



Application

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

94544 - Fort Dodge TLC Application Oct 2014

Teacher Leadership and Compensation System

Status: Under Review  
Submitted Date: 10/31/2014 6:19 PM

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### Primary Contact

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| <b>AnA User Id</b>              | STACEY.COLE@IOWAID                          |                               |                                |
| <b>First Name*</b>              | Stacey                                      |                               | Cole                           |
|                                 | <small>First Name</small>                   | <small>Middle Name</small>    | <small>Last Name</small>       |
| <b>Title:</b>                   |   |                               |                                |
| <b>Email:</b>                   | scole@fdschools.org                         |                               |                                |
| <b>Address:</b>                 | 104 S. 17th St                              |                               |                                |
| <b>City*</b>                    | Fort Dodge                                  | Iowa                          | 50501                          |
|                                 | <small>City</small>                         | <small>State/Province</small> | <small>Postal Code/Zip</small> |
| <b>Phone:*</b>                  | 515-574-5640                                |                               |                                |
|                                 | <small>Phone</small>                        | <small>Ext.</small>           |                                |
| <b>Program Area of Interest</b> | Teacher Leadership and Compensation System  |                               |                                |
| <b>Fax:</b>                     | 515-574-5640                                |                               |                                |
| <b>Agency</b>                   | Administrative Services, Iowa Department of |                               |                                |

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### Organization Information

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|---------------------------|--------------------------------------|
| <b>Organization Name:</b> | Fort Dodge Community School District |
| <b>Organization Type:</b> | K-12 Education                       |
| <b>Tax ID:</b>            |                                      |
| <b>DUNS:</b>              |                                      |

**Organization Website:** http://www.fort-dodge.k12.ia.us  
**Address:** 104 South 17th Street  
  
Fort Dodge Iowa 50501  
City State/Province Postal Code/Zip  
**Phone:** 515-574-5676  
Ext.  
**Fax:** 515-574-5324  
**Benefactor**  
**Vendor Number**

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## Recipient Information

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

**County-District Number** 94-2313  
*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** Doug Van Zyl

**Telephone Number** 515-574-5640

**E-mail Address** dvanzyl@fdschools.org

**Street Address** 104 S. 17th St

**City** Fort Dodge

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

**Zip Code** 50501

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## TLC Application Contact

**Honorific**

**Name of TLC Contact** Stacey Cole

**Telephone Number** 515-574-5640

**E-mail Address** scole@fdschools.org

**Street Address** 104 S. 17th St

**City** Fort Dodge

**State**

Iowa

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

**Zip Code**

50501

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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)**

Much like a multi-tiered system of support gives students a systemic safety net for academics and behavior, the objective of our teacher leadership model is to create a system of support for all teachers on our staff. We want all teachers to benefit from a model of theory, presentation, demonstration and feedback. Finally, we want to create a culture of achievement where all teachers believe that all students can and should achieve at high levels.

Stakeholders engaged in over 100 hours of collaborative planning to complete a literature review, evaluate district data, hold substantive conversations and design a model for continuous school improvement with teacher leadership at the heart of the plan.

A teacher leader (TL) vision statement was created to establish a purpose. The TL program will formalize a system that fosters a purposeful community that is responsive to all members' needs.

The **goal** of our TL program is to **positively impact student learning** by paying attention to specific subgroups (African American, special education, and ELL).

**Specific goals** for our TL program believed to have a positive impact on learning include:

1. Classroom **instructional strategies** improve through **collaboration** with coaches following a **student centered coaching** model based on student learning.
2. Teachers benefit from **improved collaboration** with peers and TLs and report an understanding of their role as **change agents** with recognition that student success and failure is a direct result of what we do.
3. Teachers improve their practice by engaging in **high quality professional development** including **action research**.
4. TLs recognize and participate in **opportunities** for **professional growth** through the support of the TL program.

**TLC strengthens our significant district** efforts by:

- Allowing for differentiated PD
- Supporting a consistent standard for high functioning PLCs
- Supporting the transformation of classrooms to environments that are collaborative in nature and supporting high levels of thinking and engagement by using a student-centered coaching approach
- Promoting common language and vision for instructional and assessment practices that support learner-centered classrooms

**TLC improves entry into the teaching profession** by:

- Supporting the development of rigorous curriculum
- Supporting classroom design management
- Supporting the development of instructional strategies that strengthen the learning process through observation and feedback

**Major responsibilities and duties of teacher leaders** include:

**Mentor Induction Coaches:** Veteran teachers working with beginning teachers to help build a critical foundation by enhancing planning, instruction and content knowledge while providing day-to-day emotional support.

**Building Leadership Team Members:** The purpose of this team is to focus on outcomes that are important to the school improvement process.

**Professional Learning Community Leaders and Curriculum Facilitators:** The purpose of these leaders is to further flatten leadership and realize our goal of action research driven professional development.

**Instructional Coaches:** Instructional coaches are responsible for ensuring high quality instruction in the classroom through modeling, co-planning, co-teaching and providing feedback to teachers.

**Elementary and Secondary Program Facilitators:** Program facilitators provide one-on-one support for coaches and advocate for instructional coaching.

**Teacher Quality (Site Based Review Council):** This committee is responsible for the oversight of the TLC plan and its implementation as well as making recommendations for adjustments.

The **rigorous selection process** will:

- Be differentiated based on position (full-time or stipend)
- Measure past effectiveness and professional growth of applicants
- Evaluate each applicant's ability to collaborate and communicate with their peers, past PD experiences, past experience with adult learners, leadership experience, and knowledge of Iowa Core Curriculum
- Include recommendations from both peers and administration

Meaningful **professional development** opportunities will be developed that:

- Align with the Iowa Professional Development Model and its Ongoing Cycle
- Are differentiated by size, format, and content
- Focus on action research
- Support research-based, best practice pedagogy
- Utilize PLCs as a driving force
- Utilize data collection and analysis
- Is individualized through IPDPs

We will **measure the impact and effectiveness** of our TL goals by collecting short-term and long-term data through: district and state assessments, walk-through data, Instructional Rounds data, student work, teacher surveys, professional development attendance, as well as coaching, peer review, and PLC logs. The data collected will allow us to adjust and monitor our TL plan over time.

Our district will ensure the goals of our CSIP, our SINA plans, building improvement plans, and our district growth goals will be interwoven with all facets of our TLC program resulting in a **systemic** approach to school improvement. Aligning the TLC program with our continuous school improvement initiatives will ensure the success and **sustainability** of our program; not just provide short term support. The TL program will provide an organized structure for the expansion of our initiatives **in the future**, allowing the district to maximize increases in student achievement. Adding to our ability to **sustain** the success of our program, a survey given to our teachers shows 93% of teachers responding believe TLs will have a positive impact on our district.

A **budget** has been created that **aligns with the goals of the TLC model**. Great care has been taken to ensure the right budget supports, including monies set aside for professional development, to ensure the district benefits from “early wins” and is able to create a culture that can later be sustained with less funding.

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

The FD education community consists of administrators, teachers, staff, parents, community members, and most importantly students. We realize that changing our culture requires designing the change process as well as structures incorporating the educational research base related to what works. All of this must be done, however, with sensitivity to the local history, current culture, and vision. We are aware of the extensive expertise that exists in our teaching staff and are excited about the opportunity to give staff more opportunities for differentiated leadership roles.

### **Planning Grant Time/Resources:**

A teacher leader advisory team was formed with teachers and administrators representing all building levels. Team members represented the following areas: early childhood, special classes, elementary classroom teacher, special education, technology, TAG, ELA, math, science, and at-risk staff. Careful consideration was also given to include a mixture of new and veteran teachers and those with and without prior leadership roles. This team had 80-100% participation at each of twelve collaborative work sessions from November 2013 to January 2014 for over 70 hours of collaboration and planning. Additionally, the site based council representing each building level was formed to drive agendas for the advisory team and to discuss and write portions of the plan.

Parents from each level were invited to provide input into the plan as a part of the planning team. Those that assisted looked at current district data, shared what the district does well and should continue doing, what could be improved, pros and cons of the plan, implementation considerations, and how the TLC grant could enhance parent-school connections.

Parents indicated hiring full time coaches was preferred as they were unsure of how successful part-time teaching would be. Parents also gave input on the program evaluation piece. A partnership will be formed with the hospital specialist on program evaluation if the grant is secured.

A survey was sent out to all parents in an effort to reach groups that may not be able to come in to meetings or may have had less than positive experiences with schools to get feedback on greatest needs. Feedback on the survey indicated a desire for more engaging and hands-on learning in the classroom.

The Citizen School Improvement Advisory Committee also met to give feedback on the plan from a community perspective after looking at district data and engaging in dialogue what skills are critical when educating children for the 21<sup>st</sup> Century. District administrators met with representatives of the Fort Dodge Education Association to ensure active communication and a smooth transition provided the district is afforded the opportunity to put the plan in place. The FDEA representatives shared concerns from teachers about wanting to avoid part-time teacher leaders and model classrooms. Neither was included in our plan.

Planning grant funds were used to pay substitute teacher costs for members of the teacher leader advisory team. These team members were then able to meet and plan collaboratively, take part in classroom walkthroughs, and attend conferences. Money was also used to provide opportunities to hear from outside experts already engaged in teacher leadership put on by the School Administrators of Iowa.

Through the end of the year, as additional conferences and opportunities arise to learn about teacher leadership, they will be made available to staff. Plans are also in place to bring in leaders in another district currently going through a program review of their teacher leader plan to help us gain from their experiences and lessons learned.

### **Engaged Stakeholder Groups**

As part of the planning process, the Teacher Leader Advisory Team spent time conducting literature reviews to help every member of our learning community reach a better understanding of to utilize teacher leaders for school improvement. Conversations were held regarding student achievement data resulting in a newly established mission for the district. Team members discussed and debated various models/structures that best meets the needs for Fort Dodge and aligns with this mission.

Members of the team also attended two conferences put on by the School Administrators of Iowa to further the team's vision about possibilities with teacher leadership.

A few members of the team were able to visit other school districts to hear about success stories and potential barriers. Members of the advisory team also conducted a day of walk-throughs to gain a better picture of the district's baseline instructional practice data.

Protocols from the School Reform Initiative and processes such as the World Café were used throughout our planning process with administrators, teachers, parents and community members to ensure all voices in the room were heard.

### **Commitment and Support:**

#### **Statements of Support:**

**Administrators:**

Currently our district is very interested in and working toward improving the quality of instruction in every classroom. To support this cause, we truly believe that the concept of utilizing effective currently practicing teachers that the TLC program will provide this avenue.

**Teachers:**

Teacher Leadership is an excellent way for our district to provide opportunities for teachers to assume leadership roles. This will allow our teachers to grow professionally and create an atmosphere of collaborating and sharing that will benefit all students.

**Parents:**

I really think this has the potential to change the culture for the better.

It will be very important to choose teacher leaders wisely as they will have to know teachers' needs in addition to students' needs.

**Community Members:**

It seems to us that too often in education, teachers are given the key to a classroom and wished "good luck". We think this would strengthen the practices that occur daily.

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## **Narrative**

Using Part 2 application narrative from Year 1?

No

**Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)**

**State Goals:**

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

The knowledge we have about the increased expectations on our teachers and our school district in a global economy helps us create our **vision** of our Teacher Leader (TL) program. This will build a system of collaboration where teachers talk more about learning than about teaching and enjoy the challenge rather than retreating to “doing our best”.

The **goal** of our TL program is to **positively impact student learning** by paying attention to specific subgroups (African American, special education, and ELL).

**Specific goals** for our TL program believed to have a positive impact on learning include:

1. Classroom **instructional strategies** improve through **collaboration** with coaches following a **student centered coaching** model based on student learning.
2. Teachers benefit from **improved collaboration** with peers and TLs and report an understanding of their role as **change agent** with recognition that student success and failure is a direct result of what we do.
3. Teachers improve their practice by engaging in **high quality professional development** including **action research**.
4. Teacher leaders recognize and participate in **opportunities** for **professional growth** through the support of the Teacher Leader program.

**Teacher Leadership Roles** will Support the TLC Vision and Goals by:

- Encouraging a **positive culture** that inspires, transforms, and sets **high expectations** for improved **student achievement** and **retention of effective teachers**
- Promoting a structured process in which every teacher **collaborates** to share the responsibility of fostering continuous school improvement
- Building a **systemic** approach to **professional learning** through research of best practices, **reflective dialogue**, and modeled instruction to improve teaching and learning
- Creating a fluid process of sustainable school improvement through **multi-tiered teacher leadership opportunities** and resources to strengthen **teacher effectiveness**
- Providing opportunities for professional growth for teacher leaders to promote and sustain effective teaching practices that will also be **attractive to promising new teachers**

### **Local Context**

Our district mission is to provide quality learning experiences and build relationships that develop productive citizens ready for their futures. As stated before, we know for this to happen in our schools, we must reach beyond the students who have excelled traditionally in our nation’s schools. We will work to learn new structures and processes to learn innovative practices to ensure high levels of learning by all. In the words of Lisa Delpit, “True culture supports its people; it doesn’t destroy them.” We are on a journey to create a culture of collaboration and support.

One year ago, Fort Dodge had one formal teacher leader position in the form of an instructional coach in the area of reading for the K-4 schools. We have increased our instructional coaching structure this year. We now have three instructional coaches in the district. We have also secured grant funding to secure a reading/math consultant, a PBIS program manager and a behavior strategist for our middle school. We have embraced the concept of PLCs this year to give our teachers new structures in which to work with our new coaching positions and jump start the effectiveness of our envisioned program.

### **How our Plan Ties to the State’s Goals**

**Goal 1: Competitive Salaries:** All teachers in Fort Dodge will be paid at least \$33,500 with most being paid substantially more.

**Goal 2: Retain Effective Teachers:** Our plan specifically address the needs of new teachers with no less than 90 minutes of coaching every week for every new teacher to the profession. Teachers new to Fort Dodge will also get accelerated coaching during their first months of employment in our district. We believe that with a systemic approach to professional development and teacher leadership, we will become the district in our area to attract and retain high quality teachers.

**Goal 3: Promote Collaboration:** Our district has made significant changes to our structures for collaboration since applying for the TLC grant a year ago, and plans to make more changes to allow additional time for collaboration in the coming years. Collaboration is a number one priority for us as we understand that our PLC work in the hands of our professional teachers will be the driver to true school reform for our most needy students.

**Goal 4: Reward Professional Growth:** Teacher leaders will be compensated financially with a stipend and time paid for extra days. Teacher leaders are recognized as life-long learners and will be afforded additional opportunities to participate in professional learning, ensuring they can lead the work of the district. Our teacher leader plan provides multiple career pathways with choices for teacher leadership, giving teachers the opportunity to lead and advance.

**Goal 5: Improve Student Achievement:** The Fort Dodge School District is studying the work of Visible Learning by John Hattie with desire to become a certified district in the future. John Hattie's first mindframe is, "my fundamental task is to evaluate the effect of my teaching on students' learning and achievement." While there is a focus on teacher leadership, Fort Dodge understands that what matters most is the impact on students and whether or not our processes are having an impact on *all* of our students.

The knowledge we have about the increased expectations on our teachers and our school district in a global economy helps us create our **vision** of our Teacher Leader (TL) program. This will build a system of collaboration where teachers talk more about learning than about teaching and enjoy the challenge rather than retreating to "doing our best".

Using Part 3 application narrative from Year 1?

No

**Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)**

The information below outlines the extent to which the district's plan connects to, supports and strengthens existing school improvement structures, processes, and initiatives in the district.

**School improvement in the area of instruction (structures, processes, and initiatives)**

|  |   |
|--|---|
| <p><b>Clear Description</b> and Strengths of Current District Efforts:</p> <p>Implementation of PLCs to drive an action research process, where teachers dig deep into implementation of Iowa Core focusing on prioritized power standards and action research around best practice pedagogy to support all learners.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>•PLCs promote collaboration</li> <li>•Resources (time, money, materials) have been devoted to fully implement PLCs</li> <li>•PLCs are accepted as a common vision for professional growth</li> </ul>  |   |
| <p>Elementary:</p> <p>Implementation of the Early Literacy Initiative, with a focus on ensuring the robust level of reading instruction, increases in intensity to ensure all learners are reading at grade level by the end of third grade. Implementation of a critical thinking philosophy in math, with a focus on increasing the level of critical pedagogy, used to ensure all students gain grade level number sense skills.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>•Next Steps in Guided Reading training</li> <li>•Cognitively Guided Instruction training in grades TK-2</li> <li>•Extending Children's Mathematical Thinking in grades 3-5</li> </ul> <p>Number Talks in TK-4</p> | <p>Middle School:</p> <p>Implementation of learner-centered classrooms to embed effective instructional practices to ensure high levels of learning for each and every student.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>•Increased acceptance of shared responsibility for all learners</li> <li>•Evidence has been noted during Instructional Rounds that instruction is shifting toward a student-centered approach</li> <li>•Work is beginning to align common assessments and Power Standards</li> </ul> |

|   |  |
|---|--|
| <p><b>Areas Needing Support:</b></p> <ul style="list-style-type: none"> <li>•Some PLCs function more effectively than others</li> <li>•Little opportunity for vertical articulation</li> <li>•Currently, the schedule and the calendar dictate the make-up of PLCs</li> <li>•District initiatives are not universally understood or embraced, creating various degrees of implementation</li> <li>•Observing instruction is difficult; subs are required to cover classes of observers</li> <li>•Teachers need time to work both with content teams and grade-alike teams</li> <li>•Assessment practices vary widely</li> </ul> | <p><b>How TLC will Connect to and Strengthen this Structure:</b></p> <ul style="list-style-type: none"> <li>•TLC will provide opportunities for PD for TLs, enhancing leadership of all PLCs resulting in common focus to every team</li> <li>•Teacher leaders will be part of the collaboration process enabling them to articulate vertically, identify common needs and strengths, along with identify specific teacher needs</li> <li>•Action research interests will determine PLC make-up as TLs will be available to facilitate individual PLC learning goals</li> <li>•PD will become more differentiated</li> <li>•Support a consistent standard for high functioning PLCs</li> <li>•TLs can retrieve additional resources and model exemplary practices</li> <li>•The TLC program will provide flexibility for observations, reflection, and just-in-time feedback</li> <li>•TLs will support the transformation of classrooms to environments that are collaborative in nature and support high levels of thinking and engagement by using a student-centered coaching approach</li> <li>•TLs will support PD that is differentiated and on an as needed basis</li> <li>•TLs will promote common language and vision for instructional and assessment practices that support learner-centered classrooms</li> </ul> |
|---|--|

**School improvement in the area of climate and culture (structures, processes, and initiatives)**

| <b>Clear Description</b> and Strengths of Current District Efforts:  | <b>Areas Needing Support:</b>  | <b>How TLC will Connect to and Strengthen this Structure:</b>  |
|--|--|--|
| <p>Through K-8 PBIS and the 9-12 Safe and Civil Schools we have begun to enhance our culture and climate with continual teaching, modeling, and reinforcing positive behavior to reduce discipline problems, promoting greater productivity, safety and learning.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>•School Climate Transformation Grant(s)</li> <li>•Building PBIS leadership</li> <li>•System of PBIS implementation and acknowledgements is in place</li> <li>•Student planners reflect PBIS expectations</li> <li>•Common expectations for classroom procedures at the high school</li> </ul> <p>Executive functions have been established at the high school</p> | <ul style="list-style-type: none"> <li>•Data analysis of referrals does not lead to focused decisions</li> <li>•Ability to identify behaviors leading to disciplinary issues needs to be improved; root causes identified</li> </ul> | <ul style="list-style-type: none"> <li>•One teacher leader position focuses specifically on data analysis of discipline data</li> <li>•One teacher leader position focuses specifically on the implementation of PBIS</li> </ul> |

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)**

We analyzed the effectiveness of our district's current mentoring and induction program using guidelines established by the Iowa Code, district teacher retention data, and exit surveys completed by mentors and new educators. This data also helped us determine gaps that we might address to improve entry into the teaching profession and into the Fort Dodge Community School District.

### **Strengths of current program**

- Research-based program focused on the Iowa Teaching Standards (ITS) -- "Journey to Excellence" program used in conjunction with AEA
- 1 to 1 peer coaching
- Reflective practice
- Locally developed seminars address the 8 ITS with the flexibility to incorporate district initiatives
- Monthly seminars provide opportunities to connect with others and for broadened perspectives
- Mentors are provided training using "Mentoring Matters" materials & resources

### **Weaknesses with Ideas for Improvement**

- Monthly seminars are a large group structure (62 participants) & must address a wide variety of grade levels (preK-12) and content areas.
- Personalize learning through smaller groups
- Integrate district & building initiatives through elementary & secondary groups
- Mentoring conversations are often focused on problem-solving and management issues rather than instruction
- Build instructional capacity of new teachers (Instructional Coach)
- Reflective conversations about teaching & learning (IC, mentor)
- Support for classroom management (IC, mentor)
- Guidance for district and building level procedures (mentor)
- Mentors/mentees aren't necessarily located in the same building
- Selection process for mentors
- Mentors located in the same building
- Mentors perform similar job/duties (grade level, curriculum area)
- Limited time with structured supports, coaching opportunities
- 5 years of scaffolded support
- Focus on professional development, building of capacity in order to retain teachers in the profession
- Job embedded learning & support
- Lack of emphasis on the use of student data for instructional decision-making
- More focus/training for new teachers on the use of data to make instructional decisions, programming decisions

We will utilize our mentor coaches, instructional coaches, and mentors to improve entry into the profession and provide a system of supports for new educators. We have defined the layers of support that will be provided by our teacher leaders by including the effective components of our current mentoring and induction program and by addressing the gaps that were identified. Not only will this plan allow us to improve the experience of those new to the teaching profession, it will also help us to better meet the spirit of the law.

### **How we will utilize teacher leaders & additional funding to accomplish these goals (specifically the goal of improved entry into the profession)**

Mentor coaches

- Facilitate 2 different mentoring seminar groups (pK-6, 7-12)
- Provide explicit connections amongst district practices and the professional standards for educators (ITS)
- Mentor training
- Support for instructional coaches working with new educators

Instructional coaches

- Increased coaching opportunities for new educators using a 5-year gradual release model
- Observations, modeling, coaching, & feedback regarding instruction & student learning
- Use of student data for instructional decision-making

Mentors

- 2 years of support
- A “neighbor” in the same building
- Management component (daily demands/management issues, building procedures/routines, building culture)
- Communicate with coaches/mentor coaches to build capacity of new educators
- Peer observations, reflective conversations
- Initial resource for curriculum, instructional strategies, Iowa Teaching Standards, Iowa Core resources, and classroom management

**Analysis of current program**

In surveys regarding program review of our mentoring program, teachers overwhelmingly report that they would like the observations to happen more often and with more immediate feedback. This has been a strong driver in our decision to use instructional coaches with scaffolding support for new teachers to improve the overall professional capital of our district.

Approximately one-fourth of teachers who left our district in the last five years were in the first five years of their career. This plan addresses the need for a strengthened professional support system. School systems often have many teachers and very few formal leaders. This system will eliminate that sense of isolation that is often felt from the classroom perspective by offering collegial, non-evaluative insight and support.

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**Narrative**

Using Part 5 application narrative from Year 1? Yes

**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.

Our plan for teacher leadership roles begins with those that are closest to the classroom and have the most direct link to teacher practices that impact student achievement. The rationale for beginning with these roles is to transform our system and impact change by blurring the traditional lines of leadership and creating a flattened infrastructure for school improvement. The teacher leadership roles that create the coherent instructional improvement strategy are mentors, building leadership team (BLT) members, instructional coaches, and mentor coaches working closely with district leadership.

### **Teacher Leadership Responsibilities and Duties**

#### **35 Mentors – 95% student instruction 5% teacher leader (13% of certified staff)**

The overall role of the mentor is to promote the growth and development of the beginning teacher to improve student learning. Mentors are critical supports in guiding new teachers to enhance their planning, instruction and content knowledge. Mentors help orient new teachers to the school community and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher's career. This description meets the requirements of state code 83.3(3).

#### **42 Building Leadership Team Members – 95% student instruction 5% teacher leader (16% of certified staff)**

Our BLTs will use a process that includes the examination of current, successful practices as well as those that are an area of concern to the school or the district. The primary purpose of this team will be to focus on outcomes that are important to the school improvement process. The creation and strengthening of these teams will help our schools facilitate rapid but sustained change.

BLT members will represent different grade levels and professional learning communities (PLC) throughout the building. This team of teachers will be jointly responsible for school-wide instructional initiatives. The team members will serve as implementation support for the principal and instructional coaches sustaining district signature strategies and expectations throughout the school. The team will make important instructional, professional development and curriculum decisions based on frequent analysis of data. Each member of the team will oversee a PLC for which they will facilitate instructional planning and monitor the consistency of instruction.

#### **8 Instructional Coaches – 100% teacher leader (6% of certified staff)**

Coaching is part of a whole school improvement strategy that fosters collective problem solving and offers highly targeted professional development embedded in teachers' daily work. It will be a structure designed to build the capacity of each building to improve, resulting in enhanced practice, strengthened collaborative cultures, and ultimately, improved student learning. The Instructional Coach is a critical lever in improving student achievement. The role of the coach is to improve student achievement by building teachers' capacity and understanding of instructional practices. The coach, in conjunction with the administration, is responsible for ensuring high-quality instruction. Teams of coaches are expected to support the instructional development of all teachers, which means they are strategists who will work with teachers in a variety of subject areas. While coaches may bring a particular subject-area expertise, their focus is on improving instructional quality across all subject areas. Coaches will create a schedule with their administration based on a tiered system of support. Coaches will support teachers in ensuring that they meet their individual professional development goals as well as contribute to the district meeting comprehensive school improvement goals. Coaches will be required to assist in the development of lesson plans with the addition of signature strategies as well as formative assessments to direct instruction.

Coaches must also be willing to participate in training to learn about signature strategies, human motivation and building collective capacity in high performing school cultures. Coaches should come with the ability to build strong relationships with teachers, administrators and other coaches. It is essential that all coaches work collaboratively with teachers and as a leadership team. The main goal for this position is to implement and sustain school improvement and professional development opportunities, thus increasing the professional capital of our school district.

Duties and responsibilities will include but are not limited to: modeling lessons, co-planning lessons/units with teachers, co-teaching lessons, providing real-time coaching, provide professional development for teachers, departments, grade levels or school(s), be an active member of a building leadership team, help teachers develop assessments, build trust with teachers, and provide targeted feedback. Instructional coaches will team with teachers and provide one-on-one, side-by-side assistance, working together on specific needs in their classrooms. They will provide professional development for teachers and school leaders with real-time support focused on changing practice, increasing student engagement, and improving student achievement. Coaches offer professional learning opportunities focused on both content and process, and they play a broader role: nurturing a learning community in their schools to ensure that teaching improvements are shared, ongoing, and focused directly on identified student achievement and school improvement needs in that school.

#### **2 Elementary/Secondary Mentor Coaches – 100% teacher leader (1% of certified staff)**

Mentor coaches are the liaison between current district leadership and newly established teacher leader roles. Mentor coaches will create a PLC for all instructional coaches, meeting regularly to help build a repertoire of evidence-based literacy and signature strategies. They will provide one-on-one support to instructional coaches. They understand the link between research and practice and help instructional coaches build trusting environments with teachers and administrators. Mentors coaches are not supervisors or peers and the relationship between the mentor and instructional coaches will be confidential. Mentor coaches will be excellent communicators and will understand the nuances of adult learning.

Within the ongoing support to coaches, mentor coaches will assist with planning and facilitating professional development that will increase student engagement, raise the level of student achievement and build teacher capacity.

Major responsibilities include but are not limited to: working one on one and in small groups with coaches and other school leaders, helping coaches collect and analyze data to identify and address student needs and measure student progress, advocate evidence-based literacy practices across all content areas, and promote reflective and non-evaluative practice to determine what worked well in classrooms.

Mentor coaches support teachers in a cycle of continuous improvement by facilitating data and curriculum conversations that result in data-driven action steps. The goal of the mentor coach will be to build the capacity of teachers and instructional coaches to sustain student achievement. The coach will organize, analyze and present data to PLC team members, instructional coaches and administrators as appropriate.

Mentor coaches will facilitate data conversations with school faculty, provide access to student data linked to intervention tools, provide support to teachers and instructional coaches in the interpretation and use of data to improve instruction, review trends in instruction and performance, provide PD for teachers, coaches and administrators on the use of data and research-based best practices to positively impact school performance, and provide an open/collaborative work relationships with teachers.

### **3 Site Based Council Members – 98% student instruction 2% teacher leader (1% of certified staff)**

The site based council will be responsible for oversight of the TLC plan and its implementation. They will also meet during the school year to monitor implementation data and formative student achievement data. This group will also be responsible for analyzing results of summative data including the three major program goals that the district has set for the plan. This group will be responsible for making necessary adjustments to the TLC plan for sustainability and success.

The site based council has been board approved and is comprised of equal numbers of teachers and administrators. The council will accept and review applications for assignment or re-assignment of all teacher leadership roles. This group will recommend hiring choices to the superintendent after using measures of teacher effectiveness and professional growth, considering the needs of the school district, and reviewing the performance and professional development of the applicants.

#### How does it fit together?

The TLC plan will create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and achievement. The system gives opportunities for ongoing development and career advancement as one method of retaining our best teachers and building the collective capacity that comes with a system built on collaborative inquiry. Mentors will work closely with new teachers by supporting their growth and development. Instructional coaches will collaborate with mentors to gain insight into the beginning teacher's needs. Building leadership teams will include instructional coaches assigned to the building. Building leadership team members and instructional coaches will work as a team with administration to design, facilitate and evaluate PD. Mentor coaches work closely with building administrators, instructional coaches and the district curriculum director to ensure a consistent language and strategies.

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.

The **rigorous selection process** for all teacher leaders has five phases: recruitment and posting, application, screening, interviewing, and deliberation. Notification and orientation will be a crucial component to our hiring process.

Recruitment and Posting: The recruitment process will begin with the Assistant Superintendent, the Director of Education Services, and the FDEA Chief Negotiator presenting information about the TLC grant and leadership opportunities. In addition a TLC webpage will be created on the district website detailing and outlining all available leadership positions. The webpage will include a link to the Fort Dodge Teacher Leader Rubric that will be used in the screening (part A) and deliberation (part B) processes. All positions will be posted following district policies.

Application: The application process will vary depending on the position sought. At this time, candidates will only be considered if they have at least three years teaching experience and at least one year teaching in the Fort Dodge Community School District.

| Application requirement  | Position                | Effectiveness | Professional Growth |
|--|-------------------------|---------------|---------------------|
| <b>Letter of interest and resume</b><br>to identify past trainings/certifications/degrees, past leadership positions, evidence of professional growth, past experience with adult learners | Full-time and Part-time | X             | X                   |
| <b>Peer recommendation</b> to identify perception of credibility/collegiality and past instructional strategies  | Full-time               | X             |                     |
| <b>Administrative recommendation</b> to identify perception of credibility/collegiality, past instructional strategies and evidence of life-long learning                                  | Full-time               | X             | X                   |

Screening: The Fort Dodge Teacher Leader Rubric (part A) will be used to **evaluate** applicants and **determine** those who will be interviewed. The rubric scores potential teacher leaders in the areas of **past effectiveness and professional growth** based on the criteria listed above. Candidates not selected for interviews will be notified in writing at the conclusion of the screening process.

Interview: During the interview, potential teacher leaders will be asked questions to determine **past effectiveness and professional growth**. Indicators during interviews will include but will not be limited to:

- Past Effectiveness: demonstration of the Iowa Teaching Standards, evidence of student growth
- Professional Growth: Individual Professional Development Plan, professional development participation/implementation, advanced degrees/certifications/endorsements, memberships in professional organizations, professional book clubs, academic or professional honors

•Past Effectiveness AND Professional Growth: experience in teacher leadership positions, understanding of Iowa Core  
The two program facilitators will be chosen by a team comprised of the assistant superintendent, the curriculum director, building principals and teachers from the Teacher Leadership Advisory Committee. Their selection will occur first so those individuals can assist the selection committee in filling all other teacher leader positions.

Full-time teacher leaders will also participate in comprehensive interviews by a team comprised of the assistant superintendent, the curriculum director, building principals, teacher leader program facilitators, and classroom teachers.

Stipend teacher leaders will participate in “best-fit” interviews that will be less comprehensive in nature than those required of the full time teacher leaders. These interview teams will consist of at least one building principal and one full-time teacher leader.

Deliberation: The interview team will use the Fort Dodge Teacher Leader Rubric (part B) to **evaluate** and **determine** which

candidates provided the most complete evidence to support their ***past effectiveness*** and ***professional growth***.

Notification: Teacher leader candidates selected for positions will be notified within five days of interview completion.

Candidates not chosen for teacher leader positions will be verbally notified within one week of interview completion.

Orientation: Professional development training will be offered to full-time teacher leaders based on district goals, student-centered coaching models and teacher leader needs beginning in June. Transitioning to August and throughout the first weeks of school, teacher leaders will focus on the following tasks identified by Diane Sweeney (Student-Centered Coaching Model):

- Calibrate coaching role with principal(s)
- Define student-centered coaching for stakeholders
- Set the coaching focus
- Build a schedule
- Monitor and develop relationships with all teachers

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## Narrative

Using Part 7 application narrative from Year 1?

No

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)**

**Please include the following information in your narrative:**

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

**b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).**

*Click here To access the Iowa Professional Development Model page.*

The **goal** of our TL program is to **positively impact student learning** by paying attention to specific subgroups (African American, special education, and ELL).

**Specific goals** for our TL program believed to have a positive impact on learning include:

1. Classroom **instructional strategies** improve through **collaboration** with coaches following a **student centered coaching** model based on student learning.
2. Teachers benefit from **improved collaboration** with peers and TLs and report an understanding of their role as **change agents** with recognition that student success and failure is a direct result of what we do.
3. Teachers improve their practice by engaging in **high quality professional development** including **action research**.
4. Teacher leaders recognize and participate in **opportunities** for **professional growth** through the support of the Teacher Leader program.

With our current PD system, it is difficult to achieve all of these goals. We have relied heavily on a large group approach with movement toward smaller, differentiated groups. It has been difficult for teachers to play a significant role in the planning and delivery of PD resulting in a disparity between the information presented during PD and its application in the classroom. Teacher leaders will be able to offer differentiated PD. The TL program will work in conjunction with building and district level administrators to effectively execute PD and offer support in classroom application. The following teacher leader roles will assist in this process by helping the district achieve the above-mentioned goals.

- Program Facilitators (PFs), Instructional Coaches (ICs), Technology Integration Coach (TIC), Mentor Coaches (MCs), PLC leaders, Curriculum Facilitators (CFs): Goals 1, 2, 3, 4
- Building Leadership Teams (BLTs): Goals 2, 3, 4
- Teacher Quality Committee (TQC): Goals 2, 4

| <b>IPDM Component</b>               | How the district will utilize teacher leaders to <b>plan and deliver</b> PD   |
|-------------------------------------|---|
| Collecting & analyzing student data | <ul style="list-style-type: none"> <li>•PFs and ICs will gather and review data from district and state assessments. This data will be used to identify priorities for professional development.</li> <li>•All Full-time TLs and PLC leaders will gather and review data from the classroom level. This data will be used to make instructional decisions and identify interventions.</li> <li>•BLTs will gather and review data from their respective buildings to identify trends impacting instruction.</li> </ul>   |
| Goal setting & student learning     | <ul style="list-style-type: none"> <li>•PFs, TIC, and ICs will lead the goal-setting process at both the district and building levels, and work in conjunction with BLTs at the building level.</li> <li>•PLC leaders will facilitate conversations within their PLCs, using data to set goals that will improve instruction.</li> <li>•ICs will work with experienced teachers and MCs will work with new teachers to implement individual goals.</li> <li>•All TLs will ensure data collection and analysis will lead to goals that focus on all students learning at high levels.</li> </ul> |
| Selecting Content                   | <ul style="list-style-type: none"> <li>•All full-time TLs and CFs will study critical pedagogy and select research-based PD that is most likely to accomplish the district's priority goal areas.</li> <li>•PLC leaders foster an action research environment in which all PLC members are responsible for selecting critical content matched with best-practice pedagogy.</li> </ul>   |
| Designing Process                   | <ul style="list-style-type: none"> <li>•All full-time TLs with input from BLTs, CFs and PLC leaders will help <b>plan</b> differentiated PD including having a plan for implementing the Ongoing Cycle.</li> </ul>  |

|  |   |
|--|---|
| Training/Learning Opportunities                                | <ul style="list-style-type: none"> <li>• All full-time <u>TLs</u> will <b>deliver</b> PD using a variety of formats for engaging teachers. Three venues for PD will assist us in carrying out the vision of a student-centered coaching framework including sessions that are large-group, small-group, and one-on-one.</li> <li>• All full-time <u>TLs</u>, <u>BLT</u> and <u>PLC members</u> will deliver initiatives with ongoing follow-up, support and technical assistance.</li> <li>• <u>PFs</u>, with oversight from the <u>TQC</u>, will ensure all PD aligns with district initiatives.</li> </ul>  |
| Collaboration/ Implementation                                  | <ul style="list-style-type: none"> <li>• Collaboration will occur between teachers and <u>PLC leaders</u> based on the 4 questions that drive PLCs. This collaboration facilitates the implementation of new strategies, data analysis, and determination of essential skills.</li> <li>• All full-time <u>TLs</u> will collaborate with teachers offering support with unit/lesson planning, modeling lessons, giving just-in-time feedback, reflecting on current practice, classroom management, and assessment.</li> <li>• Full-time <u>TLs</u> will collaborate to identify teacher needs that will drive the <b>planning and delivery</b> of PD.</li> <li>• <u>BLT members</u> will collaborate with <u>TLs</u> to implement a process for decision-making including the examination of successful practices and areas of concern to the school community.</li> <li>• All <u>TLs</u> will help foster a culture of collaboration structured, facilitated and maintained in PLCs.</li> </ul> |
| Formative Evaluation   | <ul style="list-style-type: none"> <li>• Both the quality of PD and its impact on student achievement will be formatively evaluated.</li> <li>• All <u>TLs</u> will collect data on the planning, delivery and implementation of PD from surveys and implementation logs on an ongoing basis.</li> <li>• Results from common assessments guide decisions made by all <u>TLs</u> and classroom teachers to improve student achievement.</li> </ul>   |
| Program Evaluation (Summative)                                 | <ul style="list-style-type: none"> <li>• All <u>TLs</u> will collect and use data regarding PD, implementation, and student achievement to recalibrate and focus district and building goals for the coming year.</li> <li>• <u>PFs</u> will share formative PD data with the <u>TQC</u> twice per year for additional oversight.</li> </ul>  |
| Developing an Individual Teacher Professional Development Plan | <ul style="list-style-type: none"> <li>• ALL full-time <u>TLs</u> will provide support for teachers in the development and implementation of their Individual Professional Development Plans.</li> </ul>  |

Using Part 8 application narrative from Year 1?

No

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

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

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

A:

The overarching **goal** of our TL program is to **positively impact student learning** paying attention to specific subgroups (African American, special education, and ELL).

| Indicator   | Measurement                               | Timeline                              |
|---|---|---------------------------------------|
| Student achievement increases (number of students proficient)                       | State Assessments<br>District Assessments | Spring<br>Ongoing                     |
| Student achievement gap between subgroups decreases (number of students proficient) | State Assessments<br>District Assessments | Spring<br>Ongoing                     |
| Student achievement growth goals are met  | State Assessments                         | Spring                                |
| Graduation rate increases   | Iowa Dept. of Education website           | Spring                                |
| Attendance rate increases   | Student Data System                       | Spring                                |
| Student time out of class due to discipline decreases                               | Suspension rates<br>Office referral data  | Both are ongoing, monitored quarterly |

Specific goals for our TL program believed to have a positive impact on learning include:

- 1) Classroom **instructional strategies** improve through collaboration with coaches following a **student centered coaching** model based on student learning.

| Indicator  | Measurement                                    | Timeline                          |
|--|--|-----------------------------------|
| Instructional Delivery shifts from teacher led to student led                  | Walk through data<br>Instructional Rounds data | Fall, Winter, Spring<br>Quarterly |
| Instructional Practices Inventory data shows an increase in student engagement | Walk through data<br>Instructional Rounds data | Fall, Winter, Spring<br>Quarterly |
| Cognitive engagement shifts toward higher order thinking                       | Walk through data<br>Instructional Rounds data | Fall, Winter, Spring<br>Quarterly |
| Coaching logs reflect student centered coaching practices                      | Coaching logs                                  | Monthly                           |

- 2) Teachers benefit from **improved collaboration** with peers and TLs and report an understanding of their role as **change agent** with recognition that student success and failure is a direct result of what we do.

| Indicator   | Measurement                             | Timeline     |
|---|---|--------------|
| Time is secured for PLCs to meet regularly with a focus on student learning                           | Schedule/Calendar<br>Agendas            | Ongoing      |
| PLCs and Instructional Coaches meet and plan regularly  | PLC TL logs<br>Instructional coach logs | Ongoing      |
| Teachers feel they are making a difference in the success of their students due to teacher leadership | Teacher Survey                          | Twice yearly |
| Teachers report co-planning, observations, and co-teaching are increasing student achievement         | Teacher Survey                          | Twice yearly |
| Teachers describe how they have improved their practice as a result of TL support                     | Teacher Survey                          | Twice yearly |

|  |                              |                          |
|--|------------------------------|--------------------------|
| Mentored teachers are satisfied with their TL support and stay in the district | Teacher Survey<br>HR reports | Twice yearly<br>Annually |
|--|------------------------------|--------------------------|

3) Teachers improve their practice by engaging in **high quality professional development** including **action research**. (This goal focuses specifically on all teachers in the district.)

| Indicator  | Measurement   | Timeline                      |
|--|---|-------------------------------|
| Teacher involvement in co-planning, observations, and co-teaching increases            | TL logs<br>Peer review logs                                 | Ongoing<br>Annually           |
| Teacher leaders feel confident that they have had necessary PD to carry out their role | TL surveys  | Twice yearly                  |
| More teachers feel prepared to and conduct action research                             | IPDP<br>Teacher Survey                                      | Annually<br>Twice yearly      |
| Teacher leaders are producing high quality PD at the building and district levels      | PD Agendas<br>Teacher artifacts<br>Student work/assessments | Ongoing<br>Ongoing<br>Ongoing |

4) Teacher leaders recognize and participate in opportunities for **professional growth** through the support of the Teacher Leader program. (This goal focuses on professional growth of teachers who become teacher leaders.)

| Indicator   | Measurement   | Timeline              |
|---|---|-----------------------|
| All TL positions were articulated and advertised            | Presentation at staff meetings<br>Number of applicants for roles                          | Spring                |
| All TL positions were filled and minimum percentage was met | HR reports  | Spring                |
| TLs are growing professionally                              | Professional Development attendance<br>Book study notes<br>Notes from TL monthly meetings | All three are ongoing |

**B.**

**Adjusting the TL program:**

An important part of an effective improvement plan is the allowance of flexibility and adjustments to the plan as data reveal the need to make corrections. This will not be a one-time project. It will be a dynamic, continuous project that requires time and attention. The work of sustaining, normalizing, measuring, motivating and communicating will continue throughout the years to come.

The elementary and secondary program facilitators will work directly with the Director of Education Services to monitor the TL program on a monthly basis to set TL meeting agendas, regularly monitor progress of program goals and plan for adjustments.

The Teacher Quality Committee will be a collaborative partner with the TL program. Twice each year, the TQ committee will act as the oversight committee to evaluate program effectiveness and assist in planning for adjustments.

**Questions to consider when evaluating the plan:**

- 1) Are coaches meeting frequently enough with teachers to impact learning?
- 2) Are PLCs meeting frequently?
- 3) What do PLC agendas tell us about our culture of learning and our academic press?
- 4) What do teacher leaders see as the strengths of the current program?
- 5) What do teacher leaders see as areas for improvement in our current program?
- 6) What evidence of student growth do we see reflected in our data?

Questions to consider when **adjusting** the plan:

- 1) How should areas of improvement be strengthened?
- 2) What resources are needed to strengthen the program?
- 3) How does our progress compare to our goals? (Are we on track to meet goals?)

The improvement cycle that will be followed for adjustments will be setting goals, planning (strategies/actions), implement, evaluate, and analyze data on a continuous cycle basis.

**Using Part 9 application narrative from Year 1?**

No

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

## **Sustainability**

Our district will ensure the goals of our Comprehensive School Improvement Plan, our School in Need of Assistance plans, building improvement plans, and our district growth goals will be interwoven with all facets of our TLC program resulting in a **systemic** approach to school improvement. Aligning the TLC program with our continuous school improvement initiatives will ensure the success and **sustainability** of our program; not just provide short term support.

## **Past Successes and Future Vision**

Our ability to implement and **sustain** our TLC program is based on evidence from **successful implementation of past initiatives**. Through the collaboration of administration and teacher leadership, our district has successfully implemented a Positive Behavior Interventions and Support program. The implementation of Authentic Intellectual Work in our high school has led to improvement in instructional practices. Our district has ensured collaboration as a means for improvement by requiring all teachers to participate in PLCs.

MTSS/RTI is in its infancy in our district. As we solidify our guaranteed and viable curriculum, we foresee our TL's playing an integral role in the development of a system to provide students the individualized education they need. TLs will be responsible for delivering professional development and implementation of strategies that ensure our students have access to the robust core reading program required of the Early Literacy Implementation code.

## **Key District Personnel**

The successful implementation of our TL plan will be tantamount on hiring high quality teachers who will carry out their TL roles with fidelity, sharing the responsibility of successful execution of our plan with district administrators. Without an understanding of how all TL positions are interrelated, it will be difficult to create a culture of continuous improvement that is **systemic** in nature. Our TLs will need to understand how their roles tie into all levels of both district-level leadership and teacher leadership to maximize the effectiveness of the TL program. All district stakeholders will be expected to put students' needs rather than the teachers' needs at the forefront of every conversation.

### **Superintendent**

- Support the TLC program and ensure that the district calendar allows time for meaningful conversations, reflection, and problem solving
- Provide communication to the Board of Education and community about the TL program

### **Assistant Superintendent**

- Oversee and organize the recruitment, selection, and retention of TLs

### **Building Principals**

- Collaborate with TLs and other administrators to support alignment of district goals
- Manage and foster collegial relationships among the adults in the school by stating expectations explicitly, modeling collegiality, rewarding those who behave as colleagues, and protecting those who engage in collegial behaviors (Warren-Little, 1982)
- Engage in the learning that is taking place among the teachers
- Collaborate with the BLT members to support the goals of each building
- Assist in the selection of TLs
- Monitor the accountability of the work of the PLCs with PLC leaders
- Help teachers navigate through the change process

### **Director of Curriculum**

- Coordinate the implementation and execution of the TL program

- Ensure TL roles and assignments align with district goals
- Share in the process of recruitment, selection, and retention of TL
- Work closely with the PF, and communicate regularly with other TL to ensure the vision of the TL program is executed
- Define and revise the job descriptions of the TLs as needed
- Coordinate the professional development of the TLs
- Oversee the collection and analysis of data on the TL program and its impact on student achievement
- Communicate with the Board of Education and the community about the TL program
- Work with business manager to monitor the TL budget
- Communicate with curriculum facilitators on an as-needed basis to monitor the implementation and evaluation of new curriculum

**Program Facilitators**

- Assist in the delivery of professional development of TLs
- Collect and analyze data on the TL program and its impact on student achievement
- Meet frequently with TLs to evaluate the effectiveness of the TL roles
- Fulfill all roles and duties of the full-time TLs
- Along with the Director of Curriculum, foster a “culture of coaching”

**Full-Time Teacher Leaders**

- Work closely with PLCs and individual teachers through modeling, observation, reflections, workshops, book studies and action research to improve student achievement
- Collect data to facilitate analysis of the TL program's effectiveness
- Build trust and positive relationships with teachers
- Provide sustained and continuous support through the change process

Adding to our ability to **sustain** the success of our program, a survey given to our teachers shows 93% of teachers responding believe teacher leaders (TLs) will have a positive impact on our district. With the evidence of strong teacher support, we feel confident our teachers will take full advantage of the opportunities provided for growth through our TLC program.

**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** 3729.92

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

**District Enrollment-Based Allocation** \$1,151,873.89

**Total Allocation** \$1,151,873.89

**Part 10 - Budget Items**

| <b>Use of TLC Funds</b>                              | <b>Amount Budgeted</b> |
|--|------------------------|
| Amount used to raise the minimum salary to \$33,500. | \$0.00                 |

|   |                       |
|---|-----------------------|
| Amount designated to fund the salary supplements for teachers in leadership roles.  | \$196,900.00          |
| 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). | \$862,000.00          |
| Amount used to provide professional development related to the leadership pathways.   | \$86,917.00           |
| Amount used to cover other costs associated with the approved teacher leadership and compensation plan.<br><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>                                  | \$6,056.89            |
| <b>Totals</b>   | <b>\$1,151,873.89</b> |

## Other Budgeted Uses - Description

| Item description | Amount budgeted |
|------------------|-----------------|
|                  | <b>\$0.00</b>   |

## Total Allocation Budgeted

|   |                |
|---|----------------|
| Total Projected Amount to be Expended   | \$1,151,873.89 |
| <i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i> |                |
| Remaining Allocation to be Budgeted   | \$0.00         |

## Budget Alignment

Using Part 10 application narrative from Year 1? **No**

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

Fort Dodge will receive \$1,151,873 in funding for the TLC program. The district will contribute \$237,000 for a total of 1,382,873.

| Item                                      | # of TLs in each role | Stipend per person | Salary and Stipend Total | Total TLC Cost | District Contributed Funds (non-TLC funds) |
|---|-----------------------|--------------------|--------------------------|----------------|--|
| Amount to bring salaries to \$33,55       |                       |                    |                          | \$0            |  |
| TL Program Facilitator                    | 2                     | \$7,500            | \$159,000                | \$85,000       | \$74,000                                   |
| Instructional Coaches                     | 9                     | \$5,000            | \$693,000                | \$693,000      |  |
| Mentor/Induction Coaches                  | 2                     | \$5,000            | \$154,000                | \$154,000      |  |
| Grant Manager (Culture and Climate)       | 1                     |                    |                          |                | \$65,000                                   |
| Behavior Strategist (Culture and Climate) | 1                     |                    |                          |                | \$65,000                                   |
| Curriculum Facilitators                   | 13                    | \$1,500            | \$19,500                 | \$10,500       | \$9,000                                    |
| PLC Leaders (Data)                        | 55                    | \$1,200            | \$66,000                 | \$66,000       |  |
| Building Leadership Team Members          | 42                    | \$1,200            | \$50,400                 | \$50,400       |  |
| Professional Development                  |                       |                    |                          | \$86,917       | \$18,000                                   |
| Supplies and Mileage                      |                       |                    |                          | \$6,056.89     |  |
| Review Committee (TQ)                     | 6                     |                    |                          | \$0            | \$6,000                                    |
|   | 131                   |                    |                          | \$1,151,873.89 | \$237,000                                  |

Fifteen of our TL positions will be full time positions and will not provide direct instruction to students, however will spend a minimum of 10% of their time in one classroom to keep connected to strategies, to continue to build credibility with our staff and to gain experience with critical pedagogy necessary to meet the needs of 21st Century students. \$932,000 of our budget has been set aside to cover the cost of these positions as well as \$204,000 of district funds.

Curriculum Facilitators, PLC leaders, and Building Leadership Team members are all positions with additional stipend positions in addition to a full classroom load. These positions will be put in place to flatten our leadership structure and get the most out of teacher leadership. TLC funding will supply \$117,900 of the \$126,900 necessary for these roles.

Professional development funds (\$86,917) have been set aside to add to existing funds to strengthen the skills of all teacher leaders. The district is committed to keeping additional funds available in addition to these funds as we know that it will take strong PD for all teachers to be ready to lead. All teachers have been trained by Solution Tree in the beginning structures of PLCs but we know we will need to continue this work on another level for our PLC leaders. When asked to come in for summer

We have put aside \$6,056.89 to cover the cost of mileage for teacher leaders to travel between buildings as well as supplies such as professional books to ensure coaches have the right supports in place. The district will cover computer devices, desks, etc. for all full time coaching positions.

**How our budget ties to our grant goals:**

Goal 1: Full time coaches will collaborate with teachers providing direct instruction to students based on learning goals (essential skills). Conversations will follow a student-centered coaching model to improve learning.

Goal 2: PLC leaders will be given additional PD to strengthen their understanding of the purpose of a PLC. These leaders will flatten the leadership structure and promote structured peer dialogue around action research. Teachers will share promising strategies and critical pedagogy necessary to reach all learners.

Goal 3: Professional Development can be differentiated with more leadership positions in the district. Different PLCs will engage in different components of the action research process based on their needs.

Goal 4: Full time and part time teacher leaders will engage in quality PD to help keep our vision of “what could be” alive.

| How allocated TLC money is used to support the TLC plan:   | Amount:   |
|--|-----------|
| Amount used to raise the minimum salary to \$33,500  | \$0       |
| Approximate amount designated to fund the salary supplements for teachers in leadership roles  | \$191,900 |
| 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 to observe or co-teach with another teacher. | \$913,917 |
| Amount used to provide professional development related to the leadership pathways   | \$40,000  |
| Amount used to cover other costs associated with the approved teacher leadership and compensation plan. These costs must be approved by the Iowa Department of Education.  | \$6,056   |

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## Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. Yes

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. Yes

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. Yes

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. Yes

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. Yes