



Application

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

91381 - GNSD Teacher Leadership & Compensation

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

Organization Information

Organization Name: Grinnell-Newburg School District

Organization Type: K-12 Education

Tax ID: 42-6036570

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Recipient Information

District Grinnell-Newburg Community School District
Use the drop-down menu to select the district name.

County-District Number 79-2709
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

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Narrative

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

The Grinnell-Newburg Community School District is located in central Iowa. Our district has encountered a recent change in demographics along with a declining enrollment. Currently, we have an enrollment around 1,680 students, with 42% on Free and Reduced Lunch. We operate out of three elementary buildings, one middle school, and a high school. Over the last few years, we have implemented many different initiatives to help develop our teachers, produce high academic standards, build consistency across the district, and close achievement gaps. We have made gains, but our student achievement data still shows gaps between our subgroups and general education students. We also continue to work toward operating with consistency across the district. In addition, our academic demands are not at the desired level.

Four years ago, we began the process of implementing professional learning communities (PLC). They have been productive; however, not all groups are addressing the Four Guiding Questions. Other important initiatives and work that is taking place throughout our district to help us reach our desired state include: Authentic Intellectual Work, Iowa Core Implementation, Multi-Tiered System of Supports (MTSS), Characteristics of Effective Instruction, and Schools In Need of Assistance (SINA). Further, after reviewing the recommendations from our recent Department of Education Site Visit, we noticed the following words were consistently mentioned in regard to areas for improvement: Iowa Core, rigor, alignment, professional development, and achievement. The district believes through the TLC grant and teacher leadership efforts, we will be able to close the achievement gaps by allocating time, resources, training, and stipends to identify and address areas of need, align professional development, and support teachers, ensuring that all students are provided a rigorous education. In addition, the TLC grant will create and enable a more effective system to consistently build instructional skills of teachers and maintain support and accountability measures for the implementation of new learning.

Although we have very resourceful and knowledgeable educators, we lack the framework and financial resources that would allow them to create the level of change that is necessary to make our goals a reality. This grant opportunity will help us create positions to better serve our students and help teachers answer the Four Guiding Questions of what we want students to know, how we will know if they do, what to do with those who don't know, and how to extend those who already know.

Our plan consists of using PLC Facilitators, Mentors, Instructional Coaches, and Model Teachers to help us achieve our goals. We believe that it must start with aligning the Iowa Core Curriculum and using the professional learning communities as the driving force to do so. PLC Facilitators will be essential to this process. Currently, we have rotating "PLC Facilitators" for each group. This has not created the consistency and advancement needed for our development. The PLC Facilitators will lead subject and/or grade level PLC groups to achieve district goals. Responsibilities will include leading discussions and decision-making using the district PLC model and the Four Guiding Questions. The facilitators will work with their teams and with the Instructional Coaches. These Instructional Coaches will work to ensure the intended, taught, and assessed curriculum is rigorous and aligned. This will be accomplished by working with departments on vertical and horizontal alignment and while utilizing, research-based practices.

One area that needs improvement is using data to drive decisions. The Instructional Coaches and PLC Facilitators will work together to increase the use of data to make decisions through common and summative assessments. As these leaders work together with their collaborative groups, they will develop the necessary tools to help answer the questions of what to do when a student doesn't know it or how to extend activities if they do. The Mentor and Model Teachers also play a crucial role. They model, offer and supply feedback, and use the most effective research-based instructional strategies in their classrooms. The Mentor teachers will work on building skills with the new staff members who need guidance and more intensive coaching. Our system will combine many existing aspects and initiatives, provide financial support to teachers, and create an organized targeted support system. All leadership positions will serve on our District Leadership Team, using our data and the Iowa Professional Development Model to design our professional development needs. The system we designed is needed to strengthen district programs and initiatives that are important to the continuous improvement of the organization.

TLC Vision: To create a system of shared leadership that supports a culture of growth and collaboration, building upon teacher expertise to improve teacher and student performance, and resulting in a world class education for a lifetime of learning.

TLC Goals:

- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased

leadership responsibilities and involve increased compensation.

- Improve student achievement by strengthening instruction.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

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).

All five of the district's buildings were represented by teachers and parents. The steering committee held six whole-group meetings with varied purposes and participants were asked to meet on their own as needed. Parents, teachers, and administrators were equal contributors on each activity. The Director of Curriculum had already started the process by applying for the TLC planning grant funds. This provided about \$13,000 to the district to plan and create Grinnell's TLC structure. The teachers received a stipend of \$600. Because of the time constraints of the grant, we utilized previous resources to help move us along: Needs Assessment Survey and Department of Education Site Visit Recommendations to name two. In September, we asked all district staff to rate potential teacher leadership roles, documenting their needs. The committee was then able to connect teacher needs with current teacher leadership structures that were already in place and identify the gaps that our TLC plan could address. Again, due to time restraints, most of the background information about the TLC grant and process had to be conducted by the steering committee members on their own time.

The TLC Planning Committee was composed of sixteen individuals from key stakeholder groups:

Administration:

- Director of Curriculum & Instruction, Elementary Administrator
- High School Administrator

Teachers:

- 5 - K-5 Teachers (which included the Association Co-President and a special education teacher)
- 3 - High School Teachers (which included the Past Association Co-Vice President, a fine arts teacher, and a CTE instructor)
- 3 - Middle School Teachers (which included past association members)

Parents:

- 1 Elementary Parent
- 1 Middle School Parent

Community Member:

- School Board Member (former Virginia administrator with TLC experience)

Parents, teachers, and administrators completed the following at the first meeting: conducted a brief overview of the TLC Grant, looked at models of grant applications (paying close attention to the vision and goals), reviewed the three model choices, drafted a vision and goals for our plan, created a needs assessment survey for staff, and discussed next steps.

Each stakeholder group was able to collaborate with each other, ask questions, and come to consensus on the direction of the plan. Additionally, to help with the process, members were divided into sub-committees to do research and further develop each section of the application.

It was also discussed at our first meeting about how change can be difficult. Therefore, communication is key to the success to any major change like the implementation of the TLC grant. To help keep everything transparent and organized, a section on the district webpage was created to document notes/agendas for everyone to view. Committee members also shared progress at each of our five buildings, using a common talking points document.

At the second meeting the following took place: a review of the first meeting, discussion of survey results, and brainstorming potential roles to meet teacher needs based on our survey results. Committee members were also asked to think about what sections on which they would prefer to work.

The TLC Survey was reviewed using the Likert scale to rank the areas teachers thought were most important.

The following are the results from the TLC Survey:

- "Support instruction and learning through technology" landed at the top of our list of support needed from teachers. Meaningful technology integration is a district goal, so a technology coach may be a desired role. The technology needs to connect to the instruction that is taking place in the classroom.
- "Mentoring new teachers" came in second on the survey as a high priority. A piece that needs to be addressed is having mentoring and support for teachers who are new to the district, not just new to the profession.
- "Observe teaching and offer guidance through feedback" was at the bottom of the list; however, we discussed that having a peer observe can be difficult. The key to the success of this is through the approach and that meaningful feedback is provided. Small groups were formed to discuss possible roles, the responsibilities of those roles, how they would connect to district initiatives, and the sustainability of the roles. It is important to note that from top to bottom, the range of results varied only slightly.

Whether or not we need a Technology Coach or an Instructional Coach with the ability to incorporate technology into the lessons was a substantial discussion. Members then broke off into groups to review the various TLC applications from different

approved schools to see how they addressed this.

The agenda for the next meeting was centered around the roles and the responsibilities of that position, whether they would be full-time or half-time positions, who they would report to, what the pay would be, and how many extra days would be involved. Committee members were tasked with writing a narrative describing the responsibilities and duties for each leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties. We also asked them to include a description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

The additional meetings were for the groups to work on their assigned areas and for questions to be answered. In between TLC group meetings, the Director of Curriculum meet with our Superintendent and Business CFO to work on budget and sustainability. Progress from all TLC meetings was discussed weekly at administration meetings. Principals gave recommendations that were taken back to the committee. The group's initial proposal exceeded our allotted budget and forced the group to scale back. The members spent many hours outside our normal meeting times to work in their sub-committees.

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

In 2012-13 school year, the Grinnell-Newburg District Leadership Team created a list of core beliefs. From these, the group devised five year goals and building goals. The TLC grant connects tightly with these goals and beliefs.

Core Beliefs

1. All children can grow academically.
2. Everyone is accountable and responsible for his/her learning.
3. Clear and direct communication is used by all.
4. Every child receives a challenging and rigorous curriculum.
5. All students and staff will operate in a safe environment.

District Goals 2013-1018

1. Promote high levels of student achievement in all subject areas, with special emphasis on improving literacy, math, science, and 21st century skills.
2. Create a productive learning environment that utilizes exemplary professional practices that are rigorous and linked to the Iowa Core.
3. Provide a safe environment that supports student intellectual social, emotional, and behavioral development.
4. Productively engage with families and community stakeholders in support of student learning goals.
5. Employ efficient, effective, and equitable use of resources to support student learning goals.

TLC Vision: To create a system of shared leadership that supports a culture of growth and collaboration, building upon teacher expertise to improve teacher and student performance, and resulting in a world class education for a lifetime of learning.

Grinnell-Newburg is a changing district with a declining enrollment, a rise in the number of Free and Reduced students, and achievement gaps across grade levels. Conversely, overall achievement scores still indicate that our students, on average, do better than other schools in our Area Education Agency and across the state. In spite of our effort, we are still not reaching our goals. We are currently working with local agencies, forming partnerships with different organizations (e.g. Campaign for Grade Level Reading), creating more active committees (e.g. School Improvement Advisory Committee), and spending many professional development hours and dollars. Our TLC grant proposal creates the structure and finances we have been needing. This is why we were excited to apply for the TLC grant.

Looking at the district's student achievement data, Needs Assessment Survey, and recommendations from our site visit, it became important to look at how teacher leadership would contribute to help us achieve our goals. The district has identified literacy and technology as areas needing to be developed or enhanced. Much time, effort, and focus has been dedicated to these two. In 2013, Grinnell Middle School was removed from the School In Need of Assistance (SINA) list, for reading, while Davis Elementary achieved delay status. The Teacher Leadership and Compensation (TLC) grant opportunity will allow the District to align, improve, and continue the work that Grinnell has already started through the SINA process. The vision for the TLC plan is to create a system of shared leadership that supports a culture of growth and collaboration. Multiple pathways targeted to various levels of professional development and learning will provide individual, PLC, and building support for our targeted goal areas.

Both of our SINA buildings conducted a root cause analysis and revealed a lack of analyzing data to make instructional decisions; therefore, professional development time was set aside to help teachers with using data. As part of professional development, all teachers participated in Investigations of Iowa Core training for literacy and mathematics. In view of the ongoing work to implement both ELA and Math Common Core Standards, it has become obvious that curriculum direction and assistance to implement and support the Iowa Core is a high need. The district currently has a curriculum director who is also the Elementary Principal, so he is located and accessible in that building. However, there is a lack of availability to support the middle and high school teachers with understanding the standards and linking them to the curriculum. Thus, a goal is to have Instructional Coaches work closely with the curriculum director. All of our proposed positions for our plan are important to overcome obstacles and reach our goals, and the TLC grant will help us.

Using Part 3 application narrative from Year 1?

No

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

Grinnell District School Improvement Initiatives

1. Promote high levels of student achievement in all subject areas, with special emphasis on improving literacy, math, science, and 21st century skills.
1. Create a productive learning environment that utilizes exemplary professional practices that are rigorous and linked to the Iowa Core.

Curriculum/Instruction/Assessment

The Grinnell-Newburg TLC project will enhance curriculum, instruction, and assessment through the support of the three levels of teacher leadership: **Instructional Coaches, Model Teachers, Mentors, and PLC Facilitators.**

- The TLC plan incorporates teacher leaders throughout the district to teach and support the growth of classroom educators by including them in our previously established Professional Learning Communities and Authentic Intellectual Work. Currently, our PLC's use DuFour's Four Guiding Questions to help classroom teachers enhance and develop their instruction:
 1. What do we want students to know and be able to do?
 2. How will we know students have learned it?
 3. What will we do if students haven't learned it?
 4. What will we do if students have already learned it?
- Teacher leaders will support instructional strategies implementing the Iowa Core with fidelity and integrity. These classrooms will model and coach effective and rigorous teaching and instruction focusing on the components of AIW and Instructional Practice Inventory, IPI.
- Teacher leaders will work with all teachers to help them develop, implement, and analyze common assessments.
- The Grinnell-Newburg TLC plan has been designed to enhance the Multi-Tiered System of Supports, MTSS framework for educating all students. Tier 1, 2 and 3 core instruction will be strengthened with the varied learning opportunities for classroom educators through professional development on IPI and supporting effective instructional strategies.

21st Century Skills

The TLC plan will provide greater depth of implementation on initiatives designed to enhance Grinnell students' 21st century skills.

- The plan will support greater technology implementation, sustaining the opportunity for PK-12 classroom teachers' support from teacher leaders. Teacher leaders will model and coach effective use of technology in instruction and student learning.
- Teacher leaders will model effective classroom practices that support the current high school digital learning environment (1:1 initiative). These teacher leaders will demonstrate the utilization of technology to enhance student engagement, content knowledge, self-directed learning, and more.

Highly Qualified Teachers

Grinnell-Newburg School District prides itself on the implementation of innovative research-based initiatives to nurture highly qualified teachers. The TLC plan is designed to enhance and expand these initiatives by increasing the opportunities for professional learning, development, and implementation. Teachers will have increased access to observe and learn from the work taking place in model classrooms. Teacher leaders will exemplify the AIW model, MTSS, and highly effective instructional practices.

- Grinnell-Newburg uses *Journey to Excellence* to train our mentors and supports beginning educators. The TLC plan will allow the Journey to Excellence program to expand, impacting all first and second year teachers. In addition, teachers who need additional assistance or are on Teacher in Need of Assistance. The pool of mentors for the highly effective mentor/mentee program will be expanded with the inclusion of model teachers and instructional coaches.
- Grinnell will continue expansion of the AIW program in its third year at the high school and second year in the middle school through enhancing teacher leaders in each of the AIW teams. Currently high school AIW teams meet in content areas as well as in cross-curricular teams. These content area teams meet monthly and the cross-curricular teams meet three times per year. Cross curricular middle school teams meet monthly during professional development. We will continue to expand and monitor growth and development of Task Development, Instructional Practices, and examination of Student Work.
- The Instructional Practices Inventory by Jerry Valentine is a process of studying cognitive engagement. IPI assists in the development of self-reflective practitioners who better impact student learning. IPI walk-throughs are conducted by a team of trained teachers quarterly. Data gathered is analyzed and used to prompt self-reflection.
- Teacher leaders will provide job-embedded professional development. The TLC plan dramatically increases the number of teachers involved in the planning and delivery of professional development. Teacher leaders will play a vital role in our

professional development plan.

- The TLC plan will impact the training and retention of new staff through the job-embedded professional development, classroom coaching, and increased scaffolding for new teachers.
- Reviewing and assessing current efforts and initiatives is crucial to creating a strong TLC plan. The planning committee extensively reviewed how the plan would impact current efforts and identified areas that would require further review in relationship to the implementation of the TLC plan. The district will utilize the planning committee, **Instructional Coaches**, **PLC Facilitators**, **Mentor Teachers**, and **Model Teachers** to provide additional and increased teacher input for review of the following areas:
 - Current mentor/mentee practices
 - Current district and building committee leadership structures

Using Part 4 application narrative from Year 1?

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)

Improved Entry Into the Profession

Grinnell-Newburg uses the Journey to Excellence program supported by the Iowa Department of Education and the Iowa State Education Association to train our mentors and support our beginning educators. To prepare our mentors, we use Mentoring Matters: Learning-focused Conversations and Learning-focused Mentoring, A Professional Development Resource Kit. The materials address awareness, demonstration, reflection and coaching. Training of mentors is provided by a certified Journey to Excellence trainer.

Mentor Training includes:

- The Mentor as Growth Agent: Developing Learning Skills: Focused Relationship
- A Continuum of Learning: Focused Interaction: Consulting, Collaborating, and Coaching
- Maximizing Time and Attention by Attending Fully: Offering Support, Creating Challenge, and Facilitating Professional Vision
- Purposeful Paraphrasing: Planning, Problem-Solving and Reflecting Conversations
- Crafting Meditational Questions
- The Planning Conversation Template
- The Reflecting Conversation Template
- The Problem-Solving Template

Goals/Effectiveness Journey to Excellence and each goal's four-year average of effectiveness (on a four-point scale) include:

3.73 - To promote excellence in teaching as described in the Iowa Teaching Standards.

3.59 - To enhance student achievement.

3.87 - To build a supportive environment for beginning educators.

3.67 - To increase the retention of promising beginning educators.

3.73 - To promote the personal and professional well being of classroom teachers.

3.62 - To support continuous improvement and growth of beginning educators and mentors.

Of the 31 teachers who have gone through the *Journey to Excellence* program in the six years of implementation, 18 are currently employed at Grinnell-Newburg Community Schools, and 12 have been verified as teaching in other districts, and the one teacher that left due to program elimination is still seeking teaching positions.

The requirements of the *Journey to Excellence* program include six days of training that address the modules as well as educator action research learning projects that focus specifically on an Iowa Teaching Standard. The mentor helps the Beginning Educator (BE) to shape the projects to meet his/her own needs. Each project requires that the BE assess district, building, and personal needs; matches those needs to the standard's criteria, creates a learning-focused growth plan, implements plan, and evaluates the plan. Other support of the program includes monthly meetings that focus on time specific topics such as ethics, classroom management, data analysis, parent teacher conferences, differentiation, artifact collection, etc.

Strengths

- Journey to Excellence aligns with the Iowa Teaching Standards.
- The district has a designated mentoring coordinator.
- Providing a supportive environment for both beginning educators and mentors.
- The entire program is available on-site.
- Success of retaining teachers in the district and profession.

Weaknesses

- Without the TLC grant, the district must fund mentoring as required by Iowa Code.
- Lack of time to for collaboration between mentors and beginning educators during the day, especially when they may be in different buildings.
- Recruitment of mentors has been difficult; many teachers already feel stretched. Curriculum and district initiatives currently compete for time.
- Currently, we do not have a program for those teachers new to our district.
- Analyzing data to implement change that improves student achievement through the mentoring process and our PLCs.

Surveys/Data support the following program adjustments:

Providing more time and more support for beginning educators:

- All Instructional Coaches, Mentors, Model Teachers, and PLC Facilitators will be trained in Mentoring Matters/*Journey to Excellence* and be assigned to a beginning educator as needed.
- Instructional Coaches will be able to provide support during the day (as a mentor to their mentee or other mentees) in the development of teachers new to the profession through the *Journey to Excellence* program due to the flexible nature of their position.
- All beginning educators and mentors will implement the *Journey to Excellence* program.
Providing support for teachers new to the district:
- Teachers new to the district will be assigned to an Instructional Coach, Mentor, Model Teacher, or PLC Facilitator trained in Mentoring Matters and will be provided emotional, physical, instructional, and institutional support as needed during the teacher's first year.
Providing guidance in analyzing student and teacher data for instructional decisions:
PLC facilitators will provide beginning educators and those new to the district training at the beginning of the year and extend support at PLC meetings. Beginning educators will also have a session through the Journey to Excellence program on how to analyze data to drive instructional decisions in the classroom, a piece that has not been deliberately covered.

Narrative

Using Part 5 application narrative from Year 1?

No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

- A 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.**
- 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 teacher leadership model created by Grinnell-Newburg Community School District includes four roles to facilitate us in our District Goals and our TLC Plan Goals:

District Goals:

- Promote high levels of student achievement in all subject areas, with special emphasis on improving literacy, math, science, and 21st century skills.
- Create a productive learning environment that utilizes exemplary professional practices that are rigorous and linked to the Iowa Core.

TLC Plan Goals:

- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction.

The roles created include 33.5 positions to involve 28% of our FTE teachers.

Role	Duty	Percentage of Time	Pay/Days
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Elementary Instructional Coach (3 - one per building)	<ul style="list-style-type: none"> •Participate in training to be a coach •Provide coaching •Co-teach •Implement professional development •Support teachers to improve instructional practices •Model effective instructional practices •Provide constructive feedback •Assist implementing technology •Facilitate model teaching, including providing coverage for teachers observing model teachers •Provide intervention leadership •Gather resources, materials, and other educational strategies for specific skill groups •Support implementation of new curriculum •Support teachers in analyzing data •Collaborate with administration •Serve as a mentor as needed 	100% Coach	\$6500 10 Additional Days
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	<ul style="list-style-type: none"> • Participate in training for being a coach • Coach teachers in curriculum, instruction and assessment • Research and provide evidence and examples of best practice in the content areas and for middle level learners • Develop and deliver/facilitate PD • Observe and provide constructive feedback • Model and co-teach 			
Middle School Instructional Coach (1.5)	<ul style="list-style-type: none"> • Set up schedule for teachers to observe model teachers • Implement reflective practice • Assist in implementing technology • Provide guidance and examples on differentiated instruction (MTSS) • Gather and provide additional resources and materials for delivery of instruction • Collaborate with administration, PLC facilitators, mentors, and model teachers • Serve as a mentor as needed 	100% Coach for FTE		\$6500
		50% Coach for 1/2 FTE		10 Additional Days (FTE)
				\$3250
				5 Additional Days (1/2 FTE)

High School Instructional Coach (1)	<ul style="list-style-type: none"> •Participate in training to be a coach •Co-teach lessons (research, plan, implement and reflect) •Assist job-embedded professional development •Inspire teachers through all phases of teaching and learning •Study research-based strategies appropriate for individual teacher/student needs •Serve as mentor or model teachers •Integrate meaningful technology for greater student achievement •Analyze data (student & teacher) •Serve as a mentor as needed 	100% Coach	\$6500 10 Additional Days
PLC Facilitator (16)	<ul style="list-style-type: none"> •Lead a team based on subject and/or grade level content to achieve PLC goals •Lead teams in setting PLC norms and goals •Lead discussions and decision-making using the district PLC model and Four Guiding Questions •Facilitate the creation of common formative and summative assessments •Facilitate data analysis to drive instruction and improve student achievement •Collaborate with building principals and instructional coaches to improve instruction and student achievement •Maintain agendas and minutes •Serve as a mentor as needed •Educate all new to district on PLC initiative during pre-service days 	100% Teacher	\$1200 Stipend 3 Additional Days

Mentor Teacher (6)	<ul style="list-style-type: none"> • Become trained in Mentoring Matters (6 days) • Attend Beginning Teacher Day • Once trained, attend refresher day • Meet weekly with Beginning Educator for two years • Attend Monthly Mentor/Beginning Educator Meetings 	100% Teacher	<p>\$200 stipend 6 Additional Days (one time only)</p>
Model Teacher (6)	<ul style="list-style-type: none"> • Welcome classroom observers and model characteristics of effective instruction • Provide opportunities for other teachers to view and reflect on lessons. • Model teachers work to support other district initiatives (like AIW and PLC's) and provide opportunities for other teachers (including new teachers) to observe this in their classrooms. • Support instruction and learning through use of technology as appropriate. • Collaborate with building principals and instructional coaches to improve instruction and student achievement. • Plan and deliver professional development activities designed to improve instructional strategies. • Engage in the development, adoption, and implementation of curriculum. 	100 % Teacher	<p>\$1000 Stipend 5 Additional Days</p>

PLC Facilitator Narrative:

The PLC Facilitators will lead subject and/or grade level PLC groups to achieve district goals. Responsibilities will include leading teams as they set their PLC norms and goals, setting agendas, and recording minutes. They will lead discussions and decision-making using the district PLC model and the Four Guiding Questions. The facilitators will work with their teams to create common formative and summative assessments. They will assist PLC members with data analysis to drive instruction and improve student achievement. The facilitators will collaborate with the building principals and instructional coaches to improve instruction and student achievement. In addition to their full-time teaching contract, the PLC Facilitators will receive a

\$1200 stipend and work 3 additional days. These leaders will also need to have attended or be willing to attend a regional/national PLC conference.

Mentor Teacher Narrative:

Mentors are required to be trained in the *Journey to Excellence* program, which includes six days of training that address the modules as well as educator action research learning projects that focus specifically on an Iowa Teaching Standard. The mentor helps the BE to shape the projects to meet his/her own needs. Each project requires that the BE assess district, building, and personal needs; matches those needs to the standard's criteria, creates a learning-focused growth plan, implements plan, and evaluates the plan. Other support of the program includes monthly meetings that focus on time specific topics such as ethics, classroom management, data analysis, parent teacher conferences, differentiation, artifact collection, etc.

Model Teacher Narrative:

The Model Teacher serves as a demonstration site of exemplary teaching practices. By welcoming classroom observers they establish an environment that provides opportunities for teachers to view and reflect on lesson as well as view characteristics of effective instruction. They spend 100% of their school day engaged in student instruction and work in collaboration with other teacher leaders in support of district initiatives. They earn a \$1,000 salary supplement and work an additional 5 days with the District Leadership Team to help plan and deliver professional development activities designed to improve instruction and student achievement.

Instructional Coaches Narrative:

The instructional coaches are responsible for providing coaching, co-teaching, and orchestrating the implementation of professional development. These positions will support, model, and observe instructional practices, as well as provide constructive feedback to teachers. These positions support teachers in improving instructional practices which facilitate learning by modeling effective instruction and coaching teachers on how to enhance student learning in all curriculum areas. Instructional coaches will actively assist teachers in utilizing and analyzing formative and summative assessment results.

These coaches will research and gather effective strategies, resources and materials and/or provide direct instruction. They will also support and organize the implementation of new curriculum. Instructional coaches will work with the district leadership and collaborate with administration to improve student achievement. These coaches will be skilled at integrating technology into the curriculum and experts at using digital tools to support 21st century teaching and learning. Coaches will provide opportunities for teachers to observe effective instruction in Model Teachers' classrooms. The instructional coaches will coordinate instructional coaching activities relating to training and professional development in collaboration with AEA 267.

Instructional coaches will work on a full-time leadership position, with an additional 10 contract days and receive a salary supplement of \$7,500. Instructional coaches can be asked to serve as mentor teachers and/or PLC Facilitators.

Using Part 6 application narrative from Year 1?

No

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

SELECTION PROCESS

Description:

For the TLC program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, reflective practice, and a commitment to ongoing professional growth and lifelong learning. Our teacher leaders will participate in ongoing training to learn the habits and practices of teacher leaders. The selection process is multi-faceted.

Positions will be posted internally with information regarding the requirements, including at least five years of teaching experience and at least two years experience in the district. The information shared will include duties, responsibilities, extra work days, salary supplements, and the requirement to complete an annual review of the assignment.

A selection committee composed of an equal number of teachers and administrators will review the applications, screen for potential candidates, conduct interviews, and make recommendations. Teacher representatives will be chosen based on a confidential survey distributed to all common building teachers. On the survey, teachers will indicate two peer teachers who they believe would be best in serving on the TLC Selection Committee.

Application Criteria:

TLC Role	District Criteria : Artifacts provided to selection committee as evidence of proficiency.	Minimum Teaching Experience Requirements
Instructional Coaches	Characteristics of Effective Instruction: START http://tinyurl.com/lue7u5f Self Assessment (From Teacher Leadership Skills Framework) http://cstp-wa.org/cstp2013/wp-content/uploads/2013/11/CSTP_self_assessment.pdf	5 years with 2 years in the GN District
PLC Facilitator	Letter of Application Resume Peer Letter of Recommendation and/or Administrator Recommendation Evidence of PLC conference attendance or registration of future attendance.	2 years teaching experience
Mentor	Peer Letter of Recommendation Mentor Training: Journey to Excellence (Completed or willing to complete)	4 years teaching experience
Model teacher	Peer Letter of Recommendation and/or Administrator Recommendation Resume	2 years teaching experience

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

Our teacher leadership plan will be integral in the design and delivery of our professional development system which aligns with the Iowa Professional Development Model (IPDM). The system is delivered through Professional Development days throughout the year focused on the following areas:

K-5 literacy and math instructional routines and strategies

6-12 Authentic Intellectual Work

K-12 Professional Learning Communities

Our professional development process is aligned with the IPDM and begins with the Instructional Coaches guiding teachers in collecting and analyzing data. These individuals will look for data trends and discuss them with the PLC Facilitators to develop student learning goals. The PLC Facilitators will use this data and additional formative assessments during professional development to make instructional decisions with their PLCs. Teachers will be trained and then attempt implementation under the guidance of Instructional Coaches and Model Teachers. This will occur in a collaborative environment led by Instructional Coaches, PLC Leaders and Model Teachers. A detailed look at this process is included in the following table:

IPDM Component	How the District will utilize teacher leaders to create & deliver PD
Collecting/ Analyzing Student Data (Formative Assessment)	<p>Instructional Coaches will gather district assessments data to analyze results, identify student needs, and prioritize trends. They will share this data with PLC Facilitators. PLC Facilitators will use current formative and summative assessment data to make instructional decisions, including student interventions. All data will be used to drive the district's professional development plan.</p>
Goal Setting & Student Learning	<p>Instructional Coaches will lead the goal-setting process based on system data and will work to assure the goals support the attainment of the Iowa Core. PLC Facilitators will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices. Model Teachers help to support learning and implementing effective teaching strategies in the classroom. Instructional Coaches will study potential professional development content to offer feedback on the best way to achieve all the elements of the Iowa Core.</p>
Selecting Content	<p>PLC Facilitators will help identify and select learning strategies that will be helpful for teachers. Model Teachers will provide unique learning opportunities for other staff members who want to learn about various teaching strategies. These Model Teachers will be involved in demonstrating requested strategies and following up with a short meeting to comment on the selected effective instruction.</p>

Designing Process for PD	<p>Instructional Coaches and PLC Facilitators play integral roles in this process. These leaders will work together as a team to design the delivery system for PD. This will include the development of a timeline for delivery and the selection of content providers.</p> <p>Instructional Coaches will work to assure the vertical articulation of instructional strategies in K-6 or 7-12 and provide input on current district initiatives and how PD aligns with Iowa Core.</p>
Training/Learning Opportunities	<p>Model Teachers fit into this process through their modeling of best instructional practices and interaction with PLC leaders.</p> <p>Instructional Coaches and Model Teachers will co-teach and model learning strategies being studied in PD.</p> <p>Instructional Coaches and PLC Facilitators will work with teachers on the implementation of PD content.</p>
Collaboration / Implementation	<p>Instructional Coaches will work with PLC Facilitators to determine next steps for each group. Model Teachers will demonstrate and discuss implementation of strategies and techniques with individual or small groups of teachers.</p>
Ongoing Data Collection (Formative Evaluation)	<p>Instructional Coaches and PLC Facilitators will collect progress data on professional development implementation. This will be done with surveys, evaluation forms and student achievement data.</p>
Program Evaluation (Summative)	<p>Our District Leadership Team made up of all leadership positions will use the ongoing data collected about professional development and align the data elements with the program goals. This will include the Iowa Professional Development Model rating tool, implementation data, survey data, and student achievement data. Summative evaluation will be an annual process to help inform needs, adjustments and new goals for the upcoming year.</p>

Using Part 8 application narrative from Year 1?

No

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

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

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

The District Leadership Team will evaluate the TLC system to determine its impact and effectiveness by considering outcomes of the short and long-term measures, not of individual Teacher Leaders. Building administration will continue to evaluate individual teachers. A summary report of TLC data will be shared publicly.

Goal 1: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

- increase the number of applicants for open positions
- compare starting salaries of similar districts
- measure the number of leadership opportunities available

Goal 2: Retain effective teachers by providing enhanced career opportunities.

- survey teachers' perceptions of whether career options are available to them
- calculate percentage of teachers applying for TL positions
- measure retention rate of teachers and number of teachers completing probationary years

Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

- track percentage of teachers utilizing model teachers and instructional coaches
- document time allotted for PLC collaboration
- measure participation of teachers attending conferences outside of the district

Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

- measure percentage of teachers applying for leadership roles
- measure percentage of teachers receiving additional compensation

Goal 5: Improve student achievement by strengthening instruction.

- monitor student achievement and impact through district wide assessments

Monitoring and Adjusting the Plan

The Grinnell-Newburg School District's vision to empower every student to become a lifelong learner will be executed through ongoing and rigorous formative and summative evaluation of its TLC program. The District Leadership Team will analyze data and adjust the plan to reflect the current needs of the district in the following ways:

- evaluate the effectiveness of each TLC role annually to determine its continuation
- propose new measures of impact and effectiveness to adjust the plan
- explore options using current research-based strategies to improve instruction (including book studies, PLC conversations, administration meetings, professional development, and surveys)
- consult with our Area Education Agency and community stakeholders
- partner with school districts currently implementing the TLC programs

Using Part 9 application narrative from Year 1?

No

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

Our TLC plan is woven into structures already embedded from past and current initiatives. Grinnell-Newburg CSD is completely invested in reaching our goals, and we believe one way to obtain this is by becoming a high functioning Professional Learning Community (PLC). In the last few years, we have already sent many of our teachers to PLC conferences. In addition, we have worked hard to create different ways to give teachers needed collaboration time. The building principals are committed by being actively involved each week in the collaborative teams. While we realize Teacher Leadership Funding is essential for implementation, it's important to note that not all teacher leaders have been or will be paid through TLC grant funding. It will complement other funding streams, including Title 1, School Improvement Grants, local Grinnell-Newburg Education Excellence Grants, special education funds, and obviously the general budget.

As explained earlier, our TLC plan supports and strengthens current initiatives. It complements current work (e.g. instructional framework, AIW, MTSS framework, PLCs, Technology) and diminishes the likelihood that staff see the plan as a new, separate initiative. This is essential for the success and sustainability of our plan. One of the compliments from our site visit was our ability to narrow focus and stay on track. With this in mind, it is imperative that our TLC plan works in conjunction with current initiatives. We will clearly identify the responsibilities each role plays in enhancing current initiatives. The plan will support and enrich, not undermine current work. We will make it interdependent with the elements in our Comprehensive School Improvement Plan (CSIP), and thus becoming part of how Grinnell-Newburg supports continuous school improvement.

Sustainability plans include:

- Sending coaches for training (e.g. coaching institute in Lawrence, KS, Fierce Conversations at AEA)
- Providing curriculum training for teacher leaders through AEA and/or Mid-Iowa School Consortium (MISIC)
- Communicating with stakeholders and constantly reviewing effectiveness
- Creating a coordinator position to provide support and training to teacher leaders
- Developing documents that show the roles and duties of each position
- Establishing trust with teachers to encourage voluntary use of supports and willingness to allow others into their classrooms (e.g. non-evaluative, collaborative roles; using Instructional Practice Inventory data)
- Encouraging teachers with coaching and leadership potential to apply
- Evaluating roles and using feedback from stakeholders to adjust as needed
- Using half-time roles, full-time roles, or being creative to ensure efficiency in filling vacated teaching positions with the best qualified candidate available

The Superintendent and Director of Curriculum & Instruction will have the following roles to create a sustainable plan:

- Monitor the timeline for internal leadership hires and external replacement teachers
- Train for new leadership positions supported through AEA or additional outside sources
- Mobilize new leadership team with regular collaborative meetings to support implementation
- Create and implement surveys for needed data elements
- Plan and facilitate leadership meetings
- Facilitate the system of evaluation for each leadership position
- Allocate and adjust funding with changes in leadership roles

The Principals will have the following roles in order to create a sustainable plan:

- Maintain the role of building instructional leader and ensure that the district initiatives are carried out in his/her school
- Determine how the teacher leaders in his/her school support teachers while aligning with district expectations, which follow the Iowa Professional Development Model (IPDM)
- Work with the District Leadership Team to discuss how each role interacts with the other and to ensure that all teachers are being served with a consistent message and equitable services

The district will use professional development funding to ensure Instructional Coaches and/or PLC Facilitators become leaders and are knowledgeable. People are our largest financial expenditure; nonetheless, our most essential element. Grinnell-Newburg CSD values its staff and in conjunction with other entities will strive to develop, enhance, and retain those where maximum impact can be achieved.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number	1625.8
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$502,079.56
Total Allocation	\$502,079.56

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.	\$85,045.00
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).	\$397,834.56
Amount used to provide professional development related to the leadership pathways.	\$14,000.00
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>	\$5,200.00
Totals	\$502,079.56

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$502,079.56
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted	\$0.00
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Budget Alignment

Using Part 10 application narrative from Year 1?

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)

Grinnell-Newburg Community School District has the following as their district goals:

1. Promote high levels of student achievement in all subject areas, with special emphasis on improving literacy, math, science, and 21st century skills.
2. Create a productive learning environment that utilizes exemplary professional practices that are rigorous and linked to the Iowa Core.
3. Provide a safe environment that supports student intellectual social, emotional, and behavioral development.

The following is the overview of our TLC plan's disbursement of grant funds (NOTE: Since our current base salary is above the minimum requirements, we are able to use all the grant funds to implement the TLC plan):

Teacher Leadership Role	Extended Contract Days	Salary Supplements	Total Contracted Days	Total with Benefits
Mentor Teacher-6	6 days	2000	201	\$13,990
PLC Facilitators-16	3 days	1200	198	\$22,383
Model Teachers-6	5 days	1000	200	\$6,995
Instructional Coaches-5.5	10 days	6500	205	\$438,465

The table documents the total of \$482,879.56 with \$19,200 left for professional development and other necessary supplies associated with the teacher leadership and compensation plan.

The approximate amount used to provide professional development related to the leadership pathways will be \$14,000 and adjusted based on professional training and learning opportunities fees and resources.

The approximate amount used to cover the other costs associated with the approved teacher leadership and compensation plan will be \$5,200. That amount may be used to pay for substitutes, materials and resources.

As articulated in the overall summary of this application, Grinnell-Newburg will utilize the allocated funds to create a teacher leadership roles, specifically, Instructional Coaches, PLC Facilitators, Model Teachers, and Mentor Teachers. In addition, the funds will be spent to the maximum benefit of our education system and achieve the goals set forth by the Teacher Leadership and Compensation System Grant.

The Teacher Leadership and Compensation System Grant will help us retain quality educators by providing them the opportunity to grow professionally, while offering a financial incentive. The TLC grant will promote collaboration and add structure to our professional learning communities. In addition, it will put people in place to help new teachers to the district and profession, by offering teachers support with research based practices, while creating an environment of trust and collaboration for all stakeholders.

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