



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

132914 - Fort Madison Schools Teacher Leadership and Compensation Application

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/08/2015 11:29 AM

Primary Contact

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Organization Information

Organization Name:	Fort Madison CSD
Organization Type:	K-12 Education
DUNS:	08-349-4138
Organization Website:	www.fmcscd.org

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Cover Sheet-General Information

Authorized Official

Name Janice Burch
Title Director of Student Services
Organization Fort Madison Community School District

If you are an individual, please provide your First and Last Name.

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Name Sandy Elmore
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County(ies) Participating, Involved, or Affected by this Proposal	Lee County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	2
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	83
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.

Yes

If YES, describe the positive impact expected from this project

A great deal of elementary and middle school teachers are women. This grant provides an opportunity for these women to seek leadership roles and be compensated.

Indicate the group(s) positively impacted.

Women

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.

No

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification.

Janice Burch

Title of Person Submitting Certification

Director of Student Services

Recipient Information

District	Fort Madison Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	56-2322
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Dr.
Name of Superintendent	Kenneth E Marang
Telephone Number	319-372-7252
E-mail Address	ken.marang@fmcsd.org
Street Address	1930 Avenue M
City	Fort Madison
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	52627

TLC Application Contact

Honorific	Mrs.
Name of TLC Contact	Janice Burch
Telephone Number	319-372-7252
E-mail Address	janice.burch@fmcsd.org
Street Address	1930 Avenue M
City	Fort Madison
State	Iowa
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Zip Code	52627

Demographic Profile

October 2014 Certified Enrollment	2255
October 2014 Free/ Reduced Lunch %	50
AEA Number	14
Please select the TLC model number that most closely resembles your district plan.	
TLC Model Number	Model 3 Comparable Plan

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

The Fort Madison CSD has taken the time over the last three years to carefully assess readiness and plan for our TLC system. We started by listening to other districts about their TLC successes and challenges, laying the groundwork with stakeholders and surveying all our staff. After spending more than a year in thorough planning, we believe we have a solid plan in place and are more than ready to move forward. “Come Learn and Grow,” the motto of the district, will be reflected in brainstorming the necessary roles, structures, and processes that would bring about the changes in our culture necessary to move our buildings and district forward to the next great level.

FMCS D is located in the southeast corner of the state. The district draws from around 12,000 people. 57 percent of children are eligible for free/reduced lunch. Our district includes two elementary schools, one middle school, and one high school with 160 teachers serving approximately 2200 students. Throughout the drafting of our plan we have engaged in research of best practices, collected and examined student achievement data and feedback from all teachers, collaborated extensively with representatives from all stakeholder groups, provided multiple opportunities for teachers and parents to give input, and kept all teachers and the community informed. Engaging in this work this thorough work has resulted in strong institutional and public support, a high degree of excitement, and deep commitment to implementing and sustaining the TLC system.

We have a long history of being a ‘solid’ district in terms of student achievement and longevity of teacher employment. Our challenge is to have the courage to move forward and think big. This plan reflects our sincere desire to not be satisfied with the status quo; to re-imagine our leadership structure and to dig into work needed to ensure that ALL students will graduate from FMCS D with the academic background needed to be college and career ready but also fully prepared to deal with the challenges of life in the 21st century world. In order to do that, we need to shift our thinking to a comprehensive district-wide plan that would truly transform our system.

The structures we’ve identified in our plan include professional learning collaborative, building leadership teams and a district leadership team. These teams will function independently with team members working to achieve specific goals; but also interdependently to recognize themes and work toward larger system goals. Our intention is to have information flow between each of the teams so that district decisions are influenced by PLC practices and PLC practices are enhanced by district decisions. The ideas of DuFour & Fullan (2013) “capacity building, collaborative work, instruction, and systemness” have heavily influenced our work.

Our TLC goals are to:

1. Increase the overall percentage of students who are highly proficient in reading, math & science through increased one-on-one teacher mentoring and focus on best instructional practice (State Goal 5)
2. Engage BTs in a refined M & I that includes weekly support, monthly peer meetings reflective conversation, observation, feedback, professional planning, & differentiated professional development resulting in the retention of 100% of highly qualified and effective BTs (State Goal 1)
3. Motivate, hire, prepare, support, reward, and demonstrate that 25% of staff are fulfilling teacher leadership roles and wish to remain in these roles (State Goal 2)
4. Implement professional development systematically engages 100% of the faculty in opportunities to learn from each other. (State Goal 3)
5. Fill 100% of our teacher leader roles with highly skilled and motivated professionals who are thoroughly trained, and growing professionally. (State Goal 4)

We intend to empower our teachers with increased opportunities for leadership and greater control of their own development as professionals.

The roles are designed to capitalize on personal strengths and desires while at the same time maximize the number of opportunities for leadership. For beginning teachers, these roles dramatically increase access to exemplary teachers and provide layers of support to ease entry to the profession. These roles will also help create deep, lasting changes in the day-to-day work of teachers in every classroom. Roles include:

Instructional Coaches will work strategically with teachers in planning, monitoring and assessing student learning. They’ll engage in coaching cycles and provide leadership concerning best instructional practices.

Technology Integrator will be an “instructional coach” but with a particular focus on embedding technological practices in teaching methodologies.

Mentors will provide individualized support and coaching for beginning teachers.

Curriculum Specialists will assist teachers in finding resources and sharing best practice around specialized subject

matter.

Model Classroom Teachers will be early implementers of new curriculum, field-testers of new practices, and leaders of 'live labs' where colleagues can observe, discuss, and reflect.

Building and District Leadership Teams thus providing an important communication loop.

The FMCSO TLC plan recognizes that a successful collaborative school community has many leaders and the leadership positions are designed to provide complementary supports in district efforts to ensure high quality instruction in every classroom and a cadre of knowledgeable and skilled professionals. FMCSO will be an attractive place for new teachers and will provide opportunities and support for continued professional growth throughout their career. We have planned for a system of continuous improvement that will enable us to move forward as a district in our efforts with implementing and assessing the Iowa Core, ensuring that effective usage of technology is integrated in every classroom, and in designing multi-tiered systems of support *to ensure that ALL students achieve at high levels.*

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 previous application? **No**

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

Please include the following information in your narrative:

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

FMCS D involved a great number of people in the planning process. Before we began, presentations were made to all teachers on the opportunities proffered by the TLC system. A survey of all staff was conducted (96% responses rate) which collected data regarding understanding and implementing the Iowa Core, current professional development and future needs, the Beginning Teacher Mentoring & Induction program, and the understanding of and support for the Teacher Leadership & Compensation system. An open invitation was given to any teacher who wished to be on the TLC Planning Team. Members consisted of 12 teachers from all grade levels and disciplines, including union representatives, two parents, six district administrators (representing elementary, middle and high school), and one student. The steering committee held a total of ten meetings over 30 hours where parents, teachers and administrators were equal contributing members.

At the very first meeting a system of communicating plans was set up. This consisted of: monthly updates to all staff, the teacher's union, the School Board, in the district-wide paper, and the public newspaper, and a web site on which all plans that were being developed and decisions made could be accessed and commented upon by all staff. Therefore, all staff had the opportunity to review drafts of each part of the application and offer feedback, right from the start.

Parents, students, teachers and administrators completed the following tasks in their meetings:

- Reviewed the Iowa Department of Education guidance for TLC and the State Teacher Leadership Task Force Goals
- Developed a communication and feedback plan
- Reviewed the literature on teacher leadership
- Drafted the district vision for the TLC system
- Set the goals for the TLC system as it supports district initiatives
- Reviewed and researched possible leadership models
- Created a teacher survey to identify areas of needed support
- Reviewed the TLC application rubric
- Finalized the leadership model selection
- Reviewed the district's vision for TLC and finalized goals
- Developed a mentoring program that aligned with the best practice and the Iowa guidelines
- Identified leadership roles and teacher support needs
- Created selection criteria and process
- Connected leadership roles to the Iowa Professional Development Model and developed professional development delivery methodology
- Developed a program evaluation system that ensured continuous improvement
- Thought about how TLC could be sustained over time
- Reviewed progress of written application narratives and gave feedback for each section

The district used the planning grant funds to pay for extra support for meeting facilitation and provide additional pay to individuals working on the various parts of the application. Grant funds allowed for a significant amount of time to be spent developing the TLC plan.

Additional research was conducted which included document reviews of other teacher leadership structures used across the nation, the collection of data from teachers regarding their learning needs and knowledge of the teacher leadership system, and contacts to districts with current teacher leadership structures in place. The grant allowed for time to evaluate potential leadership positions and set specific job descriptions for those positions. Criteria, interview questions and supporting rubrics were established for selecting individuals to fill leadership positions. Also, supporting documents were created for each part of the application to establish the plan's consistency and sustainability as it strengthens the Iowa Professional Development Model and our current district initiatives. Each stakeholder group was able to collaborate with each other, ask questions and come to consensus on the direction of the plan. Additionally, teachers, parents and administrators were able to work together to develop each section of the

application.

The full group reviewed several drafts of the application, analyzed survey data, and used feedback to make adjustments in the final draft. In total, the Planning Team met over a period of six months in 2014 and 2015. The 10 meetings and additional full teaching staff meetings totaled over 90 hours of collaborative planning time. All stakeholders are fully committed to this plan. This has been documented both qualitatively and quantitatively through discussions and survey data. The following demonstrates the results of the survey and collaborative meetings.

Administrator commitment: One hundred percent of administrators actively support the direction of the Teacher Leadership and Compensation plan and are involved in the development process. They demonstrated by willingness by being present at each of the Planning Team meetings and working tirelessly with teachers in the planning process. Administrators were fully engaged in motivating and sharing plans with their staff.

Teacher commitment: The initial and revised plans were shared with the entire staff during professional development days. After each session, feedback was collected; questions and comments were considered by the drafting team and ideas were incorporated when possible. The vast majority of staff believed receiving this grant and enacting our plan would have a positive impact on teaching and learning. In addition, approximately 80% of staff has expressed interest in applying for one of the leadership roles.

Parent commitment: Two parents have volunteered their time to develop the TLC plan through their involvement on the steering committee and the School Improvement Advisory Committee. 100% of parents involved in developing the plan believe it will make a significant impact on the district's schools' teaching and learning and will provide active support for its implementation.

Narrative

Using Part 2 application narrative from previous submission? **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 district's TLC vision is to improve teaching and learning at all levels so that teachers individually and collectively a) improve practices through the use of existing teacher resources and b) feel greater job satisfaction through leadership roles. TLC places teachers in key positions to influence their colleagues' practices and increase student achievement.

FMCS D TLC Goal 1: Increase the overall percentage of students who are highly proficient in reading, math & science through increased one-on-one teacher mentoring and focus on best instructional practice.

(State Goal 5: Increase student achievement through improved instructional practices)

Preparing students to meet challenges in the 21st century world is our top goal. The district has put a great deal of focus on literacy and scores have improved somewhat. Math show only 62-86% of the students are proficient as measured by Iowa Assessment which is little improvement in spite of our math action plan and the work we have been doing with the Iowa Core. Teachers have been attending professional development and receiving collaboration time, without significant impact. Resources from the TLC grant will enhance district capacity in ongoing efforts to provide students with a quality education through the delivery of a guaranteed & viable curriculum (IA Core Standards), using research-based instructional practices, as guided by data-informed decision-making.

Evaluation of Goals:

- Instructional Coach and Administrator "Walk throughs"
- Iowa Assessments in reading, math and science
- MAP
- Intervention data analysis (MTSS)
- FAST – Iowa Tier

FMCS D Goal 2: Engage BTs in a refined Mentoring & Induction program that includes weekly support, monthly peer meetings reflective conversation, observation, feedback, professional planning, & differentiated professional development resulting in the retention of 100% of highly qualified and effective BTs. (State Goal 1: Attract and retain able beginning teachers and ensure they are effective)

Development of BTs will be nurtured through a system of complementary supports including mentors, instructional coaches, a technology integrator curriculum specialists and model teachers. This system will ensure that they have multiple opportunities to receive professional development based on their assessed and differentiated needs & the needs of their students. New teachers already receive a competitive starting salary above the state required minimum.

Evaluation of goals

- Instructional Coach and Administrator "Walk throughs"
- PLC feedback surveys
- Analysis of logs, portfolios, rubrics or observation forms
- Analysis of retention data
- Exit interviews
- Iowa Teaching Standard Self-Assessment (Pre-Post and trends over time)*
- Survey of M & I program participants

FMCS D TLC Goal 3: Motivate, hire, prepare, support, reward, and demonstrate that 25% of staff are fulfilling teacher leadership roles and wish to remain in these roles. (State Goal 2: Retain effective teachers by providing enhanced career opportunities and commensurate compensation)

Develop a system of complementary leadership roles designed to improve professional practices resulting in increased student performance. Approximately 25% of teachers will fill leadership positions with additional contract days, responsibilities & compensation. Teachers will undergo a selection process and training to ensure that we have quality teacher leaders mentoring, coaching and modeling effective instructional practices. We will develop job descriptions with role functions and criteria for evaluation, orientation to new role, training for teacher leaders in coaching and reflection, self-assessment with accompanying growth plan, training for administrators in supporting teacher leaders, and orientation to staff about the Teacher Leadership System.

Evaluation of Goals:

- PD feedback forms reports
- Surveys of those that are receiving TL services
- Analysis of retention data
- Teacher Leadership Standard* Self-Assessment (Pre-Post and trends over time)
- Exit Interviews
- Analysis of retention data
- Yearly Formal TLC Review Process with another TLC program.

FMCS D TLC Goal 4: Implement professional development that systematically engages 100% of the faculty in opportunities to learn from each other. (State Goal 3: Promote collaboration and increase collegiality by developing & supporting teacher networking)

We will develop a system of professional learning teams and related supports, including time, empowering teachers to learn/innovate together as they work to achieve individual and collective goals. These PLTs will be led by a cadre of teacher leaders. Teachers will become more effective as a result of teamwork, collaboration and communication with teacher leaders

Evaluation of goals

- PD Feedback form reports
- Logs
- Surveys of those that are receiving TL services
- Analysis of logs
- Analysis of *Individual Professional Development Plans*
- Iowa Teaching Standard* Self-Assessment (Pre-Post and trends over time)
- Summative analysis of PD Feedback form reports (trends over time)
- Yearly Formal Peer Review Process with another TLC program.

FMCS D TLC Goal 5: Fill 100% of our teacher leader roles with highly skilled and motivated professionals who are thoroughly trained, and growing professionally. (State Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities & compensation)

This plan recognizes that leadership takes many forms in a successful collaborative school community. Leadership positions are designed 1) to provide complementary supports in district efforts to ensure quality instruction in every classroom, and 2) to build a cadre of knowledgeable & skilled professionals.

Evaluation of goal

- Logs
- Surveys of participants
- Review of HR data in terms of # positions filled
- Teacher Leadership Standard* Self-Assessment (Pre-Post and trends over time)
- Analysis of annual video demonstration/conference
- Yearly Formal Peer Review Process with another TLC program.

Using Part 3 application narrative from previous submission? **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 FMCSO TLC plan will integrate teacher leaders into three existing initiatives and three improvement structures. These initiatives & structures work to help us achieve our top goal of preparing students to meet the challenges of the 21st century world.

KEY INITIATIVES

1. Iowa Core: Implementation and Assessment

Efforts have been made to help teachers develop an understanding of the Core as it relates to their teaching context. Teachers have met at grade levels to unpack the standards and examine how content aligns. These efforts have been effective with 80% of teachers rating their understanding of the Core as thorough or moderate and 75% either strongly or moderately agreeing that they have been able to implement the Core. Walk-through data shows that enhanced support is needed in all subjects and grade levels to ensure that the IA Core Standards are reflected in a guaranteed & viable curriculum.

Connect, Support and Strengthen: A large part of this work will continue through Professional Learning Teams. The TLC Coordinator, Instructional Coaches, and Curriculum Specialists will help teachers study student data, design assessments to measure progress toward Standards, and create lessons aligned to Core Standards. Instructional Coaches and Curriculum Specialists will work with Model Classroom Teachers to ensure that classrooms truly reflect the standards & ideals of the IA Core. Instructional Coaches will provide teachers with learning opportunities and feedback intended to increase understanding & implementation of Core Standards. Mentors will work with BTs to ensure understanding of the Core.

2. Multi-Tiered Support Systems (MTSS)

All buildings are studying MTSS to move toward the district goal that students grow at or above expected levels on universal screeners (MAPS, FAST, and Iowa Assessments). Each building identifies students at risk, alters teaching strategies, and collects data to examine student achievement.

Connect, support, and strengthen: The work will be enhanced by key leadership positions. Instructional Coaches and Curriculum Specialist will help monitor student achievement data and facilitate team meetings geared toward meeting needs of students. Instructional Coaches and Curriculum Specialists will work with Model Classroom Teachers to ensure quality universal instruction and to develop & implement classroom-based interventions. They will help guide teachers' use of formative & summative assessments and using data to inform decisions on instructional practices. Mentors will work with BTs in increasing their use of formative assessment, planning differentiated instruction, and managing classrooms.

3. Integration of Technology

FMCSO recognizes the transformative potential of educational technology to make the learning experience dynamic and relevant for students.

FMCSO adopted a roll-out of the one-to-one (1:1) initiative. Web-based devices are provided to students entering first, fifth, and ninth grade. By 2018, all students will have a device. FMCSO has invested considerable funds into technology, it is imperative teachers receive technology support in order to stay abreast of emerging technologies. The high school staff has received training on website development and educational technologies that help evolve instruction. The elementary buildings and middle school have had less technology training. The district does provide technology training each year in which teachers can select various technology integration sessions.

Connect, support, and strengthen: To ensure the success of this initiative, over the next four years integrating technology will be supported and strengthened by providing each student with a technology device. Professional development around technology tools and digital citizenship will be strengthened. A forward thinking Technology Integrator will be available to both teachers and students to provide individual support to integrate technology further into their practices and provide students with a variety of choices in how they demonstrate or communicate their learning. Two STEM Coaches will be available to support this work. Basic competency levels will be set for staff and they will be assisted in meeting this level. Teachers will develop their abilities to integrate technology; thus achieving their professional goals and helping students become 21st Century learners.

STRUCTURES

There are two main structures that will provide the framework to facilitate this work. The structures include Professional Learning Teams, Building Leadership Teams and a District Leadership Team. Although there is a hierarchical appearance to this framework, our intention is to have information flow between each of the teams so that district decisions are influenced by PLT practices and PLT practices are enhanced by district decisions.

1. **Professional Learning Collaboratives (Teams):** These teams will be the ‘work horses’ of school improvement efforts. Members of these teams will “work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (DuFour, DuFour, Eaker, and Many, 2010). Each team will be led by carefully selected and trained PLT Leaders.
2. **Building Leadership Teams:** These teams will TLC Coordinator, Instructional Coaches, Curriculum Specialists, Mentors and building administrators. The main purposes of this team are to: organize and analyze data, provide updates on PLT work to enhance cohesiveness of efforts, and plan & facilitate building level professional development.
3. **District Leadership Team:** This team will be made up of the Superintendent, Director of Student Services, the Teacher Leadership Coordinator and building administrators. Purposes for this team include: communicating implications of current state and federal mandates, sharing data, identifying needs for district level professional development support, and ensuring ‘systems thinking’ among the three buildings.

Using Part 4 application narrative from previous submission? **No**

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

The goal of our Mentoring & Induction program is to retain teachers in our district and help them to be successful. A survey of beginning teachers (BTs) and their mentors in our district has shown that nearly 40% of BTs reported they received “very little or no support.” It showed a need for more collaboration time for examining classroom practice with, and obtaining feedback from, their mentor. BTs want early support, in the organization of their classroom and management systems. BTs “need” certain types of professional development.

When BTs start their careers, they will experience extended and aligned support. They will be assigned an experienced mentor to work with them for two years. BTs will have three paid days (over and above their contract) to meet together with mentors, plan their first days of school, assess areas of strength and growth, and experience professional development that will get them off to a strong start. That same mentor will meet with them weekly to help examine their practice and plan for growth. They will meet with peers monthly to strengthen their teaching skills. BTs will have other support personnel to increase their ability around district initiative. Instructional Coaches, a Technology Integrator, Curriculum Specialists and Model Classroom Teachers will be available for differentiated instructional support. There will be a full time “roving” substitute to ensure time for BTs to visit the classrooms of model teachers. We want our BTs to receive quality support to ensure their retention and the success of our students!

We will include BTs in planning, collaborating as a professional learning community, and evaluating student performance. We want the BTs experience to be guided by their assessed needs. The Director of Student Services, the TLC Coordinator, Instructional Coaches, the Technology Integrator, Curriculum Specialists, and Mentors will meet throughout the year to plan professional development based on those needs. The first year, we will focus on the common *Iowa Teaching Standards* through assessment and on the aspects of teaching (Back to School night, parent conferences, grading, etc.). The second year, we will focus on differentiated support that is identified through classroom observation and feedback aligned to criteria, self-assessment and shared reflection, analysis of student work, followed by in-depth planning for professional growth.

Based on research, the following program improvements have been designed:

1. Select and train quality mentors: TLC funds will be invested in their thorough and careful training in:
 1. Classroom observation techniques
 2. Giving evidenced based feedback aligned to the *Iowa Teaching Standards*
 3. Examining data and artifacts
 4. Using reflective conversation to share feedback that is non-judgmental and moves BTs forward in their practice
 5. Assisting BTs in planning for professional development.

Mentors will participate in the eight days of AEA training *Professional Learning for Instructional Coaches*. Mentors will be supported by monthly Network meetings where issues will be addressed and new learning supported.

1. Ensure and protect time to collaborate together before and during the year: The BT and Mentor will have three days before the school year starts to arrange the classroom and plan for the first weeks of school. They will meet at least one hour per week (outside of the contract day) on a one-on-one basis to work on support and assessment activities related to classroom practice. Once per month both BTs and Mentors will meet with peers for professional development and shared support.
2. Reward new teachers and mentors: Our district has a beginning salary that exceeds the \$33,500 minimum. We intend to further attract BTs to our district with an M & I program that pays them (and their mentors) for 2 additional contract days.
3. Continuing training for mentors: Mentors will be paid from TLC funding for additional hours to meet monthly for more in-depth training, addressing on-going mentoring needs, and skill improvement. We intend to assess mentor

needs and focus the ongoing support specifically on those assessed needs.

4. Support from additional Teacher Leaders: Instructional Coaches, Technology Integrator, Curriculum Specialists and Model Classroom Teachers, and Mentor will have roles providing multi-leveled, consistent, and timely support. They will be available to support BTs.
5. Keep the BT load as light as possible: We would like to see BTs in their first two years not have any extra assigned duties. It is our hope that our strong salary level and payment for 2 additional contract days will help to alleviate monetary concerns. We are encouraging administrators to make sure these new teachers have the best classroom assignments, instructional materials and equipment for students that are available in their school.

We intend to make the M & I program a support program. Paperwork is necessary to ensure that the program is implemented. We are working to ensure that the paperwork is kept to a minimum and is recorded by the Mentor.

6. Continuous Program Improvement: The cycle of continuous improvement (plan, teach, reflect, apply) will drive the work of the BT and Mentor, and the program itself. Mentors will work with BTs to assess classroom practice; but Mentors will self-assessment their own skill and ability on a rubric, and plan for professional growth. BTs will be asked to participate in giving feedback to Mentors about where they might improve. The M & I program will be part of the overall comprehensive program evaluation system which is formative and summative.

The structures and roles outlined in our plan ensure that our TLC goals will be met, and BTs will have support, increased access to teachers, and increased chances for success with students. This TLC plan will assist our district in creating a meaningful and substantial program that will help BTs develop the necessary skills in becoming effective educators, remain in our district, and stay in the teaching profession.

Narrative

Using Part 5 application narrative from previous submission? **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.

The FMCSO TLC plan recognizes that a successful collaborative school community has many leaders & the leadership positions are designed to provide complementary supports in district efforts to ensure high quality instruction in every classroom & a cadre of knowledgeable & skilled professionals. The district's TLC plan specifies leadership positions designed to support learning teams, provide professional partnerships for new teachers, & plan & deliver professional development in an effort to meet both individual & collective goals. All teacher leaders will participate in the two year Pathways Training developed by the Santa Cruz New Teacher Center & piloted by Great Prairie AEA.

- TLC Coordinator (x1) (10 additional days = \$5000) 100% teacher leader & 0% classroom instruction

- Participate in the AEA Professional Learning for Instructional Coaches training
- Assume a leadership role in organizing, coordinating, planning, & facilitating professional development & school improvement efforts
- Organize, prepare for, facilitate & reflect on Professional Learning Teams
- Complete record keeping, budget, &/or other paperwork accurately & in a timely fashion
- Collaborate with Instructional Coaches, Curriculum Specialists, Mentors, & Model Classroom Teachers to ensure high quality instruction in every grade level/department
- Coordinate training of teacher leaders
- Ensure that peer coaching is implemented
- Provide oversight & accountability for participants in TLC program
- Assist in the analysis of data in order to drive the focus of professional development
- Implement program evaluation system

Instructional Coaches (x 2 = 1 Literacy K-12, 1 Math K-12,) 100% teacher leader & 0% classroom instruction (10 additional days)

- Attend AEA Professional Learning for Instructional Coaches training
- Serve all educators in the building
- Work inside classrooms to help individual teachers implement best practices, demonstrate lessons, co-teach, observe, give feedback, & plan for professional growth (50% of time)
- Ensuring that Iowa Core is implemented in classrooms
- Assist in the analysis of data in order to drive the focus of professional development
- Assist in the design & delivery of professional development
- Support individual teachers in finding resources related to their differentiated needs & following through on professional growth plans
- Work with TLC Coordinator to organize teachers observing each other

Technology Integrator (x 1 – K-12) -100% teacher leader & 0% classroom instruction (10 additional days)

- Attend AEA Professional Learning for Instructional Coaches training
- Serve all educators in the building
- Work inside classrooms to help individual teachers implement best practices, demonstrate lessons, co-teach, observe, give feedback, & plan for professional growth (50% of time)
- Ensuring that Iowa Core is implemented in classrooms
- Plan & deliver professional development workshops for teachers
- Assist in the analysis of data in order to drive the focus of professional development
- Assist in the design & delivery of professional development
- Support individual teachers in finding technological resources related to their differentiated needs & following through on professional growth plans
- Assist teachers in developing lessons & teaching/learning supports that involve technology
- Provides online resources for staff use (“toolbox”)

- Curriculum Specialist (x 7 – one math & literacy at each level –K-3, 4-8 & 9-12 & K-12 STEM) (6 additional days)

- Attend AEA Professional Learning for Instructional Coaches training
- Provide oversight for horizontal & vertical alignment

- Assist in the design & delivery of professional development
- Assist in the analysis of data in order to drive the focus of professional development
- Organize Grant writing opportunities & communicate them
- Lead approval process for curricular innovation
- Support teachers in finding needed resources
- Research & train in best practices around identified needs
- Support for continued implementation of the Iowa Core

Mentor Teachers (x 11) (6 additional days)

- Attend AEA Professional Learning for Instructional Coaches training
- Meet with BT for one day before school to prepare class & for first week of school
- Meet weekly with BT for one hour (outside of school time) for support & assessment activities
- Attend monthly Mentor Network meetings
- Ensure all requirements of the program are implemented
- Observe BT practice, share in the analysis of student work,
- Hold reflective conversation
- Assist in data analysis
- Identify way of addressing BT differentiated needs
- Assist BT in planning for & carrying out plans for professional growth

Model Classroom Teachers (x 12) plus 6 additional days

- Continuously improve their area of expertise
- Offer examples of lesson planning & monitoring student progress (formative & summative assessment)
- Provide a toolbox of resources for those that observe in their classroom
- Hold reflective conversations with peers regarding what has been observed in the classroom (technology can be used for this task)

Full Time Substitute (x 1) A full time substitute will be hired or we will use the equivalent of one sub during the course of the year.

Part 5 B

Fullan & Hargreaves taught us that while the goal of professional capital is to increase talent, organizations don't reach greatness by focusing on the capital of individuals. In order to get to greatness, "capital has to be shared & circulated. Groups, teams, & communities are far more powerful than individuals..." (Hargreaves & Fullan, 2012, p.3) We have created roles & systemic structural supports, that fit together to create a cohesive & sustainable improvement framework that will strengthen instruction throughout the district.

The Instructional Coaches and the Technology Integrator will work strategically with teachers in planning, monitoring & assessing student learning. They will engage in coaching cycles & help lead inquiry around best practices in instruction. According to Adrian Rodgers & Emily Rodgers, authors of *The Effective Literacy Coach (2007)*, "fundamental change in education is possible only through changes in teaching often based on coaching conversations between the teacher & the coach"(p. xii). This underscores the importance of this role in a system of change. Coaches will work closely with Model Classroom Teachers to ensure that these 'labs' truly reflect best practices & the standards of the Iowa Core. They will collaborate with Mentors to provide additional support for teachers & they will collaborate with TLC Coordinator to organize, plan, & facilitate professional development & school improvement efforts.

Model Classroom Teachers will act as early implementers of new curriculum, will field-test new practices, develop & refine effective methods. They will develop classrooms that serve as observation labs allowing colleagues to observe, discuss, & reflect on the models with the goal of having other teachers emulate these practices in their own

classrooms. Since one of the most frequent comments heard as new strategies are being introduced is “Where can I go see that?” these classrooms provide an extremely important role in helping new practices become fully & widely implemented across a school. This role will be especially critical in helping us meet our TLC Goal 1 on increased student achievement through improved instructional practices as well as TLC Goal 4 which promotes collaboration and collegiality by developing and supporting teacher networking.

Mentors will provide individualized support for BTs. They will observe their teaching, provide constructive feedback and engage in reflective conversations of teaching practices. The mentoring role will have significant influence on all of our TLC goals but will probably have the greatest impact on our TLC Goal 2 aimed at attracting, retaining, and ensuring the effectiveness of new teachers. They will work flexibly with Instructional Coaches, the Technology Integrator, Curriculum Specialists, Model Classroom Teachers, and TLC Coordinator to ensure that beginning teachers have access to multiple professional development opportunities based on their needs and the needs of their students.

TLC Coordinator will provide leadership in all school improvement efforts. They will lead groups of teachers in inquiry cycles with grade level/content teams with the goal of strengthening instruction through analysis of student data and alignment and refinement of instruction. The work that takes place in these small groups is critically important to our overall school improvement efforts. Stigler & Hiebert (1999) note that *“Through the process of improving lessons and sharing with colleagues the knowledge they acquire, something remarkable happens to teachers: they begin viewing themselves as true professionals. They see themselves contributing to the knowledge base that defines the profession. And they see this as an integral part of what it means to be a teacher.”*

It is our belief that successful facilitation of small groups will lead to a feeling of empowerment for all teachers. This role will play an important part in helping us achieve all of our TLC goals; however, its greatest impact will be on our TLC Goal 1 regarding improving student achievement through better instructional practices and our TLC Goal 4 promoting collaboration and collegiality through increased networking opportunities.

TLC Coordinator will also collaborate with Instructional Coaches, the Technology Integrator and Curriculum Specialists to organize and facilitate professional development and school improvement efforts to work flexibly with Mentors, and Model Classroom Teachers to ensure that ALL teachers have access to multiple professional development opportunities based on their needs and the needs of their students.

The roles are designed to use personnel strengths and desires while maximizing the number of opportunities for leadership. The leadership roles in our plan require differing amounts of time commitments in recognition of the fact that not everyone can commit to extra. Teachers will be encouraged to choose a position that works for them at a particular time with the understanding that as circumstances shift they can apply for a different leadership position. The ability to lead is not dependent on a single set of skills or a particular personality trait. The leadership roles in our plan were created with multiple personalities in mind; for example, some roles require greater degrees of self-initiative, some require higher degrees of interpersonal skills, and some require greater comfort with risk-taking. Some of the roles provide opportunities for (and require comfort with) working with large groups while others provide opportunity to work side-by-side with just one person. The opportunity to provide leadership should not require that one leave the classroom. Most of the teacher leadership positions in our plan honor the desire to lead from the classroom. The FMCS D TLC plan requires that the people in the roles of the TLC Coordinator, Instructional Coach & Technology Integrator (the four roles that have the most classroom release time) have time in their day for teaching a group or class not only to ensure that they continue to develop pedagogical skills; but also to raise their credibility in the eyes of their colleagues. Each of these teacher leader roles is needed to ensure the success of all of our teacher leader roles. We depend on each other for the success of this TLC system and the continuing success and improvement of FMCS D and the students we serve.

Using Part 6 application narrative from previous submission? 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 TLC planning team has developed a selection process that includes measures for examining past effectiveness and professional growth. The process that follows will assist us in doing this work.

<p>Recruit</p>	<p>Meetings will be held in each building to address the opportunities and benefits for teacher leaders. Brochures will be developed and sent to every teacher who has been teaching for three years and in the district for one full year informing them they may apply for the positions. Teacher leadership positions will be posted. The TLC planning team will encourage teachers to apply.</p>
<p>Make up of Selection Panel</p>	<p>The selection panel will be made up of one administrator from each building, the Director of Student Services, three elementary teachers, four middle school teachers, three high school teachers, and one special education teacher. If a teacher decides to apply for a leadership position, they will be excused from the committee and a replacement will be found. Confidentiality will be maintained in all aspects of the selection process.</p>
<p>Training of Selection Panel</p>	<p>In order to ensure inter-rater reliability, members of the selection panel will have training that is based on the seven domains of the <i>Teacher Leader Model Standards</i>, their functions and exemplars. They will become familiar with selection criteria, practice with the rubrics for examining evidence of practice and the rubrics for interviewing, and training in resolving differing perceptions.</p>

PHASE 1

Initial Application

Each applicant will be asked to write a letter of application explaining why they want the position and why they believe this position is important.

They will also be asked to submit:

1. A resume that will be screened for evidence that the individual has continued their growth as a professional and sought out leadership opportunities.
2. Written responses to several prompts designed to help determine past effectiveness, professional growth and dispositions for peer mentoring.

Prompts currently being considered are:

- Describe your past professional development experiences, including memberships, presentations, attendance at conferences and/or future professional development goals. What experiences particularly impacted your professional growth and how? Share evidence of that professional growth.
- Describe an initiative or research-based strategy that you implemented in your classroom and tell how you evaluated the effectiveness of that work on student achievement. Share evidence of that effectiveness.
- Describe the personal characteristics/habits that will help you be effective in the role for which you are applying.

3. A copy of their most recent Individual Career Development Plan

4. A letter of recommendation from a A rating response from their administrator (currently being developed) that speak to their effectiveness and fitness for teacher leadership. The letters must be sealed & sent directly to the Selection Panel.

5. Additional optional submissions: Applicants may submit other materials for consideration such as lesson plans, video tapes of lessons or professional development presentations, portfolios, artifacts, etc.

All of these materials will be screened by the Selection Panel who will use a rubric to determine the candidates to interview for the leadership position, interview for another position, or screen from the selection process.

<p>PHASE 2 Interview</p>	<p>Applicants called for interviews will respond to the same questions from a bank created for each leadership role. Questions will be developed using the criteria from <i>Teacher Leader Model Standards</i> as a guide. Candidates will be asked to respond to a realistic, hypothetical leadership situation pertinent to the leadership position. Candidates may respond to any questions regarding materials submitted in PHASE 1. Interviewers will be listening not only for evidence of effective teaching practices but for evidence that the candidate is coachable and willing to take on the rigors of the learning required for a position.</p>
<p>Scoring</p>	<p>The seven domains of the <i>Teacher Leader Model Standards</i> will be used with their functions and exemplars as the scoring rubric for the above materials.</p>
<p>PHASE 3 Final Selection</p>	<p>The Selection Panel will rank order the top candidates for each position and make recommendations to the superintendent for selection.</p>
<p>PHASE 4 Yearly Review & Reapplication</p>	<p>For the Annual Review of Assignment, the Selection Panel will examine the following evidence:</p> <ol style="list-style-type: none"> 1. Each teacher leader will be involved in self-improvement. During training they will use a self-assessment tool that will be revisited throughout the year (mirroring the work done with BTs and peers). They will develop professional growth plan which will help to move them forward in their practice. (Measure of professional growth) These professional growth plans will be examined. 2. Surveys will collect feedback from peers regarding their experiences with TLs. (Measure of effectiveness) Results will be examined. 3. They will submit a video of their work with a peer. They will be asked to include an analysis of the strengths and areas for growth (aligned to the <i>Teacher Leader Model Standards</i>), along with a resulting plan for professional growth. (Measure of effectiveness) <p>Triangulating the above evidence will give the Selection Panel ample evidence regarding <i>effectiveness</i> and ongoing <i>professional growth</i>.</p>

The FMCS D selection process plan allows for multiple data points to be considered when hiring and

evaluating the effectiveness of teacher leaders. Considering candidates from multiple perspectives will help us hire the people who are most 'fit' for leadership positions. It is our hope to have teacher leaders selected before the end of the current academic year. In this way our teacher leaders can begin to engage in training for their new position and begin the new school year with a higher degree of preparedness and confidence.

Narrative

Using Part 7 application narrative from previous submission? **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.

Part 7a:

The IPDM Guidance Document states “Collective professional development aimed at student learning goals requires focused leadership that is distributed among faculty and administration.” This principle comes to life in the structures we created to guide our professional development efforts. The structures include a District Leadership Team (DLT), Building Leadership Teams (BLT), and Professional Learning Collaboratives (PLC).

District Leadership Team: The Superintendent, Director of Student Services, & the TLC Coordinator comprise the DLT, which meets approximately 6 times/year. The specific roles this team will play in the creation and delivery of PD are: communicating implications of current state and federal mandates, sharing/analyzing data, identifying needs for district level professional development, and ensuring ‘systems thinking’ among the three levels and the M & I.

Building Leadership Teams: The BLT meets at least monthly & includes the TLC Coordinator, the Instructional Coaches, Technology Integrator, Mentors and building administrator. The Director of Student Services will support the BLTs as needed. The specific roles this team will play in the creation and delivery of PD are: organize and analyze data, provide updates on PLC work to enhance cohesiveness of efforts, and plan & facilitate building level professional development.

Professional Learning Collaboratives (Teams): These teams will be the ‘work horses’ of school improvement efforts. Team members will “work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (DuFour, DuFour, Eaker, and Many, 2010). Teams will be led by a carefully selected & trained PLC Leaders and will focus on teaching & learning, student engagement, technology, & assessment.

Our plan acknowledges the need for complementary supports in the learning process. The specific creation and delivery tasks of those involved are as follows:

The TLC Coordinator is directly involved in planning & facilitation of large & small group learning opportunities, engage small groups in cycles of inquiry and facilitate the study of data in guiding the work of PLTs.

Instructional Coaches, the Technology Integrator and Curriculum Specialists are directly involved in the planning & facilitation of large & small group learning opportunities, and engage in coaching cycles with individual teachers.

Model Classroom Teachers provide a venue for colleagues to observe high-quality instruction & engage in critical collaborative inquiry and demonstrate & share their thinking about using student achievement data to drive instructional decisions.

Mentors engage beginning teachers in ongoing cycles of data study, goal setting, professional learning, collaboration and implementation.

These roles and structures ensure that teachers experience PD aligned to the IPDM steps in large group, small group, & one-to-one settings.

Part 7B

Collecting and Analyzing Student Data

Teacher Leaders will lead analysis of multiple sources of data. The TLC Leaders will facilitate data study to guide the analysis. Instructional Coaches and the Technology Integrator will draw conclusions from the data, particular around our initiatives. Model Classroom Teachers will demonstrate & share thinking about using student data to inform decision making. Mentors & beginning teachers will focus on increasing meaningful use of formative assessments.

Goal Setting for Professional Development

All Teacher Leaders & administrators collaborate to determine PD goals, topics, and processes aligned to building & district goals during Building and District Leadership Team meetings. In addition, Instructional Coaches and the Technology Integrator will conduct coaching cycles with Model Classroom Teachers focused on improving core instruction for all students. TLC Coordinator, Instructional Coaches and the Technology Integrator engage small groups of professionals in cycles of inquiry which includes studying data and setting goals and Mentors work with beginning teachers to select goals based on student data.

Selecting Content

Once goals are set, TLC Coordinator, Instructional Coaches, the Technology Integrator, and building administrators will determine content for building & district PD. Model Classroom Teachers will be engage in early implementation and fine-tuning methods & materials. TLC Coordinator will help small groups determine appropriate & focused content and resources. Mentors will help new teachers connect the content focus to classroom applications.

Design

The complementary nature of the plan's structures & roles ensure that PD is a continuous process and not a single event. Teachers will have opportunities to learn theory and engage in the *ongoing cycle* of training/learning, collaboration/implementation and ongoing data collection to determine next steps as they work in Professional Learning Collaboratives. Achievement data & implementation data from these teams will be fed into the BLT & DLT planning processes so that large group PD is planned to support team needs. Feedback mechanisms will be embedded in all PD sessions as a way of monitoring effectiveness and gauging impact. These structures & processes ensure that there are related and recurring cycles of PD leading to deep understanding.

Program Evaluation

Teacher Leaders in each role will synthesize information from formative (implementation and impact) data and summative measures for both students and staff part of a review process. This work will be done in each PLC, each Building Leadership Team, and in the District Leadership Team. In addition, Instructional Coaches, the Technology Integrator, the Curriculum Specialists & Model Classroom Teachers will engage in this work as will Mentors and their assigned colleague. This information will inform needs, adjustments, and new goals for the following year.

Using Part 8 application narrative from previous submission? 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.

TLC funding will allow our district to implement a comprehensive, ongoing and rigorous program evaluation for the entire TLC system. This system will be formative and summative in nature. It will collect qualitative and quantitative data from stakeholders at multiple times during the year, compare results over time, and use data collection processes that do not overwhelm respondents. To assess the impact of the program, it is necessary to see if the program is being implemented as planned. Two research questions will drive the program evaluation:

1. To what extent is the TLC plan being implemented as planned?
2. Is the TLC system making a positive impact on teachers and students?

Our current plan for program improvement includes the following formative and summative measures and demonstrates whether the results relate to implementation or impact.

Formative (Short Term)

- Review of student achievement data: District-wide assessments(ie.,MAPS, FAST, Iowa Assessments (Impact)
- Iowa Teacher Standards Self-Assessment (pre to assess needs) (Impact)
- Teacher Leadership Standards Self-Assessment (pre to assess needs) (Impact)
- Logs (Implementation)
- PLC Feedback from participants in all PLT Sessions (Implementation & Impact)
- Mid-year Survey of all TLC participants (Implementation & Impact)
- Feedback from recipients of teacher leader services (Implementation & Impact)

Summative (Yearly and Over Five Years)

- Review of student achievement data: District-wide assessments (Impact)
- Retention data (Impact)
- Exit Interviews with all teachers leaving the district (Implementation & Impact)
- Comparison of Feedback from all PLR Sessions over time (Impact)
- Analysis of Individual Teacher Professional Development Plan (Impact)
- Teacher Leadership Standards Self-Assessment (pre vs. post) (Impact)
- ITS Self-Assessment (pre vs. post) (Impact)
- Annual Survey of all participants (Implementation & Impact)
- Formal TLC Program Review - We will share with another district in a formal TLC Review. A protocol will be followed, triangulated data examined, and a rationale for strengths and areas of growth presented. The teams will agree as to areas of strength or areas for growth. We will develop a written annual plan for improvement.

The following chart shows the alignment of our goals with the state goals and the long and short term measures:

FMCS D District Goal(s)	State Goal	Short Term Measure	Long Term Measure
1. Increase the percentage of students who are highly proficient in reading, math & science through increased one-on-one teacher mentoring and focus on best instructional practice.	5. Increase student achievement through improved instructional practices	<ul style="list-style-type: none"> •District-wide assessments •Intervention data analysis •District-wide assessments 	

<p>2. Engage BTs in refined M & I that includes weekly support, reflective conversation, observation, feedback, planning, & differentiated PD resulting in the retention of 100% of highly qualified and effective BTs.</p>	<p>1. Attract and retain new teachers and ensure they are effective</p>	<ul style="list-style-type: none"> • PLC feedback surveys • Analysis of logs, portfolios, rubrics or observation forms • Semi-annual surveys of participants • Analysis of retention data • Exit interviews • <i>Iowa Teaching Standard Self-Assessment</i> • Annual survey of M & I program participants 	
<p>3. Motivate, hire, prepare, support and demonstrate that 25% of staff are effectively fulfilling teacher leadership roles and wish to remain in these roles</p>	<p>2. Retain teachers by providing enhanced career opportunities</p>	<ul style="list-style-type: none"> • PD feedback forms reports • Semi-annual surveys of those that are receiving TL services • Analysis of retention data • <i>Teacher Leadership Standard Self-Assessment</i> • Annual survey of TLC program participants • Exit Interviews • Analysis of retention data • Yearly Formal TLC Review Process 	
<p>4. Implement professional development that engages 100% of the faculty in opportunities to learn from each other.</p>	<p>3. Promote collaboration and increase collegiality by developing and supporting teacher networking</p>	<ul style="list-style-type: none"> • PD Feedback form reports • Logs • Semi-annual surveys of participants • Analysis of logs • Analysis of Individual PD Plans • <i>Iowa Teaching Standard Self-Assessment (Trends)</i> • Yearly PD Feedback form reports (trends) • Yearly Formal TLC Review Process 	

<p>5. Fill 100% of our teacher leader roles with skilled and motivated professionals who are trained, and growing professionally.</p>	<p>4. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities & compensation</p>	<ul style="list-style-type: none"> •Logs •Semi-annual surveys of participants 	<ul style="list-style-type: none"> •Review of HR data •<i>Teacher Leadership Standard Self-Assessment (Trends)</i> •Annual survey of participants (trends over time) •Analysis of annual video demonstration/conference •Yearly Formal Peer Review Process with another TLC program.
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Qualitative and quantitative data will be continuously collected from all stakeholders using the formats above. Data results will be aligned to Iowa Teaching Standards, Core, Guskey Levels of Professional Development Evaluation, the Teacher Leader Model Standards and goals of the TLC system. Rubrics with accompanying descriptive levels will enable analysis as quasi-interval data. Reciprocal evaluations will be implemented. TLC will give us the resources to analyze the data. Results will identify strengths and address the needs of the whole or the various stakeholders. Teacher leaders will utilize the data as the basis for verifying the fidelity of plan implementation and for training and program improvement decisions.

Formative data collection and analysis will allow us to immediately respond to changing needs. Professional development will be aligned to those needs, the *Iowa Professional Development Model* and the state goals. Our program evaluation plan will enable us to measure fidelity of TLC plan implementation, its impact on teachers and students and the effectiveness of our goals. The overall goal of all that we plan is to ensure teachers are strengthening their instructional skill and thereby increasing the student achievement.

Using Part 9 application narrative from previous submission? **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)

Our district is ready and poised on the edge of greatly increased success with students and staff. We believe that we have a strong plan in place and are ready to implement it.

We are equipping all teachers to be leaders. We have planned for funds for teacher leaders to be trained in their role and in the initiatives that they will support. Teacher leaders will participate in the two year Pathways AEA Training. They will be supported with monthly meetings where their skills will be reinforced and they will practice what they have learned. Teacher leaders will prepare other teachers to serve in those roles.

We are building on current initiatives. We have learned from successful beginnings what works best and will build on these successes. Our “one-on-one” initiative was implemented in appropriate phases, with strong training and technological support. Now that behavior is changing, TLC funding will allow us to go deeper into our initiatives. Our plan complements ongoing work with the Iowa Core and support for increased student achievement in literacy, science and math. We have identify the roles teacher leaders play in enhancing current initiatives. We are putting a great deal of effort into helping staff understand the importance and functions of the structures.

We are providing additional funding, time and technology. The district has committed other funding streams to support our TLC implement. TOTAL \$10,000 from the general fund, School Improvement grants, etc.) We have built time into district PD days for extended work in Professional Learning Collaboratives. We have provided a firm technology base of support. Our TLC plan for coaching teachers in this area will ensure its sustainability.

We have strong leadership support. Administrators have been highly visible and involved in this effort. Time for plan implementation is built into our structure. The superintendent and the Director of Student Services have been present and involved in Planning Team meetings. The role of administrators in the success of this plan has been clearly outlined and they (and the school board) are 100% “on board.”

We have “human capital” available to make this a success. The investment of our teachers in this effort has been phenomenal. They have given their time to come up with a plan that is clear and well supported. There is a positive climate in the district for the TLC system. Collaboration and dialogue is improving on all levels. One teacher recently remarked that “our teachers are “passionate, expert, interventionist.” We have teachers with the abilities to assume the responsibilities the TLC system offers to them.

We have clearly outlined the responsibilities of everyone involved in sustaining our plan. The responsibilities of team members are shown below.

Team Member	Responsibilities
Superintendent	<ul style="list-style-type: none"> •Champion the TLC plan •Actively participate in District Leadership Team •Monitor district’s implementation and resources •Ensure accountability for evaluation of TLC vision/goals •Recommend adjustments to TLC plan •Provide oversight of selection committees

Director of Student Services	<ul style="list-style-type: none"> •Oversee TLC program evaluation plan •Monitor observation/feedback and achievement data •Actively participate in District Leadership Team •Recommend instructional/professional development adjustments •Coordinate PD with TLC Coordinator and TLC plan •Coordinate Mentoring and Induction Program with TLC Coordinator •Provide guidance to Building Leadership Teams
Building Principals	<ul style="list-style-type: none"> •Collaborate with Building Leadership Teams and Director of Student Services to support curricular alignment •Ensure accountability for instruction support through PLCs •Ensure accountability for teachers actively participating in coaching •Monitor instruction •Make recommendations to the Director of Student Services and TLC Coordinator about teacher needs
TLC Coordinator, Instructional Coaches, Technology Integrator, Mentors	<ul style="list-style-type: none"> •Participate in on-going PD to enhance skill in role •Collaborate with principals and district leaders in the collection/ analysis of data and PD design/delivery •Engage in observation and coaching in order to improve practice
Model Teachers	<ul style="list-style-type: none"> •Participate in on-going PD •Enhance learning of area of expertise in order to effectively model best practice
Beginning Educators	<ul style="list-style-type: none"> •Participate in pre-school PD •Participate in on-going coaching and reflective practice with mentors

We have strong collegial relationships. Stakeholder representatives have been involved during the entire planning stage and in plan design. Feedback from the larger group of teachers, the teacher’s association, parents and administration has been solicited and used for decisions. Stakeholders will continue to be involved.

We have planned for continuous improvement. Our program evaluation plan will monitor the various initiatives, the TLC plan, and the effectiveness of those carrying out the plan. This “wheel within a wheel” feedback will guide training, assist in making changes to address needs, and in making improvement plans. We will collect, analyze and use formative and summative data to drive improvement decisions. We will share with other districts in a formal TLC Review; a day sharing data results and, together, examining each district’s strengths and areas for growth.

We have open and transparent communication. In addition to the myriad of planning team activities, staff, the teachers union, and the School Board have had monthly updates. Two surveys have been issued and analyzed to solicit feedback from teachers. Articles and editorials have been written in the local newspaper. Electronic billboards allowed teachers and parents to keep up to date on plans and to give

feedback. Questions and concerns have been addressed and fears allayed.

With these key pieces in place, successful implementation and sustainability will be ensured. We have a solid TLC plan for supporting and rewarding teacher leaders, and this will lead to increased instructional skill among teachers and increased academic achievement among our students.

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**

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.	\$0.00
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).	\$400,498.76
Amount used to provide professional development related to the leadership pathways.	\$55,000.00

Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$143,963.04
Totals	\$599,461.80

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 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 2255.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$705,093.40

Total Allocation \$705,093.40

Other Budgeted Uses - Description

Item description	Amount budgeted
Curriculum Specialists	\$19,585.44
Mentors	\$38,471.00
New Teachers 2 additional days	\$2,331.60
Model Classroom Teachers	\$33,575.00
Equipment, supplies, materials, fees	\$50,000.00
	\$143,963.04

Total Allocation Budgeted

Total Projected Amount to be Expended \$599,461.80

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 \$105,631.60

Budget Alignment

Using Part 10 application narrative from previous application? **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)

The District is dedicated to the development of a high quality sustainable TLC plan to meet the following goals:

1. Increase the overall percentage of students who are highly proficient in reading, math & science through increased one-on-one teacher mentoring and focus on best instructional practice (State Goal 5)
2. Engage BTs in a refined M & I that includes weekly support, monthly peer meetings reflective conversation, observation, feedback, professional planning, & differentiated professional development resulting in the retention of 100% of highly qualified and effective BTs (State Goal 1)
3. Motivate, hire, prepare, support, reward, and demonstrate that 25% of staff are fulfilling teacher leadership roles and wish to remain in these roles (State Goal 2)
4. Implement professional development systematically engages 100% of the faculty in opportunities to learn from each other. (State Goal 3)
5. Fill 100% of our teacher leader roles with highly skilled and motivated professionals who are thoroughly trained, and growing professionally. (State Goal 4)

The TLC leadership roles and responsibilities as described in Part 5 were developed to meet the unique needs of the district and to ensure that teacher leaders would be in positions so that additional support was provided to improve instruction to students and support to teachers as the goals state above. The budget matrix shows the alignment of funding amounts to each specific goal that it supports.

Instructional coaches will work primarily in his/her curriculum area to improve teachers' understanding of research based practices. Curriculum specialist will be broken down into grade span and curriculum area so that they can be included in more weekly meetings and help staff analyze data. The outcome of these meetings may focus work done by both the curriculum specialist and the Reading, Math or STEM Coach. These leaders will be able to more fully understand the needs of their fellow teachers and design professional development that meets their needs. The TLC Coordinator will help organize and ensure these meeting occur and the professional development is timely and focused. All of these teacher leaders will need training on how to work with other teachers and to stay current with research based practices.

BT require mentoring and the TLC grant will facilitate more time with their mentor and allow them to observe in model classrooms and their mentor's classroom. Curriculum specialist will be available to help them use data to improve instruction in their classrooms. Substitute teachers will be used to allow experienced and beginning teachers to leave their classroom and observe in model classrooms and to allow curriculum specialist to team teach or model techniques in other classrooms. All of these activities should provide greater sense of team work, build confidence, and ultimately, help students learn better.

The budget lists the number of leaders in each position, the additional days provided to the position, and the percent of the entire staff involved. The budget amount includes estimated salaries, benefits, and additional pay for additional days worked outside of the contract. Only positions in the FTE column are released from classroom duties for leadership roles. All other positions are performing their leadership while teaching their own assigned class or courses.

Position	Budget Amount	# of TLC Positions	FTE	Number of additional paid days outside of the contract	% of Staff	Supports TLC Grant goal
TLC Coordinator	\$92,838.44	1	1	10	1%	3,4,5
Instructional Coaches K-12 Literacy K-12 Math Technology Integration	\$278,515.32	3	3	10	2%	1,3,4

Curriculum Specialists						
Three reading specialist for K-3, 4-8, 9-12	\$19,585.44	7		10	5%	1,3
Three math specialist for K-3, 4-8, 9-12						
STEM for K-12						
Mentors	\$38,471.00	11	0	6	7%	1,2,4
New Teachers 2 extra days (estimated)	\$2,331.60			2		2
Model Classroom Teachers	\$33,575.00	12	0	6	8%	1,2,3
Substitute teachers for :						
Beginning teachers	\$29,145.00		0			4
Career teachers new to district and those observing model classrooms						
Professional Development and PD Materials	\$55,000.00					4,5
Total Leadership positions		34			22%	
Other costs: Materials, supplies, equipment	\$50,000.00					
Costs	\$599,961.80					

In order to empower teachers to take on these leadership roles, funds will be provided for the leaders' professional learning. The Great Prairie AEA with the New Teacher Center will provide training for leaders in the positions to coach other teachers. Leaders will be paid additional days for summer work and to attend conferences and professional development. The compensation for additional days is part of the salary estimated in the chart.