



Application

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

95991 - Independence Community School District Teacher Leadership Compensation Grant Proposal

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/31/2014 2:12 PM

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### Primary Contact

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**First Name\*** Danielle Meyer  
First Name Middle Name Last Name

**Title:**

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**City\*** Independence Iowa 50644  
City State/Province Postal Code/Zip

**Phone:\*** 319-334-7400 459  
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**Program Area of Interest** Teacher Leadership and Compensation System

**Fax:**

**Agency**

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### Organization Information

**Organization Name:** Independence Community School District

**Organization Type:** K-12 Education

**Tax ID:**

**DUNS:**

**Organization Website:**

**Address:** 514 Fifth Avenue SE

Independence      Iowa      50644  
City      State/Province      Postal Code/Zip

**Phone:** 319-334-7405  
Ext.

**Fax:**

**Benefactor**

**Vendor Number**

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## Recipient Information

**District** Independence Community School District

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

**County-District Number** 10-3105

*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.*

**Honorific**

**Name of Superintendent** Jean Peterson

**Telephone Number** 319-334-7400

**E-mail Address** jpeterson@independence.k12.ia.us

**Street Address** 1207 1st West

**City** Independence

**State** Iowa

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

**Zip Code** 50644

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## TLC Application Contact

**Honorific**

**Name of TLC Contact** Danielle Meyer

**Telephone Number** 319-334-7400

**E-mail Address** dmeyer@independence.k12.ia.us

**Street Address** 1207 1st West

**City** Independence

**State**

Iowa

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

**Zip Code**

50644

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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)**

Independence is a small community located in Northeast Iowa. It has a population of around 6,000 residents and approximately 1345 students. The community of Independence is situated between the cities of Waterloo/Cedar Falls to the West and Cedar Rapids to the South. The school district includes the communities of Rowley, Brandon, and Independence. The community is proud of its strong school district and the dedicated staff who work here. Together we can make a difference in the lives of students.

**Vision :** The Independence Community School District believes in creating a climate in which individuals will strive to become effective communicators, problem-solvers, responsible citizens, and productive people.

**Mission:** Our mission is educating people to be lifelong learners, and respectful responsible citizens.

**District Goals:**

- Students will achieve at or above expected proficiency levels on the Iowa Assessments in Reading, Math, and Science.
- Students will appropriately and safely use technology to create projects, collaborate, investigate, evaluate and solve problems.
- Communication with students, parents, and community is ongoing and effective.
- Building partnerships with local businesses and community will be ongoing and effective.

**The goals for the Teacher Leadership Compensation plan**

**Goal 1: Attract able/promising new teachers:** Currently Independence Community School's starting salary is competitive and above what is recommended by the state for beginning teachers. Because of this we are able to attract new teachers. With this plan we will be able to hire instructional coaches and mentors to provide beginning teachers extra support and professional development. This grant would also offer beginning teachers an extended contract that would allow time to deepen their understanding of our current K-12 initiatives: Positive Behavioral Interventions and Supports (PBIS), Professional Learning Communities (PLC), Multi-Tiered System of Supports (MTSS), technology integration, core curriculum work.

**Goal 2: Retain effective teachers:** Independence Community School District is committed to retaining effective teachers by providing opportunities for career advancement. We would like to create positions that can support teachers through the use of Curriculum Leaders, Instructional Coaches, and Mentor Teachers with a focus on our current K-12 initiatives PBIS, MTSS, technology integration, and core curriculum work.

**Goal 3: Promote collaboration between teachers to improve instructional practices in the classroom:** Independence Community School District uses the Iowa Professional Development Model as a guide for our professional learning. The TLC grant will help support collaboration among teachers and teacher leaders. We will create professional learning communities that focus on learning, working collaboratively and ultimately holding all stakeholders responsible for student achievement. The TLC grant will offer extra time and support for our teachers to work collaboratively with Instructional Coaches, Curriculum Leaders, and Mentor Teachers.

**Goal 4: Reward professional growth:** Independence Community School District is committed to rewarding effective teachers by implementing a career plan with increased responsibilities and compensation for extended contracts and additional responsibilities.

*Curriculum Leaders:* Will plan and develop professional learning activities designed to improve instructional strategies. They will engage in development, adoption, and implementation of curriculum materials.

*Instructional Coaches:* Will provide support to teachers in the classroom in regard to best practices in instructional strategies, curriculum implementation, and technology integration.

*Mentor Teachers:* Will serve as models of exemplary teaching and provide support to first and second year teachers.

**Goal 5: Improve student achievement:** Independence Community School District is committed to increasing student achievement. This involves aligning curriculum, instruction, and assessments to the Iowa Core Curriculum. The TLC grant will provide the support needed for teachers to do the work of aligning curriculum, instruction, and assessments with fidelity. It will give our school district a stronger framework for improving student achievement.

**Instructional Coaches:** The Instructional Coach is a fulltime teacher with at least three years experience. The coach will assist colleagues with planning, instruction, and data analysis. 80% of their time will be devoted to coaching duties and 20% in teacher/leader duties. Coaches will also collaborate with administrators in aligning district vision, goals, and initiatives. The coach will primarily work one on one with teachers to improve instruction and student learning. *Responsibilities of Instructional Coach:*

- assist teachers in curriculum implementation, instructional strategies, and technology integration.
- routinely do walk throughs and extended classroom observation to provide coaching for best instructional practices.
- assist teachers in reviewing student achievement data.

- assist teachers in Iowa Core Curriculum alignment.
- serve as a resource to help guide teachers in use of technology in their instruction.
- provide support to teachers in the classroom in regard to summative and formative assessments.
- help guide Multi-Tiered Systems of Supports (MTSS) process.
- provide professional development support and implementation monitoring of Positive Behavioral Interventions and Supports (PBIS).
- coordinate the school-wide expectations of Living the Mustang Way ( Live Gratefully, Be Responsible, Show Kindness, and Be Responsible) and working with teachers to incorporate PBIS philosophies in their classrooms.
- be responsible for modeling best instructional practices in the beginning teachers classrooms.

**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 description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.**
- A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.**
- 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).**

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***Description about the planning grant, and the planning time used to develop a high-quality plan***

The ICSD used the funds to facilitate a local decision-making process that included representation from teacher, administrator, student, and parent groups. The planning grant was used to fund time for stakeholder groups to learn about, reflect on, and hold conversations about improving teacher's skills in student learning. The ICSD used the funds to pay for substitute teachers so our Independence teachers could have release time to attend training at AEA 267 and also to work together as a team in the district to study TLC research and information.

The TLC Team spent a great deal of time discussing and developing each part of the application to fit a model best suited for our school district. Our school district had already spent a considerable amount of time discussing and analyzing our student achievement data. Because of this focus on students, the team was able to come to a consensus on our districts' plan to improve achievement through the use of a formalized Teacher Leadership Plan.

***A description of how each stakeholder group engaged in the process and contributed of the development of the plan***

**Administrators:** The planning process for the ICSD administrative team began after the passage of the Teacher Leadership and Compensation Law. Information was shared with district administrators and discussions were held. The superintendent encouraged the administrators to attend the four webinars facilitated by the Department of Education to gain more information about the TLC guidelines. Administrators attended a conference about the TLC initiative presented by the School Administrators of Iowa in Des Moines on October 24, 2013. The administrators were also apart of a TLC planning workshop hosted by AEA 267.

**Teachers:** Teachers were given information from the Department of Education in regard to the TLC guidelines. The teachers on the committee attended the AEA TLC Planning workshop. Teachers on the team also met to develop our goals for this initiative by looking at our data trends and existing gaps. The teachers discussed opportunities that could be available for our highly effective teachers to grow, refine, and share their expertise. They also discussed the current gaps in staffing, leadership of all kinds, and how well our teachers currently are prepared to take on leadership roles in their respective buildings.

**School Improvement Advisory Committee:** The ICSD utilizes our School Improvement Advisory Committee (SIAC) to help us determine our student learning goals, analyze our student achievement data, and identify other initiatives needed by the district. Because this group is instrumental in assisting us with our vision, mission, and goals for the district, and it includes parents/community members and students, we thought it was vital to include this group in our planning process. It was important to give them information and a description of our plan to get their reaction, input and thoughts.

***Description of the support for and commitment to the plan from each stakeholder group***

**Administrators:** The administrators saw this TLC plan as a positive approach to assisting and improving student achievement. By having teacher leaders working side by side with administrators, classroom teacher performance will improve as well as student achievement. Administrators and teacher leadership teams will review student data, analyze classroom instruction time, find opportunities for collaboration and planning, and determine/lead professional development activities.

**Teachers:** Teachers were very enthusiastic about the leadership positions in their buildings. Teachers were a part of several work sessions, which involved thoughtful reflection for crafting a plan that would best suit their skills and needs for their buildings. They recognize the need to create structures that support teacher collaboration and expand teacher leadership opportunities. Teachers viewed this plan as another support for improving student achievement.

**Parents:** Because we feel our SIAC is vital to the success of school district we felt it was important to have input from the parents and students on this committee. The SIAC reviews our student achievement goals, analyzes our student achievement data on a yearly basis. This group has an understanding of where our gaps in achievement and learning occur. Our SIAC welcomes the support this initiative will provide for teachers and students. They also appreciate the idea of a collaborative

relationship between teachers and administrators to improve classroom instruction and student achievement.

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## **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.

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*The goals for the Teacher Leadership Compensation plan*

**Goal 1: Attract able/promising new teachers:** Currently Independence Community School's starting salary is competitive and above what is recommended by the state for beginning teachers. Because of this we are able to attract new teachers. With this plan we will be able to hire instructional coaches and mentors to provide beginning teachers extra support and professional development. This grant would also offer beginning teachers an extended contract that would allow time to deepen their understanding of our current K-12 initiatives: Positive Behavioral Interventions and Supports (PBIS), Professional Learning Communities (PLC), Multi-Tiered System of Supports (MTSS), technology integration, core curriculum work.

**Goal 2: Retain effective teachers:** Independence Community School District is committed to retaining effective teachers by providing opportunities for career advancement. We would like to create positions that can support teachers through the use of Curriculum Leaders, Instructional Coaches, and Mentor Teachers with a focus on our current K-12 initiatives PBIS, MTSS, technology integration, and core curriculum work.

**Goal 3: Promote collaboration between teachers to improve instructional practices in the classroom:** Independence Community School District uses the Iowa Professional Development Model as a guide for our professional learning. The TLC grant will help support collaboration among teachers and teacher leaders. We will create professional learning communities that focus on learning, working collaboratively and ultimately holding all stakeholders responsible for student achievement. The TLC grant will offer extra time and support for our teachers to work collaboratively with Instructional Coaches, Curriculum Leaders, and Mentor Teachers.

**Goal 4: Reward professional growth:** Independence Community School District is committed to rewarding effective teachers by implementing a career plan with increased responsibilities and compensation for extended contracts and additional responsibilities.

*Curriculum Leaders:* Will plan and develop professional learning activities designed to improve instructional strategies. They will engage in development, adoption, and implementation of curriculum materials.

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*Mentor Teachers:* Will serve as models of exemplary teaching and provide support to first and second year teachers.

**Goal 5: Improve student achievement:** Independence Community School District is committed to increasing student achievement. This involves aligning curriculum, instruction, and assessments to the Iowa Core Curriculum. The TLC grant will provide the support needed for teachers to do the work of aligning curriculum, instruction, and assessments with fidelity. It will give our school district a stronger framework for improving student achievement.

**Iowa Assessment Proficiency Data for 2013-2014**

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Math	82.47	85.39	92.72	88.76	82.41	74.29	81.90	81.44	78.26
Reading	78.26	74.49	82.61	83.48	71.74	74.29	83.33	84.47	67.37
Science	86.96	86.73	78.26	86.09	75.53	87.62	70.00	85.52	73.68

Using Part 3 application narrative from Year 1?

No

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

The district has implemented initiatives to support their vision and mission. Currently the district has devoted work in the areas of MTSS, PBIS, PLC's, technology integration, and Iowa Core Curriculum Alignment. The TLC grant will allow the Independence Community School District to provide more intensive support for teachers as they work to raise student achievement and meet the districts learning goals.

**Professional Learning Communities (PLC):** ICSD leaders are committed to the PLC framework to guide teachers' learning and improve instructional practices. The district has informal systems in place for collaborative learning for teachers. The PLC process will fine-tune the collaborative time that teams meet thus making it more efficient and centered around student achievement. ICSD will be providing professional learning to staff based on Richard DuFours 3 Big Ideas; ensuring that students learn, creating a culture of collaboration, and focusing on results. The TLC grant will enhance the learning for teachers by providing additional time and support to engage in the learning.

*Instructional Coaches* will provide support to teachers in the classroom with respect to best practices in instructional strategies, curriculum implementation, and technology integration. The coaches will be able to assist teachers in reviewing student achievement data and best practices to help guide their instruction.

*Curriculum Leaders* will plan and develop professional learning activities designed to improve instructional strategies. They will engage in development, adoption, and implementation of curriculum materials. The leaders will guide their respective subject areas in data analysis through the PLC process.

*Mentor Teachers* will serve as models of exemplary teaching and provide support to all teachers with a focus on intensive assistance to beginning teachers. Mentor teachers will be available to assist teachers in reviewing student achievement data and best practices to help guide their instruction.

**Iowa Core Curriculum Alignment :** ICSD has used the ICAT tool to align their curriculum to the Iowa Core. The TLC grant would help develop a team to explore a mapping tool that would help the district identify gaps and unnecessary overlaps in instruction.

*Instructional Coaches* will provide support to teachers in the classroom on curriculum implementation and alignment.

*Curriculum Leaders* will plan and develop professional learning activities designed to engage in development, adoption, and implementation of curriculum materials.

*Mentor Teachers* will be available to assist teachers in alignment of the Iowa Core Curriculum.

**Technology:** ICSD is in their second year on implementing a 1:1 initiative. Currently all students in grades 9-12 have their own laptops and students in grades 7-8 have their own iPad. In grades 3-6 there is a laptop cart accessible for each grade level team. In grades K-2 there are iPad carts available for each grade level. Prior to the rollout of this technology, teachers were provided training and support on how to best integrate technology into their lesson planning. However this training and support needs to be ongoing. The TLC grant will provide additional instructional technology coaching support for our teachers.

*Instructional Coaches* will provide support to teachers in the classroom with respect to best practices in technology integration. They serve as a resource to help guide teachers use of technology in their instruction.

*Curriculum Leaders* will provide subject area support for technology integration. They will work collaboratively with their subject areas to provide resources to enhance teacher instruction.

*Mentor Teachers* will serve as models of exemplary technology integration for beginning teachers.

### **Multi-Tiered System of Supports (MTSS)**

ICSD has made tremendous strides in putting a structure in place that allows for a decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students starting in general education. Mustang Time has been implemented in grades K-12 to help support the needs of all students. The TLC grant will strengthen the MTSS foundation that has been implemented by allowing teachers to have better support with interpreting data and making instructional decisions.

*Instructional Coaches* will provide support to teachers in the classroom with respect to best practices in summative and formative assessments and data analysis. They will help guide the MTSS process.

*Curriculum Leaders* will provide subject area support assessing learning in their subject areas. They will work collaboratively with their subject areas to provide resources to enhance teacher instruction.

*Mentor Teachers* will serve as models of exemplary multi-tiered support for all students and be a resource for beginning teachers.

**Positive Behavioral Interventions and Supports (PBIS):** The Jr/Sr High School has adopted PBIS and is in their second year of implementation. Currently the elementary buildings are exploring the adoption of PBIS as well. The ICSD feels it is

important to have K-12 alignment of PBIS to better support our students. The TLC grant will enhance the facilitation of this program.

*Instructional Coaches* will provide professional development support and implementation monitoring. Coaches would coordinate the school-wide effort, support expectations of Living the Mustang Way, and work with teachers to incorporate PBIS philosophies in their classrooms.

*Curriculum Leaders* will be active members of the district-wide PBIS team. They will provide input for Living the Mustang Way into specific content areas.

*Mentor Teachers* will serve as models of exemplary PBIS support for all students and be a resource for beginning teachers. Mentor teachers will be active members of the PBIS team in their respective buildings.

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)**

ICSD does not have a high turn-over of teachers and we believe these veteran teachers could provide better support for beginning teachers. The TLC grant will allow us to create more opportunities to enhance the learning environment for beginning teachers. In order to sustain this environment, guidance for beginning teachers should not end after their first two years in the district. Guidance, coaching, and collaboration are essential for a continued relationship between the mentor and mentee and opportunities provided by the district. By doing this it is our hope that new teachers will find a permanent home in the ICSD for teaching and learning.

In analyzing our current Mentoring Program the ICSD has a strong focus on the following:

- Instruction and practice with coaching and collaborative conversations
- Peer Observation
- Communication and Trust
- Adult Learning Theory
- Building a culture of support
- Needs of Beginning Teachers

Mentor teachers currently meet on a bi-monthly basis with beginning teachers to discuss practice/theory in the classroom. This time is meant for reflection and analysis of what is going well and what changes need to be made. Mentors and beginning teachers are encouraged to observe each other in their own classroom settings. This provides an opportunity for learning while in the classroom environment.

At the beginning of the year, a strong focus is put on new teacher's needs. Reflection data from prior years is analyzed and taken into consideration when planning professional development for beginning teachers. Current beginning teachers also have input in their professional development through discussion of needs prior to the new school year.

**Our TLC Plan would include:**

**Instructional Coaches** will provide ongoing support to beginning teachers in regard to all district wide initiatives: PLC, MTSS, PBIS, technology integration, and Iowa Core Curriculum implementation. Instructional Coaches will be afforded extended contract days to work with beginning teachers at the start of the school year. Coaches will also be responsible for modeling best instructional practices in the beginning teachers' classrooms.

**Curriculum Leaders** will provide content area support assessing learning in their grade level/subject areas. They will work collaboratively with their grade level/subject areas to provide resources to enhance teacher instruction.

**Mentor Teachers** will be given additional time before the school year begins to build relationships and assist beginning teachers with support for their classroom. Mentor teachers will be available to model, critique, and provide support for beginning teacher needs. The TLC funding allows financial resources for an extended contract for beginning and mentor teachers. It will also allow mentor teachers to have release time to work with beginning teachers in the classroom.

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## **Narrative**

Using Part 5 application narrative from Year 1?

No

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

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

- a) 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.

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- Communication with students, parents, and community is ongoing and effective.
- Building partnerships with local businesses and community will be ongoing and effective.

Because teaching is always evolving and there are constant demands created through state and federal mandates, the ICSD recognizes the need to have a system in place to provide the support teachers need to impact student learning.

Our TLC plan will provide multiple and meaningful teacher leadership roles. Our plan will provide four Instructional Coaches, 10 Curriculum Leaders, five Mentor Teachers.

**Instructional Coaches**

The Instructional Coach is a fulltime teacher with at least three years experience. The coach will assist colleagues with planning, instruction, and data analysis. 80% of their time will be devoted to coaching duties and 20% in teacher/leader duties. Coaches will also collaborate with administrators in aligning district vision, goals, and initiatives.

The coach will primarily work one on one with teachers to improve instruction and student learning. Responsibilities of the Instructional Coach:

- assist teachers in curriculum implementation, instructional strategies, and technology integration
- routinely do walk throughs and extended classroom observation to provide coaching for best instructional practices
- assist teachers in reviewing student achievement data
- assist teachers in Iowa Core Curriculum alignment
- serve as a resource to help guide teachers in the use of technology in their instruction
- provide support to teachers in the classroom in regards to summative and formative assessments
- help guide Multi-Tiered System of Supports (MTSS) process
- provide professional development support and implementation monitoring of Positive Behavioral Interventions and Supports (PBIS)
- coordinate the school-wide expectations of Living the Mustang Way and working with teachers to incorporate PBIS philosophies in their classrooms
- be responsible for modeling best instructional practices in the beginning teachers classrooms

**Curriculum Leaders**

Curriculum Leaders are full time teachers with additional curriculum duties fulfilled outside the contracted day. They will work with an extended contract of 10 days and receive a supplement of \$7,000. Leaders will work collaboratively with administration, Instructional Coaches, and Mentor Teachers.

Responsibilities of the Curriculum Leader:

- plan professional development learning activities designed to improve instruction
- engage in development, adoption, and implementation of curriculum materials
- guide their grade level/subject areas in data analysis through the PLC process
- provide grade level/subject area support for technology integration
- provide resources to enhance classroom instruction
- support grade level/subject area assessment of student learning
- be an active member of the buildings PBIS team
- provide input for Living the Mustang Way into grade level/subject areas

## **Mentor Teachers**

Mentor teachers are full time teachers that will work with beginning teachers on best practices in the classroom. Teachers will work an extended contract of 5 days and be given a supplement of \$2,000. They will provide guidance and support for beginning teachers. Mentor teachers will be models of teaching excellence.

Responsibilities of the Mentor Teacher:

- serve as exemplary models of teaching and providing support to all teachers with a focus on beginning teachers
- be available to assist teachers in reviewing student achievement data and best practices to help guide instruction
- assist beginning teachers with alignment of the Iowa Core Curriculum
- serve as model teachers in regards to technology integration
- share how they use a multi-tiered approach to supporting students learning
- be an active members of the PBIS team

## **How Do Roles Fit Together?**

The Instructional Coaches, Curriculum Leaders, and Mentor Teachers will need time to collaborate together to streamline efforts in regard to instructional practices, implementation of curriculum and analysis of student data. These opportunities for collaboration will happen through the school year and during any extended contract time they may have. Each of these leaders must give the same school improvement message to our teachers if student achievement is to improve. These leaders will use steps and tools outlined in the Iowa Professional Development Model as a guide for organizing and conducting meetings.

The Instructional Coaches will provide in-depth assistance in working with teachers on strategies to improve student achievement. The Curriculum Leader will work with teachers on curriculum alignment and curricular issues that need attention. The Mentor Teacher will be the first contact for beginning teacher and will provide support on a daily basis.

This directly ties with the ICSD's vision of creating a climate in which our students will become effective communicators, problem solvers, responsible citizens, and productive people. It also ties to our mission of educating people to be lifelong learners, and respectful, responsible citizens.

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 Independence Community School Board will appoint a site-based Teacher Leadership Compensation review committee comprised of four administrators and four teachers. The Independence Teachers Association will recommend the four teachers to be a part of the committee. The Superintendent will recommend the four administrators. The teachers on the committee will not be applying for any of the three leadership positions.

### **Tier I**

In Tier I the Teacher Leadership Compensation Review Committee will accept and review applications submitted to the Superintendent for assignment and teacher leadership roles established in this plan:

- Instructional Coach
- Curriculum Leader
- Mentor Teacher

Submission of application materials will include:

- letter of interest
- resume
- letters of recommendation

The Teacher Leadership Compensation Review Committee will review all application materials and score each applicant using an evaluation rubric with a 5 point scale to determine which applicants best fulfill the criteria (1= not meeting the criteria, 3= meets the criteria, 5= demonstrates high level of commitment and goes beyond the criteria)

The rubric will be assessing the following qualifications:

- Advanced Degrees in Curriculum and Instruction, Educational Assessment and Measurement, Technology for Teaching and Learning
- National Board Certification
- Minimum of three successful years of teaching
- Evidence of a deep understanding of the Iowa Core Curriculum Standards
- Demonstrated success in teacher leadership positions such as: Building Leadership Team., District Leadership Team, Teacher Quality Committee, Wellness Committee, PBIS Committee, Respect and Protect Committee, SIAC, Mentor Teacher
- Demonstrates technology integration in lesson planning
- Demonstrates best practice in regards to instruction
- Involved in creating and incorporating a positive culture and climate through PBIS initiatives or other bullying and harassment initiatives
- Involved in utilizing a multi-tiered approach providing multiple levels of support for all learners through MTSS
- Collaborates well with all stakeholders
- Successfully meets all of the Iowa Teaching Standards per teacher evaluation requirements

### **Tier II**

The applicant will have a face-to-face interview with the Teacher Leadership Compensation Review Committee. The interviews will be evaluated using a rubric with a 5 point scale to determine which applicants best fulfill the criteria (1= not meeting the criteria, 3= meets the criteria, 5= demonstrates high level of commitment and goes beyond the criteria). The Teacher Leadership Compensation Review Committee will create the interview questions that will be used to rate each candidate. The Superintendent will approve all questions and evaluation rubrics.

### **Tier III**

After a rigorous application and interview process the Teacher Leadership Compensation Review Committee will submit recommendations to the Superintendent for final approval.

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## **Narrative**

Using Part 7 application narrative from Year 1?

No

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

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

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

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

*Click here To access the Iowa Professional Development Model page.*

## **Vision**

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- Students will appropriately and safely use technology to create projects, collaborate, investigate, evaluate and solve problems.
- Communication with students, parents, and community is ongoing and effective.
- Building partnerships with local businesses and community will be ongoing and effective.

The District Leadership Team designed our Comprehensive School Improvement Plan (CSIP) based on the Iowa Professional Development Model (IPDM), which focuses on student achievement data.

Our current professional development plan provides for teacher learning of concepts and skills. There is also time for collaboration with peers. Missing in this plan is a peer coaching/instructional strategy piece in the classroom.

## **Role For Teacher Leaders in the Creation and Delivery of Professional Development**

### **The three teacher leadership positions are as follows:**

#### *Instructional Coach:*

- works hand in hand with the Principal and Building Leadership Teams to analyze the CSIP data to determine professional development opportunities and to design strategies to support student achievement
- will be a part of the team that delivers the professional development to staff
- will work with staff in the classroom to ensure that strategies are being implemented with fidelity and be on hand to help problem solve

#### *Curriculum Leaders:*

- work hand and hand with the Principal and Building Leadership Teams to analyze the CSIP data to determine professional development opportunities and to design strategies to support student achievement
- will be a part of the team that delivers the professional development to staff
- provide resources specific to subject area resources
- facilitate subject area discussions on professional learning strategies presented and discuss successes and frustrations

#### *Mentor Teachers:*

- work hand and hand with the Principal and Building Leadership Teams to analyze the CSIP data to determine professional development opportunities and to design strategies to support student achievement
- will be a part of the team that delivers the professional development to staff
- serve as model teacher for demonstrating best practices from professional development
- facilitate discussions on professional learning strategies presented and discuss successes and frustrations

## **Alignment of TLC Plan and IPDM**

### **IPDM Elements**

#### **- TLC Plan**

Collect and analyze student data

- The TLC Leadership Team in each building will work with the principal and classroom teachers to collect and analyze student data.

#### Goal setting and student learning

- The TLC Leadership Team will work with the principal and classroom teachers to design action plans for our student learning goals.
- Students will achieve at or above expected proficiency levels on the Iowa Assessments in Reading, Math, and Science.
- Students will appropriately and safely use technology to create projects, collaborate, investigate, evaluate and solve problems.
- Communication with students, parents, and community is ongoing and effective.
- Building partnerships with local businesses and community will be ongoing and effective.

#### Selecting content

- The TLC Leadership Team will work to consider the needs of the CSIP to select PD content presented. They will work collaboratively with teachers to select effective strategies to meet goals.

#### Designing Process for PD

- The TLC Leadership Team will create the schedule of support based on monthly PD available and teacher needs.

#### Training and Learning Opportunities

- The Instructional Coaches will be available during the school day to assist with implementation of PD strategies. The Curriculum Leader will be available during district scheduled PD and before and after school to work with teachers. Mentor Teachers will also be available during district scheduled PD, before and after school, and at times during the school day for beginning teachers.

#### Collaboration and Implementation

- The Instructional Coaches will be available during the school day to assist with implementation of PD strategies. The Curriculum Leader will be available during district scheduled PD and before and after school to work with teachers. Mentor Teachers will also be available during district scheduled PD, before and after school, and at times during the school day for beginning teachers.

#### Ongoing data collection

- The TLC Leadership Team will be analyzing monthly PD feedback forms to assess teachers' needs for supports.

#### Adjust plan if needed

- Based on teacher feedback form the TLC Leadership team will adjust the plan as needed.

#### Program Evaluation

- The TLC Leadership Team will be responsible for creating and facilitating the TLC program evaluation. The TLC Leadership Team will then meet to analyze and discuss the result from the TLC program evaluation and plan for next steps and revisions.

#### Using Part 8 application narrative from Year 1?

No

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

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

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

## **Measurement of Impact of the TLC Plan**

We will use the following information to measure each goal area:

- Student achievement data: Iowa Assessments, NWEA, Skills Iowa data, Formative - - Assessment System for Teachers (FAST)
- Feedback from faculty on the effectiveness of teacher leaders
- Principal observation, walk through observation, and formative/summative evaluation
- PBIS effectiveness data
- Instructional coach written documentation of learning strategies observed and coaching support given to classroom teachers
- Survey results on professional development feedback
- Assessment of Iowa Core alignment
- Assessment of Clarity Survey results for technology integration

**Goal 1: Attract able/promising new teachers:** Currently the Independence Community Schools starting salary is competitive and above what is recommended by the state for beginning teachers. Because of this we are able to attract new teachers. With this plan we will be able to hire instructional coaches and mentors to provide beginning teachers extra supports and professional development.

### *Monitoring Implementation/Short Term Goals*

90% of beginning teachers when surveyed indicate they feel supported instructionally

90% of beginning teachers when surveyed indicate they feel supported with professional development initiatives

90% of beginning teachers when surveyed indicate they feel they have adequate time to meet one on one with instructional coaches, curriculum leaders, and mentor teachers

### *Monitoring Impact/Long Term Goals*

90% of retention of beginning teachers

90% of beginning teachers indicate strong job satisfaction

**Goal 2: Retain effective teachers:** Independence Community School District is committed to retaining effective teachers by providing opportunities for career advancement. We would like to create positions that can support teachers through the use of Curriculum Leaders, Instructional Coaches, and Mentor teacher with a focus of our current K-12 initiatives PBIS, MTSS, Technology integration, and core curriculum work.

### *Monitoring Implementation/Short Term Goals*

90% of career teachers when surveyed indicate they feel supported instructionally

90% of career teachers when surveyed indicate they feel supported with professional development initiatives

90% of career teachers when surveyed indicate they feel have adequate time to meet one on one with instructional coaches, curriculum leaders, and mentor teachers

90% of career teachers show satisfaction with the leadership opportunities in the TLC plan

### *Monitoring Impact/Long Term Goals*

90% retention of career teachers

90% of career teachers indicate strong job satisfaction

90% of career teachers cite leadership opportunities as a factor in remaining in the district

**Goal 3: Promote collaboration between teachers to improve instructional practices in the classroom:** Independence Community School District uses the Iowa Professional Development Model as a guide for our professional learning. The TLC grant will help support collaboration among teachers and teacher leaders. We will create professional learning communities that focus on learning, working collaboratively and ultimately holding all stakeholders responsible for student achievement.

### *Monitoring Implementation/Short Term Goals*

PLC data will be collected quarterly to monitor the frequency and effectiveness of collaboration opportunities

Clarity survey results indicate students perceive teachers to be integrating technology more effectively into their daily lesson planning

PLC Team implementation protocols will be monitored quarterly to gauge teacher satisfaction with collaboration opportunities

### *Monitoring Impact/ Long Term Goals*

Procedures for collaboration formally in place and a part of teachers daily life

Professional development opportunities are based around collaboration

Principals monitoring of classroom observation walk throughs indicate that collaboration is happening on a daily basis

**Goal 4: Reward professional growth:** Independence Community School District is committed to rewarding effective teachers by implementing a career plan with increased responsibilities and compensation for extended contracts and additional responsibilities.

*Monitoring Implementation/Short Term Goals*

Surveys will be given to teacher leaders annually to gauge levels of satisfaction in and preparedness for the leadership role

Teachers sign contracts to fill all available leadership positions

*Monitoring Impact/Long Term Goals*

More teachers retained and fewer leaving because of job dissatisfaction

Surveys from teacher leaders show a high level of job satisfaction and a feeling that their work is making a difference

**Goal 5: Improve student achievement:** Independence Community School District is committed to increasing student achievement. This involves aligning curriculum, instruction, and assessments to the Iowa Core Curriculum. The TLC grant will provide the support needed for teachers to do the work of aligning curriculum, instruction, and assessments with fidelity.

*Monitoring Implementation/Short Term Goals*

Assessment data show increased student achievement data (Iowa Assessments, NWEA, Skills Iowa data, FAST)

Administrator data from classroom visits show an increase of effective teaching and learning strategies

Administrator data from classroom visits show more problem solving and challenging learning experiences

Administrative data from classroom visits show teachers relying less on lecture and more a facilitator of learning

*Monitoring Impact/Long Term Goals*

A greater percentage of students meet the district student achievement goals

Improved student performance of standardized assessments over time

Improved student performance on formative assessments

Improved student attendance due to more relevant learning and engaging lessons

Improved student discipline as a result of higher levels of student engagement

Improved graduation rates as a result of higher levels of student engagement

Improved percentages of students who choose to attend post secondary education

Fewer homeschooled or open enrollments out of the district

Using Part 9 application narrative from Year 1?

No

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

## **Sustainability**

One of the ICSD Board of Education's long-range goals is achieving and sustaining academic excellence. Our School Improvement Advisory Committee focuses on student achievement data and setting student learning goals annually. Due to numerous stakeholders' involvement and the state funding formula, the ICSD does have the financial capacity to sustain the TLC plan over time.

At this time the ICSD will not be in a partnership with another district or AEA to implement our plan. With over 100 teachers in grades PK-12 we feel we have a strong base to provide leadership from within the district. Although the state funding is critical for funding our TLC plan, it is our hope that the structures and supports we put in place for teacher leadership opportunities will become part of our culture of learning for students and teachers.

As we embark on our TLC journey in the ICSD, we believe our teachers will learn through practice and reflection. Our Instructional Coaches, Curriculum Leaders, and Mentor Teachers will be true colleagues working alongside of our teachers.

## **Roles and Responsibilities for the Success of this Plan**

### **Superintendent**

- Will provide strong district leadership for the plan
- Will communicate the importance of the plan to staff, parents, and community
- Will keep the ICSD Board of Education informed on the progress of the plan
- Will seek input from all stakeholders on the effectiveness of the plan
- Will continue to communicate with legislators on the importance of funding the TLC plan
- Oversees the interviews and selection for TLC positions
- Provides support for principals and their leadership roles for the TLC plan
- Evaluates the principals and their leadership for the TLC plan

### **Director of School Improvement**

- Facilitate the interview and selection process for TLC positions
- Recommend adjustments for the TLC plan
- Clearly communicate the expectations and build trusting relationships with the Instructional Coaches, Curriculum Leaders, and Mentor Teachers
- Facilitate the professional development activities needed to support the teacher leaders and teacher learning
- Design the expectations for the day to day work in classrooms for Instructional Coaches, Curriculum Leaders, and Mentor Teachers
- Monitor progress of implementation and supports needed for both teachers and leaders
- Provide time for student data review with teachers and leaders
- Evaluate the Instructional Coaches, Curriculum Leaders, and Mentor Teachers

### **Building Principals**

- Collect data
- Support professional development and implementation of current initiatives and TLC implementation
- Collaborate, evaluate, and monitor TLC implementation
- Support Instructional Coaches, Curriculum Leaders, and Mentor Teachers through time and collaboration
- Assist in evaluating the effectiveness of the TLC plan and recommend changes when needed.

### **TLC Leadership Team**

- Consists of Instructional Coaches, Curriculum Leaders, Mentor Teachers, Building Principals, Director of School Improvement, and Superintendent
- Will build trusting relationships with staff so they are seen as a collaborative partner
- Collect and analyze data to see if there is a positive effect on student achievement

- Provide flexibility for daily scheduling of Instructional Coaches, Curriculum Leaders, and Mentor Teachers so they can meet with staff as needed
- Keep teachers focused on the Iowa Core, student achievement, and district professional development initiatives

**Teachers**

- Collaborate with the TLC Team and focus on Iowa Core, student achievement, and district professional development initiatives
- Will provide feedback to the TLC Leadership Team to guide effective implementation

**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.*

<b>Certified Enrollment Number</b>	1404.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$433,583.28
<b>Total Allocation</b>	\$433,583.28

**Part 10 - Budget Items**

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$387,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$20,000.00
Amount used to provide professional development related to the leadership pathways.	\$15,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$11,583.00
<b>Totals</b>	<b>\$433,583.00</b>

**Other Budgeted Uses - Description**

Item description	Amount budgeted
Pay for five day beginning teacher orientation	\$11,583.00
	<b>\$11,583.00</b>

## Total Allocation Budgeted

Total Projected Amount to be Expended \$433,583.00

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

Remaining Allocation to be Budgeted \$0.28

## Budget Alignment

Using Part 10 application narrative from Year 1? No

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

**Vision** :The Independence Community School District believes in creating a climate in which individuals will strive to become effective communicators, problem-solvers, responsible citizens, and productive people.

**Mission** :Our mission is educating people to be lifelong learners, and respectful responsible citizens.

**District Goals:**

- Students will achieve at or above expected proficiency levels on the Iowa Assessments in Reading, Math, and Science.
- Students will appropriately and safely use technology to create projects, collaborate, investigate, evaluate and solve problems.
- Communication with students, parents, and community is ongoing and effective.
- Building partnerships with local businesses and community will be ongoing and effective.

**The goals for the Teacher Leadership Compensation plan**

**Goal 1: Attract able/promising new teachers:**

Currently Independence Community School's starting salary is competitive and above what is recommended by the state for beginning teachers. Because of this we are able to attract new teachers. With this plan we will be able to hire instructional coaches and mentors to provide beginning teachers extra support and professional development. This grant would also offer beginning teachers an extended contract that would allow time to deepen their understanding of our current K-12 initiatives: Positive Behavioral Interventions and Supports (PBIS), Professional Learning Communities (PLC), Multi-Tiered System of Supports (MTSS), technology integration, core curriculum work.

**Goal 2: Retain effective teachers**

Independence Community School District is committed to retaining effective teachers by providing opportunities for career advancement. We would like to create positions that can support teachers through the use of Curriculum Leaders, Instructional Coaches, and Mentor Teachers with a focus on our current K-12 initiatives PBIS, MTSS, technology integration, and core curriculum work.

**Goal 3: Promote collaboration between teachers to improve instructional practices in the classroom**

Independence Community School District uses the Iowa Professional Development Model as a guide for our professional learning. The TLC grant will help support collaboration among teachers and teacher leaders. We will create professional learning communities that focus on learning, working collaboratively and ultimately holding all stakeholders responsible for student achievement. The TLC grant will offer extra time and support for our teachers to work collaboratively with Instructional Coaches, Curriculum Leaders, and Mentor Teachers.

**Goal 4: Reward professional growth**

Independence Community School District is committed to rewarding effective teachers by implementing a career plan with increased responsibilities and compensation for extended contracts and additional responsibilities.

*Curriculum Leaders:* Will plan and develop professional learning activities designed to improve instructional strategies. They will engage in development, adoption, and implementation of curriculum materials.

*Instructional Coaches:* Will provide support to teachers in the classroom in regard to best practices in instructional strategies, curriculum implementation, and technology integration.

*Mentor Teachers:* Will serve as models of exemplary teaching and provide support to first and second year teachers.

**Goal 5: Improve student achievement**

Independence Community School District is committed to increasing student achievement. This involves aligning curriculum, instruction, and assessments to the Iowa Core Curriculum. The TLC grant will provide the support needed for teachers to do the work of aligning curriculum, instruction, and assessments with fidelity. It will give our school district a stronger framework for improving student achievement.

**The following teacher leadership positions will help our school district meet the 5 goals set for our TLC Plan**

Title of Position	Number of Position	Cost of Position	Total Cost
Instructional Coaches	4	\$ 75,000	\$300,000
Curriculum Leaders	11	\$7,000	\$77,000
Mentor Teachers	5	\$2,000	\$10,000

## 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