:

District Overall Vision: FCSD will be the world's dreamers, thinkers, and leaders.

TLC Vision: To enhance the teaching profession in FCSD with greater support and more career opportunities for teachers in order to strengthen the district's educational programs, improve student learning, and broaden student learning communities.

TLC Goals

(Committee conclusions beneath each goal relate to local context, state goals, and FF goals)

1. Foster a collaborative culture to support educator development and student learning

- cross train Specialists to know all PD categories
- plan mentoring for new teachers based on current PD
- keep great teachers by providing new positions
- keep 3 elementary buildings in sync-guaranteed viable curriculum
- contributes to annual and 5-yr goals focusing on safe environment for students

1. Access research to improve pedagogy and increase student learning

- collaborate to access research base proven to improve instruction
- best practice, that impacts student learning, has a research base
- integrate evidence-based practices to improve literacy
- coach based on tenets of research
- commitment to working smarter instead of harder
- keep weaving the connection between research based best practice and effective instruction
- contributes to annual and long range goals for student achievement

1. Promote professional learning for continuous improvement

- teacher leaders select, train for, and deliver PD
- model professional growth and share learning journeys
- assist district with habituating data use

- keep weaving the connection between good instruction and student learning
- 1. Facilitate improvements in pedagogy and student learning
- teacher leaders select, train for, and deliver PD
- coach teachers on specific PD
- integrate PD into professional practice
- keep good teachers in the classroom, in addition to coaching
- weave connection between continuous professional improvement and student needs; the first changes as the latter does
- pilot practices that require risk taking and trust in peers
- contributes to FCSD goals to improve student achievement
- 1. Operationalize the use of assessment and data for school and district improvement
- data continues to lead all areas of improvements
- current data team leaders have the skills; need the FF to impact more teachers
- assessment training will improve student learning
- weave connection between evidence and decision making at all levels
- contributes to FCSD goals to improve student achievement
- written in Pence Elementary and FMS SINA plans
- 1. Improve outreach and collaboration with families, community, and other service organizations
- due to the increasing low SES population (47%), leaders must learn more about poverty's impact on learning
- community relationships need to be improved by all categories and tiers of the FF plan
- the ability of teacher leaders to communicate work and results to all stakeholders improves culture
- parent input in the TLC planning process indicated this was a needed FCSD priority
- students need more services than teachers are trained to provide
- coordination of outside services requires leader networking
- written in both SINA plans
- contributes to FCSD goals to provide a safe environment
- 1. Advocate for student learning and for the profession
- develop an action plan for branding of FCSD
- recognize trained leaders presenting at state and national conferences
- recognize leaders honored by outside, esteemed leadership organizations
- contributes to all FCSD goals

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)

TLC connects to Fairfield current priorities:

One of the first duties of Fairfield's TLC Committee was to identify and define existing school improvement initiatives, mentoring and induction programs, and current leadership structures. This process brought awareness to some major structural issues that the TLC model will improve, such as:

Identified Weaknesses within the FCSD current leadership initiatives/structure	How the Fairfield's Future (FF) TLC model will support and strengthen the present state
No one in the district knew all the leadership options; initiatives were uninformed by stakeholders	Stakeholder views and participation strengthened the development of the TLC planning process and provided support for the overall TLC vision, goals, and model; and a selection committee will advertise annual leadership positions so all are aware of the available improvement options and programs
Only 16 leadership positions were identified	Leadership positions will be expanded to 35 positions: 5 specialists/30 coaches
All leadership positions were underfunded or not funded	Supports compensation for all leadership positions
Too many programs existed (over 15); caused stressful, over-commitment by staff	Strengthened initiatives by narrowing focus to 6 key content areas: literacy (K-3 emphasis), mentoring, data collection, technology integration, curriculum development (Iowa Core) and Authentic Intellectual Work (AIW)
Programs were not available at each district school; gaps in programming—i.e. Data teams only existed at the middle school	Strengthens participation for all grades and buildings
District improvement initiatives were unstructured with no cohesive means of linking their best practices and information to one another	A multi-tiered TLC structure will interconnect all PD, goals, and theories of action with skilled leaders. It will provide a framework in which to run Iowa Professional Development Model (IPDM) and MTSS
Few formal meetings because leadership was voluntary; completed in spare time	Formal leadership meetings with specific times during school hours and compensation for time out-of-class designated and substitutes on the ready
Leadership positions were stressful (i.e. overlapping commitments and few shared responsibilities)	No overlapping of leadership positions will exist
No formal selection process of leadership positions existed (voluntary or just asked by administration)	Rigorous selection process ensures quality leaders are chosen for roles
No leadership commitment limit was set	Yearly application process for TLC roles ensures fresh ideas/effective leadership
Effectiveness of all programs and initiatives was not continually measured	In correlation with IPDM, continuous feedback, review, and revision will be made to individual content areas. Data collection and communication will support this.

By identifying overlaps and gaps in current programming and compensation among the various school levels, a starting point for creating new leadership positions was established. Next, the district's key improvement initiatives were narrowed to 6 major

content areas that would be strengthened by a TLC structure.

Current state of FCSD's prioritized key improvement content areas

Technology: 1 Technology integration Specialist

- Technology integration not embedded in instruction

Literacy: 1 National LETRS trainer

This content area is specific to FCSD goals which aren't always being met.

I.e. Annual goal: 80% of all students will score at or above proficiency on the reading subtest of the Iowa Assessments. Yet, only 72.2% of 11th graders were proficient last year.

AIW 7 trained coaches

- improves learning by developing instruction that challenges students to excel at intellectual rigor and civic participation

Mentoring: 1 Iowa-certified Mentor trainer; 6 mentors

- Current PD initiative mandated by State for new teachers
- 23% of employees who left the FCSD felt their mentoring was not effective

Data—no leaders

Currently only the middle school has skilled data collection teams who analyze data but rarely connected the data to research based-best practices or PD to allow for improvements in student achievement or quality of instruction. Data was not shared among staff or stakeholders.

Additionally, data analysis was written in Pence Elementary and FMS SINA plans but not practiced

Iowa Core: no leaders

- Weak implementation of the IC; not embedded in instruction

How the Fairfield's Future TLC model will support and strengthen the present state

Increases leaders to 1 Specialist; 7 Coaches

Adds supplemental pay

Connects technology to all aspects of instruction

Models teaching approaches for teachers to improve instruction

1 Specialist/5 Coaches

SINA goals/long term district and annual goals will all be written to reflect poverty training, increased literacy support and parent involvement.

1 Specialist/7 Coaches

Adds leadership supplemental pay

Expands teaching tools and offers differentiated learning to improve student quality

1 Specialist/6 Coaches

Supports existing mentor leadership with supplemental pay

Improves by operationalizing new teacher learning and providing growth opportunities for mentors

Creates 1 Specialist; 2 Coaches and links them directly to TLC

Goal 5: Operationalize the use of assessment and data for school and district improvement

- TLC will impact more teachers

- assessment training will improve student learning

- connection between evidence and decision making at all levels will be woven into practice

- contributes to annual and 5 year goals

Creates 3 Coaches;

work with curriculum director-who serves as IC Specialist;

collaboration will embed IC within other PD; more eyes to progress monitor/revise IC Plan

A TLC model will improve the coherence among all district initiatives and goals.

Using Part 4 application narrative from Year 1?

Yes

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)

Fairfield's current Mentoring/Induction program exceeds state compliance, as it:

- Employs a teacher leader for the Lead Mentor position.
- Conducts a mentoring and induction program for beginning teachers that:
- Uses a process to select mentors
- Provides 2 summer training days for Years 1 and 2 mentors, giving these specialists time to understand their role and build rapport with their mentee
- Includes 4 meetings per school year to review beginning teacher's progress and gather feedback on mentoring concerns.
- Guides new teachers through the development of their professional portfolios
- The Iowa State Education Association (ISEA) foundational program is enhanced through district-specific professional learning and employee expectations, such as an additional, for-credit Ethics class (teacher paid)
- Generates 3 data points annually for ongoing program review/revision: Mentoring Needs Assessment, Beginning Educator Needs Assessment (BENA), and Qualitative Program Evaluation through Current State-Desired Reality analysis

To identify areas of needed improvement, an analysis of the Mentoring and Induction Program used the above three data points from 2013 and the *January 2014 Mentor Lead/Coordinator Program Evaluation (MLCPE)*. Although 65% of teachers that have exited the district felt mentoring was effective (*FCSD Employee Exit Survey, 11/13*), the following programming gaps were identified by current mentors/mentees:

- Lack of administrative participation
- Late summer scramble to acquire mentors
- In-contract scheduling conflicts with mentor/mentee pairings as well as with professional release time
- Not data driven or reflective in practice for beginning educators
- Fragmented delivery of initiative training to mentors
- High expense for subs and out of contract mentor pay
- Weak on peer observation due to lack of primary organizer

Additionally, the BENA identified the specific instructional areas that beginning teachers felt were weak (i.e. maintaining student discipline, structuring the classroom/class, and more time to articulate problems and questions to mentors). The TLC plan will have Mentor Lead/Specialists who will build action plans using data to justify professional development (PD)/training in identified areas and implement them into their mentoring.

Other ways the current Mentoring/Induction program can be improved through the TLC leadership structure are as follows:

- Provision for 5 summer training days (instead of a rushed 2) for Years 1 and 2 mentors, giving these specialists time to understand their role and build rapport with their mentee which will:
- Integrate ongoing initiative training with teacher induction work
- Incorporate mentor expertise in facilitating new teacher initiative induction
- Provide rigorous, focused mentor training
- Provision at no cost to new teachers of the ISEA Ethics course
- Budgeted categorically through TLS funds in professional training
- Provision of compensation of time and expectation of Mentor Lead/Specialists to perform more comprehensive/collaborative duties such as:
- Participate in district and building-level PD planning/data analysis, focusing on how initiatives and improvement actions impact beginning educators
- Construct a definition and goal for teacher retention rates for FCSD
- Construct and implement an evaluation instrument in which the leader roles are evaluated using a pre-established set of leadership standards by mentees. The evaluation will establish a baseline for professional growth for the Mentor Lead/Specialists
- Assist in the tri-annual collection of data points that enhance Years 1 and 2 educator professional growth through reflection. For example-mentors will utilize release time to observe their mentees, collecting data in relation to classroom instruction and management: *Sally called on boys 3 times more than girls in a 15-minute period during large group math instruction*

- Enact a more thorough, focused in-year teacher induction program, which will meet monthly out of contract hours, on Monday nights. Agendas will be generated based on previously-described collected instructional data which aligns with Charlotte Danielson's framework for teaching

Through the TLC structure, Mentor Lead/Specialists will be trained not only in *how* to mentor, but also in how to close the instructional gap between new and career teachers and link the PD/training with current initiatives. This training will occur in the summers prior to the upcoming school year. Additionally, they will have two years of professional guidance from a district peer observation coordinator, who will arrange peer observations and train the Mentors in how to facilitate reflective analysis of instruction based on peer observation. This training will take place during the school year, supported with budgeted release time.

By utilizing the TLC structure to enhance the current Mentoring and Induction program:

- Mentor Lead and Specialists will use mentee feedback to provide more data supported PD/coaching/guidance to new teachers,
- Beginning educators will feel more supported and that they are receiving more timely feedback regarding the quality of their instruction in order to grow professionally,
- Novice and experienced teachers will have more professional growth opportunities as they share data and PD with leaders from all categories at monthly meetings,
- Retention rates will increase as a result of teachers feeling supported and valued professionally, and
- Beginning educator needs will be more proactively considered throughout comprehensive school improvement planning and decision making as a result of increased Mentor Lead and Specialist leadership duties.

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.

FCSD wants to improve student achievement by building and retaining leaders who model the district's 8 new leadership principles (made to reflect TLC goals):

- Participate in professional development (PD) aligned to current district needs;
- Integrate new methods/PD into classroom instruction
- Collaborate with peers and the community
- Demonstrate best teaching practices
- Motivate students with positive teaching methods
- Evaluate self-improvement
- Communicate opportunities, program feedback, and threats
- Stimulate community/parent/student involvement

The current leadership system is structurally weak; however, the chart below shows how a TLC structure will create specific roles that will strengthen FCSD:

FCSD Current Leadership Structure

Only 16 teacher leaders:

- 2 underpaid
- 14 unpaid

Only 4 content areas addressed by leaders

No structure to connect/share knowledge among content areas (i.e. AIW coaches are unfamiliar with the LETRS program and vice versa)

FCSD TLC Improved Leadership Structure

35 supplementally paid teacher leaders (26% of staff); collective group of leaders are titled Fairfield's Future (FF), which works with the superintendent and the district's administrative team to guide improvements

6 content areas now addressed by leaders (defined in abstract); these establish ongoing PD categories, which enact content selected through cycling the IPDM

1. Technology integration
2. Literacy
3. Authentic Intellectual Work (AIW)
4. Mentoring
5. Data assessment and collection (new content area)
6. Iowa Core (new content area)

FF is a 2 tiered leadership structure composed of 5 specialist roles distributed across the 6 content areas who oversee & collaborate with 30 leadership coach roles (Note: curriculum director will act similarly to the specialists for IC). All roles will meet as a collective FF structure to share information, identify issues, and try to resolve them by filtering knowledge to teachers who will incorporate this PD into their classroom instruction thereby strengthening instruction.

The basic TLC structure will be guided from the top down, molding leaders who enrich teachers:

FAIRFIELD'S FUTURE

35 teacher leaders working together to enhance the teaching profession in FCSD with greater support and more career opportunities for teachers in order to strengthen the district's educational programs, improve student learning, and broaden student learning communities

5 Leader Specialists:
1 Technology + 1 Literacy + 1 AIW + 1 Mentoring + 1 Data
General responsibilities: to interact & provide guidance, instruction, and support for coaches and to collaborate with administration

+

30 Leader Coaches:
7 Technology Coaches (1/building) +
5 Literacy Coaches (1/bldg) +
7 AIW Coaches (1/bldg and 2 extra where needed) +
6 Mentoring Coaches (location varies based on location of new teachers) +
2 Data Coaches (float among school levels) +
3 IC Coaches (1/level)
General responsibilities: Deliver content at the building level/train teachers

The TLC structure, Fairfield's Future (FF), enriches our current reality by providing a hierarchical framework in which teachers interact and grow. Through FF, the interrelatedness of all 6 PD categories becomes a catalyst for the production of more intentional learning plans, reflective peer observation routines, consistent data analysis practices, heightened research review/content selection expertise, and ultimately increased student achievement. No one will plan or work in isolation. Data is collaboratively analyzed; theories of action devised together; content selected with more eyes on the research and the logic of the theories of action. Teachers are coached, observed, and trained by their peers. Coaches and specialists receive more specialized training to deliver essential learning and leadership. New teachers receive more intentional induction and the district's highest flyers find satisfaction by deepening their professional expertise.

The two FF tiers are Specialist and Coaches. Specialists train early, implement with fidelity, and model for peers. They are anchors in best practice. Of the 6 leadership categories, 5 have Specialists. Specialists make up 4% of the FCSD's certified staff, and they earn a \$6500-65000 salary supplement with release time that varies as their categorical responsibilities demand. Specialists work with classroom teachers and categorical coaches to model best practice, pilot new practices, and provide frame of reference for new teachers.

Coaches contribute under the Specialists' guidance and direction. They observe peers and offer feedback on fidelity of implementation or guide reflective questioning. They enact the IPDM. Coaches and Specialists train teachers. They learn together, in front of the district learning curve, for new initiatives to stay on the cutting edge of school improvement. Coaches make up 22% of the staff, and they earn a \$3250-\$6500 supplement while providing assistance and coaching to colleagues during all phases of instruction.

The Specialists and Coaches of FF have similar duties, yet the focus of each is distinctly defined by the 6 specific content areas. The following table describes these roles:

Distinct Content Area for Leadership Roles
(with current status)

FF Leadership Role Responsibilities

Technology: 1 Technology integration Specialist

- Technology integration not embedded in instruction

Literacy: 1 National LETRS trainer

This content area is specific to FCSD goals which aren't always being met.

I.e. Annual goal: 80% of all students will score at or above proficiency on the reading subtest of the Iowa Assessments.

Yet, only 77.7% of 3rd graders were proficient last year.

AIW: 7 trained coaches

- improves learning by developing instruction that challenges students to excel at intellectual rigor and civic participation

Mentoring: 1 Iowa-certified Mentor trainer; 6 mentors

- Current PD initiative mandated by State for new teachers
- 23% of employees who left the FCSD felt their mentoring was not effective

1 Specialist; 7 Coaches

Specialist: same duties as Tech Coach plus analyze implementation data and grade level tech assessment data, coordinate technology services and tools, execute roll outs of learning management system and grade level tools, evaluate programming

Coaches: coach, train, model, collect data, facilitate curriculum development and enactment, collaborate with 5 other PD categories to embed literacy within other PD

1 Specialist; 5 Coaches

Specialist: below coach duties, plus analyze MTSS progress monitoring/intervention data, train staff on accommodations vs. modifications, coordinate literacy services, evaluate programming, observe new teachers/provide literacy-specific feedback

Coaches: coach, train, model, collect data, facilitate literacy learning, collaborate with 5 other PD categories to embed literacy within other PD

1 Specialist; 7 Coaches

Specialist: below Coach duties, plus network with Iowa coaches, present FF AIW progress, evaluate programming/2 year AIW innovation configuration maps, attend Center for AIW certification courses

Coaches: coach, train, model, collect data, facilitate AIW scoring sessions, collaborate with 5 other PD categories to embed AIW within other PD, observe instruction 4 x's a year, analyze observation data collected via AIW instrument, attend Center for AIW certification courses

1 Specialist; 6 Coaches

Specialist: below Coach duties, plus coordinate induction program, integrate mentoring program with PD theories of action, train 5 other PD categories to consider new teacher training/intervention, evaluate programming, coach administration on new teacher needs

Coaches: coach, train, model, collect data, facilitate new teacher learning, collaborate with 5 other PD categories to embed mentoring within other PD

Data—no leaders

1 Specialist; 2 Coaches

Currently only the middle school has skilled data collection teams who analyze data but it was not shared among staff or stakeholders.

Specialist: below Coach duties, plus analyze implementation fidelity, observe data team efficacy/protocol, analyze district-level data for foundational theory of action construction, develop data protocol and warehousing maps for all assessments

Rarely connected the data to research based-best practices or PD to allow for improvements in student achievement or quality of instruction.

Coaches: coach, train, model, collect data, facilitate data team training, collaborate with 5 other PD categories to embed data-driven decision making within other PD

Additionally, data analysis was written in Pence Elementary and FMS SINA plans but not practiced

3 Coaches; existing Curriculum director to act as Specialist for IC

Iowa Core: no leaders

•Weak implementation of the IC; not embedded in instruction

Coaches: coach, train, model, collect data, facilitate curriculum development and enactment, collaborate with 5 other PD categories to embed IC within other PD, progress monitor/revise IC Plan, work with curriculum director-who serves as IC Specialist

How do FF roles work together to create a coherent instructional improvement strategy?

As shown, specialist and coach roles have distinctly different focuses depending on their content area; however, all leadership roles will also work together to improve other weaknesses within the district. The table below describes some of these examples:

Other identified issues that leadership roles will address:

Responsibilities that affect all TLC roles

No leadership collaboration

Cross train Specialists to know content of all 6 PD categories
Monthly collaboration time for Specialists with Administration
Monthly collaboration time for Coaches, with Specialists
Train all on Dr. Richard Elmore's Instructional Rounds Lighthouse Project
Specialists and Coaches will participate in Instructional Rounds

Minimal understanding of current theories of action

All will serve as technology integration instructional leaders
Analyze annual data, 5-year trends-train in goal writing/data analysis
All will become district stewards of best practice; build community relationships based on that role

No understanding of poverty's impact on learning

Train all to become trainers on Ruby Payne's Understanding the Framework of Poverty

Isolated decision making, running of IPDM	Shared decision making/planning between administration, Specialists, and Coaches Result: a fluid, meaningful application of the IPDM which will build shared vision of district staff
TLC goals (See abstract) need to be met to improve student achievement	All leadership roles will strive to meet all 7 TLC goals; goals will be reviewed to make sure progress is being made

Finally, to fulfill the must-haves of the TLC framework, the following chart shows that the roles extend beyond the initial teacher and career teacher levels:

NOTE: Teachers surveyed were interested in leadership roles, but still wanted to spend most of their time in the classroom, so percentages reflect this and it reduces backfill pay.

Percentage of Time Each Role will Spend on Specific Duties and Compensation Summary

	Classroom Instruction %	Release: Peer Collaboration %	Release: Programming Plan-Evaluate-Execute %	Additional Contract Days	Stipend + FICA/IPERS \$ each
1 Technology Specialist	0	75	25	20	6500*
7 Technology Coaches	90	7	3	7	3250*
1 Literacy Specialist	0	75	25	15	65,000
5 Literacy Coaches	90	7	3	10	6500
1 AIW Specialist	80	15	5	15	13,000
7 AIW Coaches	90	7	3	7	6500
1 Mentoring Specialist	80	15	5	15	13,000
6 Mentoring Coaches	90	7	3	7	6500
1 Data Specialist	80	15	5	15	13,000
2 Data Coaches	90	7	3	7	6500
3 IC Coaches	90	7	3	7	6500

*This # represents TLC funds for tech roles; however, FCSD technology funds will also supplement this role.

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.

SELECTION COMMITTEE REQUIREMENTS:

- Must include 1 teacher and 1 admin rep from each attendance center, with a total of 6 teachers max
- Year 1 committee will be a combination of TLC planning committee teachers and FCSD Teacher Quality committee that meet all requirements (this is because they have a greater understanding of the TLC model and how it is proposed to work); all subsequent selection committees will be open to anyone meeting other requirements
- Term limit: 1 yr
- Members must have 1 year in FCSD; 3 in profession
- Work from Jan-May for Year 1 committee; then from May to June for following years
- Stipend: \$1,000
- Duties: To accept and review applications for assignment or reassignment to a TL role (Specialists and Coaches) using the designated Selection Criteria (see below) and to make recommendations regarding the applications to the superintendent; limit staff to 1 leadership position at a time and articulate rationale; review selection criteria annually and make revisions

SELECTION CRITERIA: Determination of Leadership Candidate Effectiveness (CE)

Requirements for ALL applicants--1 yr. EXPERIENCE in district/3 yrs. in profession; 1 year assignment before reapplication required for same leadership role or new role

Year 1 leader candidates for both specialist and coach assignments will be determined using the following criteria:

FF utilizes two instruments aligned with the Iowa Core Curriculum to determine **CE**. The first instrument is a **Iowa Core 21st Century Employability rubric** based on the Universal Constructs(**UC**). The instrument measures leadership qualities of: critical thinking, complex communication, creativity, collaboration, flexibility/adaptability, and productivity/accountability on a 5-point scale where 5=exceptional, 3=professional, and 1=developing. Max. score is 30 points. Candidate’s final **UC** scores are based on an average of self and administrator scoring. Formula representation for **UC** scoring:

Candidate **UC** Composite + Administrator **UC** Composite/2=Candidate Final **UC** Score

The next **CE** measurement instrument (the **Innovation Configuration Maps (CEI IC)** by Iowa DoE) weighs candidate pedagogy by the 5 Characteristics of Effective Instruction and their 24 attributes. Max score is 120 points. Final scores are based on an average of self and 1 administrator scoring.

For determination of **CE**, candidates may earn a composite score of 150 points. Representation **CEI IC** scoring:

Candidate **CEI IC** Composite + Administrator **CEI IC** Composite/2=Candidate Final **CEI IC** Score

Determination of Professional Growth (PG)

FF utilizes an evaluation of candidate writing to determine prior **PG**. Candidates are provided with a list of the past 3 years of district **PD** opportunities and are instructed to write about it. Prompt: *In terms of PG, in what have you participated during the last 3 years? Why was the learning embarked upon, how did it improve instruction, and with whom did you learn? How did you know you improved? What is the research and how did you engage? What was technology’s role in your learning and the delivery of PD?* This portion of their reflection is entitled Prior Involvement in Professional Growth (**PIPG**).

Candidates are then required to pinpoint current gaps in their leadership pedagogy according to their **PIPG** and prompted to select content that will close that gap. This portion is entitled **PG**.

Evaluation of Professional Growth

The selection committee will then complete a two pronged evaluation of candidate professional growth by utilizing the rubric below, which has a criteria component for **PIPG** and another for **PG**. Descriptors in the **PIPG/PG** rubric align with the **IPDM** and with the 6 **PD** categories found in **FF**.

**Only exemplary descriptors shown to limit characters:

5-exemplary

*3-professional

*1-developing

- professional level of discourse
- strong connection between student & professional learning
- ownership need for instructional improvement
- strong use of data to explain **PD** need
- reflection of implementation fidelity * *
- mention of impact of peer collaboration
- deep understanding of the research behind the **PD**
- insightful tech integration discussion
- insight on what would have improved **PD**
- thorough description of instructional gap from **PIPG**
- explicit connection between gap and inadequate student achievement
- uses theory of action in action plan
- clearly specifies research
- data-driven eval of **PD** on instruction

PIPG

PG

*Candidates scoring below a 3 on either prong will not be considered for position *if* their **CE** score 0-71.

Comprehensive Summary of Rigorous Selection Process

Measures of Effectiveness

CE Composite-Teacher Score X/150
CE Composite-Administration Score Y/150
 Average **CE** Composite (X+Y/2)/150

That score is scaled accordingly with selection points, found to the right of the composite score.

- 150-141=10
- 140-131=9
- 130-121=8
- 120-111=7
- 110-91=6
- 90-81=5
- 80-71=4

Professional Growth

PIPG Score:	5	4	3	2	1
PG Score:	5	4	3	2	1

Overall Selection Scoring

CE Pts.	10 possible
PIPG Pts.	5 possible
PG Pts.	5 possible

Total 20 possible

The selection committee will evaluate **PIPG** and **PG** reflections. They will also analyze **CE** scores, digitally through the district survey instrument and add the three summative scores. Candidates with the highest **Overall Selection Score** will be offered leadership positions.

ANNUAL REVIEW OF ASSIGNMENT:

Another selection criterion will be added to teacher leaders that have already served a year in a specialist or coach role--**Peer review**.

3 peers who worked directly with that leader will be asked to complete a leadership feedback questionnaire reviewing the candidates effectiveness at specific duties directly linked to achieving the TLC goals. Peers will be asked to assign a composite score from 1-10 for that position which will be factored into application for reassignments.

Narrative

Using Part 7 application narrative from Year 1? Yes

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.

For the past 8 years, FCSD has participated in weekly professional development on Wednesday mornings. This schedule supports the theory that professional learning should be ongoing, job-embedded, and directly connected to the improvement of the Instructional Core, as explained by Dr. Richard Elmore. A summary of Elmore's work states,

"Elmore urges us to do less with greater focus. Most low-performing schools don't need more programs... They need a more powerful, coherent culture of instructional practice... we learn to do the work by doing the work, not by making more policies about the work, not by spending money on the next new idea about the work, not by asking people to do what they do not know how to do and pretending they do, and not by claiming that things are getting better when one part of the distribution is improving while other parts are...getting worse. He finds that the work lies in the face-to-face interactions among people responsible for student learning around the work, in the presence of the work."

Elmore explains that student learning can only be improved if we:

- Raise the **rigor of content** taught
- Increase the level of teacher **pedagogy**
- Increase the **level of student engagement** with the content

The proposed TLC structure contributes to improved instruction through collaborative application of the Iowa Professional Development Model (IPDM). For the past 15 years, FCSD has utilized the IPDM, but without utilizing teacher leadership. This fact has negatively impacted ownership, buy in, and fidelity of implementation. In other words, the efforts have not positively impacted culture to the greatest extent possible.

Elmore summarizes that professional learning only matters if it positively impacts what teachers do when they are with kids. Elmore's theory aligns with the 7 components of the IPDM. FCSD teacher leaders will execute the IPDM accordingly (note: all actions will be conducted in collaboration with building and district administration):

1. Collecting and Analyzing Student Data

Teacher Leads and Specialists will analyze multiple data points at the district level. Leads will facilitate conversations with Specialists and building staff regarding result interpretation, correlating data points, identification of patterns and subgroup trends, and theory action planning to enhance pedagogy, therefore creating an increase student achievement. Leads and Specialists will model how to use and interpret data and study possible research bases that address a component of the Instructional Core. This analysis will occur within a committee titled Fairfield's Future.

2. Goal Setting for PD

Teacher Leads and Specialists will collaborate to set professional learning targets linked to improving teacher content knowledge, pedagogy, or student engagement. Leads and Specialists will ensure a tight alignment between data results, goals, and professional learning; they will also ensure a singular focus for each level. This goal setting will occur after school in the spring to be used for the upcoming school year.

3. Selecting Content

Leads and Specialists will select content that directly addresses learning gaps in content, grade level, or subgroup achievement. Leads and Specialists will judge the quality of the research base and be involved in the decision making process for selection. They will articulate to all stakeholders what is being studied and the theory of action linking content to improved student achievement. Leads and Specialists will become experts in determining what a high-scoring, scientifically research-based learning endeavor entails. Selection will occur in the spring to be applied for the upcoming school year.

4. Design

Leads and Specialists will implement theories of action for professional learning that include theory, demonstration, practice, collaboration, and observation. Leads and Specialists will monitor for provision of adequate time and collaboration for professional learning. Design will occur in early summer academy work to be delivered in the upcoming school year.

5. Ongoing Cycle

Leads and Specialists will model the Iowa Core Characteristics of Effective Instruction while delivering instruction to their peers. They will serve as lead instructors or specialized learning supporters. They will observe instruction and guide teachers through reflection. Leads and Specialists will ensure sustainability and Elmore's "powerful, coherent culture of instructional practice."

Professional learning will be embedded into teachers' work. Leads and Specialists will study implementation to check for understanding and fidelity. Delivery will occur within the school year on Wednesday mornings, after the school day, or in the late summer.

6. Summative Evaluation

Leads and Specialists will analyze quantitative and qualitative data points to determine the effectiveness of the selected professional learning. They will communicate professional development evaluation results to stakeholders and inform all of decisions regarding next steps. Evaluation will occur by May 1 each year, to be applied to steps 1-5 above for the upcoming school year.

7. District/Building Profile-Individual Teacher Professional Development Plans

Leads and Specialists will facilitate individualized learning planning sessions to ensure teachers understand the alignment between individualized theories of action and student achievement. This will be the final piece woven into comprehensive school improvement: district-building-individual professional learning for increased student achievement. Facilitation of individual professional development plan construction will occur by September 15 of each year.

Using Part 8 application narrative from Year 1?

Yes

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.

To determine the impact of the plan, Fairfield's Future (FF), the district combined team of teacher Leads and admin, will determine if its learning, personnel, and programming goals have been met. FF will assign a weight to each method to determine effectiveness:

- Rubrics**—Leaders will undergo self-administrative evaluation of their “quality of instruction, leadership, lifelong learner, and contributions to the profession” (F. Mike Miles, Teacher Compensation Based on Effectiveness. 1/29/11, 46-49). This will allow teachers in leadership roles to monitor their instructional growth; used to determine how successful a leader has been in a role.
- Programming If/then Theories**— Leads will analyze these statements determining if programming achievement is successful. Example: “If FCSD provides professional development that supports enhanced core pedagogy, then student achievement scores will increase.”
- Teacher Evaluations**—Objective self-evaluations to determine if the 8 Principles of FF have been successfully incorporated into teaching, specific explanations are required. At least 2 peer observations a year will also contribute evidence. This allows teachers and the district to monitor individual professional growth.
- Student Achievement Data**—Progress monitored and evaluated within the realm of the leadership structure, through annual and Comprehensive School Improvement data analysis; scores improve if the plan has a positive impact on teacher instructional growth.
- SWOT** (analysis of strengths, weaknesses, opportunities, and threats of the district which includes stakeholder input). Conducted annually, this will show reduction in the weaknesses and increases in strengths.
- Feedback**—all stakeholders will have continuous opportunity to provide feedback on all aspects of the TLC plan and its goals. FF will review and determine if further action is needed.

Monthly FF meetings will provide short term progress monitoring of goals and implementation of PD that improves instruction. When issues are identified, action plans will be developed during this meeting and implemented during weekly Wednesday morning staff PD to allow reevaluation the following month. Long term data collection will be used to determine if retention rates have increased, if student achievement has maintained continued improvement, if funding needs to be reallocated, if leadership roles are still pertinent, and if goals are still aligned with changing stakeholder needs. These indicators will be used to rate the effectiveness of the plan and propose alternatives. Updates to the FF website will keep teachers and other stakeholders informed of data and initiatives that strive to improve programs in the district thereby giving rationale for upcoming changes to student programming or professional learning.

The effectiveness review of the overall TLC plan will be conducted once a year. Data collection will begin in mid-April while applications for the next year's leadership roles are being reviewed by Selection Committee. This timeframe allows the Leads/Specialists under review to offer the alternatives to be discussed at a “Leadership Transition/Program Effectiveness” meeting at the end of May. Both old leaders and the newly appointed leaders will attend this meeting with an agenda to:

1. Briefly review findings of data, showing successes and weaknesses within each of the categories (technology, outreach, school improvement, mentoring, and at risk);
2. Explain the overall effectiveness rating (defined below)
3. Previous leaders from each category will provide alternatives for plan improvement (if any);
4. New leaders will have the task of deciding which alternatives to implement.

To determine if the TLC plan is effective, FF will use the following scale and if/then scenarios:

- Highly effective (4 points): All goals are met or surpassed
- If the average effectiveness score of the reviewers is 4.0, then no alternatives of change need to be suggested and the district should celebrate.
- Effective (3 points): Goals are progressing, but adjustments are needed for more improvement because secondary issues still exist
- If the average effectiveness score of the reviewers is 2.51-3.99, then the TLC Plan will be deemed effective, and the categorical Leads will need to offer alternatives for improvement.
- Partially effective (2 points): Some goals have been met, but others have not. Structural modifications are needed.
- If the average score of the reviewers is 1.51-2.5, then the TLC Plan will be deemed partially effective, Leads will suggest

alternatives for improvement, and a newly appointed TLC planning committee will need to review the overall leadership structure to suggest changes to be approved by the State.

- Ineffective (1 point): No goals have been met. Major structural changes needed.
- If the average score of the reviewers is 1-1.5, then the TLC Plan will be deemed ineffective; the TLC planning committee will need to review the overall leadership structure to suggest changes to be approved by the state.

The plan's effectiveness will be reviewed by the 5 Leads of the year in review (20 pts); 1 teacher not in a leadership position from each of the 5 school buildings (20 pts); 1 Specialist teacher representing each of the 5 school buildings (20 pts); All principals (if not already in a leadership position); 3 parents representing elementary, middle, and high school levels (12 pts); the curriculum director (4 pts); the superintendent (4 pts). FCSD strives for excellence—feedback, review, and revision will achieve that.

Using Part 9 application narrative from Year 1?

Yes

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

A few words regarding capacity...since 2007, FCSD teachers have participated in a culture of reflective practice. Standards-based reporting to implement the Iowa Core, Authentic Intellectual Work to analyze the rigor of tasks assigned to students, and metacognition regarding current instructional practices in alignment to Balanced Literacy and Understanding by Design are endeavors that have built the district capacity to enact this complex leadership structure that requires such a high degree of critical thinking. Analysis of items with different grain sizes is embedded, but not systemically practiced currently. This leadership structure is not a plan outside of the grasp of Fairfield teachers. Actually, it is what Fairfield's best and brightest teachers need to grow. If FCSD is to move from good to great and yield student achievement results that move two buildings off Schools in Need of Assistance lists, then this structure is critical.

FCSD administration, teachers, and parents have collaborated to create a leadership structure with goals that directly build upon the District's strengths (strong improvement initiatives, established mentoring program, teachers committed to improving the quality of education, and goals that put student achievement as the #1 priority). By building upon current improvement initiatives, the TLC plan has a strong foundation. Leadership training and coaching experience are assets of several staff already, so those individuals and others will have an opportunity to broaden their leadership duties by applying for the new roles of 'Lead' and 'Specialist,' meaning quality teachers exist to fill the roles. Likewise, data has already been collected to evaluate weaknesses in student achievement, so justification for initial professional development (PD) exists as does the knowledge of how to collect data. The fact that only 18% of current structures have compensated roles shows teachers are willing to go above and beyond to improve student achievement.

FCSD has taken steps to begin implementation. The Teacher Quality/TLC planning committee drafted Selection Committee applications. The Selection Committee will post Lead and Specialist positions in May. The first Fairfield's Future (FF), the overseeing leadership structure, meeting will be May 24. June 2014 marks the first round of Fairfield's Future summer academy work.

Key roles contributing to the success of this plan:

- **Directors**—curriculum, technology, tech integration, and at-risk are director positions filled in-district. These positions ensure oversight and leadership for a new plan, something that demands time and energy. These people will not be doing all the work, but rather facilitating the protocols and processes.
- **Outreach Lead**—summer training entails a communication action plan that serves two purposes: 1) to keep the original TLC planning committee abreast of implementation and 2) to improve community relations by sharing this professional growth opportunity in its earliest stages. This seminal communication will serve as evidence of early-stage progress monitoring.
- **Leads and Specialists**—responsible for data analysis to measure the effectiveness of (1) the improvement initiatives support PD/training/action, (2) the TLC plan/goals to determine if structural changes are needed, and (3) teacher quality to determine if the 8 Principles are being incorporated into teaching and reciprocally if student achievement is increasing.
- **Selection Committee**—charged with determining the effectiveness of the leadership roles using rubrics, observations, and feedback; thereby assuring the strongest leaders are chosen.
- **FF**-will facilitate monthly meetings to improve collaboration and identify any issues that may need immediate attention which should prevent structural breakdowns.

The leadership roles, trainings, PD, and other costs of the TLC plan will be funded from multiple sources (Teacher Quality, At Risk, Iowa Core, Mentoring, and hopefully TLS). This combination of funding streams is possible because the TLC plan merges all of the above mentioned responsibilities and categories into one comprehensive initiative. The coordination of services, funding, and responsibilities is critical for ensuring sustainability.

Another component of sustainability is the TLC long-term investment in Lead and Specialist training: Ruby Payne-poverty training; Langford-leadership skills; Authentic Intellectual Work Coach; and Technology Integration (ITEC) prove that FCSD is looking to grow its own. By professionally training teacher leaders who in turn will mentor other teachers, the PD investment will strengthen the teaching quality of the District for years to come. Similarly, if FF is able to provide parents/guardians with data supporting the reasoning for needed PD then parents will be willing to support and participate to improve their own skill, knowing it could improve student achievement. The same holds true for teachers. For this reason, FF's website will strive to

improve collaboration with the community and staff by providing webinars to parents and teachers. The more stakeholders support the TLC plan, the more apt it is to sustain itself.

This leadership system will streamline workflow and improve efficiency with which leaders achieve comprehensive school improvement. The fact that the IPDM has been an informal habit of practice contributes to the highest degree of likelihood that FCSD will implement with fidelity, keeping all professionals' eyes on the plan's vision and goals.

The overall culture of FCSD will change. *Years of collaboration and consensus building, leadership structure, strengthened instruction, and focused/data supported PD will remain solidly with the district.* The TLC plan will empower teachers to become "Fairfield's Future".

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 1660.22

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

District Enrollment-Based Allocation \$512,709.14

Total Allocation \$512,709.14

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$306,358.80
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).	\$16,395.00
Amount used to provide professional development related to the leadership pathways.	\$189,955.34
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>	\$0.00
Totals	\$512,709.14

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$512,709.14
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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
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Budget Alignment

Using Part 10 application narrative from Year 1?	Yes
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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)

FCSD's TLC budget will be used to supplement funds for its proposed TLC structure, FAIRFIELD'S FUTURE (FF), in which 35 teacher leaders (26% of FCSD teachers) will work together to enhance the teaching profession in FCSD with greater support and more career opportunities for teachers in order to strengthen the district's educational programs, improve student learning, and broaden student learning communities. These leadership roles were created with the purpose of achieving the TLC goals (See abstract). All funds will compensate the new leadership roles, so all funds will support FCSD's TLC goals.

1. No extra funds needed to increase minimum salary: Currently, it is \$34,264.

1. The following table details the approximate amount designated to fund the salary supplements for teachers in leadership roles:

Content Area for TLC Roles	Stipend Supplement (SS) for TLC Roles (includes stipend + Backfill + PD allotment)
<p>Technology</p> <p>Total: \$38,300</p> <p>Note that in addition to these TLC funds, tech salaries will also be supplemented by FCSD technology funds</p>	<p>1 Specialist</p> <p>SS: \$9,123</p> <p>Stipend + FICA/IPERS = \$6500</p> <p>Additional Days: 20 @ \$131.16</p> <p>No classroom instruction:75% Peer Collaboration + 25% Programming Plan/Evaluate/Execute (PPEE)</p> <p>Duties: same as coach below, plus analyze implementation data & grade level tech assessment data, coordinate tech services and tools, execute roll outs of learning management system & grade level tools, evaluate programming</p>
	<p>7 Coaches</p> <p>SS: \$4,168/ea</p> <p>Stipend + FICA/IPERS = \$3250</p> <p>Additional Days: 7 @ \$131.16</p> <p>90% classroom instruction/7% Peer Collaboration + 3% PPEE</p> <p>Duties: coach, train, model, collect data, facilitate curriculum dev. & enactment, collaborate with 5 other PD categories to embed literacy within other PD</p>

Literacy

Total: \$106,025.4

1 Specialist

SS: \$66967.40

Stipend + FICA/IPERS = \$65000

Additional Days: 15 @ \$131.16

No classroom instruction/75% Peer Collaboration + 25% PPEE

Duties: same as coach below, plus analyze MTSS progress monitoring/intervention data, train staff on accommodations vs. modifications, coordinate literacy services, evaluate programming, observe new teachers/provide literacy-specific feedback

5 Coaches

SS: \$7811.6/ea

Stipend + FICA/IPERS = \$6500

Additional Days: 10 @ \$131.16

90% classroom instruction/7% Peer Collaboration + 3% PPEE

Duties: coach, train, model, collect data, facilitate literacy learning, collaborate with 5 other PD categories to embed literacy within other PD

1 Specialist

SS: \$14967.4

Stipend + FICA/IPERS = \$13000

Additional Days: 15 @ \$131.16

80% classroom instruction/15% Peer Collaboration + 5% PPEE

Duties: same as coach below, plus network with Iowa coaches, present FF AIW progress, evaluate programming/2 year AIW innovation configuration maps, attend Center for AIW certification

Authentic Intellectual Work (AIW)

Total: \$66,894.24

7 Coaches

SS: \$7418/ea

Stipend + FICA/IPERS = \$6500

Additional Days: 7 @ \$131.16

90% classroom instruction/7% Peer Collaboration + 3% PPEE

Duties: coach, train, model, collect data, facilitate AIW scoring sessions, collaborate with 5 other PD categories to embed AIW within other PD, observe instruction 4 x's a year, analyze observation data collected via AIW instrument, attend Center for AIW certification

Mentoring

Total: \$59476.12

1 Specialist
SS: \$14967
Stipend + FICA/IPERS = \$13000
Additional Days: 15 @ \$131.16
80% classroom instruction/15% Peer Collaboration + 5% PPEE
Duties: same as coach duties, plus coordinate induction program, integrate mentoring program with PD theories of action, train 5 other PD categories to consider new teacher training/intervention, evaluate programming, coach administration on new teacher needs

6 Coaches
SS: \$7418/ea
Stipend + FICA/IPERS = \$6500
Additional Days: 7 @ \$131.16
90% classroom instruction/7% Peer Collaboration + 3% PPEE
Duties: coach, train, model, collect data, facilitate new teacher learning, collaborate with 5 other PD categories to embed mentoring within other PD

Data

Total: \$29,803.64

1 Specialist
SS: \$14967
Stipend + FICA/IPERS = \$13000
Additional Days: 15 @ \$131.16
80% classroom instruction/15% Peer Collaboration + 5% PPEE
Duties: same as coach below, plus analyze implementation fidelity, observe data team efficacy/protocol, analyze district-level data for foundational theory of action construction, develop data protocol and warehousing maps for all assessments

2 Coaches
SS: \$7418/ea
Stipend + FICA/IPERS = \$6500
Additional Days: 7 @ \$131.16
90% classroom instruction/7% Peer Collaboration + 3% PPEE
Duties: coach, train, model, collect data, facilitate data team training, collaborate with 5 other PD categories to embed data-driven decision making within other PD

Iowa Core

Total: \$22,254.36

3 Coaches; existing Curriculum director to act as Specialist for IC

SS: \$7418/ea

Stipend + FICA/IPERS = \$6500

Additional Days: 7 @ \$131.16

90% classroom instruction/7% Peer Collaboration + 3% PPEE

Duties: coach, train, model, collect data, facilitate curriculum development & enactment, collaborate with 5 other PD categories to embed IC within other PD, progress monitor/revise IC Plan, work with curriculum director-who serves as IC Specialist

1. Total used for supplemental teacher salaries \$306358.80

1. Backfill \$16,395

Intent: Cover costs of time teachers in leadership roles are not providing direct instruction in classrooms or when leaders co-teach

1. Professional Development \$189,955.34

Intent: Prioritized needs in professional training: Ruby Payne, Understanding the Framework of Poverty, David Langford Systems, Authentic Intellectual Work, Local and Mentor Coach, Language Essentials for Teachers of Reading and Spelling Trainer and media trainings will equip teacher leaders to more efficiently serve their colleagues and district. Emeritus Teacher Position: Peer Observation Trainer/Coordinator

1. No extra costs

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