



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

116539 - Gilmore City-Bradgate CSD Teacher Leadership Application Spring 2015

Teacher Leadership and Compensation System

Status: Under Review

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Program Area of Interest Teacher Leadership and Compensation System

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Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: Gilmore City Bradgate CSD

Organization Type: K-12 Education

Tax ID: 42-6037645

DUNS: 10-002-3225

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County-District Number 46-2493
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.
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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)

Gilmore City-Bradgate is a proud rural Iowa school in the north central part of the state serving 106 students in grades Pk-12. We currently have an attendance center in Gilmore City, housing our Preschool-6 grade students, and a whole grade sharing agreement with West Bend-Mallard that serves our 7-12 grade students. Our community is mainly engaged in agriculture activities with a growing number of people working in larger neighboring cities such as Humboldt, Pocahontas and Fort Dodge. We have a high poverty rate, with approximately 75% of our students receiving free or reduced lunch. Gilmore City-Bradgate has little to no racial or ethnic diversity at this time.

Our district has undertaken the creation of an aggressive campaign to save our school from the negative affects of declining enrollment and open enrollment. We have entitled our campaign "A Great Start Close to Home" as we try to send the message that we are going to create a great learning environment for kids in grades Preschool-6 and allow parents the ability to keep their youngest children from riding on a bus for very long to a neighboring community. We also look to maintain our strong relationship with our current sharing partner as well as look for other opportunities to provide our 7-12 grade students with maximum learning opportunities. Our goals for our campaign include the following goal statements:

- All kids will read well
- STEM (Science, Technology, Engineering and Mathematics) will be an integral part of our learning
- Community involvement will be encouraged and expected
- Innovation and creativity will be the norm not the exception
- Small class sizes will mean substantial benefits to all children
- Technology will enhance learning and provide opportunities to bring the world to our students
- Multiple opportunities for student leadership will be developed and implemented
- We find solutions and expect the best from everyone!

We have received tremendous community support and enthusiasm for this campaign and will continue to engage all stakeholders, both internal and external, in the development of actionable steps under each bullet as well as an assessment to measure our success both in the short and long-term.

Our proposal for the Teacher Leadership and Compensation Plan involves the creation of three teacher leadership roles within our district, including 25% of our teaching staff (1.75 teachers out of a total of 7 teachers). We will create:

- Literacy Lead Teacher - Due to the importance of literacy development and our current data which says literacy is an area of tremendous need, we are going to create a half-time position for a teacher to be our Literacy Lead. This person will help all of our teachers hone their skills in terms of literacy instruction and student development and make connections across curricular areas so that literacy oozes from the pours of everything we do.
 - Creativity/Innovation Coach - We believe that creativity and innovation are the keys to allowing our students to compete in a globally competitive marketplace, starting in post-secondary education. Our unique emphasis on this will enhance our Core instruction by allowing our kids to solve problems and create solutions to real-world problems facing our local as well as the larger community. This position will be quarter-time to help lead us down this path.
 - Mentor Teacher - Due to our small size and our rural location, we are often replacing newer teachers with brand new teachers and we have a real desire to onboard these teachers with even greater care and attention than they're currently receiving. We want to stem the tide of turnover and believe that a person focused on the needs of our newest teachers will do just that.
- These roles compliment one another so well to focus on our area of greatest need, literacy, as well as promoting a culture of creativity and innovation which helps excite people about school, both adults and children, and provides support for our newest teachers as they get immersed in the profession without burning out within the first five years. We could do these individually and create some pockets of excellence but our holistic plan will build on our capacity for greatness and help us sustain the program and our district and community for a long time.

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).

The TLC committee consisted of the superintendent, principal, and all K-6th grade teachers representing all grades and 100% of our small teaching staff. 2 parents, representing 5% of our families, also participated. Stacey Cirks is the mother of a 2nd grader, as well as younger children in our daycare, and works at First State Bank in Humboldt as a personal loan officer and Amy Ford is the mother of a 6th grader, as well as a 9th grader who attends school at our whole-grade sharing partner, West Bend-Mallard, and works at the Accounting Department at the local Cooperative.

During the two years of planning, the TLC committee met on 8 occasions for 90 minutes each time to 1) discuss the possibilities for teacher leadership; 2) study the research; 3) consider ideas, barriers, and success indicators; establish goals; and delve deeper into our education beliefs and dreams of how learning could be for each child in the district. This led to our theory of action:

If we effectively compensate teachers; recruit and promote excellent teachers; provide support as teachers collaborate reflectively to refine their practice; create the political will and understanding necessary to remake the status of the teaching profession; give highly effective teachers opportunities to grow, refine, and share their expertise; and develop a clear system with quality implementation and accountability, **then** students will benefit from improved instruction, engagement will increase, student learning outcomes will improve, and students will be prepared to succeed in a globally competitive environment. Records of the meetings were captured using Google Docs. The processes that were used treated all stakeholders as valuable members and no one was given privilege because of his/her position or status. This quote from one of our committee members captures the collaborative nature of the committee, "insert quote."

TLC planning funds were used to cover the costs of the time for participants to meet and work on the plan.

Ownership of the plan was developed through seeking input from stakeholders and using their input to enhance the quality of the plan. For example, the TLC committee addressed our vision through the development of the teacher leadership positions at GCB. For example, one of our vision statements is "our kids are thinkers, dreamers, doers, innovators and creators" so we came up with the idea of the Creativity and Innovation Coach. We also used our literacy achievement data and determined the need for a Literacy Lead to help support this important academic learning need.

100% of the teachers expressed interest in implementing teacher leadership because it is a means to continually improve instructional practices for the benefit of all students. Parents wholeheartedly support the implementation of teacher leadership because they believe it will help all students learn at higher levels. The TLC committee knows this from our committee discussions and the individual/group work they put into writing the plan.

The commitment to our TLC plan is completely supported by our board of education. Commitment to our plan by the superintendent, principal, and 100% of our teachers is evident by their perseverance in continuing to meet, learn about teacher leadership, and refine the plan for a third submission. The committee has had a make it better attitude. Our parents wholeheartedly support the plan and have provided important input and positive feedback about how this plan will improve instruction and help all kids learn at high levels. The School Improvement Advisory Committee also supports the plan and members understand how it teacher leadership can help to achieve the overall goals of the district.

Narrative

Using Part 2 application narrative from previous submission? Yes

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.

First and foremost our Teacher Leadership plan will improve student achievement for all students within our district. We are specifically starting to target Literacy instruction due to two factors; 1) The important foundation Literacy holds for all other content areas and 2) our current data says we have significant room for improvement:

100% Assessment Spring 2013 scores:

37.5% students proficient in grade 4

55.6% students proficient in grade 5

100% students proficient in grade 6

Measures of Academic Progress (MISIC MAP tests) - fall 2013

3rd Grade 66.7% of students falling below the 50th percentile

4th Grade 50% of students falling below the 50th percentile

5th Grade 83.3% of students falling below the 50th percentile

6th grade 75% of students falling below the 50th percentile

The Lexile bands given in the Common Core State Standards is 420-820 for grades 2 and 3, 0% of our third graders have met this mark. The lexile band given for grades 4 and 5 is 740-1010 and 0% of our 4th graders are on track to meet that ending mark, and 0% of the 5th graders have met that mark. The lexile band given for grades 6-8 is 925-1185, and only 25% of our 6th graders are on track to meet that mark by the end of the grade.

The Gilmore City Bradgate mission statement:

~~The promise of excellence in learning is that every child is prepared with quality instruction to succeed in the 21st century. Our vision is to provide a rigorous, differentiated, and result oriented professional learning program for all teachers. Our teacher leaders will model effective instruction, create 90-day short cycle initiatives (the latest action research framework from McREL and their work with High Reliability Organizations), enhance collaboration amongst teachers that are focused on instructional improvement and student learning and create a more systemic induction system for our newest teachers.~~

To help ensure our district vision and goals are met, our teacher leadership system will provide a rigorous, differentiated, and result oriented professional learning program for all teachers. Our teacher leaders will model effective instruction, create 90-day short cycle initiatives (the latest action research framework from McREL and their work with High Reliability Organizations), enhance collaboration amongst teachers that are focused on instructional improvement and student learning and create a more systemic induction system for our newest teachers.

We also, want to promote collaboration by developing and supporting opportunities for teachers in schools and school districts regionally to learn from, and with, each other. We are currently in Prairie Lakes AEA's Southwest Consortium for professional learning working towards effective implementation of the Iowa Core. There are ten participating districts, who have created common calendars with four professional learning days, representing some 350 teachers and administrators collaborating on creating model units for the Core. We believe that creating leadership roles in our own district will enhance this collaboration and carry it on between our Consortium sessions. We also have multiple professional learning days scheduled with our whole grade sharing partner and it is helping us to align

our curriculum so that when our 7th graders join forces, all students are if not on the same page, at least singing from the same hymnal! It is the perfect opportunity for us to continue to build capacity and sustain a powerful instructional program at our school.

Using Part 3 application narrative from previous submission? Yes

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 TLC plan will support and strengthen our district's key school improvement initiatives:

MTSS - Our TLC leadership structure can help to implement strategies to improve our Multi-Tiered System of Supports. It can help teachers to use assessment information to plan instruction during MTSS or any other instruction either through Core instruction, or during the supplemental and intensive support phases.

Early Literacy Initiative - TLC can support our teachers giving them fresh ideas and suggestions to improve instructions once we have the FAST/IGDI assessment data. One of our goals is that all students read well, this teacher collaboration can help strengthen core instruction by all teachers; for example helping with comprehension or fluency strategies intended to help all kids no matter where they fall along the achievement spectrum,

Iowa Core - Our lead teachers will be able to coach individual instructional strategies to implement the Core; specifically focusing on the instructional shifts that need to occur within our classrooms. After reviewing district wide data the lead teacher can meet with faculty members and discuss what changes can be initiated in co-teaching, co-planning and instruction to improve learning.

Innovation and Creativity - We are immersing ourselves in the MakerSpace movement because we agree that students should make things, solve real-world problems, and being able to experience the entrepreneurial spirit The United States was founded on the principles of making things and is thriving today because of the value-added influence of our creative and innovative minds.

STEM - Help implement STEM in context of innovation and creativity and incorporate digital technologies as well as support and enhance our core instruction. We are in our first year of being a SINA school for math and we believe that helping students understand how mathematics is connected to other curricular areas will help deepen their understanding and improve their learning.

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)

Our TLC plan will help us with recruiting talented teachers new to the profession through both an 1) improved mentoring and induction program, 2) offering a competitive salary of no less than \$33,500, 3) opportunities for leadership, and 4) the opportunity to work in an environment that encourages creativity and innovation. These are needed changes to attract and retain talented teachers due to our small size, 109 Pk-6th grade students, and rural location. In the past 5 years we have replaced 4 newer career teachers with teachers new to the profession (which equates to 60% of our entire teaching staff). We interviewed teachers new to our district to find out what worked well with the mentoring and induction program and what needed to improve. They shared with us that they felt cared about and part of the small staff and community; however, the mentoring and induction program focused mainly on the ethical standards of the teaching profession. Not that these standard are not important. The teachers reported they needed more support with effective classroom instruction, implementing the Iowa Core, literacy strategies, and honing their skills in areas that they feel were gaps in their preparation program.

The current program does not allow for sufficient time for new teachers to observe other teachers and have reflective and collaborative conversations about instructional practices.

One of our teacher leader roles will be a Mentor Teacher who will teach 100% of the day and also be responsible for onboarding new teachers to the district. The Mentor Teacher will ensure new teachers have sufficient opportunities to 1) observe exceptional instructional practice, 2) be observed and have reflective conversations about their practice, 3) collaborate with their peers, and 4) receive coaching and feedback from their mentor and/or the Literacy Lead Coach and Creativity/Innovation Coach.

It will be important for our new teachers to assimilate to a culture that believes creativity and innovation are the keys to preparing our students to compete in a globally competitive marketplace. Both teachers and students are expected to create and innovate. The district's unique emphasis on this will enhance core instruction and empower our students to solve problems and create solutions to real-world problems. Together our Literacy Lead, Creativity/Innovation Coach and Mentor Teacher will help our new teachers become immersed in literacy, creativity/innovation, and excitement about seeing students succeed.

The strategies we will use to provide the most effective supports for our new teachers to assimilate to our culture are to help them 1) design the right goals for instruction, 2) create lesson plans and activities that engage students in creative thinking, and 3) review student work and achievement data to evaluate the effectiveness of instruction.

In Year 1 we would utilize our teacher leaders to co-teach in core subject areas. The expectation would be that our teachers, both new and our leaders, would experience a coaching relationship with give and take on both sides. We would provide time for co-planning, feedback, practice, and actual classroom instruction. We would also expect our teachers to utilize video analysis of their lessons to add to their personal level of feedback. We would expect the coaching to take place bi-monthly at a minimum.

In Year 2 the frequency of coaching would decrease to monthly and the focus would be on need areas realized from the Year 1 experience. The expectations for growth would be communicated clearly and multiple strategies would be offered as examples.

Narrative

Using Part 5 application narrative from previous submission? 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.

a) Our three teacher leader roles will include:

1) Literacy Lead Teacher. This teacher will teach 50% of the day and in the other 50% of the day will be responsible for: facilitating the analysis of student data, co-creating effective professional learning opportunities, modeling evidence based strategies in classrooms, and providing specific feedback to teachers focused on improved student engagement and learning.

2) Creativity and Innovation Coach. This teacher will teach 75% of the day and in the other 25% of the day will be responsible for: providing teachers with multiple technology integration strategies and tools to enhance Core instruction, maintaining the Maker Spaces in our building and modeling cross-curricular connections for our teachers, pushing our teachers to take risks with project-based/problem-based learning opportunities within our school, promoting real-world authentic learning and continually keeping our teachers aware of the needs of business and industry leaders.

3) Mentor Teacher. This teacher will teach 100% of the day but be responsible for: onboarding our newest teachers into the Gilmore City-Bradgate way; promoting student success on our district goals, connecting our newest teachers to available resources within our district, Prairie Lakes AEA, as well as state, national and international resources, listening to our newest teachers concern about things they didn't learn in their teacher preparation program and help them come up with solutions, and facilitate connections for our newest teachers to be observed by their peers as well as cover their classes when possible for them to observe veteran teachers in action.

b) Individually, these roles are extremely important and will create pockets of excellence in our district but collectively they will change the entire climate and culture of our building. We will build a culture of collaboration and feedback that allows our newest teachers to successfully assimilate to our educational system, effectively make creativity and innovation an integral part of every classroom and provide a rigorous, differentiated professional learning community based on individual and collective needs utilizing data at every step along the way. Our students will benefit from the immediate literacy instructional improvement in our classrooms and the intentional use of evidence based strategies. Our three teachers involved in these leadership roles will spend time aligning their work with one another so they will compliment instead of detract from their collective impact. It will be the expectation that regular communication between the three lead teachers/coach will take place and be shared with the other teachers and administrators within the building, as well as making regular reports to the Board, Superintendent and Principal.

Using Part 6 application narrative from previous submission? Yes

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.

Our selection committee will consist of 2 teachers plus 2 administrators.

The schedule of events in which these committee members will engage will be:

Schedule of the process

1. Call for applications
2. Establish the selection committee
3. Review all applications
4. Review interview questions and the scoring rubric
5. Select those to interview
6. Conduct interviews
7. Select candidates based on scores of applications + interviews
8. Make a recommendation to the superintendent then passed on to school board for approval
9. Notify candidates and announce to the school and public
10. Schedule summer work and training, communicate expectations, roles and responsibilities

All applicants will compile a collection of artifacts for the team to review plus write a statement of interest. (The initial selection criteria will be shared with applicants prior to the start of the application process.) These items will be assessed along with the interview with the following rubric:

Initial Selection Rubric	Advanced 8-10 points	Proficient 4-7 points	Basic 0-3 points
Interview	Can articulate knowledge and understanding of current practices in the area Can articulate beliefs and goals for coaching work	Can articulate knowledge and understanding of current practices in the area Cannot articulate beliefs and goals for coaching work	Cannot articulate knowledge and understanding of current practices in the area Cannot articulate beliefs and goals for coaching work
Knowledge, Skills and Understanding in Artifacts	Artifacts show knowledge and understanding of the Iowa Core Artifacts show skill in planning and preparing for instruction Artifacts show current knowledge, understanding and skill which is research or evidence based	Artifacts show 2 of the below: Artifacts show knowledge and understanding of the Iowa Core Artifacts show skill in planning and preparing for instruction Artifacts show current knowledge, understanding and skill which is research or evidence based	Artifacts show 1 or none of the below: Artifacts show knowledge and understanding of the Iowa Core Artifacts show skill in planning and preparing for instruction Artifacts show current knowledge, understanding and skill which is research or evidence based
Personal Growth in Artifacts	Artifacts show application of district professional development Artifacts show pursuit of own learning in addition to district professional development Artifacts show advanced degrees and/or training related to area	Artifacts show application of district professional development Artifacts do not show pursuit of own learning in addition to district professional development Artifacts show advanced degrees and/or training related to area	Artifacts do not show application of district professional development Artifacts do not show pursuit of own learning in addition to district professional development Artifacts do not show advanced degrees and/or training related to area
Student Growth in Artifacts	Artifacts show multiple sources of clear evidence of students' growth accelerated by teacher's work	A single artifact shows clear evidence of students' growth accelerated by teacher's work	No clear evidence of students' growth is given

Current Leadership in Artifacts	Artifacts show multiple leadership roles Teacher seeks leadership opportunities Peers accept and trust teacher as a leader	Artifacts show multiple leadership roles Teacher seeks leadership opportunities Peers do not readily accept and trust teacher as a leader	Artifacts do not show multiple leadership roles Teacher does not seek leadership opportunities Peers do not readily accept and trust teacher as a leader
Parent Relationships and Communication	85% or more of parent interviewees report strong ability to communicate present academic status of students, growth across time, next area of instruction, and have confidence in the teacher	70% or more of parent interviewees report strong ability to communicate present academic status of students, growth across time, next area of instruction, and have confidence in the teacher	70% or fewer of parent interviewees report strong ability to communicate present academic status of students, growth across time, next area of instruction, and have confidence in the teacher
Student Relationships and Communication	85% or more of student interviewees report teacher's strong ability to communicate present academic status, growth across time, next area of instruction	70% or more of student interviewees report teacher's strong ability to communicate present academic status, growth across time, next area of instruction	70% or fewer of student interviewees report teacher's strong ability to communicate present academic status, growth across time, next area of instruction
Total Score			

The interview questions will be consistent between interviewees. We will use these few questions to gather additional information about the teacher's effectiveness and growth:

- Why do you seek this leadership role?
- What beliefs do you have about the teacher and coach relationship?
- What knowledge do you have of coaching?
- What experience do you have with coaching?
- What evidence can you provide as an example of changing a teacher's behavior that led to increased learning? (Ex: modeled for daily 5 for a colleague and now the teacher is doing it flawlessly.)
- What evidence can you provide of changing a student's behavior that led to increased learning? (Ex: Implemented behavior plan with student and it changed the off task behaviors from 5 per day to less than 3 per week.)
- What are your beliefs about this position (STEM, literacy instruction, new teacher mentoring and induction)?
- What has been your experience in this area (STEM, literacy instruction, new teacher mentoring and induction)?

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.

Our TLC plan will help the district to more fully follow one of the guiding principles of the **Iowa Professional Development Model (IPDM)** which is to distribute leadership for the planning, delivery, and implementation of professional development among staff. Greater distributed leadership between administration and teacher leaders is essential so that professional development is truly effective. Teacher leaders and administration will collaborate to develop our professional development system. Each team member has specific responsibilities aligned to a key element of the IPDM and focused on the areas of literacy, creativity/innovation, and mentoring and induction.

The Literacy Lead and Creativity/Innovation coach will have the primary responsibilities for the district professional development system with support from administration. The Literacy Lead will teach 50% of the day and conduct teacher leadership responsibilities the other 50% of the day. The Literacy Lead is responsible for facilitating the analysis of student data, establishing goals aligned to the data, selecting instructional strategies aligned to the goals, and assisting teachers in learning and implementing the strategies with fidelity.

The Creativity/Innovation Coach will teach 75% of the day and conduct teacher leadership responsibilities the other 25% of the day. The Creativity/Innovation Coach is responsible for providing teachers with multiple technology integration strategies and tools for enhancing core instruction and coaching teachers to take risks with project/problem based learning opportunities for students. The district has made real-world authentic learning experiences for students a priority. The Creative/Innovation Coach is responsible for making sure teachers understand how to utilize local business and industry opportunities for students to experience real-world examples of learning and for demonstrating their learning.

The chart below explains how teacher leaders and administration will work together to distribute leadership within the professional development system.

IPDM Key Element	Teacher Leader Responsibility
PD Leadership Team	Teacher leaders, working with administrators, will primarily be responsible for planning, delivering, and implementing professional development. Professional development could be individualized for a single teacher or could be whole staff.
Collect & Analyze Data	The Literacy Lead and administration will collect and analyze student data such Iowa Assessment, Measures of Academic Progress, DIBELS, and Core Lexile Scores.
Set Goals	The analysis of the data will be used to establish the current reality and desired state for students and teachers. Goals will be set that are both short and long term. Goals will be set with "the end in mind."

Select Content	Content will be selected that is research based. Current data trends indicate that a focus on literacy and creativity and innovation is needed.
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Design Process	Our design process recognizes that not all teachers learn in the same way. The design of professional development will be focused on teachers achieving well defined outcome and results rather than participating in activities. Learning will be collaborative and differentiated based on the needs of the teacher. Teachers with the assistance of teacher leaders and/or administration will self-assess the level of competence and confidence they have with content that is selected so that learning opportunities can be differentiated.
Training and Learning	Professional development will include one-on-one, small group, and whole group learning opportunities. The teacher leaders will provide high-quality professional development in a variety of settings and with varying levels of support to meet the needs of teachers.
Implementation	All professional development opportunities will be evaluated to measure effectiveness. Timelines for learning, implementing, and monitoring progress of implementation will be established. Teacher leaders will provide coaching support for teachers as well as opportunities for teachers to observe modeling and demonstration of strategies.
Formative Evaluation	Teacher leaders and administration will monitor the level of teacher implementation and the resulting impact on student achievement. This information will be used to make <u>mid-course adjustments</u> to our professional development delivery, if needed.
Program Evaluation	Teacher leaders and administration will utilize the current reality and desired state information established in the goal setting step to examine yearly progress toward achieving the desired state (end in mind) for both students and teachers. This information will be used to keep stakeholders informed about progress being made and to make end of course adjustments to our professional development delivery for the next year.

Using Part 8 application narrative from previous submission? Yes

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

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

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

To measure the impact and effectiveness of our TLC plan we will be utilizing both short and long term measures. The overall goal would be to find the short-term benefits about the way schools should be. All of our students love learning but we realize that we need some measures to

- observable changes in teacher behaviors; ex. did the teachers adjust their instructional strategies based on the professional learning opportunities
- teacher logs indicating the amount of time collaborating, modeling, co-planning time, feedback, and practice to determine if our teacher leaders are making a difference for the teachers in the district
- self-assessment of teacher attitudes and aspirations; ex. did the teachers agree to the consensus that was being developed around non-negotiable literacy strategies?
- measures of student engagement; ex. walk-through data based on the Instructional Practices Inventory (Valentine) looking at the level of student led instruction
- progress monitoring of student growth on early literacy indicators included in FAST and IGDIS (part of the Collaborating for Iowa's Kids, C4K) and
- other examples of formative assessment that teachers are collecting (ex. questioning, discussion, peer self-assessments, or learning response logs)

In the long-term:

- summative assessment data for individual and groups of students; ex. Iowa Assessments, Measures of Academic Progress (MAP), DIBELS, Lexile Scores of Common Core
- success of our students in our shared 7-12 program and in our 1 and 5-year graduation data
- growth data of students; ex. from beginning to end of the year or from one year to the next
- parent and student survey data indicating a change in teacher effectiveness or student satisfaction
- teacher satisfaction survey; ex. do you enjoy teaching at Gilmore City-Bradgate CSD?

b) The district will monitor and adjust our teacher leadership plan based on the results of these measures, areas that are below baseline or below expected levels would be the areas that more emphasis will be placed on and additional strategies implemented. The areas may change completely with new assessment data. Monitoring and adjusting of the TLC plan will not be done on summative measures alone but through ongoing formative measures. Formative measures would be reflection on coaching partnerships by both coaches and those being coached, as well as comparison of observations in classrooms to the desired state. We will formatively assess every six weeks in order to make sure our plan is being effective.

Yearly, teachers in leadership roles will be reassessed to evaluate the effectiveness of their work. We will use the following rubric:

Ongoing Evaluation Rubric	Advanced 8-10 points	Proficient 4-7 points	Basic 0-3 points
Quarterly review interviews	Can articulate own needs for knowledge, understanding and skill learning related to position Can articulate teachers' needs for knowledge, understanding and skills and what actions to take	Can articulate own needs for knowledge, understanding and skill learning related to position Cannot articulate teachers' needs for knowledge, understanding and skills and what actions to take	Cannot articulate own needs for knowledge, understanding and skill learning related to position Cannot articulate teachers' needs for knowledge, understanding and skills and what actions to take
Personal growth Reflection	Can articulate own growth in knowledge, understanding and skills related to position Can articulate own growth in coaching	Can articulate own growth in knowledge, understanding and skills related to position OR Can articulate own growth in coaching	Cannot articulate own growth in knowledge, understanding and skills related to position Cannot articulate own growth in coaching
Teacher and Student Growth in Artifacts	Artifacts show impact of coaching on teachers' practice Artifacts show impact of teachers' change in practice on students' learning	Artifacts show impact of coaching on teachers' practice Artifacts do not show impact of teachers' change in practice on students' learning	Artifacts do not show impact of coaching on teachers' practice Artifacts do not show impact of teachers' change in practice on students' learning

Current Leadership in Artifacts	Artifacts show multiple leadership roles Teacher seeks leadership opportunities Peers accept and trust teacher as a leader	Artifacts show multiple leadership roles Teacher seeks leadership opportunities Peers do not readily accept and trust teacher as a leader	Artifacts do not show multiple leadership roles Teacher does not seek leadership opportunities Peers do not readily accept and trust teacher as a leader
Parent Relationships and Communication	85% or more of parent interviewees report strong ability to communicate present academic status of students, growth across time, next area of instruction, and have confidence in the teacher	70% or more of parent interviewees report strong ability to communicate present academic status of students, growth across time, next area of instruction, and have confidence in the teacher	70% or fewer of parent interviewees report strong ability to communicate present academic status of students, growth across time, next area of instruction, and have confidence in the teacher
Student Relationships and Communication	85% or more of student interviewees report teacher's strong ability to communicate present academic status, growth across time, next area of instruction	70% or more of student interviewees report teacher's strong ability to communicate present academic status, growth across time, next area of instruction	70% or fewer of student interviewees report teacher's strong ability to communicate present academic status, growth across time, next area of instruction

Total Score

Using Part 9 application narrative from previous submission? Yes

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

GCB is well positioned to implement the TLC goals and responsibilities with fidelity as well as sustain the

What if solutions on the next day. The first thing will be developed and it will be about

- Make permanent changes in the way our daily/weekly schedule works and really support authentic observation, co-teaching, a lighter load for new teachers to spend learning on the job as well as giving our highest priority areas adequate time (ex. literacy - 90 minutes per day). Our yearly calendar will include a summer school option to help our high level of low income students (75% free and reduced lunch rate) lessen the impact of the "summer slide" (Johns Hopkins University researchers Karl Alexander, Doris Entwisle, and Linda Olson, 2007)
- Take a serious look at departmentalization in our elementary school to reflect on how our limited resources are managed. We must make every effort to be as efficient and effective as possible and this could include creating Core experts to save resources as well as create teachers who are experts in one subject instead of mediocre in all four core subject areas.
- Very purposefully support the culture of collaboration in the development of our Teacher Leadership system at GCB. We have read the article; "Overcoming the Obstacles to Leadership" by Susan Moore Johnson and Morgaen L. Donaldson (Educational Leadership; September 2007) and addressed the barriers that will face our leaders. The culture of school has not always been kind to leaders and our teacher leaders will meet this head on and we want to be prepared for it.
- Focus on our system goals instead of being so dependent on the people who work here. We have a mobile population due to our small size and rural location so we have to create a leadership system that is not dependent on the longevity of our current staff. We will continually look at the structures and processes that are in place to effectively sustain our program over time.

our implementation by honestly answering the question; "Is what we're currently doing with Teacher Leadership roles making a difference to our teachers and students?" We will not hide from the data or the "Fierce Conversations" that may need to take place to make changes or adjustments to our program to make sure we are meeting our intended results!

- Continue to seek partnerships from our community, our district neighbors, the AEA and Iowa Department of Education to ensure that we are utilizing evidence-based practices in our classrooms so that all of our students at GCB can succeed and thrive in their futures.

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$2,550.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$12,000.00
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).	\$8,500.00
Amount used to provide professional development related to the leadership pathways.	\$8,500.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$1,184.92
Totals	\$32,734.92

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 106.0

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

District Enrollment-Based Allocation \$32,734.92

Total Allocation \$32,734.92

Other Budgeted Uses - Description

Item description	Amount budgeted
Support materials and resources for parent and community events such as Literacy Nights, Maker Days	\$1,184.92
	\$1,184.92

Total Allocation Budgeted

Total Projected Amount to be Expended \$32,734.92

If the amount shown below is **(negative)**, the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from previous application? Yes

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)

Our main goal is to improve literacy instruction and therefore literacy achievement in our district. We believe that by creating the three roles, Literacy Lead Teacher, Creativity/Innovation Coach, and the Mentor Teacher, we will be able to impact literacy, creativity/innovation and our newest teachers at a high level.

Our student achievement scores, as indicated in Section 2, are poor and so this budget will provide us the ability to address these needs in 2014-15. We will also be monitoring our students' progress in the areas of creativity/innovation and the successful onboarding of our newest teachers.

The Literacy Lead Teacher will be paid \$6,000 and be required to work an additional 12 days above and beyond the current teaching contract. The days will be utilized for personal professional learning, creating and implementing professional development opportunities for our teachers, coaching and providing feedback after observations, analyzing data, supporting parental involvement in specific literacy strategies, and sharing information with the Board and Community.

The Creativity/Innovation Coach will be paid \$4,000 and be required to work an additional 8 days above and beyond the current teaching contract. The days will be utilized for personal professional learning, creating and implementing professional development opportunities for our teachers, coaching and providing feedback after observations, analyzing data, supporting parental involvement in specific technology integration strategies, and sharing information with the Board and Community.

The Mentor Teacher will be paid \$2,000 and be required to work an additional 4 days above and beyond the current teaching contract. The days will be utilized for personal professional learning, creating and implementing professional development opportunities for our teachers, coaching and providing feedback after observations, analyzing data, supporting parental involvement in specific teaching strategies, and sharing information with the Board and Community

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