



Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

154273 - Teacher Leadership Compensation Grant--Harlan Community Schools

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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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: Harlan Community Schools
Organization Type: K-12 Education
DUNS:
Organization Website:

Address:

Harlan Iowa 51537  
City State/Province Postal Code/Zip

Phone:

712-755-2152  
Ext.

Fax:

Benefactor

Vendor Number

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## Cover Sheet-General Information

### Authorized Official

Name Justin Wagner  
Title Superintendent  
Organization Harlan Community School District

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

Address **2102 Durant St**

City/State/Zip\* Harlan Iowa 51537  
City State Zip

Telephone Number 712-755-2152

E-Mail jwagner@hcsdcyclones.com

### Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.  
If you are an individual, please provide your First and Last Name.*

Name Brian Gubbels  
Title School Business Official  
Organization Harlan Community School District

Address **2102 Durant Street**

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Telephone Number 712-755-2152

E-Mail bgubbels@hcsdcyclones.com

County(ies) Participating, Involved, or Affected by this Proposal	Shelby County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	1
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	2
<i>District Map</i>	

## Minority Impact Statement

### Question # 1

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

Yes

If YES, describe the positive impact expected from this project

**The addition of teacher leadership positions will positively impact our ESL population.**

Indicate the group(s) positively impacted.

Latinos

### Question # 2

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

No

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

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

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

Indicate the group(s) negatively impacted.

### Question # 3

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

Not Applicable

If YES, present the rationale for determining no impact.

### Certification

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

Yes

Name of Person Submitting Certification.

Justin Wagner

Title of Person Submitting Certification

Superintendent of Schools

## Recipient Information

District **Harlan Community School District**

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

County-District Number **52-3141**

*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.*

Honorific

Name of Superintendent **Justin Wagner**

Telephone Number **712-755-2152**

E-mail Address **jwagner@hcsdcyclones.com**

Street Address **2102 Durant Street**

City **Harlan**

State **Iowa**

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

Zip Code **51537**

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## TLC Application Contact

Honorific

Name of TLC Contact **Justin Wagner**

Telephone Number **712-755-2152**

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Street Address **2102 Durant Street**

City **Harlan**

State **Iowa**

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

Zip Code **51537**

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## Demographic Profile

October 2014 Certified Enrollment **1393**

October 2014 Free/ Reduced Lunch % **36**

AEA Number **13**

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

TLC Model Number **Model 3 Comparable Plan**

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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 longer we look, the more we think that isolation is the deep failure slowing down American public education. We have an increasingly clear idea of what we want for twenty-first century students, but we still need to match that with an equally clear image of a twenty-first century teaching profession: one in which teachers strengthen each other in order to strengthen the kids they serve based on increased professional advancement as well as providing a professional growth model which allows teachers to remain in the classroom.

Put another way, we largely have the right individuals teaching our children--and doing it with close to the best individual skill and commitment they can bring. What we don't have is the right synergy among those individuals. Quite to the contrary, our schools make that synergy nearly impossible, and that's a crucial reason that growth for students seems so much slower than our hopes.

Over the past five months, the Harlan Community School District (HCSD) has developed a Teacher Leadership Compensation (TLC) grant based on community wide input. A committee was formed in September and has met every Monday for one hour since then. The group has logged over fourteen organized meetings and was given the task to 're-construct' how we incorporate collaboration and provide professional growth opportunities while increasing student achievement. The committee was constructed of the following members: two sets of parents, one school board member, three Primary Building (PK-2) teachers, three Intermediate Building teachers (3-5<sup>th</sup> grade), two middle school teachers (6-8<sup>th</sup> grade) and two high school teachers (9-12<sup>th</sup> grade). There are four principals in the district and all four actively participated in this group. The superintendent of schools assisted in this committee work as well. The committee studied seven different national and state leadership compensation systems. The Arizona Teacher Career Ladder program, the Q Comp in Minnesota, Career Pathways in Maryland, the ProComp in Denver, Colorado, the TAP System in Eagle County, Colorado, the Finland education model and finally the Singapore education model. After researching these programs and presenting the highlights of each of these systems, we decided to create our own TLC process. Our vision statement was derived from this work.

The vision statement created by this committee is: Our goal is to improve student achievement by empowering teachers through enriched and expansive opportunities for professional growth; strengthening instruction with consistent, rigorous collaboration based on best practice; creating supportive mentoring relationships for new staff and attracting highly qualified leaders to the profession.

The HCSD will be following the Model 3, Comparable Plan and were careful to include the five 'must have' criteria that all TLC plans must meet. The HCSD has four buildings within the district. There is a Primary Building (PK-2), Intermediate Building (3-5), Middle School Building (6-8) and a High School Building (9-12). The HCSD growth model will include a master, model, lead, classified and initial teacher structure within each building across the district. Each of these models will include extensive new leadership opportunities for staff at every level within the district. The newly created opportunities have been crafted in the forms of master teachers, model teachers, lead teachers, career teachers and initial teachers.

Striving to achieve the professional standard of collaboration enjoyed in the medical field has been a shining light for this committee. Knowing that some of the best school districts in the world allow up to 60% of educators days to be working with other professionals is the standard we are striving to move towards. This may seem a bit redundant, but the directional paragraph below on the TLC website was one we believe strongly in and really used as a key component of our foundation in these conversations.

“If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they 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, then ... student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.”

We humbly and professionally submit the HCSD version of the TLC grant for your perusal. We are a hardworking and proud district and one which will continually strive to do what is right for students and staff. We look forward to getting your feedback on our submission.

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

TLC Model Number

**Model 3 Comparable Plan**

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## **Narrative**

Using Part 1 application narrative from previous application? **Yes**

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

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

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

## Harlan Community School District—Part 1

The planning grant was critical in the development of the Harlan Community School District (HCSD) Teacher Leadership Compensation (TLC) grant. The planning grant was used to pay teachers to spend time outside of their duty day to research the world's best TLC processes. The TLC group was assembled in October 2013 and the committee began meeting immediately and has been meeting regularly since this date.

The HCSD submitted the TLC planning grant application and was granted \$20,400 in the fall of 2013. This money was used to pay for teachers time spent outside of the duty day working towards the overall TLC grant on behalf of the HCSD. Overall, the teachers were compensated for two complete days of work, although the documented time spent over the last two years on completing this grant by the committee was over 1,000 cumulative hours.

The HCSD TLC group consisted of 18 members. It contained one school board member, two parents, ten educators (with a minimum of two educators from each of the four buildings in the district), all four principals in the district and the superintendent of schools. It was very important to this committee that it worked hand in hand with the union representation within the district. The HCSD has enjoyed a long standing positive relationship with its union leadership and so included in this committee were the current Harlan Community Education Association President as well as union representatives throughout the district. From October 2013-January 2014, this group met every Monday for a minimum of one hour. Because this is our second application, the committee reconvened in August of 2014 and began meeting to create the TLC submission for the 2015-2016 school year.

The decision was made early on to ensure we engaged the community, the staff (representation from each of the four buildings within the district), the union, the principals, the superintendent and the school board. The process of creating this TLC plan became a common link in school board meetings (see official Board Agenda Discussion items), School Improvement Advisory Committee (SIAC) discussions, community wide surveys and building lead team conversations. These TLC conversations were meant to reform our definition of 'educator' in a rural setting. Building commitment amongst each of these stakeholders was no small task. In fact, while the committee has made large gains over the past two years in changing how the community views additional leadership opportunities for educators in rural Iowa, this will be an on-going dialogue over the next three years. The Google Document survey which was sent to over 3,000 community members, all 6-12 grade students and all staff within the HCSD was a critical component in helping the HCSD TLC committee understand current mind-sets regarding professional development and teacher leadership opportunities. These results were used to help the committee forge ahead and provide gold star exemplars of school district's across the world that provided additional leadership opportunities for their educators focused on increasing student achievement and providing professional development opportunities for staff.

The committee researched 8 of the highest performing school systems in the world who provide additional teacher leadership opportunities. In addition, the HCSD communicated regularly with the Green Hills Area Education Association (GHAEA) in attempts to identify best practice and maximize the potential of this grant. These findings and communications were then shared at the board level, community level and staff level to help build commitment amongst all four of these highly important groups. These conversations have been shared at the board of education level, which is televised throughout the community our local newspaper has published these conversations routinely. There have been questions and negotiations referencing ideas and we believe we have captured thoughts from all aspects of the community. The committee attributes this trust and support in part due to the clear communication of who is serving on this committee. Ensuring we have a community, union, staff, administrative, board of education and student presence on this committee has assisted the creative reformative ideas which have been produced. Ultimately, we believe this has ensured buy in from all stakeholders and ensured the committee has support among these key groups.

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## Narrative

Using Part 2 application narrative from previous submission?

No

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

**State Goals:**

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

The committee's first task was to create a vision and specific goals it wanted to achieve. Early on in the creation process, the HCSD committee decided to follow the Model 3 option under the state-wide TLC system. This enabled us to start with a clear direction of what we wanted in our plan and also what we needed according to the TLC system requirements.

We started this process in October of 2013 and have continued to work on creating the most impactful TLC grant possible. The process began by creating a research based set of standards everyone on the committee could agree upon. The committee would use these common beliefs as the foundation in creating the HCSD TLC process. Those standards are: 1) we must ensure all of the 5 'must haves' from the TLC statewide Model 3 system are included in the plan. 2). Quality instruction is key to high achieving schools and high achieving districts. 3). In order for quality instruction to occur, professionals must be given time and leadership opportunities to have purposeful, on-going, professional dialogue tied to current state and HCSD professional development. These were our big picture foundational statements from which we were to build our plan. These three standards proved to be critical in moving us forward in our attempt to reform education within the HCSD.

In selecting such a broad, complex group of committee members, the HCSD knew it wanted to do something unique within our district. The committee may have approached the construction of its vision statement in a unique fashion, but the group wanted to focus on the grass root pieces of the TLC process by establishing the standards first and then create the vision statement based on those standards.

The vision statement created by this committee is:

*Improve student achievement by empowering teachers through enriched and expansive opportunities for professional growth and leadership.*

The HCSD plan to support this vision statement is to establish goals connected to the Iowa Professional Development Model (IPDM) and the Teacher Leadership Compensation (TLC) tenets stated above.

The HCSD TLC planning committee established goals from this vision and are broken out into two distinct areas.

First, there are professional development actions which have been established in an effort to promote collaboration and reward professional growth. The professional development actions have been developed specifically to address the academic goals which have been set. Second, there are academic goals focused on increasing student achievement while creating expansive teacher leadership opportunities.

The professional development goals provide a road map of professional development opportunities for staff to address the academic goals set within the district. The HCSD TLC plan will be based on the Iowa Professional Development Model (IPDM) and the direction established by the district Instructional Coaches (IC), Behavior Coaches (BC) and Building Instructional Lead (BIL) teams. The PD actions will begin on April 15 when all IC's, BC's and BIL's attend the statewide TLC kickoff conference in Des Moines. This coupled with attending the national PLC conference on June 14-16 and Diane Sweeney's national conference on June 21-22, the goal is to have a good start on establishing a solid foundation for these leadership positions.

The academic goals established by the committee based on the TLC plan created are: 1). Decrease the number of students not proficient on the Iowa Assessment by 10% in all three assessed areas each of the next three years in grade levels 3-11 (this would remove all HCSD buildings from the SINA list. 2). Decrease the number of students not proficient by 10% on the IGDIs, FAST, STAR reader and Iowa assessments at the appropriate grade levels. 3). Implement quarterly goals for all leadership roles that are created with the HCSD administration in order to increase collaboration and attract and retain teachers. 4). Decrease the number of English Language Learners not proficient by 10% on the ELPA21 through Instructional Coaching support in an effort to increase student achievement in this category.

We believe by providing a clear and concise professional development plan based on academic goals and student achievement, the TLC leadership roles will make a significant difference within the HCSD. We also believe these steps will help the HCSD attract and retain teachers as well as reward professional growth amongst staff.

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 teacher leader roles included in the HCSD TLC plan are expansive and have never before been offered or implemented within the HCSD. There will be seven different leadership opportunities created by the HCSD TLC plan. These opportunities include: Teacher Leadership Selection member, Teacher Leadership Compensation Coordinator, Instructional Coach (IC), Behavior Coach (BC), Building Instructional Leader (BIL), Mentor Teacher (MT) and Mentee. Each new leadership position will directly impact the district's implementation of not only the statewide initiatives (MTSS, ELI and Iowa Core), but they will also directly impact the goals of this committees efforts which are to increase student achievement, promote collaboration, reward professional growth and attract and retain good teachers.

The current improvement structure within the HCSD includes doing the best we can with limited resources. This process includes staff working hard within the current BIL's constructs, but they are limited by time and funds. The enhanced role the team will play within this TLC process, will allow additional funds and time to be allocated so BIL's can properly digest, dissect and diagnose each student's academic strengths and deficiencies. Currently the HCSD does not have an IC or a BC. The addition of four IC's and two BC's will change the educational landscape for the staff and the students. The four IC positions will work directly with each building level lead team to weekly identify students' academic needs based on IGDl's, FAST, STAR Reader and Math along with formative assessments within the classroom setting. While the two BC positions will focus on eliminating classroom disruptions through positive interventions and supports directly dealing with student behaviors.

MTSS—proper MTSS implementation and execution is predicated on the need for accurate and timely data. The creation of 4 IC's and 2 BC's throughout the district, strategically placed at each grade level, will lead the process of identifying students who are academically deficient as well as providing staff the needed expertise on the MTSS process with each student. The IC's and BC's will work with the Building Instructional Leaders (BIL's) in each building in creating a seamless process where students' MTSS levels are monitored on a daily basis. Finally, the half day professional development sessions provided for all staff K-5, will allow all staff the ability to see first-hand the demonstration of proven instructional strategies and allow others to provide them feedback with their students in their own classrooms.

Early Literacy Implementation—creating summer school opportunities will be a key component for students and staff as full implementation of this legislation is realized. The research is clear on the amount of learning that is lost over the summer months. This program will ensure all substantially deficient students K-3 will get the intensive assistance they need.

Increasing student achievement—currently the Primary Building (Pk-2) is a SINA-1 school in math; Intermediate Building (3-5) is a SINA-3 school in math and reading; the Middle School is a SINA-2 school in math and reading. In order to meet safe harbor and reach the achievement levels with students we expect of ourselves, we must increase each building levels reading and math scores by 10%. This includes the sub group scores of our Special Education students as well as our low SES students. The implementation of IC's and BC's will allow us to specifically identify each student within those sub group areas and increase their achievement results. The new positions will work seamlessly with our current improvement structures. This coupled with four additional professional development days focused on collaboration amongst staff at the secondary level, we believe staff will not only have the support they finally need, but will have the tools to truly make an impact on increasing student achievement. The one piece which will not change is the continued focus on the IPDM throughout every phase of process.

Increasing staff professional development opportunities—this is arguably the most exciting part of the grant because we know that the most powerful thing that can be done to increase student achievement is to have a great teacher in every classroom. This plan calls for sending staff to the national PLC conference which will address the MTSS process as well. In addition, staff will have half day professional development opportunities at the elementary level and four additional days of collaboration at the secondary level. Finally, with the creation of 4 IC's, 2 BC's, 27 BIL's and 2 MT's, this plan will create opportunities never seen before in this district. We believe these new leadership positions will work in unison with our current improvement structures and will continue to follow the IPDM.

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

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

The Harlan Community School District (HCSD) Teacher Leadership Compensation (TLC) plan will include three key steps in improving entry into the teaching profession for new teachers to the system. The HCSD plan will not only include new teachers to the profession, but also new teachers to the district. The HCSD has a long history of hiring veteran teachers for vacancies and realizes these teachers have varied professional development experiences throughout their careers and including them into the HCSD culture and PD style will be important in order to realize success.

Currently the new teacher mentoring process within the HCSD complies with state and professional mandates, however the district some key areas which must be improved. The current teacher induction and mentoring process within the HCSD assigns a veteran teacher with the new teacher and covers the state wide mentoring induction process. The mentor teacher meets with the new teacher to the district before or after school to achieve the hours required for the mentoring partnership.

The HCSD TLC plan includes some very powerful and important differences to the existing mentoring plan. First, the TLC plan will include release time during the day for new teachers to work with their mentor teacher. The release time will be no less than one 45 minute period per week and may be more if deemed necessary by the mentor teacher. Second, the TLC plan will include the creation of a TLC coordinator leadership role. This position will ensure all facets of the TLC grant are implemented and tracked properly. Among this positions responsibilities will be to ensure all mentors and mentees are complying with the guidelines set forth within their given roles. The committee felt this position would also be able to assist mentors and mentees on a weekly basis on professional development implementation and overall acclimation to the district.

Next, each mentor teacher and mentee teacher will be given two additional contract days and four release days to focus on their transition to the HCSD. These additional days will be important as the new staff member attempts to understand current district PD and focus on implementation of those instructional strategies.

Finally, the HCSD TLC process for new teachers will include three training sessions where they will be paid during the summer and school year. First, they will be expected to attend Mike Mattos' PLC and MTSS training, which are two different sessions. Second, they will be expected to attend the TLC 'Kickoff' conference in Des Moines on April 12<sup>th</sup>. The HCSD TLC committee believes that by allowing weekly meetings during the day with the mentor's assigned lead teacher, adding a TLC coordinator position and finally supporting the new staff member with trainings that will support the current HCSD PD direction will allow a seamless transition for new teachers to the district. The current HCSD mentoring practice is average at best. We realize we must do better with transitioning our new teachers into the culture within the HCSD.

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## **Narrative**

Using Part 5 application narrative from previous submission? **No**

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

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

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The Harlan Community School District (HCSD) will develop seven new positions to create multiple, meaningful, and differentiated teacher leadership roles. These positions include TLC Selection Council Member, TLC Coordinator, Instructional Coach (IC), Behavior Coach (BC), Building Instructional Leader (BIL), Mentor Teacher (MT) and Beginning Teacher. These positions will collaborate to create our District Teacher Leadership Team and will provide direct oversight for the TLC plan. This team will include administration, while engaging in their own individual leadership responsibilities. The district teacher leadership team will provide engaging professional development as well as support that will lead to increased student achievement. Each of these roles were created based on our district data, stakeholder input, and the identified need for improvement. In addition, each building in the HCSD has a Building Leadership Team. These teams are part of our current system and district culture. The IC, BC, BIL and principal all make up the representation for each building leadership team.

**Organizational Committees and Roles:**

**District Teacher Leadership Team:**

Teacher Leader Roles	Total # of roles on this team	Total # of roles in the district plan
TLC Selection Council Member	1	4
TLC Coordinator	1	1
Building Instructional Leader	4	27
Behavior Coach	2	2
Mentor Teacher	1	2
Instructional Coach	4	4

**Building Leadership Teams: (4 teams total, 1 at each building)**

Teacher Leader Roles	Total # of roles on this team	Total # of roles in the district plan
Building Instructional Leader	4 – 9 (based on building #'s)	27
Behavior Coach	1	2
Mentor Teacher	1	2
Instructional Coach	1	4

**TLC Roles Defined:**

The TLC Selection Council Member’s primary responsibility is to systematically recruit and hire the other members of the district teacher leadership team. These members were selected by current staff and administration which was then approved by the district superintendent and the HCSD Board. These individuals were selected based on their tremendous track record of leadership skills in the district. Specifically, these members will develop appropriate hiring procedures, design interview questions, schedule and perform interviews and make recommendations to the district superintendent. The Harlan Community School District believes that these individuals and their actions are critical to the success of the overall TLC vision and goals. Essentially, these teacher leaders ensure the best leaders are in the correct leadership roles.

Our TLC Coordinator is designed as the glue to hold the TLC vision intact and moving forward. This leadership position will coordinate monthly meetings with selected TLC leaders as well as district administration. During these meetings, the TLC Coordinator will review district TLC goals and action plans. This position is designed as an accountability measure to ensure Harlan Community Schools stays on course with all TLC assurances. The TLC Coordinator will have 5 extended work days in order to accomplish necessary tasks.

Our Building Instructional Leaders (BIL) will assist in planning, providing, and assessing professional development for staff. This person will be largely responsible for supporting and ensuring that professional development is being implemented in classrooms with fidelity. They will measure implementation of professional development to help the district teacher leadership team plan and provide future support for staff. The BIL will focus on providing support to staff in the areas of math, reading, science and student centered learning. The BIL will have 7 extra contract days to work in conjunction with the teacher leadership team to provide an effective plan for professional development. Additionally, each BIL will meet weekly with grade level and subject area teams during scheduled collaboration.

Building Instructional Leaders will meet at least 1 time per month with other BIL's to maintain consistency throughout buildings and the district.

The Behavior Coaches (BC) will function as leaders much like that of an IC, but with a very specific focus...student behavior. As supported by research, for students to learn at their highest potential they need to be engaged and on-task. The primary responsibility is to improve learning and student achievement by increasing time on-task and student engagement. BCs will facilitate this leadership action in three distinct ways:

- 1) Through parents
- 2) Through direct contact with students
- 3) Through teachers and IC

Behavior coaches will serve on building leadership teams which meet ½ days 1 time per month. They will review research, design professional development, assist with lesson planning and meet weekly with the IC's about teacher and student implementation of desired behavior modification skills. Finally, BC's will lead identified parents through monthly sessions on how to support their children with unwanted behaviors. Behavior Coaches will have 5 extended contract days.

Mentor Teachers (MT) will support and help new teachers as they work towards their standard license. The MT will demonstrate a high skill set in the Iowa teaching standards and have the ability to coach and assist new teachers. This person will promote new teachers autonomy and uniqueness by building a trustworthy relationship. They will help to clarify goals and areas of growth and will provide constructive feedback on teaching practices. The MT will coordinate opportunities for new staff to observe and collaborate with a teacher in their content area. Due to our school size, MT's will also be responsible for the coordination of finding highly effective teachers for mentees to observe in other districts. This person will focus on improving weaknesses of the current mentoring program by building opportunities for professional development. The MT's will be given 2 extra contract days to collaborate with the district teacher leadership team and new staff to plan a full year's activities for the development of the new teacher(s) in the district. With the MT part of this team, they can work closely with the IC's, BC's and BIL's to ensure that new teachers are supported with these functions during the first two years of employment.

The Instructional Coach (IC) will be a teacher who has demonstrated past success in being able to learn and implement new strategies and methods in their classroom and has demonstrated best practice in differentiation in small and large group instruction. This teacher leader will allow teachers to observe classroom activities and teaching strategies. The IC will provide opportunities for new and veteran teachers to observe, collaborate, and reflect on best practices in the classroom. They will implement and provide professional development for staff on a monthly basis as per the district calendar. The IC will have 10 extended contract days to collaborate with the district teacher leadership team and attend previously scheduled professional development sessions. The IC will work in conjunction with the mentor teacher to ensure opportunities for observation and reflection are happening once per month. Weekly meetings with the BC will also take place as another accountability measure. IC's will also work in conjunction with the district teacher leadership team to plan, implement and provide professional development for staff.

Our district teacher leadership team will create a coherent instructional improvement strategy that will strengthen instruction and improve student achievement and student learning by collaborating with each other. Each member of the district teacher leadership team will have an allotted number of extended contract days. Throughout the year, the district teacher leadership team will meet (up to 7 days) to participate and develop a plan to create and strengthen coherent instructional practices. The team will also meet on a monthly basis during the school year to collaborate and discuss their progress on setting building and district goals. This monthly meeting will include reviewing school goals, current progress based on data collected, and the need for current support. As stated above, the TLC Coordinator will facilitate these meetings. This team, along with the building leadership teams will be responsible for the development, implementation, and evaluation of ongoing professional development throughout the school year. The IC, BC and BIL will be responsible for the development of professional development for staff. Following professional development, the IC and building principal will collect data about teacher implementation of learned concepts. Based on the analysis of the data, the IC will determine what adjustments need to be made and make recommendations to the building and teacher leadership teams.

The district teacher leadership team and building leadership team will use the Iowa Professional Development Model to provide a structure for professional development that is focused and collaborative. Our IC will have primary responsibility in the collection of our student data and making it available to our teacher leadership team and the entire staff. The IC's and TLC Coordinator will lead us through analyzing our data so our district teacher leadership team can collectively view strengths and weaknesses in our student achievement.

With our proposed teacher leadership structure, the IC would specialize in selected instructional strategies while the BC would focus on student engagement and time on-task. The teacher leadership team will collaborate with administration to create a schedule for professional development that will allow enough time for learning, follow up learning opportunities, various delivery models, and multiple opportunities for practice focused on the district's professional development model.

Using Part 6 application narrative from previous submission?      **No**

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

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

- a) Prior demonstrated measures of effectiveness.
  
- b) Prior demonstrated professional growth.

The Harlan Community School District (HCSD) and the Teacher Leadership Compensation (TLC) planning committee believe we have many teachers who will fit the leadership opportunities set forth below. This is not only the philosophy we approach the TLC process with but it is the expectation of the TLC planning committee and the HCSD that we provide a fair and equitable process for those talents to be realized. The newly created leadership positions are an opportunity to realize those talents. The HCSD and the TLC committee want only the top educators to fill these roles and the rigorous selection process below will represent those high expectations.

First, a committee selected by the board of education made up of equal parts teachers and administration will be identified. The process for selecting the committee members must be rigorous as the recommendation from the TLC planning committee is these teacher leaders will play a vitally important role in selecting the applicants for the specific leadership role they seek. The selection criteria for the committee members will be the same as that of the other leadership roles listed below.

The culminating recommendation from the TLC selection committee must assert that the teacher possesses superior teaching skills and the ability to lead adult learners. The following criteria will be required of the instructional coach, TLC coordinator, building instructional leader, mentor teacher and mentee within the HCSD TLC process:

**Process**

Submission of General Application Form, created by district, to include

- General: Name, years in district, current role
- Indication of positions desired
- Leadership experience
- Coursework/professional learning, highest degree
- Teaching experience with adults (presentations, courses taught, facilitation)

**Interview Process**

- Interview questions related to reflection on impact of coursework and sessions taught or presentation

**Rationale and Alignment to Scoring Rubric**

The general application will provide us with evidence of the candidate's prior involvement in professional growth and his/her experience in leadership, which will be evaluated according to a rubric. The form will allow an applicant to apply for multiple positions via a single process by indicating preferred position and interest in other positions as noted.

The interview questions will provide information to help the site-based council see the candidate's prior effectiveness and prior involvement in professional growth.

1. Please share your educational background/training that makes you a good candidate to fill the role of \_\_\_\_\_ for your respective building/district.
2. Tell us what motivated you to apply for this position.
3. How can you see this position affecting the culture in your building?
4. What do you think teacher leadership means?
5. What do you foresee as your biggest challenge in this position?
6. What is the greatest strength you would bring to this new position?
7. What PD has been valuable to you in the past? Why?
8. How do you see yourself helping to move the district forward with professional development Initiatives?
9. What strategies will you use to encourage veteran teachers to seek your support, considering participation is voluntary
10. What training/experience have you had teaching adult learners?
11. What characteristics do you have that will benefit you in coaching situations?
12. What short-term professional goals will this role help you fulfill?
13. How will your work increase student achievement?

Finally, once the selection committee has come to a decision, the committee will make a final recommendation to the superintendent of schools.

The district will determine each leadership roles effectiveness through the following metrics:

- 1). Quarterly goals will be set based on district PD goals focused on student achievement gains
- 2). Weekly meetings with lead teams and administration will occur to monitor progress on the quarterly goals
- 3). A 10% increase in student achievement scores on the IGD's, FAST, STAR Reading, STAR math and in the

subgroups of Special Education, English Language Learners and low SES students on the Iowa Assessments.

4). A survey will be given at the end of the year to all staff asking them to rate how effective the leadership roles were in the first year of implementation.

5). A 360 feedback form will be given on all leadership roles that are created.

6). A survey will be completed by the teacher leaders selected for each position asking for their feedback on how the district can support them as well as rating themselves within the first year in the position.

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## 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.*

The Harlan Community School District (HCSD) Teacher Leadership Compensation (TLC) plan will utilize teacher leaders in creative and expansive ways. This committee expects teachers to know and adhere to the Iowa Core Curriculum, the Iowa Professional Development Model (IPDM) and to the latest research based strategies which show the largest effect size in student achievement growth.

The HCSD follows the IPDM in its professional development (PD) plan. Each teacher completes an individual teacher career development plan and this plan coincides with the districts PD focus of Student Centered Classrooms (SCC). The IPDM focuses on collecting student data, goal setting, determining content and designing training/learning opportunities. These are processes which will fit well with the HCSD TLC plan.

Currently there is a lead team which has been established in each of the four buildings within the HCSD. These lead teams are made up of teachers in the district who wish to assist in leading and developing PD. The primary gap which exists in the current PD structure within the HCSD is that there is not enough time provided for educators to lead PD with the fidelity which is necessary for true implementation and depth to occur. The HCSD TLC plan calls for 4 Instructional Coaches (IC's), 27 Building Instructional Leaders (BIL's) and 2 Behavior Coaches (BC's) to be given time during the day and the summer to lead and guide PD.

The SCC focus of Inquiry based and Project Based learning has allowed for the collection of significant student achievement data. With the addition of the 4 IC's (2-100% out of the classroom, 2-25% out of the classroom), 27 BIL's and 2 BC's, it will allow staff to better analyze data and make informed instructional decisions personalized to students based on that data.

The HCSD TLC plan aligns with and incorporates the key elements of the IPDM in the following ways:

- 1). Collecting and Analyzing Student Data—collecting data related to student performance is currently left up to building principals. However, with the increased TLC leadership roles presented in the form of IC's, BIL's and BC's, there will be additional expertise and guidance each day added to assist in establishing this most important first step.
- 2). Goal Setting—IC's will take the lead and work with BIL's and BC's in establishing high level goals. These goals will have action steps which will be broken down into quarterly goals and will be monitored by Building Instructional Leadership Teams (BILT's) in this fashion. Once quarterly data has been captured, directional shifts and educational decisions will be made on a quarterly basis to stay on track in achieving the year end goals.
- 3). Selecting content—this step currently is accomplished within the lead teams and administrative team settings, however is limited based on the amount of time educators have to collect data and conduct walk throughs in classrooms. The additional expertise and guidance for staff through IC, BILT and BC guidance will be critical in moving the districts PD initiatives forward.
- 4). Designing the Process—there will be a significant difference realized in this step once the HCSD TLC process is fully implemented. Ensuring that teachers have adequate opportunities to learn and implement new curriculums, instructional strategies and assessments will be exponentially enhanced due to the additional collaboration time which will be added. Each building will add one hour per week of additional collaboration for staff starting next year.
- 5). Ongoing Cycle—this continuous cycle will only be improved for the HCSD PD going forward once the TLC process is fully implemented. The classroom experts will have more time than ever before to capture student data, enhance classroom instruction, increase the fidelity of PD implementation and ensure no gaps exist when new staff is hired.
- 6). Program Summative Evaluation—professional development should be judged by student learning outcomes. The student learning outcomes which have been set forth by the HCSD TLC committee are as follows: 1). Increase student proficiency levels on the Iowa Assessments by 10% in all three assessed areas each of the next three years in grade levels 3-11, 2). Increase student achievement by 10% on the IGD's, FAST and STAR reader/math assessments at the appropriate grade levels, 3) Implement quarterly goals for all leadership roles that are created within the HCSD, 4). Increase all English Language Learners (ELL's) assessment proficiencies within the HCSD by 10% on the ELPA21. Ultimately the HCSD TLC plan will increase the fidelity of PD implementation through the implementation of the IC's, BIL's, BILT's and BC's. In addition to mentor teachers for all new staff members, this will ensure a seamless transition occurs for all staff within the HCSD while increasing student achievement and attracting and retaining quality educators.

**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 Harlan Community School District (HCSD) Teacher Leader Compensation (TLC) committee has established both academic and logistical goals associated with the implementation of the TLC plan. The committee believes student learning is at the center of whether or not this is a successful process and thus will hold success or failure of this initiative based in large part on student achievement results. Creating expansive teacher leadership roles and attracting and retaining quality staff will also be important in determining success of the TLC process.

The academic goals established by the HCSD TLC committee based on the TLC plan created are: 1). Increase student proficiency levels on the Iowa Assessments by 10% in all three assessed areas each of the next three years in grade levels 3-11. 2). Increase student achievement on the IGDI's, FAST, STAR reader and STAR math by 10% focusing on the subgroups of Special Education, English Language Learners and low SES students. 3). Ensure quarterly academic goals are set and derived from common district goals.

The logistical goals which have been set to ensure success of the HCSD TLC plan are: 1). Establish specific training on Mike Mattos and the PLC and MTSS model for all staff PK-12. 2). Reinforce the Iowa Professional Development Model (IPDM) in implementing any new Professional Development (PD) for all staff throughout the TLC process. 3). Ensure the timeline for implementation begins on April 1 and includes multiple and meaningful summer opportunities for all staff based on the HCSD TLC grant.

The HCSD will monitor and set quarterly goals in an effort to make adjustments to this plan as needed. Instructional coaches (IC's), Building Instructional Leadership Teams (BILT) and Behavior Coaches (BC's) will meet weekly to look at data collected during the week and gauge progress towards the quarterly goals which have been established. Routine adjustments must be made on a quarterly basis based upon current data collected and lead team feedback on implementation in the classroom.

The IPDM will be followed to continually analyze and re-calibrate the direction of the TLC goals. This model is currently followed within the district, but consistent reminders of the fact that this is an on-going and continual process is something the committee feels strongly about. This will mean the above goals must be posted and conspicuous so all stakeholders are continually reminded of their collective importance. This coupled with daily conversations and quarterly adjustments, the goals and the process are attainable.

Using Part 9 application narrative from previous submission? **No**

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

The Harlan Community School District (HCSD) Teacher Leadership Compensation (TLC) committee is constructed of innovative and creative leaders inside and outside of the classroom. The committee consists of the Harlan Education Association (HEA) president, lead team members from all four buildings in the district, all building principals, the superintendent of schools, school board members and parents. Each of these stakeholders will provide a unique perspective which will allow implementation throughout the district to be smooth.

The HCSD TLC committee has a clear and common vision for implementation. Implementation of expected outcomes will begin with the creation of a Professional Development (PD) schedule for the summer. These summer sessions will include Mike Mattos' PLC and MTSS training, Science Writing Heuristic (SWH) training, Diane Sweeney's Student Centered Coaching training, Student Centered Classroom (SCC) training along with other relevant training opportunities each building lead team will request. The implementation of the TLC plan will be logistically supported through the addition of nine half day PD sessions at the elementary level and four additional days of collaboration at the secondary level.

The increase in collaboration will allow for the 4 Instructional Coaches (IC's), 2 Behavior Coaches (BC's), 27 Building Instructional Leaders (BIL's), mentor teachers and mentees to better understand the professional development processes being implemented. The additional time will be meant to work in conjunction with the increased teacher leadership roles in allowing collegial dialogue to occur regarding professional development created to increase student achievement.

The school board is an important piece of this implementation and supports the efforts to create this plan. The increased amount of PD for staff is not only supported by best practice, but is supported by the fact that the best schools in the world create expansive opportunities for staff in order to collaborate. The HCSD believes these steps will allow it to attract and retain staff effectively going forward. The superintendent and principals will play a key role in supporting the TLC plan through support inside and outside of the classroom. Financial support in bringing in PLC, SWH, Diane Sweeney, SCC and other requested trainings will be crucial if this effort is to be successful. Current teachers serving on the TLC committee are in the position to lead the TLC implementation process. Coupled with principal support and financial support from the district, the pieces appear to be in place to ensure quality implementation.

Finally, sustaining this initiative over time will be important. Creating the additional collaboration time and nine half day PD sessions will in fact allow implementation over time to become a reality. Consistently keeping best practice and research based practices in front of the staff, school board and community will create a level of transparency which will allow the TLC effort to be sustained. Once staff has had the opportunity to be trained in the required areas stated above, those views will only prove to enhance this effort over time.

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## Assurances

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

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

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

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

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

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

## 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.	\$383,231.48
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).	\$18,452.26
Amount used to provide professional development related to the leadership pathways.	\$33,533.20
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$435,216.94</b>

## 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 **1393.0**

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

District Enrollment-Based Allocation **\$435,563.24**

Total Allocation **\$435,563.24**

## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

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## Total Allocation Budgeted

Total Projected Amount to be Expended **\$435,216.94**

*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 **\$346.30**

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## Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

The HCSD TLC vision is to improve student achievement by empowering teachers through enriched and expansive opportunities for professional growth.

The 41 leadership roles created represent 36% of certified staff and are differentiated both in responsibilities and compensation and provide multiple and varied types of support for teachers and students. The budget details the costs associated with implementation to fulfill the goals of the HCSD TLC plan: 1. Improve student learning by improving the instruction students receive each day, 2. Attract, develop, and retain promising new teachers, 3. Retain effective teachers, 4. Distribute leadership roles among the PK-12 staff to create a collaborative culture in buildings and across the district

#### Estimated Allocation of Funds by Role

The TLC Selection Council will consist of an equal number of TLs and district administrators and will monitor the implementation, facilitation, and evaluation of the TLC plan to ensure the system is implemented with fidelity and integrity.

Goals: 1-4

Grade Levels: (1) PK-2, (1) 3-5, (1) 6-8, (1) 9-12

Number of roles: 4 (one per grade span)

FTE Extended Contract Days per role: 1

Salary Stipend per role: \$1,000

Release Days per role: 2

Classroom Replacement District Cost per role: \$200

District Cost per role: \$1,200

Total Cost: \$4,800

One of the Instructional Coaches will serve as the TLC Coordinator and will orchestrate the implementation, facilitation, and data collection of the TLC plan to ensure the system is implemented with fidelity and integrity.

Goals: 1-4

Level: PK-12

Number of roles: 1

FTE Extended Contract Days per role: 5

Salary Stipend: \$2,500

Release Days per role: 0

Classroom Replacement District Cost per role: 0

District Cost per role: \$2,500

Total Cost: \$2,500

The Instructional Coaches (IC's) will assist classroom teachers by providing direct support and assistance in the classroom in the use of effective instructional strategies, use of data and technology to improve student achievement, and aligning curriculum and instruction to the Iowa Core.

Goals: 1 & 4

Level: PK-2, 3-5, 6-8, 9-12

Number of roles: 2 (1-PK-2, 1-3-5)—100% of TL's contracted day; 2 (1-6-8, 1-9-12)—25% of TL's contracted day (Total 4 positions)

FTE Extended Contract Days per role: 10

Salary Stipend: \$5,000

Release Days per role: 0

Classroom Replacement District Cost per role: \$0

District Cost per role: \$90,000 (PK-2, 3-5); \$32,000 (6-8, 9-12)

Total Cost: \$244,000

The Behavior Coaches (BC's) will assist classroom teachers by providing direct support and assistance in the classroom through the implementation of effective MTSS behavioral strategies to improve student behaviors.

Goals: 1 & 4

Level: PK-5, 9-12

Number of roles: 2 (1-PK-5; 1-9-12)

FTE Extended Contract Days per role: 10

Salary Stipend: \$5,000

Release Days per role: \$0

Classroom Replacement District Cost per role: \$0

District Cost per role: \$40,000

Total Cost: \$80,000

The Building Instructional Leaders (BIL's) lead their grade level/department teams and serve on the Building Instructional Leadership Team (BILT). They examine building achievement data, plan and deliver PD, assist with goal setting and collaborate with other building leaders.

\*NOTE: the BIL's include school counselors, building technology integrationists and special education teachers and will explain why the roles below are more than one teacher per grade level.

Goals: 1-4

Level: PK-2 (5), 3-5 (5), 6-8 (8), 9-12 (9)

Number of roles: 27

FTE Extended Contract Days per role: 7

Salary Stipend: \$2,000

Release Days per role: 3

Classroom Replacement District Cost per role: \$436.68

District Cost per role: \$2,390

Total Cost: \$64,366.80

Mentor Teachers work within the Mentoring Program to provide beginning teachers with the support necessary to ensure high levels of student achievement and improved teacher retention.

Goals: 1 & 2

Level: PK-12 (2)

Number of roles: 2

FTE Extended Contract Days per role: 2

Salary Stipend: \$1,000

Release Days per role: 8

Classroom Replacement District Cost per role: \$1,172.48

District Cost per role: \$2,172.48

Total Cost: \$4,344.96

Beginning Teachers: Although this is not a teacher leadership role, the TLC plan allows for release days for beginning teachers to meet with their mentors and observe model teachers.

Goal: 2

Level: PK-12

Number of roles: 1

FTE Extended Contract Days per role: 1

Salary Stipend per role: \$500

Release Days per role: 8

Classroom Replacement District Cost per role: \$1,172.48

District Cost per role: \$1,672.48

Total Cost: \$1,672.48

Allocated Budget for Professional Development: \$33,533.20

Prior to the 2016-17 implementation of the TLC Grant, HCSD will continue to build capacity for potential TLs during the 2015-16 school year. Through this crucial professional development, all TLs will enhance their knowledge and skills in the areas of best instructional practices, PLCs, the Iowa Core, collaboration, coaching and integration of technology.