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**Application**

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

**95076 - Highland Teacher Leadership and Compensation Plan**  
**Teacher Leadership and Compensation System**

<b>Status:</b>	Under Review	<b>Submitted Date:</b>	2014-10-30 03:17:24
<b>Signature:</b>	Chris Armstrong	<b>Submitted By:</b>	Chris Ian Armstrong

**Applicant Information**

<b>Project Officer</b>				<b>Organization Information</b>			
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<b>City*</b>	Riverside	<b>State/Province</b>	Iowa	<b>City</b>	Riverside	<b>State/Province</b>	Iowa
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<b>Program Area of Interest*</b>	Teacher Leadership and Compensation System			<b>Fax:</b>	319-648-4055		
<b>Fax:</b>				<b>Benefactor Vendor Number</b>			
<b>Agency</b>	Administrative Services, Iowa Department of						

**Recipient Information**

<b>District*</b>	Highland Community School District <small>Use the drop-down menu to select the district name.</small>
<b>County-District Number*</b>	92-2977 <small>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.</small>
<b>Honorific</b>	Mr.
<b>Name of Superintendent*</b>	Chris Armstrong
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<b>Street Address*</b>	1715 Vine Ave.
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<b>State*</b>	Iowa <small>Use the drop-down menu to select the state.</small>
<b>Zip Code*</b>	52327

**TLC Application Contact**

Honorific	Mr.
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Street Address*	1715 Vine Ave.
City*	Riverside
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Zip Code*	52327

**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)**

Highland Community School District has decided to use TLC Plan Model 3: Comparable Plan Model (284.17) which includes the 5 "must have" criteria that all teacher leadership and compensation plans must meet. The Highland Community School District's Teacher Leadership and Compensation Plan (TLC) is designed around three main goals:

1. Establish a minimum base salary of \$33,500
2. Create specific compensated teacher leadership roles
3. Ensure a systemic, improved induction program

Highland CSD will ensure all teachers earn a minimum of \$33,500 by providing an additional \$1,000 to teachers in the district being paid under the minimum to bring them to the minimum base salary.

Highland CSD will create four teacher district leadership roles and twelve building leadership roles. The District will create two new positions; the District will have 1.5 FTE for an instructional coaches and 1.5 FTE for technology integration specialists. The four district teacher leader positions will represent the four buildings in the district. The district teacher leaders will be responsible for dissemination of information to and from buildings and district-wide implementation of policy, procedure, and structure. The team will monitor, adjust, and reevaluate the professional development program to help promote continuous growth. Four building teacher leader positions were created and these leaders will be responsible for focusing on building-level data and determining root causes of student academic needs. The team will set building goals, monitor progress, and report data to the DLT. Teacher leaders will be compensated for additional time during the day needed to fulfill the responsibilities of their roles and will receive extended contract time equivalent to ten extra days. Twelve PLC Leaders will focus on class and student level data and determine the instruction necessary to close the "Gap." PLC leaders will facilitate goal setting, planning, problem solving, and progress monitoring to ensure student learning for each and every student.

Highland CSD has partnered with Grant Wood Area Education, which has partnered with the New Teacher Center ([www.newteachercenter.org](http://www.newteachercenter.org)) and area school districts to provide a highly effective mentoring program to teachers new to the profession at Highland. We will submit a consortium fee which is used to support the release of experienced teachers from their current classroom duties (for up to three years) as they take on the teacher leadership role of induction mentor

The District is planning to incorporate a systematic approach to training the new teacher leaders. Teacher leaders would be trained in partnership with Grant Wood AEA and private providers such as Solution Tree and the Lead and Learn Center to serve in leadership roles on the District Leadership Team and Building Leadership Teams. These new teacher leadership roles and the systemic training process will allow the District to empower teachers as leaders of the District's professional development program, enhance teachers' professional development and growth, and enable teachers to have a powerful impact on the effectiveness of the District's Professional Learning Community teams. The processes Highland CSD will be utilizing directly align with the Iowa Professional Development Model of continuous improvement.

The implementation of the District's Teacher Leadership plan aligns with the district's initiative to utilize the Professional Learning Community process for increased student achievement. Currently teachers meet throughout the week in teams to examine student data to determine if students are learning the District's identified prioritized standards. Once the data has been analyzed, teachers determine what to do with students who have not learned the standard and what to do with those who have. The Teacher Leadership and Compensation plan connects to the District's school improvement structure by providing additional opportunities for teacher leaders to guide the district's professional development program, focus efforts on in-depth data analysis, and increase support for beginning teachers.

As the teachers, school board, and community members have the opportunity to see students succeed, the plan will be sustained through the synergy of success. The district has already experienced growth in student performance because of the time allocated for the PLC process. Dedicated educators have made the best of the resources and time currently available. Once the district is able to fully fund the additional time needed to fully incorporate the PLC process exponential growth will occur.

The success of implementing the District's TLC plan will sustain our efforts over time. Excitement generated through success is contagious. The entire community of educators, students, parents, and community members will demand the continuance of the functions designed in the District's TLC plan. Nobody will want to return to a system that works for some students, but not for all students. New teachers will be excited to join a district that achieves such a high level of success, and veteran teachers will desire to remain in the Highland Community School District.

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).

**Committee Member Selection Process**

A list of potential candidates from the various stakeholder groups were screened and potential committee members were contacted. Potential committee members were provided with an overview of the TLC project, dates and times of meetings, and assignments to be completed between meetings. Fifteen candidates, representative of the Highland CSD's various stakeholder groups, agreed to commit to the TLC project. Members of the committee were compensated from funds provided by the Teacher Leadership and Compensation (TLC) Planning Grant. The compensation helped solidify the commitment of each member. The team of fifteen people included:

- Administrators,
- Board Members,
- Teachers,
- Highland Education Association,
- Staff,
- Parents, and
- Community Members.

Meeting	Date	Time	
Prior to the first meeting			Each committee member was asked to access and familiarize themselves with the information located on the Department of Education website and the Teacher Leadership System Design Resources and Guidance on TLC System documentation.
1	10/23/2013	6:00-7:30	The first meeting served as an organizational meeting allowing the committee members to become familiar with one-another's background. The committee developed a set of norms for conduct and interaction during the meetings, agreed upon a vision statement, and established a list of responsibilities for committee members. The team formulated a road map for completing the application process and was assigned the task of reading and thoroughly understanding the application requirements.
2	11/4/2103	6:00-7:30	The second meeting consisted of defining each of the leadership roles in a context that applied to Highland CSD. The committee divided into subgroups consisting of the various stakeholders to define specific aspects of each role, including a description of the work requirements, and how each role would function within Highland CSD. The team shared and discussed the results and ideas from each subgroup.
Between Meeting Responsibilities *Gather Info from Outside Sources *Gather In-District Data			The committee members were given the task of defining the most effective strategies for the completion of the application process and were invited to communicate via a centralized Google document.
3	11/18/2013	6:00-7:30	The third meeting focused on finalizing the leadership roles that would work in Highland CSD and determining how each role would function. The team divided into subgroups (the elementary, middle, and high school buildings) to work and share the results and ideas. The team began the task of constructing the grant document by dividing responsibilities among committee members to address each of the ten parts of the application. This task included writing a rough-draft for the assigned parts and posting them via the centralized Google document.
Between Meeting Responsibilities			It was the responsibility of the entire team to review the document and make suggestions and/or changes.

4	12/2/2013	6:00-7:30	The fourth and fifth meetings were used to clarify some of the lesser-defined aspects of the grant and ensure that the entire team was in agreement on some of the critical roles. The committee spent some time to wordsmith specific pieces of the application as a group and then broke into two- and three- person stakeholder teams to further edit each part of the application.
Between Meeting Responsibilities			The committee members were assigned the task of continuing to review, revise, and comment on the grant application document. Committee members used the TLC rubric to guide this work.
5	12/16/2013	6:00-7:30	(See Meeting 4)
6	1/16/2014	6:00-7:30	Revise and edit draft for final copy submission
7	4/24/2014	9:00-11:30	Gather info from outside sources for parts 1,2 and 3
8	8/27/2014	9:00-11:30	Gather info from outside sources for parts 4 and 5
9	9/9/2014	9:00-11:30	Gather info from outside sources for parts 6 and 7
10	9/24/2014	9:00-11:30	Gather info from outside sources for parts 8, 9 and 10
11	10/15/2014	11:00-1:00	Revise and Edit
12	10/21/2014	6:00-7:00	Revise, Edit and Finalize for Submission

Throughout this process, committee member attendance was high and participation was robust. Team members completed tasks assigned to them and each stakeholder group contributed to the process with high levels of engagement. All the stakeholders advocated from their perspective and gave constructive input. Teachers advocated for how the roles will function and positively impact student achievement; administrators provided input for logistical feasibility of each role or idea; and parents and community members provided an external point of view. The diversity of each stakeholder group worked nicely to create a cohesive, high-quality plan.

### Narrative

Using Part 2 application narrative from Year 1?\*

No

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

**State Goals:**

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

"The mission of the Highland Community School District (CSD) is to provide all students the opportunity to acquire the necessary skills to fulfill their potential and become positive contributors to society."

**TLC Goals:**

Overall Goal:

- Improve student achievement by strengthening instruction.

To realize this vision and achieve the goals, the school district needs to ensure all students receive quality instruction from highly qualified teachers. Highland CSD has focused professional development opportunities on functioning as highly effective Professional Learning Communities (PLC) to answer the four PLC questions.

1. What is it we want all students to know and be able to do?
2. How will we know when they have learned?
3. What will we do when they are not learning?
4. What will we do when they already know what they need to learn?

We are using the structure of Rigorous Curriculum Design to facilitate the process of determining what students need to know and be able to do. We are prioritizing standards, developing common formative assessments and then determining what to do for students who have not learned yet or

who already meet the standards. Both elementary schools are utilizing the SINA process to identify root cause and action steps for improving our core instruction.

Specific Goals:

**Attract quality new teachers by offering competitive starting salaries as well as professional development and leadership opportunities.**

The district understands it is vital to retain quality instructors and develop teacher leaders at each building in order to continue to elevate student achievement. The district will utilize funds from the TLC grant to retain and attract quality teachers and compensate teacher leaders for taking on additional responsibilities. The district will raise the minimum salary to \$33,500 and provide additional compensation for teacher leaders.

**Retain effective teachers by offering enhanced career opportunities by providing professional development and leadership opportunities.**

The funds from this TLC grant would support the district's teacher leadership efforts by providing additional resources to help strengthen the district's leadership teams, mentoring program, and peer review process.

**Promote collaboration by developing and supporting opportunities for teachers to learn from each other.**

The district understands it is crucial for all teachers to continually improve their professional practice. Highland CSD began implementing Professional Learning Communities (PLC) during the 2008-2009 school year. As the district continues to become a quality PLC, many Highland educators have started taking on leadership roles. The direction Highland CSD has taken with Professional Learning Communities fits into the goals of the statewide Teacher Leadership and Compensation (TLC) system.

**District Comprehensive School Improvement Plan (CSIP) Goals:**

- All students will achieve at high levels in the area of reading.
- All students will achieve at high levels in the area of mathematics.
- All students will achieve at high levels in the area of science.
- All students will achieve at high levels in the area of social studies.

**District and Building Annual Progress Report (APR) Goals:**

- The number of students who are proficient on the Iowa Assessments in Reading, by the winter of 2015 will increase by ten percent.
- The number of students who are proficient on the Iowa Assessments in Math, by the winter of 2015 will increase by ten percent.
- The number of students who are proficient on the Iowa Assessments in Science, by the winter of 2015 will increase by ten percent.

These goals are based on a number of data sources.

- Iowa Assessments
- NWEA-Measures of Academic Progress (MAP) Assessment
- Olweus Survey
- Universal Screeners
  - 2013-2014 Dibels Next/ 2014-2015 Formative Assessment System for Teachers (FAST)
  - Curriculum Based Measures
    - Math
      - Application
      - Computation
    - Writing
      - Total Words Written
      - Correct Word Sequence
- Course Assessments
- Office Referral Data

		The 2012-2013 Adequate Yearly Progress (AYP)	The 2013-2014 Adequate Yearly Progress (AYP)
Ainsworth	Reading	SINA: Year 1	SINA in Delay: Year 1
	Math	Watch List	SINA: Year 1
Riverside	Reading	SINA in Delay: Year 2	SINA: Year 3
	Math	Watch List	SINA: Year 1
Middle School	Reading	Met AYP-Safe Harbor	Met AYP-Safe Harbor
	Math	Missed AYP	Met AYP-Safe Harbor
High School	Reading	Met AYP-Safe Harbor	Met AYP-Safe Harbor
	Math	Met AYP	Met AYP-Safe Harbor

Data Trends indicate a need for increased emphasis in the areas of reading, math and science with a focus on improving core instruction.

Highland CSD is already on the path of attracting able and promising new teachers, retaining effective teachers, promoting collaboration, and rewarding professional growth. The TLC grant would provide additional support and would accelerate the district's growth through the development of teacher leaders. Highland CSD understands the importance of collaboration, the need to focus on student learning, and the need to focus on student results. The district knows it is vital to develop a system that promotes growth for teachers, and the district understands the path to improved student achievement comes through improved instruction.

Using Part 3 application narrative from Year 17\*

No

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

The District has selected Model 3. Our TLC committee determined that Model 3 would best suit the needs of our district.

The TLC grant will connect to, support, and strengthen Highland's School Improvement initiatives:

- Professional Learning Communities
- Data Driven Decision Making
- Olweus Bully Prevention

The implementation of our Teacher Leadership plan is directly connected to the Highland Community School District's (CSD) initiative to implement the Professional Learning Communities (PLC) process, including Decision Making For Results, for increased student achievement. Currently, teachers meet throughout the week in teams to examine student data to determine if students are learning the District's identified prioritized standards. Teachers collaborate around the development of formative assessments and the resulting data as they work to determine the course of action to take with students who have not learned the standard and for those who have learned the standard.

Highland School Improvement Initiatives	How TLC teacher leaders will connect, support and strengthen our work.
<ul style="list-style-type: none"> <li>• Professional Learning Communities                             <ul style="list-style-type: none"> <li>◦ Rigorous Curriculum Design</li> </ul> </li> <li>• Common Formative Assessment</li> <li>• Decision Making For Results</li> <li>• Olweus</li> </ul>	<p><b><u>Instructional Coach</u></b>                      The Instructional Coach will work with teachers to plan and prepare lessons that align standards, assessments and instruction. They will facilitate the professional use of classroom data for the greatest impact on student learning in the classroom. Modeling of highly effective strategies will be a big part of the Instructional Coach's responsibilities.</p> <p><b><u>Technology Integration Specialist</u></b>                      The Technology Integration Specialist will coach teachers in the integration of technology to make the work effective, efficient, and easily accessible to other professionals. The Technology Integration Specialist will also coach teachers to integrate technology, where appropriate, to enhance student learning.</p> <p><b><u>Building Lead Teacher</u></b>                      Building Lead Teachers will use building data to identify areas of strengths and concern, both academic and non-academic. They will guide teachers through a problem solving process (including locating research-based practices), planning for implementation, monitoring the effects of the implementation and then analyzing this data for use while continuing to improve climate, instruction and learning.</p> <p><b><u>District Lead Teacher</u></b>                      District Lead Teachers will use building data to identify areas of strengths and concern, both academic and non-academic. They will guide teachers through a problem solving process (including locating research-based practices), planning for implementation, monitoring the effects of the implementation and then analyzing this data for use while continuing to improve climate instruction and learning.</p> <p><b><u>Induction Mentor</u></b>                      Induction Mentors will coach new teachers to plan and prepare lessons that align standards, assessments, and instruction. Induction Mentors will work closely with new teachers as they develop the areas of classroom management and professionalism. They will facilitate the professional use of classroom data for the greatest impact on student learning in the classroom.</p> <p><b><u>PLC Leader</u></b>                      PLC Leaders will provide leadership during Professional Learning Community (PLC) meetings. Teachers will focus on the areas of</p>

teaching and learning, Iowa Core, student engagement, technology, assessment (formative and summative) and standards based grading. Teachers will plan, problem solve, develop units, lessons, assessments and materials, and make decisions based on data and research. PLCs at Highland function to answer the Four Critical Questions of a PLC.

1. What do we expect students to know and be able to do?
2. How will we know when they have learned?
3. How will we respond when they do not learn?
4. How will we respond when they do learn (or have already mastered the knowledge/skills)?

**Peer Review**

Highland Community School District (CSD) believes the peer review process is so crucial to professional growth and development that all teachers are expected to participate in the peer review process. Teachers will observe classroom instruction and provide feedback. All teachers will be involved in objective data collection, documentation, and positive communication. Each teacher will participate in the peer review process once each quarter. Highly qualified substitutes will be hired to cover classes during the peer review process. Teachers will have time to conduct the peer review and reflect on the process using the post peer review guide.

Instituting a comprehensive teacher leadership system into our district will greatly enhance our educational program. Providing additional support for the professional development program, student data analysis, and beginning teachers make this plan an effective tool for improving teaching and learning. All teachers will benefit from the additional support, and this gives the district the best opportunity to improve student learning.

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)**

New Teachers Leaving Profession After 3-5 Years	
National DOE	30 to 50%
Iowa DOE	30.7%

School Years	New Teachers Leaving Highland CSD
2013-14	2
2012-13	0
2011-12	2
2010-11	0

**Reasons New Teachers Leave the Highland Community District**

- Professional Advancement
- Reduction in Force

**Reasons New Teachers Leave The Profession**

- Personal Family Reasons

**Retention Goal:** The Highland Community School District will retain all newly hired employees through a quality induction and mentoring program.

Over the past four years the District has lost 4 teachers who were new to the profession. Information gathered from interviewing mentors, mentees and teaching staff identified the following areas of weakness include insufficient support for the mentor, insufficient support for the mentee, and most importantly, insufficient time. In the recent past, mentors were assigned to teachers and were expected to find time to meet and discuss issues experienced by the novice teacher. Insufficient time was set aside to discuss learning strategies, classroom management, curriculum alignment, etc.

Currently Highland CSD has partnered with Grant Wood Area Education (GWAEA), which has partnered with the New Teacher Center ([www.newteachercenter.org](http://www.newteachercenter.org)) and area school districts to provide a highly effective mentoring program to teachers new to the profession at Highland. We will submit a consortium fee which is used to support the release of experienced teachers from their current classroom duties (for up to three years) as they take on the teacher leadership role of induction mentor. Each Induction Mentor supports 15 new teachers (for at least 2 years) with job-embedded instructional mentoring and induction support for 1-2 hours per week. This support includes, but is not limited to demonstration, lesson and unit planning, classroom observation and feedback, analysis of student work, co-assessing instructional practice and setting professional goals aligned with the Iowa Teaching Standards, coaching conversations and triad conversations with principals, and arrangement of site and intersite collaborative conversations and reflection of exceptional instructional practice across the consortium.

The following rigorous multi step process is completed to fill each GWAEA Induction Coach Role.

- Submission of Applicant Materials
  - resume
  - letter of interest
  - letters of recommendation
- Phone Interviews
- Face-to-Face Interviews with a Diverse Team of Consortium Representatives
  - teachers
  - administrators
  - GWAEA program leaders
- Reference Checks with Current Supervisors
- Use of a rubric (New Teacher Center) for mentor/induction coach selection that is scored and analyzed along with other data sources as a team for final recommendations.

Each district in the consortium uses the New Teacher Center Induction Program Standards and continuum to assess the current mentoring program at Highland and identify strengths as well as gaps. These 10 standards are categorized into three areas:

1. Foundational Standards
  - a. Program Vision,
  - b. Goals
  - c. Institutional Commitment
  - d. Program Administration and Communication
  - e. Principal Engagement
  - f. Program Assessment, Evaluation and Accountability
2. Structural Standards
  - a. Mentor Roles and Responsibilities
  - b. Selection
  - c. Assignment
  - d. Assessment
  - e. Mentor Professional Development and Learning Communities
  - f. Assessing Beginning Teacher Practice
  - g. Beginning Teacher Professional Development and Learning Communities
3. Instructional Standards
  - a. Focus on Instructional Practice
  - b. Focus on Equity
  - c. Focus on Access

Highland has determined that our biggest areas for growth are within the Structural Standards and partnering with the GWAEA Induction Consortium provides the resources and supports as Highland ensures our new teachers have carefully selected, highly effective Induction Mentors who use a systematic, research-based approach to accelerate new teacher professional growth into the profession.

#### Theory of Action

If new teachers are compensated adequately, provided quality professional development and the needed supports in both pedagogy and content, and avenues for future teacher leadership opportunities, then new teachers will want to stay and become a highly effective members of the teaching staff which will impact student achievement in a positive manner.

#### Narrative

Using Part 5 application narrative from Year 1?  Yes

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

Please include the following information in your narrative:

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

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

#### District Leadership Team (DLT)- Curriculum and Professional Development Leaders

The teachers on the DLT are responsible for data collection and analysis on a collaborative district level. The DLT will work collaboratively to plan the District's professional development program, monitor implementation, analyze data, and make adjustments to the professional development program to meet teacher and student learning needs. The District believes direct teacher involvement in planning professional development will strengthen the process because teacher leaders will directly convey needs experienced during building-level collaborative time. This will help make professional development time more relevant, and it will allow the DLT to be more responsive to the immediate needs of the staff.

The DLT will meet for three hours each week to prepare, analyze, and disseminate the data. Teachers will meet outside the instructional day. Teachers will be compensated for the additional hours and for five extended contract days.

#### Building Leadership Team (BLT)

The members of the Building Leadership Teams will focus on building-level data, determining root causes of student academic needs. The teams will plan interventions, assist in the implementation of the plans, and monitor progress. The teams will formulate suggestions for adjusting the professional development program, and report results to the DLT. The scope of the BLT's work includes addressing adequate yearly academic progress in each building, ensuring that all students learn in a safe environment, and ensuring each building is adhering to the TLC plan.

The BLT members will meet for two hours each week to address adequate academic progress in each building, ensure all students learn in a safe environment, and ensure each building is adhering to the TLC plan. Teachers will meet outside the instructional day. Teachers will be compensated for the additional hours and for five extended contract days.

#### Induction Mentor Teacher (IMT)

The mentor team will operate under the principles of the Iowa Professional Development model in the structure of a Professional Learning Community. The induction program will prioritize referring to the Iowa Teaching Standards and criteria throughout the mentoring process. Collaborative logs will be used in weekly meetings to measure the mentee's progress. The mentor team will collaboratively create plans for improvement and provide resources for improving areas of weakness. The mentor will provide regular feedback to the mentee during weekly meetings and periodic observations. Growth plans will be adjusted regularly according to the progress being made by each individual mentee.

Mentors and mentees may be out of their classroom eight hours per month. Mentors will meet for three hours each week to analyze data, plan next steps, and evaluate progress being made by the mentees toward meeting the Iowa Teaching Standards. Mentors will be compensated for the additional hours and for five extended contract days.

#### Peer Review

Highland Community School District (CSD) believes the peer review process is so crucial to professional growth and development that all teachers are expected to participate in the peer review process. Teachers will observe classroom instruction and provide feedback. All teachers will be involved in objective data collection, documentation, and positive communication. Each teacher will participate in the peer review process once each quarter. Highly qualified substitutes will be hired to cover classes during the peer review process. Teachers will have time to conduct the peer review and reflect on the process using the post peer review guide.

The roles described in the section will function systemically to produce an improved learning environment district-wide. Each group positively affects Highland CSD in different ways. The DLT ensures the district's professional development program is meeting the needs of teachers. The BLT ensures each building is functioning according to the District's TLC plan. The mentor induction program ensures each new teacher is receiving the support needed to function effectively in the classroom which hopefully leads to longevity in the District and the teaching profession. Each team will operate under the principles of the Iowa Professional Development model in the structure of a Professional Learning Community.

Using Part 6 application narrative from Year 1? No

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

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

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

The Highland CSD will appoint a selection committee comprised of an equal number of administrators and teachers from each of the four buildings. The selection committee will use the Teacherpreneur Rubric to screen candidates and make suggestions to the superintendent.

**The following rigorous multi step process will be used to fill each teacher leadership role.**

- Internally post positions with the job description (include FTE, salary, contracted days, length of contract, immediate supervisor, and evaluation) for two weeks.
- Submission of applicant materials
  - resume
  - letter of interest
  - letters of recommendation
  - Iowa Professional Development Plan
- Face-to-face interviews with the Highland CSD Selection Committee
  - teachers
  - administrators
- Use of a Teacherpreneur Rubric that is scored and analyzed along with other data sources as a team for final recommendations. The Rubric for Teacherpreneur Applicants focuses on the following areas:

- Teaching Effectiveness
  - Lesson planning
  - Student engagement
  - Responsive and flexible teaching strategies
  - Monitoring and assessment of student learning
  - Clear communication
  - Strong questioning/discussion techniques
- Leadership Skills
  - Teacher leader experiences
  - Knowledge of effective teaching
  - Knowledge of teacher leader role
  - Knowledge of Highland CSD vision, mission and goals
  - Ability to synthesize and use evidence
  - Ability to balance diverse perspectives
  - Ability to grow capacity
  - Communication skills
- Selection Committee will make recommendations to the Superintendent of candidates to fill leadership positions (If the Selection Committee does not feel any applicant is qualified to fill a particular teacher leader position, the recommendation will be to leave the position unfilled.)
- The School Board will hire teachers to fill teacher leadership positions based on the Superintendent's recommendation.

**Annual Review of Assignment**

Teacher Leadership Effectiveness will be evaluated in the following ways:

- Document compliance with job responsibilities
  - Collaboration logs
  - Training and meeting attendance
  - Professional development delivered based on learning needs
  - Data use summaries
- Self-assessment using the Teacherpreneur Rubric
- Staff survey results

**Narrative**

Using Part 7 application narrative from Year 1?\*

No

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's 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 district's 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.*

IPDM Key components	How HCSD Leadership Roles use the IPDM Key Components
<p><i>Collecting and Analyzing Student Data</i></p>	<p><b>Instructional Coaches</b> will gather data from district and classroom assessments. They will facilitate the organization and analysis of this data as student, curricular, and professional development needs are identified. They will work with District, Building and PLC Lead Teachers to ensure focus on district priorities.</p> <p><b>Technology Integration Specialists</b> will gather data from all levels of the organization and work closely with Instructional Coaches, District Lead Teachers, Building Lead Teachers and PLC Lead Teachers.</p> <p><b>Building and District Lead Teachers</b> will gather data from building and classroom assessments. They will facilitate the organization and analysis of this data as student, curricular, and professional development needs are identified. They will work with Instructional Coaches and PLC Lead Teachers to ensure focus on district priorities.</p> <p><b>PLC Lead Teachers and Induction Mentors</b> will facilitate the creation of unit lessons and assessments that are aligned to the Iowa Core. PLC</p>

	Leaders will facilitate the use of formative assessment data to make instructional decisions, including student interventions. They will work with Instructional Coaches and Building and District Lead Teachers to ensure focus on district priorities.
<b>Goal Setting and Student Learning</b>	<p><b>Instructional Coaches</b> will lead goal setting processes based on system data. They will work with District, Building and PLC Lead Teachers to ensure a strong alignment with district goals.</p> <p><b>Technology Integration Specialists</b> will lead goal setting at various levels of the organization and work closely with Instructional Coaches, District Lead Teachers, Building Lead Teachers and PLC Lead Teachers.</p> <p><b>Building and District Lead Teachers</b> will lead goal setting processes based on building data. They will work with Instructional Coaches and PLC Lead Teachers to ensure a strong alignment to system goals.</p> <p><b>PLC Lead Teachers and Induction Mentors</b> will lead goal setting processes based on grade level/content data. They will work with Instructional Coaches and Building and District Lead Teachers to ensure a strong alignment to building and system goals.</p>
<b>Selecting Content</b>	<p><b>Instructional Coaches and District Lead Teachers</b> will study potential professional development content. They will use information gathered from system data analysis as well as the information shared from Building Leadership Teams and the various Professional Learning Communities. They will work with District, Building and PLC Lead Teachers to ensure a strong alignment with district goals.</p> <p><b>Technology Integration Specialists</b> will select content based on analysis from data gathered from all levels of the organization and work closely with Instructional Coaches, District Lead Teachers, Building Lead Teachers and PLC Lead Teachers.</p> <p><b>Building Lead Teachers</b> will use information gathered from building data analysis to determine learning and strategies that will be helpful for teacher implementation as they work to meet the needs of students. They will work with Instructional Coaches and PLC Lead Teachers to ensure a strong alignment to system goals.</p> <p><b>PLC Lead Teachers and Induction Mentors</b> will use information gathered from grade level/content data analysis to determine learning and strategies that will be helpful for teachers as they work to meet the needs of students. They will work with Instructional Coaches and Building and District Lead Teachers to ensure a strong alignment to building and system goals.</p>
<b>Designing Process for PD</b>	<b>Instructional Coaches, District Lead Teachers, Building Lead Teachers, Technology Integration Specialists and PLC Lead Teachers</b> will work together to design the delivery system for professional development. This will include a timeline for delivery and possible selection of content providers. This team will ensure both vertical and horizontal alignment as well as alignment to the Iowa Core.

<i>IPDM Ongoing Cycles</i>	<i>How HCSD Leadership Roles use the IPDM Key Components</i>
<b>Training/learning opportunities</b>	<p><b>Instructional Coaches, Technology Integration Specialists, and Building and PLC Lead Teachers</b> will facilitate the learning of professional development content for implementation. This could include co teaching, modeling and/or finding and sharing of resources.</p> <p><b>Peer Reviewers and Induction Mentors</b> will provide feedback on implementation of Professional Development content.</p>
<b>Collaboration/The study of implementation</b>	<b>Instructional Coaches, Technology Integration Specialists, District/Building and PLC Lead Teachers</b> will work together to analyze, problem solve, plan, monitor and adjust professional development content and implementation.
<b>Ongoing Data Collection (formative)</b>	<b>Instructional Coaches, Technology Integration Specialists, District/Building and PLC Lead Teachers</b> will gather progress data on professional development implementation. This will be in the form of surveys, evaluation forms, and student achievement data. This information will be presented and discussed at District Leadership Team Meetings at least three times throughout each school year.

<b>Program Evaluation (summative)</b>	<b>The District Leadership Team</b> (with representation of all leadership positions) will use data collected about professional development to evaluate effectiveness. 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 inform needs, adjustments, and next steps.
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Using Part 8 application narrative from Year 1?^ Yes

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

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Highland CSD will measure the impact/effectiveness of the TLC plan through a series of measures. The district has established leadership teams, an enhanced induction mentor program, and the peer review process in order to meet the following 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.

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

Short term measures	Long term measures
Ensure all staff is at minimum salary	Annually survey mentor/mentee teachers
Bi-weekly review of collaborative logs	Annually review retention rates
Monthly feedback from new teachers	Annually survey about effectiveness of:
Monthly feedback concerning the professional development program.	<ul style="list-style-type: none"> <li>• The professional development program</li> <li>• The Induction mentor program</li> </ul>
Review reflections sheets from leadership team meetings	

Retain effective teachers by providing enhanced career opportunities measures.

Short term measures	Long term measures
Receive feedback concerning the rigorous process for selecting teacher leaders.	Annually review retention rates of career teachers.
Track the percentage of teacher leaders in the district.	Annually survey of staff concerning opportunities for enhanced career options.
	Annually survey teachers concerning job satisfaction.

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

Short term measures	Long term measures
Monitor weekly collaboration time from master collaboration schedules	Annually collect and review all data regarding time spent in collaboration
Review monthly progress reports	
Review bi-annual data from staff effective collaboration survey	

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

Short term measures	Long term measures
Ensure at least twenty-five percent of the teachers in the district have a teacher leader role.	Annually review the number of teachers in a leadership role.

Improve student achievement by strengthening instruction measures.

Short term measures	Long term measures
Analyze student data to gauge instructional effectiveness:	Analyze student achievement data for trends over time:
<ul style="list-style-type: none"> <li>• MAP Testing</li> <li>• Iowa Assessments</li> <li>• DIBELS Next</li> </ul>	<ul style="list-style-type: none"> <li>• MAP Testing</li> <li>• Iowa Assessments</li> <li>• DIBELS Next</li> </ul>

- Common formative assessments
- Common formative assessments

The evaluation team will meet four times per year to gather, organize, and analyze the collected data. The district will make data-informed decisions. The driver of the decisions will be determining students' next steps in learning. Assessment data will be analyzed collectively to inform teachers' next steps. Evidence will be used from multiple measures to determine trends in student learning. Through this process the District will expand understanding of how it can continue to transform in order to ensure success for all students in the District.

#### Meeting 1 October

- Plan to monitor progress
- Create data gathering tools, documents, etc
- Choose inquiry focus

#### Meeting 2 (April)

- Using an Effective Data Teams process, analyze data
- Create a plus/delta
- Plan for Problem Solving

#### Meeting 3 June

- Problem solve
- Plan for next year implementation

#### Meeting 4 August

- Final preparation for implementation

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 district's 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 Highland Community School District is committed to continuous improvement. We understand the importance of continuous reflection and problem solving as a powerful tool to continuously improve our core instructional areas as well as the climate and culture of the district. Highland CSD is fully capable and ready to implement the Teacher Leadership Compensation plan.

#### Structures currently in place include:

- The district has implemented the Professional Learning Community (PLC) process and the school board has supported training 80% of our certified staff through Solution Tree's PLC at Work conferences.
- Our district has embraced the three principles of a PLC: build a collaborative culture, create a results orientation, and focus on learning by designing professional development opportunities to include these three principles. For example, Highland Community School District has focused on using the Rigorous Curriculum Design framework to guide the teams focus on the Four Critical Questions of a PLC.
  - What do we expect students to know and be able to do?
  - How will we know when they have learned?
  - How will we respond when they don't?
  - How will we respond when they do (or have already mastered the knowledge/skills)?
- Time is allotted throughout the contracted day for Professional Learning Communities
- We are Data Driven
- Teachers are currently filling informal leadership roles and receiving no compensation.
- Highland partners with Grant Wood AEA in many ways. New teachers participate in the New Teacher Mentor and Induction Program. AEA school improvement consultants as well as content area consultants routinely work with the staff of Highland CSD as we improve instruction and learning.
- Teachers create an Individual Professional Development Plan

#### Needed Infrastructure:

- Personnel to facilitate the use of data
- Personnel to assist with the use of technology in effective and efficient ways
- Personnel to guide reflective discussion around improving professional practice
- Money to fund the positions
- Time to collaborate around data analysis and planning

#### Persons Responsible

- Superintendent: The superintendent is responsible for sustaining change by continually providing and communicating the vision of the Teacher Leadership program. The superintendent will create a feedback structure to ensure all the stakeholder voices are heard and will constantly communicate the TLC program to all stakeholders.

- **Principals:** Principals are key to the success of the Teacher Leadership Program. Principals will be responsible for creating a share leadership environment. The principal will hold regular teacher leadership training session to develop leadership skills. The principal will be responsible for helping classroom teachers understand the role of teacher leaders and providing a structure that allows teacher leaders to be effective.
- **Curriculum Director:** The Curriculum Director will be responsible for providing resources for teacher leaders and work collaboratively with teacher leaders to develop the professional development program. The Curriculum Director will facilitate the process of collecting data which informs teaching to improve learning.
- **Induction Coach:** The Induction Coach will be responsible for helping beginning teachers understand the TLC program and develop the ability to collect and analyze data. Through observation and modeling the Induction Coach will help the teacher to improve instructional practices and student outcomes.
- **Teacher Leaders:** Teacher leaders will play a key role in helping the district transition into the TLC program. Teacher Leaders will work with staff to build relationships and a trusting environment. Teacher Leaders will be responsible for communicating the key elements of the TLC program and help teachers understand their role in the process.

**Future Sustainability:**

As a District immersed in the PLC process and creating teacher leaders, the District has demonstrated the capacity to develop and sustain the TLC program. The district has already experienced growth in student performance because of the time allocated for the PLC process. Since teacher leaders are already functioning effectively in supporting and leading professional development at the building level, the district is prepared to take the next step to bring teacher leaders into a district-wide leadership role to create further cohesion throughout the district. Beginning teachers would be part of our new mentoring and induction program for two years. The local teacher's bargaining unit had two representatives on the TLC planning committee that reported back to the teachers so the local teacher's union is invested in maintaining the success of the program. Our committee also included a school board member who was very active in participating in the creation of the TLC grant proposal and who has reported the group's progress to the rest of the board. The community would be informed of the program's progress through quarterly articles in the Highland Community School District's newsletter.

**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\* 649.5

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

District Enrollment-Based Allocation \$200,578.59

Total Allocation \$200,578.59

**Part 10 - Budget Items**

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$1,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$181,212.00
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).	\$5,600.00
Amount used to provide professional development related to the leadership pathways.	\$15,850.00
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>	\$0.00
<b>Totals</b>	<b>\$203,662.00</b>

**Other Budgeted Uses - Description**

Item description	Amount budgeted
	\$0.00



- Stay current on research based best practices.
- Collaborate with teachers, district leaders and colleagues to address instructional issues.

The amount of the budget used to bring teachers up to the minimum salary of \$33,500.00 is estimated to be \$500 per teacher for a total estimated cost of \$1,000.. Note: Highland CSD's current base salary is \$32,795

**Professional Development:** Professional Development: Participation with Lead and Learn, Solution Tree, and GWAEA \$15,850

Position	Number	Cost per Position	Total
Instructional Coach	1.5	\$52,632	\$78,948
Technology Integrationist	1.5	\$52,632	\$78,948
Building and District Lead Teachers	8	\$1,457	\$11,658
PLC Lead Teachers	8	\$1,457	\$11,658
Induction Mentors	2	\$2,800	\$5,600
Teachers to \$33,500 Minimum Est.			\$1,000
Professional Development		Cost per Class	
PLC at Work Institute	8	\$650	\$5,200
GWAEA Teacher Institute	19	\$350	\$6,650
Lead and Learn Center	8	\$500	\$4,000
	Grand Total		\$203,662

**Total TLC Grant Allocation:** 200,578.89 Additional funds needed to fulfil the grant allocation amount will be funded by the District's General Fund.

**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 district's TLC plan.\*  Yes

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

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