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Application

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

93812 - Indianola Teacher Leadership and Compensation Grant Proposal
 Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-29 09:12:14
Signature:	Cindy Slauson	Submitted By:	Cindy Sue Slauson

Applicant Information

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Organization Information

Organization Name:* Indianola Community School District
 Organization Type:* K-12 Education
 Tax ID:
 DUNS:
 Organization Website:
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Program Area of Interest* Teacher Leadership and Compensation System
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Recipient Information

District*	Indianola Community School District <small>Use the drop-down menu to select the district name.</small>
County-District Number*	91-3114 <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>
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City*	Indianola
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	50125

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Zip Code*	50125

Narrative

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

The key to improving student achievement is having effective, caring teachers. Iowa's Teacher Leadership and Compensation (TLC) plan focuses on **teachers** with unparalleled opportunity for collaboration, leadership, and growth. **Indianola Community School District (ICSD) educators are proud to have been part of TLC from its inception**, attending a 2013 legislative advocacy day in Des Moines. ICSD was the only district to have current *teacher leaders* at the legislative process on this day, advocating flexibility in implementation with key legislators. As a result of educators' voices, the final bill allowed school districts to develop implementation models tailored to local needs.

The goal of the ICSD is "to provide the best possible opportunities for its students in order to maximize their learning." ICSD has a culture of teacher leadership with 2 instructional coaches, 33 lead teachers, and 2 mentor coordinators. This proposal was created by more than 26 individuals and will allow more teachers to lead. The committee developed a vision early in its work:

"The Indianola School District will create a teacher leadership system with multiple pathways that allow teachers to collaborate, model, mentor, and have a voice in decision-making for the purpose of teacher and student growth. To make that system work, teacher leaders will be passionate, goal-oriented learners with a growth mindset focused on inspiring improvement. They will respect and trust the expertise, professionalism, and individual circumstances of the teachers in our district, offering non-evaluative, confidential, and collaborative opportunities for individual teachers to work toward their own goals. Teacher leaders will expect to learn from the teachers they work with as much as they aim to help."

This reflects ICSD's TLC goals:

- Recruitment and retention of top educators through **mentoring**
- Provision of **authentic, meaningful PD** and integrated supports through **coaching**
- Development of **multiple pathways** for leadership opportunities for teachers, with **adequate compensation**
- Promotion and sustention of professional learning communities (PLCs), enabling **learning from others**
- Collaborative, continuous improvement of instruction in all K-12 classrooms, with systemic increases in **student improvement**

After analyzing leadership models from other states and Iowa's TLC legislation with the needs of students, staff and community in mind, the team concluded the Comparable Plan model would best build upon the teacher leadership in place. The resulting plan was influenced by the scholarship of Steve Barkley, Rick and Rebecca DuFour, Robert Eaker, Joellen Killion, Jim Knight, and Melinda Mangin, and will focus on many aspects of teacher leadership with a variety of full-time, part-time, and classroom-based teacher leadership roles. In addition to the current 33 lead teachers and 2 instructional coaches, the plan includes:

- 1 teacher leadership coordinator - The coordinator trains and mentors teacher leaders and coordinates roles. The coordinator will have extensive background in adult learning, instructional coaching, curriculum/assessment leadership, and best practices. This person works with the curriculum director and is responsible for the success of the remaining 60 teacher leaders.
- 6 added instructional coaches (total of 8) - Instructional coaches assist teachers with individual professional development and application of research-based best practices/instructional strategies through the use of Jim Knight's (2007) partnership principles and coaching routines.
- 3 half-time AIW mentors - AIW mentors support teachers' study and implementation of Authentic Intellectual Work processes and provide AIW training.
- 2 half-time mentor coordinators - Mentor coordinators coach/mentor new teachers as they teach during the day and coordinate induction activities for 1st/2nd-year teachers and their mentors.
- 10 teacher mentors - Teacher mentors will be assigned to 1st/2nd-year teachers from similar instructional areas and support content, school acclimation, and development of skills needed for teaching success.
- 4 half-time teacher partners - Teacher partners enhance instructional skills of veteran teachers, helping to analyze practice through observation, data collection, and modeling. They may occasionally cover classrooms to allow veteran teachers to observe other teachers and facilitate changes based on these observations.
- 33 lead teachers will support PLCs by serving as model teachers, opening their classrooms for observation of practices that elicit high levels of student learning. Lead teachers will receive targeted professional development and work with others to develop instructional practices at high capacity. Lead teachers will serve as a part of the District Leadership Team and facilitate collaboration among K-12 teacher teams and administration on districtwide work.

The selection process involves 2 committees of teachers/administrators. Positions require internal candidates and most require 3 years of experience. Teacher leaders will be evaluated by principals, using rubrics with job duties aligned to the Iowa Teaching Standards. Formative, non-evaluative feedback will be given by the teacher leadership coordinator, who leads professional learning for these individuals on a weekly to monthly basis. Funding will ensure teacher leaders are in-house experts; instructional coaches will partner with lead teachers to provide large-scale PD as needed.

This plan is woven into existing structures of leadership; therefore, implementation and sustention is easier, drawing from the existing knowledge base. The plan places its emphasis on people. Should state funding cease, ICSD would maintain the most effective roles in a limited capacity.

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).

TLC planning grant funding allowed ICSD to develop a comprehensive teacher leadership program specific to local needs. Money from the planning grant paid for substitute teachers, which allowed the committee to meet during the school day. Funding was also used to compensate those who worked on the application beyond the contract day between meeting times. This included a subgroup of the TLC committee that reviewed the final grant application, incorporated feedback from the full committee, and polished the draft for final submission. Finally, funds were used to send committee members to instructional coaching workshops at the University of Kansas. In all, the TLC process included 5 meetings of the whole committee, 4 webinars, attendance at 2 conferences, and 4 work days for subcommittee members. In all, well over 100 hours of time were invested in this process.

The TLC committee of 27 individuals met several times during the fall semester. All members held equal status in contributing to the plan.

Elementary

J. Tadsen, Art
R. Strub, 5th
K. Schlomer, Inst. Coach
D. Reinert, 4th
K. Sorensen, 2nd
S. Shaw, G/T
K. Scott, 5th

Secondary

K. Grissom, LA
G. Southall, LA/IEA Union Pres.
M. Carroll, Sped
M. Richardson, Band
L. Msuya, Literacy Coach
B. Damman, Sped
M. Clutter, Music
D. Dubczak, Tech
J. Oliver, Math
C. Stanley, LA
B. Darrah, LA
K. Turnbull, Soc. Studies

Administration/Community

B. Carico, HS Principal
M. Teigland, Supt.
R. Lorenz, HR
D. Moeller, Business Mgr.
M. Tucker, School Board Member
D. Gabel, Parent
M. Montgomery, AEA PLLC

C. Slauson, Curric. Dir.

The committee examined national models of teacher leadership and discussed the benefits of each one. This included the work of well-known researchers Jim Knight and Joellen Killion. Knight's partnership principles were a particularly strong fit with the culture of ICSD. A mission statement emerged from this work: *The Indianola School District will develop differentiated teacher leadership roles within a collaborative culture that encourages trust, respect, and excellence.*

The team voted to develop a local plan under Model 3, allowing a fit tailored to district school improvement plans, including PLC's, AIW, instructional coaching, and IPI. The team met four more times to review information from the AEA and the DOE, as well as refine the vision, roles, and job descriptions built into the plan. During a visit to the Teaching, Learning, Coaching Conference in Kansas, instructional coaches visited with Dr. Knight to clarify points in the committee's plan. Representatives of the TLC committee attended every planning day sponsored by Heartland AEA, including the grant review day for feedback from other districts. Finally, collaboration with the business manager ensured that a plan was developed which would fit within the boundaries of allocated funds and be sustainable over the long term.

Engagement and communication was an important part of the TLC committee's process. Each stakeholder group was engaged as described below.

- **K-12 Teaching Staff** - A "Top 10 Q & A about the TLC Program and Committee" was shared to all staff members. Additionally, the TLC committee provided updates to district Lead Teachers at DLT and sought feedback from these individuals. Lead Teachers also presented the plan to every PLC within the district and sent written feedback to the TLC team. This feedback resulted in creation of the Teacher Partner position. Additionally, a survey was developed and sent to all new teachers and new teacher mentors from the past 3 years. The survey indicated more support during classroom teaching time would make an impact on student learning, so two teacher mentor coordinators were added to the TLC plan.
- **Community/Parent Input** - Parents, community members, and administrators discussed the TLC plan and provided feedback at regularly scheduled SIAC (School Improvement Advisory Council) meetings.
- **Administration/School Board** - The TLC planning committee included a board member. The School Board Curriculum Committee was updated regularly and provided insight and suggestions for improvement. Additionally, district K-12 administrators were apprised of plan developments and provided feedback during their regularly scheduled administrative meetings. Administrator insights helped clarify job responsibilities for teacher leaders.

Input from all of these groups shaped the plan that ICSD submitted for approval.

I have enjoyed being a part of the planning stages of something that is going to positively affect myself and our district. I have grown professionally throughout this process. - Cori Stanley, ICSD Teacher

ICSD stakeholders are committed to this plan for teacher leadership.

- Excitement is evident among TLC committee members, DLT Lead Teachers, and educators in the district. Teachers express active interest in these roles, which are natural extensions of ICSD's strong commitment to professional learning through PLCs.
- Release time for teachers to complete the grant was supported by principals, who are excited about the possibilities. Principals have expressed support for teacher leadership within their buildings because the increased capacity will allow more teachers to be supported instructionally and diversify the leadership base.
- School board members have voiced support for this plan, which will increase teacher job satisfaction, teaching quality, and student achievement.
- Parents have seen the results of teacher leadership in increased student achievement in mathematics and reading.
- The community has steadfastly supported weekly early dismissals for several years allowing for teacher collaboration and growth.

Our District Leadership Team has given its support, and ICSD is ready to impact student achievement through expanded teacher leadership!

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.

District Vision: "Proud Traditions. . . Unlimited Possibilities"

TLC Vision: "The Indianola School District will create a teacher leadership system with multiple pathways that allow teachers to collaborate, model, mentor, and have a voice in decision-making for the purpose of teacher and student growth."

ICSD's TLC Goals

1. Attract and retain promising new teachers through compensation* and mentoring
2. Provide authentic, meaningful individualized professional development through coaching
3. Provide multiple pathways for leadership opportunities for teachers
4. Promote and sustain professional learning communities
5. Increase student achievement

*The minimum salary required by the Iowa Task Force on Teacher Leadership and Compensation was met. ICSD currently pays beginning teachers \$39,014 per year.

District Academic Goals

The implementation of the TLC plan will positively impact the district's academic achievement goals.

The following goals will be reported to the State of Iowa on the Indianola CSD Annual Progress Report (AYP).

Reading – Grade 4

During the 2014-15 school year the Indianola CSD will increase the number of students who are proficient in grade 4 by 1.9% on the Iowa Assessment reading test when compared to the number of proficient students in grade 3 during the 2013-14 school year.

Science – Grade 8

During the 2014-15 school year the Indianola CSD will increase the number of students who are proficient in grade 8 by 1% on the Iowa Assessment science test when compared to the number of proficient students in grade 7 during the 2013-14 school year.

Math – Grade 11

During the 2014-15 school year the Indianola CSD will increase the number of students who are proficient in grade 11 by 1% on the Iowa Assessment math test when compared to the number of proficient students in grade 10 during the 2013-14 school year. All other subject areas and grade levels not reporting to the State of Iowa will increase by 1% when compared to the previous year.

2013-14 Student Achievement Data

The following table indicates high levels of student achievement, which can be attributed to a focus on continuous improvement of instructional practices in the district.

Grade 4 Reading: 17.2% low; 50.6% intermediate; 32.2% high
 Grade 4 Math: 14.2% low; 46.7% intermediate; 39.2% high
 Grade 4 Science: 8.3% low; 68.3% intermediate; 23.3% high
 Grade 8 Reading: 16.2% low; 17.7% intermediate; 9.2% high
 Grade 8 Math: 17.7% low; 49.4% intermediate; 32.8% high
 Grade 8 Science: 9.2% low; 67.9% intermediate; 22.9% high
 Grade 11 Reading: 12.7% low; 69.2% intermediate; 18.1% high
 Grade 11 Math: 10.8% low; 56.5% intermediate; 32.7% high
 Grade 11 Science: 11.9% low; 61.2% intermediate; 26.9% high

The Indianola TLC plan expands current teacher leadership positions as described below. These positions are designed to attract and retain promising new teachers, provide authentic, meaningful professional development through coaching, provide multiple pathways for leadership opportunities for teachers, promote and sustain professional learning communities and ultimately increase collaboration in order to meet the district achievement goals.

Teacher Leadership Coordinator - ICSD believes as teachers move from classrooms to leadership positions, training is needed to support their new roles.

The Teacher Leadership Coordinator will

- support all teacher leaders.
- provide training in the art of coaching and adult learning theory.
- provide overall coordination of the positions.
- facilitate weekly teacher-leader Professional Learning Communities.
- carry out the TLC vision while working collaboratively with administration.

Instructional Coaches - ICSD believes student outcomes can be improved with additional instructional coaches.

- At the elementary level, additional instructional coaches would allow a coach to teacher ratio of 1 to 18. This one-on-one collaboration regarding individual teacher goals would focus on increased student learning outcomes.
- At the middle school, additional instructional coaches would focus on ensuring all core areas collaborate to deliver instruction following best practices to increase student learning outcomes.
- At the high-school, instructional coaches will collaborate with all core areas to ensure quality use of technology in 21st century skill instruction.

Mentor Coordinators- ICSD believes that to attract and retain new teachers, the current mentoring program should be enhanced to allow more support for new teachers during the contract day.

Mentor coordinators will

- provide coaching for new teachers while they are teaching in the classroom.
- teach the state approved teacher induction class.
- match the new teacher with a mentor that teaches the same content.

AIW Coaches- ICSD believes that practice consistent with AIW standards has shown increased proficiency and reduction of achievement gaps on standardized tests.

AIW coaches will

- provide annual training to ensure all staff be trained within 3 years.
- support the transfer of AIW training to classroom practice.
- assist in monitoring data on AIW rubrics for improvement.

Teacher Partners- ICSD believes that to retain effective teachers, veteran teachers need to be able to collaborate with non-evaluative peers on classroom practices.

Teacher partners will

- work as mentors to veteran teachers.
- assimilate veteran teachers new to ICSD to the district's collaborative models and instructional practices.

Lead Teachers - ICSD believes through the use of a district leadership team, communication between district level administration and teacher led PLC's will promote increased best instructional practices and increased student learning outcomes.

Lead teachers will

- meet with district administration 1 time per month to discuss district level learning needs
- facilitate new learning in their PLC's
- work closely with instructional coaches and other lead teachers to practice and model best practices
- promote growth of teachers in each PLC

Using Part 3 application narrative from Year 1?

Yes

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)

ICSD's plan creates varied full-time, part-time, and classroom-based teacher leadership roles. In addition to the current 33 lead teachers and two instructional coaches, the plan includes:

- 1 teacher leadership coordinator
- 6 additional instructional coaches
- 3 half-time AIW mentors
- 2 half-time mentor coordinators
- 10 new teacher mentors
- 4 half-time teacher partners

TLC funding supports development of teacher leadership through a Teacher Leadership Coordinator. This individual will support professional development of teachers and teacher leaders in ICSD, be a liaison between teachers and administrators, aid PLC teams, and promote use of data within the district to encourage an environment of learning and growth.

TLC funding supports and enhances use of Professional Learning Communities and Lead Teachers. In 2012, ICSD began districtwide implementation of teacher-driven teams based on strict adherence to the DuFour model for Professional Learning Communities (PLCs). 84% of Indianola teachers have attended PLC conferences. Each PLC meets for 80 minutes during early-release time on Wednesday afternoons to focus on the district's 5 guiding questions (based on the DuFour's four corollary questions):

- What do we want all students to learn?
- How will we know if a student has learned it?
- How will we teach it?
- How will we respond when some students don't know it?
- How will we extend and enrich the learning for students who have demonstrated proficiency?

Every PLC has a teacher representative known as a lead teacher. These lead teachers meet each month for a day of professional development and district leadership work. The district will continue to retain these positions and provide training during the summer so teacher leaders understand the building and district focus for instructional practices/pedagogy before the school year begins.

TLC funding supports and enhances use of instructional coaching. ICSD currently has two instructional coaches on staff: one elementary and one middle school. These teacher leaders have helped identify district power standards, development of common assessments, modeling of instruction for teachers, planning of School in Need of Assistance (SINA) support, and provision of professional development. Although good work has resulted, there remains much to be done because of the large teacher-to-coach ratio at these levels. Plus, there is no instructional coach available for the high school. The TLC grant will place an instructional coach in every elementary building and two coaches in each secondary building, enhancing current work. Research has shown such a position can affect teacher practice (Bush, 1984; Joyce & Showers, 1995; Knight, 2004, 2006, 2007; Truesdale, 2003) and student achievement (Allen et al., 2011; Biancarosa, Bryk, & Dexter, 2010; Dempsey, 2007; Redell, 2004).

The positions will be supplemented by teacher partners. Teacher partners will be analogous to mentors for veteran teachers or any teacher new to the district. Four teacher partners will be available to work with teachers based on needs. The mentor coordinators, teacher mentors, teacher partners and instructional coaches will work together closely to provide the support needed at each school building.

TLC funding supports and enhances use of Authentic Intellectual Work. Teams of teachers began studying AIW in the fall of 2011, a process that has grown each year. Indianola needs its own in-district trainers to move the initiative forward. The TLC grant will create 3 half-time AIW mentor positions to support teachers in sustaining higher-order thinking and authentic learning in the classroom.

TLC funding supports and enhances work with the Iowa Core. For several years, ICSD has been operationalizing the Iowa Core in K-12 classrooms, focusing on alignment of curriculum, instruction, and assessment. Placing instructional coaches and teacher partners in each school will support K-12 teachers in their curriculum, instruction, and assessment work. Summer training will build capacity for lead teachers to share content specific learning about the Iowa Core with their PLC collaboration team.

TLC funding supports and enhances work with student supports, such as K-3 literacy and Multi-Tiered Structures of Support. Indianola teachers develop interventions and supports for students making minimal progress in collaboration with instructional coaches or the assigned Heartland consultant. However, a ratio of up to 45 teachers to one coach or consultant makes it difficult to assist teams during weekly PLC meetings. Additional instructional coaches and teacher partners will allow for increased collaboration in meeting the needs of students.

TLC funding supports and enhances support of new teachers. ICSD supports a mentoring program that meets the requirements prescribed by the State of Iowa for 1st and 2nd year teachers. An internal survey of mentors and mentees in December 2013 revealed there is not sufficient time for mentors and new teachers to meet during the instructional day. This does not allow opportunities to observe their mentee's teaching or provide feedback.

Our proposal includes two mentors for every new teacher. One will be a content-alike mentor in the traditional sense for the purposes of course content, school acclimation, and instruction. The other will be a mentor coordinator on half-day release to support 1st and 2nd year teachers within their classrooms on instruction and assessment by providing coaching and feedback during instruction, which has been shown by numerous studies to improve teacher use of best practices with students (Bush, 1984; Joyce & Showers, 1995; Knight, 2004, 2006, 2007; Truesdale, 2003). These mentor coordinators will also teach the state-approved new teacher course and provide support to mentors as well.

Using Part 4 application narrative from Year 1?*

Yes

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)

Indianola CSD currently has a mentoring program that meets the requirements prescribed by the State of Iowa for new teachers. The district program provides for 15 hours of class instruction outside the contract day covering topics relative to the teaching profession and specific to ICSD. In the program, the role of the mentor is to serve as a role model, advisor, advocate, colleague, and coach to the beginning teacher. The mentor assists in the professional development of the new teacher by providing insight, perspective, and guidance about building and district policies and procedures, lesson design, instructional methods, assessment strategies, classroom management, effective communication, and other essential teaching functions. The mentor helps the novice teacher solve problems related to teaching and learning, shares resources and experiences, provides personal and professional support, and "...guide[s] the growth of the new teacher through reflection, collaboration, and shared inquiry," (Freedman, M. and Jaffe, N (1993). Elder mentors: Giving schools a chance. National Association of Secondary School Principals Bulletin.)

Mentor training is consistent with the Iowa Professional Development Model (IPDM). It is: a) based on student data, teacher input and a systematic needs assessment; b) aligned with district student achievement goals; c) focused on instruction, curriculum, and assessment; and d) predicated on preparing mentors and new teachers to work effectively with diverse learners and to implement multicultural, gender-fair approaches to the educational program. Mentor training is based on research-based instructional strategies and will be aligned with the Iowa Teaching Standards and Criteria. The training process includes theory, demonstration, role-playing, reflection, collaboration, and a program evaluation component.

The average teacher retention rate for ICSD is 95.3% over a three-year period. Of the 22 teachers new to the profession hired at Indianola since 2010, 21 (95%) are still teaching here, indicating a welcoming climate for new teachers. In order to gather data about the effectiveness of the program, a survey was created last month using an online survey and sent to recent participants (within the last 5 years). Results were analyzed using statistical software. 44 current and past mentors and mentees (new teachers) gave anonymous responses. 22 items were requested for comparison such as: years of teaching experience, status in the program (new teacher or mentor), and number of meetings with the mentor/mentee. 14 questions used a Likert-type scale from 1 as "totally agree" to 5 as "totally disagree" to measure levels of agreement with statements about the mentoring for examination of themes. The focus of the findings was placed on average times met, feedback provided, implementation of best practices and in general, meeting of the needs of a new teacher.

Results confirmed that time available for collaboration during the workday is thin, with the survey indicating as few as 4 contact times since August 1, 2013. 20% of respondents reported meeting 10 times or less in the first semester, which is less than once/week. Widespread diversity was reported, with one response of 104 contacts in the first semester. Therefore, it can be concluded there is not an equitable level of support. Even though survey results said 77.3% of respondents had a positive experience, many areas were not adequately addressed. Although 66.7% of respondents agreed the mentoring program in its current state enables the use of best practices within a new teacher's classroom, only 37.8% of respondents believed the current program meets all the needs of a new teacher. This is likely because mentors do not have many opportunities to observe their mentees teaching and provide feedback on a consistent basis.

Subsequently, our proposal includes 2 mentors for every new teacher with the ability to provide additional support in the classroom setting. One would be a mentor in the traditional sense, such as a fellow third-grade or secondary science teacher, for the purposes of course content, school acclimation, and instruction. These mentors will be trained by the mentor coordinator. This proposal request provides us with the ability to have additional training in the summer for new teacher mentors. During the summer training new teacher mentors will learn what they can do to connect to new teachers by listening and honoring their concerns. Mentors will also be given ideas and suggestions for new teachers to feel comfortable and ensure that they have all the resources they need. During summer training mentors will also be taught on how to use the self-reflection rubrics that can be used when conducting self-reflection observations. Schedules for ongoing support, observing veteran teachers, and frequent check-ins will be made and reviewed by mentor coordinator.

The other position created in this proposal would be a mentor coordinator on half-day release to work specifically during the day on instruction and assessment, in addition to teaching a required class for new teachers. The plan would be for mentor coordinators on half-day release to work with an average of 2-7 new teachers each, supporting these teachers within their own classrooms during the

contract day. This would provide a bridge between the instruction that the mentor coordinator would be giving in scheduled required coursework and implementation in the classroom of the skills being addressed. It will also allow coaching and feedback during instruction, which has been shown by numerous studies to improve teacher application of best practices with students (Bush, 1984; Joyce & Showers, 1995; Knight, 2004, 2006, 2007; Truesdale, 2003).

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.

Indianola Schools propose the following 61 teacher leadership positions to enhance teaching and learning, which represents the good-faith requirement of identifying 25% of certified teaching staff for leadership positions. The positions were developed by the Teacher Leadership Committee and reviewed with feedback given by all staff, parents and community.

Position	Responsibilities and Duties	% of time	
		Teacher Leader	Student Instruction
Teacher Leadership Coordinator	<p>This position is an intensive resource for teacher leaders (instructional coaches, new teacher mentors, teacher partners and AIW mentors) and will ensure the success of teacher leaders in ICSD.</p> <ul style="list-style-type: none"> * Provide training and mentoring for teacher leaders * Coordinate differentiated district professional development * Support district and curricular initiatives * Support teacher leaders in the use of adult learning theory * Be available to model teaching and coaching routines for other teacher leaders * This role will involve collaborative work with building principals, the curriculum director, other administrators, teacher leaders, and teacher teams to coordinate district efforts. <p>The TLC committee believes that this position is vital to the success of all other teacher leadership positions in the district and is a "must have". Although this is a new position it has emerged as the highest priority.</p>	<p>1 position 100% 15 additional days</p>	<p>0%</p>
Instructional Coach	<p>Assist teacher in implementing individualized professional development through effective, researched best practices/instructional strategies.</p> <ul style="list-style-type: none"> * Research and study strategies that will meet the needs of classroom teachers * Assist teachers in differentiating instruction and selection the best strategies for learning * Co-teach or collaborate to problem-solve * Model effective teaching strategies * Observation - provide non-evaluate feedback <p>The additional coaching positions will strengthen the current positions we have in the district.</p>	<p>6 positions 100% 10 additional days 2 positions 50% 5 additional days</p>	<p>0% 50%</p>
Mentor Coordinators	<p>These individuals will train teacher mentors and new (1st and 2nd year) teachers.</p> <ul style="list-style-type: none"> * Be a resource and support for new teacher mentors * Work with new teachers during the school day, providing coaching and feedback during instruction * Facilitate observations with mentors or mentees which may include occasional class coverage. 	<p>2 positions 50% 5 additional days</p>	<p>50%</p>

	These positions will strengthen the current mentoring program we have in the district.		
New Teacher Mentor	<p>New teacher mentors are a resource for content-alike teachers.</p> <ul style="list-style-type: none"> * Increase content-specific instructional skills of the novice teacher * Assist with entry to the profession and adjustment to school environment <p>Funding from this grant will provide for a full day of training for mentors specific to working with new teachers</p>	<p>10 positions</p> <p>0%</p> <p>1 additional day</p>	<p>100%</p>
Teacher Partner	<p>The teacher partner is a specific resource to veteran teachers new to the district, as well as any other teacher that wishes to collaborate on classroom practices.</p> <ul style="list-style-type: none"> * Aid experienced teachers with adjustment to ICSD * Enhance instructional skills of veteran teachers * Encourage veteran teachers to analyze their own practice through observation, data collection and modeling * Assist veteran teachers with implementing alternative, research-based strategies and assessments to improve learner outcomes * Guide veteran teachers in data collection and analysis and collaboratively determine a response to the data <p>The district does not currently have teacher partners but believes that this position will help us retain "new" veteran teachers and improve the pedagogy of other veteran teachers. These positions will work closely with the instructional coaches in each building.</p>	<p>4 positions</p> <p>50%</p> <p>5 additional days</p>	<p>50%</p>
AIW Coach	<p>The AIW coach trains staff in the use of Authentic Intellectual Work (AIW) and sustains it in the district.</p> <ul style="list-style-type: none"> * Support teachers in the work of reflecting and defining more explicitly the criteria for construction of knowledge, disciplined inquiry, and value beyond school so instruction will demonstrate higher-order thinking and high levels of student engagement * Provide all essential training according to AIW protocols * Ensure through coaching that new teacher learning transfers to practice <p>This position will enhance the work of the district. Currently, the district has been involved with AIW for four years.</p>	<p>3 positions</p> <p>50%</p> <p>5 additional days</p>	<p>50%</p>
Lead Teachers	<p>Lead Teachers support the PLC process by collaborating with the administration on design, implementation and assessment of school change. They ensure alignment and focus on school and district intended results.</p> <ul style="list-style-type: none"> * Clarify what students are expected to learn * Collaboratively plan instruction to promote student learning * Monitor student achievement through the development of common assessments * Use student achievement data to identify the individual student learning needs and design interventions * Monitor the effectiveness of the PLC process and team outcomes * Promote regular dialogue between PLC team members and other school leaders * Learn new instructional techniques and with the instructional coaches, teacher partners, and others promote the use within each PLC. This will involve serving as a model classroom for others to observe. <p>The district currently has 33 lead teacher positions. This funding will allow us to provide training each summer.</p>	<p>33 positions</p> <p>5% (1 day a month)</p> <p>1 additional day</p>	<p>95%</p>

The **Teacher Leadership Coordinator (TLC)** position will be the linchpin of the teacher leaders in the district. This person will be responsible for meeting with building administrators once a month. During the monthly meeting, the TLC will review with administrators how they can work more productively with teacher leaders in their building. They will review the district strategic plan goals, student achievement data, building SMART goals and progress monitoring to ensure teacher leaders are focusing on strategies to help buildings reach academic goals.

The TLC will also be responsible for orientation and ongoing training of all teacher leaders. The district TLC will work directly with the curriculum director to ensure close alignment with the district mission, vision and goals.

Instructional coaches, mentor coordinators, new teacher mentors, teacher partners and AIW coaches will all have the assignment of improving instruction by helping teachers to do their best in the classroom. Although each of these roles may have a different focus, they will all work in synchronization with each other. Instructional coaches will work in classrooms to enhance and improve teachers' instruction. **Mentor coordinators** will make sure new teachers and their mentors have information, materials, and time to ensure quality instruction. Mentor coordinators will also teach the state-approved mentoring induction course and provide feedback to new teachers in their classrooms. New teacher mentors will help new teachers meet the challenges and rigor of being a teacher in the ICSD. **Teacher partners** will work on

improvement of instructional skills of veteran teachers and be a resource for experienced teachers new to the district. **AIW coaches** will support the district focus of Authentic Intellectual Work by providing guidance using information from teacher tasks, student work, or instruction. This will improve active engagement in higher-order, real-world thinking. AIW coaches will also provide direct instruction during training in the fall and site visits during the year.

All of these teacher leaders will work closely with the building principals and curriculum director. The building principals will collaborate with teacher leaders to review building student achievement data and team **SMART goals**. Teams will quarterly review SMART goals, and **building achievement data** is reviewed by the use of **benchmarks** 3 times a year. This information is collected and analyzed through DataDirector, district student assessment program. Together, they will determine action steps for coaching, mentoring and partnering to improve instruction. The curriculum director will work with teacher leaders to develop a strong vision for support of district professional development, new curriculum implementation and coordinating training outside the district. Lastly, all coaching and mentoring positions will meet on a weekly basis for their own professional learning communities with the district Teacher Leadership Coordinator. The district TLC will work with teacher leaders on developing good coaching skills and will provide and receive feedback from teacher leaders to ensure that all components of the system are working well and are functionally integrated.

The final group of teacher leaders in the district plan is the **lead teachers**. This group has a completely different responsibility for the district, but a shared vision—school improvement. Currently, the district has **33 lead teachers** in the district that supports the PLC process. Each month the district lead teachers meet in the morning as building level leaders and in the afternoon as a single PK-12 leadership team. During the monthly meeting, lead teachers work with district administrators to design and implement school improvement with the teacher PLC groups they represent. Feedback to the district level administration from the schools regarding the instructional improvement strategies being implemented is given at the beginning of the monthly DLT meetings when schools are asked to discuss celebrations and concerns. Indianola students are dismissed each Wednesday at 2 pm so teachers have 80 minutes to work on answering 5 questions of the Indianola PLC process:

- 1) What is it we want all students to learn?
- 2) How will we know if each student has learned it?
- 3) How will we teach it?
- 4) How will we respond when some students don't know it?
- 5) How will we extend and enrich the learning for students who have demonstrated proficiency?

To expand on the current responsibilities of the district, the teacher leaders who serve as district lead teachers will be required to attend summer training. During the summer training district lead teachers will examine district student achievement data, develop a district focus of school improvement, and provide feedback about the school change process.

The district currently uses a collaboration log, which teachers use to ask for help when working with PLC teams. The log allows for communication with building administrators. We'll continue to use the collaboration log for teacher as one way to request help from any coach, mentor, and teacher partner by e-mailing the log to the building administrator and district teacher leadership coordinator.

The district will survey teacher leaders and teaching staff twice a year to get feedback in how the district can improve teacher leadership positions.

ICSD does not anticipate challenges with covering positions if one or more teacher's assignments change to fulfill leadership positions. Indianola has a history of attracting and retaining highly qualified teachers, with an average retention rate of 95.3%. Typically, ICSD receives 50-100 applicants for vacancies including traditionally hard to fill positions such as math and science. Many factors make ICSD a desirable district for teaching professionals, such as Simpson College, proximity to the Des Moines metro area, a competitive salary schedule, community support through bond issues to improve facilities, opportunities for professional learning in collaborative teams, and having a strong focus on student learning.

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.

ICSD's plan for recruitment and selection of teacher leaders equally distributes responsibility for hiring across both classroom educators and administrators. From teacher mentor coordinators, to instructional coaches and AIW coaches, to teacher partners, each role is meant to increase the capacity of educators within ICSD in order to move students to high levels of academic success.

Excitement is building from teachers across the district about these roles and what they mean for the daily practices of ICSD schools. ICSD has already developed detailed job descriptions, application processes, and screening rubrics for candidates. This information will be shared with all ICSD staff in the near future, allowing adequate time to prepare applications for these new roles.

Selection Process

ICSD will use the Teacher Leader Model Standards in the selection process. The 7 standards include:

1. Fostering a Collaborative Culture
2. Accessing and Using Research
3. Promoting Professional Learning
4. Facilitating Improvements in Instruction and Learning
5. Using Assessments and Data
6. Collaborating with Families and the Community
7. Advocating for Student Learning and the Profession

Step 1. Positions will be posted through the district's human resources system. All interested applicants will be provided links to information about job descriptions, application criteria, and application rubrics. This information will be available to all employees as a part of the curriculum office intranet.

Step 2. Teachers interested in leadership roles will complete an Applitracks application. Applications will be screened for minimum qualifications, including five years of teaching experience and at least three years of experience at ICSD.

Step 3. The Director of Student and Staff services will contact all applicants who meet the minimum qualifications and then direct those applicants to complete the next step in the process which is the submittal of artifacts and a letter of application.

Step 4. The Director of Student and Staff Services will give the Teacher Leadership Review Committee (TLRC) the letter of application and artifacts with no name identification.

Step 5. The TLRC, consisting of three teachers and three administrators from a variety of levels, they will review teacher artifacts and application letters. These artifacts will be scored using a rubric based on the Teacher Leader Model Standards. Scores will be reported to the Director of Student and Staff Services and the highest scoring applicants will be contacted for interviews.

Step 6. The building principals and teachers will interview the top-scoring applicants referred from the TLRC. Applicants will be interviewed using interview questions and rubrics addressing the Teacher Leader Model Standards. This committee will make hiring recommendations for each position to the Superintendent of Schools, who will make appointments through the School Board.

Step 7. Those chosen for TLC roles will begin a transition process supported by the Teacher Leadership Coordinator. Administrators will determine building placements for selected teacher leaders for the following school year and hiring of new teachers will begin for vacated positions.

No teachers who participate on the TLRC committees member will be not be applicants for any TLC positions.

Measures of Effectiveness and Evidence of Professional Growth

Candidates will demonstrate their effectiveness and professional growth through their letters of application and artifacts. A scoring guide will determine the level of effectiveness of each candidate:

Each TLRC committee member will score each of the seven standards for an applicant individually, giving a score of 1-4 as defined below. Results will be returned to the Director of Student and Staff Services. Artifacts will be scored twice with the final score being an average of the two. Teachers must score at least 17.5 points out of 28 points to be considered.

- 4 Extensive evidence of effectiveness includes leadership roles at the building or district level. This is generally work that is accomplished beyond the classroom or PLC level. There is an effort to impact others in the building or district. The defining characteristic of this level is that it involves visible leadership meant to impact others. Simply being a member of a committee is not enough; evidence must be presented that the teacher takes an initiative to impact others and this will likely require time beyond regular meeting times.
- 3 Above average evidence of effectiveness might include simple committee membership at the building or district level and/or effective application of concepts within a PLC.
- 2 Average evidence of effectiveness might include effective application of concepts within a candidate's own classroom. Though he/she might show individual mastery, there is limited or no evidence of efforts to impact others within the school community.
- 1 Limited evidence of effectiveness includes any content provided by the candidate that the TLRC committee determines does not meet the average, above average, or extensive criteria above.

The Teacher Leader Model Standards require a high level of professional growth and effectiveness.

Requiring teachers to provide artifacts for each standard in the selection process ensures that any teacher who scores high enough for an interview has demonstrated a high level of professional expertise in their careers.

Annual Review of Performance

Annual review of teacher leaders will be completed by the Director of Curriculum and Instruction. This review will include input from administrators and survey information from classroom teachers. Teacher leaders will self-reflect based on data they collect about their own work and individual professional development plans. Finally, teacher leaders will maintain a portfolio of work using the Teacher Leader Model Standards, crosswalked to the Iowa Teaching Standards. Each May, teacher leaders may elect to reapply for another year of service or return to the classroom.

Narrative

Using Part 7 application narrative from Year 17*

Yes

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.

Indianola CSD functions as a professional learning community and is committed to the belief that its fundamental purpose is learning. Rather than through mass district professional development, professional learning takes place weekly during 80 minutes of team collaboration where teams examine the five district established questions.

1. What do we want all students to learn?
2. How will we know if each student has learned it?
3. How will we teach it?
4. How will we respond when students don't know it?
5. How will we extend and enrich the learning of those who already demonstrated proficiency?

Lead teachers meet the second Tuesday of each month for a full day with building principals, the curriculum director and coaches to receive and to plan how to support the professional development for each PLC team. The 33 lead teachers work with the collaborative teams about what is non-negotiable in Indianola.

- Lead teachers ensure their teams have matched the Iowa Core/National Standards to enacted curriculum, determine essential learning targets and translate them into student-friendly language (I Can statements), create proficiency level descriptors for essential learning targets, and determined sequencing and pacing of curriculum--all work that falls under PLC question 1.
- Lead teachers also work with collaborative team members to create and analyze common assessments, which is PLC question 2.
- It is a non-negotiable in Indianola CSD that all teachers provide an environment that is actively engaged in higher order thinking using authentic work (AIW). Lead teachers help collaborative teams examine teaching methods/strategies for effectiveness, focus discussions about use of best practices, and assist with differentiation. This work represents PLC question 3.
- Finally, lead teachers help their teams plan for students who need intervention, PLC question 4 and extension PLC question 5.

This proposal would allow district lead teachers additional training during summer months while not being pulled from the classroom.

Instructional coaches, teacher partners, and new teacher mentors would be trained to ensure district expectations are being implemented with fidelity in each classroom. This team of teachers will also help teachers review student achievement data (SMART goals, benchmark assessments) on a quarterly basis to determine if a change in teaching is needed. Instructional coaches, teacher partners, mentor coordinators, and AIW mentors will have their own weekly PLC meetings during times when district PLCs do not meet. This will allow for professional growth and development of adult learning skills. Monthly, these groups will meet as one PLC to facilitate common understanding. The teacher leadership coordinator, an instructional coach, a teacher partner, a mentor coordinator, and an AIW mentor will also participate in District Leadership Team with lead teachers to enable consistent communication.

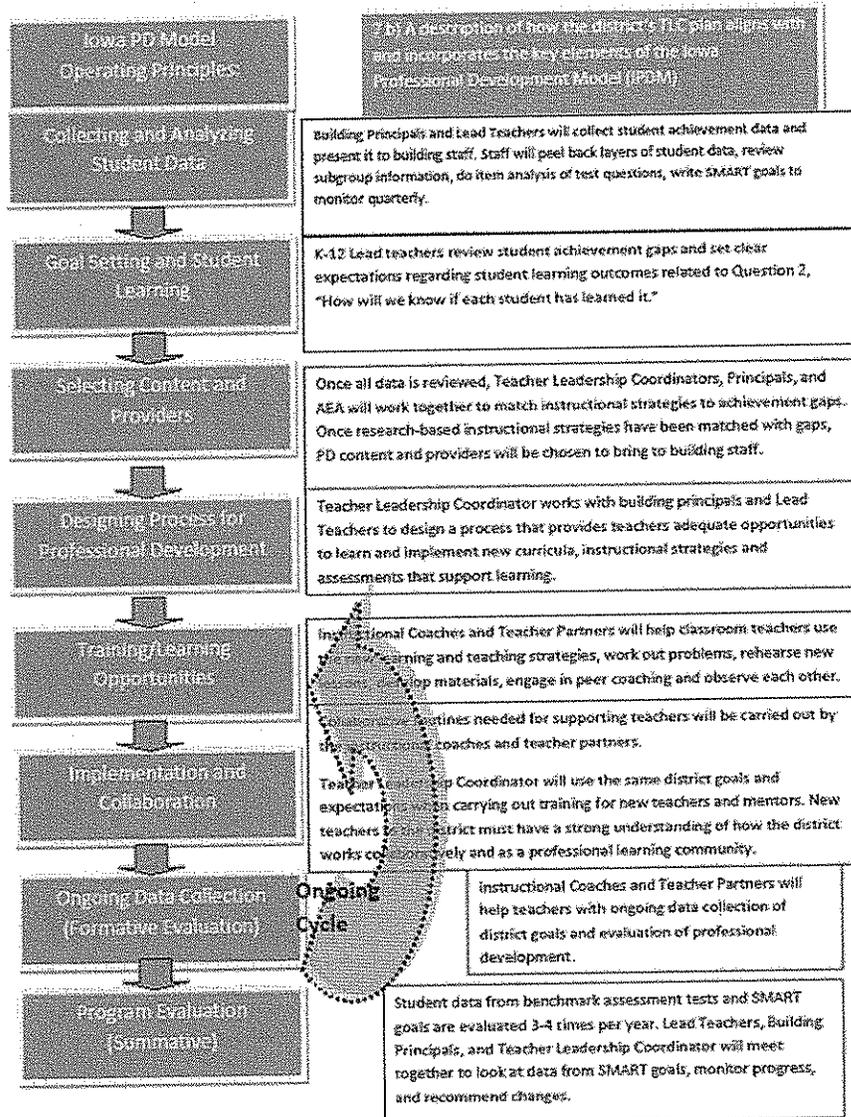
The above process will be used for all work throughout the school year because it is more effective than mass professional development sessions. However, during the times that whole-group training is necessary, the TLC coordinator will arrange to deliver new learning with instructional coaches and lead teachers. This will distribute each session across buildings and grade levels and allow for differentiation as needed. Teacher partners and mentors will deliver individualized work with teachers new to Indianola and support district initiatives in classrooms where teachers may lack prior knowledge needed for implementation. This will also allow professional development to be led by our own teachers, one of our district goals.

AIW (Authentic Intellectual Work) mentors will kick off a fall training by holding a two-day workshop. AIW is a process by which collaborative groups of teachers review teacher tasks, student work, and teacher instruction by scoring the work using common rubrics. Scoring helps teachers to arrive at common, agreed-upon understanding of the standards they work toward in the tasks they assign students, in their evaluation of student performance, and in the lessons they teach. AIW mentors ensure teams understand how the framework of AIW focuses on instruction. Mentors will have a site visit three times during the year with all 1st and 2nd year teams to check understanding of standards and processes in scoring. More importantly they will work with veteran AIW teachers to follow through after scoring to ensure teacher tasks and instruction are improved.

Barkley (2005, p. 24) uses an evaluation/coaching continuum to describe roles that teacher leaders play in professional development. The components of this continuum include:

- Coaching - In coaching, teachers make their own decision to ask for assistance with new practices. In ICSD's model, a teacher could ask for assistance from a teacher partner or instructional coach.
- Mentoring - Mentoring includes support of new practices automatically provided without the teacher's request. ICSD's model provides mentoring through mentor coordinators, new teacher mentors, and AIW mentors.
- Supervision - This is the most externally driven and ensures that practices are used effectively. ICSD's model uses instructional coaches, lead teachers, and AIW mentors to ensure that best practices are used in the most effective manner.
- Evaluation - This final level is outside the scope of teacher leaders. No teacher leader at ICSD will evaluate staff members; this remains the responsibility of building administrators.

Indianola's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM), see chart below.



Using Part 8 application narrative from Year 12'

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.

ICSD will use several measures to determine the effectiveness of its TLC program.

- **Student Achievement Data** - ICSD sets student improvement goals on state standardized tests, which will be monitored for improvement over time. Additionally, the district will analyze the number of students showing proficiency on essential standards in each course with common assessments developed by teacher PLC teams. Concurrent with MTSS, we expect 80% of the students in each K-12 course to show proficiency by the end of the year. It is expected that courses where teachers have collaborated with teacher leaders will show ever-increasing growth towards 80% proficiency.
- **Teacher goals** - Teacher leaders will maintain a log of their work by teacher, time, and task (Killion & Harrison, 2006). This log will show goals set by individual teachers with whom they have collaborated; at the end of the semester, teacher leaders will determine how many teachers met their goals. This raw data will be available by building to determine if additional support is needed for teacher leaders.
- **Teacher leader goals** - Teacher leaders will develop a portfolio of products of their work, work logs, a reflective analysis, professional development goals, and a plan for development for the following year if they apply again for this position.
- **Teacher leader scale data** - Instructional coaches, teacher partners, mentor coordinators, and AIW mentors will determine the best practices for their positions and create a scale for these practices. Data on teacher interactions will then be collected to determine if these highest-yield practices are consistently used. This information will be reviewed quarterly by the district administration and the teacher leadership coordinator. Based on findings, practices used by each position may be adjusted for maximum effectiveness.
- **Administrator walk through** - A walk through template based on practices consistent with ICSD's 5 PLC questions will be used by administration to measure increase in the use of best practices.

- **Evaluation of teacher leaders** - ICSD will establish standards that explain what positions sound and look like when put into practice. These standards will reflect expectations both the district and principals will hold for each teacher leadership role.
- **Formative feedback** - The teacher leadership coordinator will observe teacher leaders in action and provide non evaluative formative feedback on an ongoing basis. Additionally, the district's electronic PLC log will document each team's work with an instructional coach, teacher partner, mentor coordinator, AIW mentor or lead teacher to improve instruction.
- **Staff feedback** - Staff surveys will be conducted at least yearly to gain information about the teacher leadership program. The teacher leadership coordinator will conduct focus groups to determine whether teachers have the necessary support from teacher leaders in the district. Short-term goals will be made using the survey and focus group information about teacher satisfaction when working with teacher leaders.

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

Student Achievement Data - Standardized scores will be reviewed in the fall and spring while benchmark assessments will be reviewed three times a year. If it is determined the district instructional strategies are not showing improvements, the leadership coordinator and curriculum director will review the fidelity of this implementation or look to other research based strategies. The teacher leadership coordinator will be responsible for training teacher leaders to ensure they are district experts.

Teacher Goals - If data related to teacher goals shows a pattern of need, the TLC plan will be adjusted to support particular buildings, teacher teams, or the district through targeted professional development. If data shows that few teachers in a building meet their goals, teacher leaders may be temporarily reassigned to help with that building's needs.

Teacher Leader Goals - Based on teacher leaders reaching their personal professional goal, action plans will be developed as needed. The teacher leader coordinator will be responsible for providing professional development for teacher leaders to address gap areas.

Walk through Data - Administrators and the teacher leadership coordinator will use walk through observation data to make adjustments to the amount of teacher leadership support provided to particular buildings, content areas and to the training provided to the teacher leaders.

Staff Feedback - A staff survey and focus group information will be collected and synthesized by the teacher leadership coordinator and presented to administrators. This team will determine what improvements need to be done short-term and long-term to make positive adjustments. The teacher leadership coordinator will ensure teacher leaders have the skills in place to work successfully with teachers. Administration will make certain teacher leaders have the resources and support they need to be successful.

Administrative Measures - Every other week the administration meets at the district level. At each meeting each building principal reviews the collaboration log of teacher teams in their building. With the addition of the teacher leader positions, the collaboration log will now include not only the work the collaborative team accomplished, but how teacher leaders were used. This information will be monitored by the building principal. Using classroom data, principals will know if there are staff members who might benefit from instructional coaching, teacher partners, or mentors. The building principal will work with the TLC coordinator to ensure classroom based support to teachers is provided.

Consistent with the ICSD's professional learning community belief that failure is not an option, the plan will be adjusted if any piece of the teacher leadership plan is ineffective as indicated by the above measures.

Using Part 9 application narrative from Year 1?

Yes

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the 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)

This TLC plan is woven into structures already embedded in the district. Implementation is made easier by the fact that several leadership roles are already functioning.

Sustainability plans include:

- Sending coaches to coaching institute in Lawrence, KS
- Providing curriculum training for teacher leaders
- Communicating with stakeholders and constant review
- Creating a coordinator position to provide support and training to teacher leaders
- Developing documents that show examples and non-examples of each role's duties. These will be clearly understood by administrators, teacher leaders, and teachers, enabling consistent implementation across the district
- Establishing trust with teachers to encourage voluntary use of supports (i.e. non-evaluative, collaborative roles; working on teacher's goals rather than coach's goals)
- Encouraging teachers with coaching and leadership potential to apply
- Evaluating roles and using feedback from stakeholders to adjust as needed
- Using half-time or full-time roles to ensure efficiency in filling vacated teaching positions

The district will use **professional development** funding to ensure teacher leaders are experts. The teacher leadership coordinator will be important in the success of the TLC plan. This individual will attend the Coaching Coaches conference in Lawrence, KS with Dr. Jim Knight and AIW coaching training provided by Heartland AEA. The district will financially support the professional development of other teacher leader positions. The district partners with Heartland AEA to provide professional development and will continue that collaboration.

The district is 100% committed to becoming a high functioning Professional Learning Community (PLC). "The rise or fall of the professional learning community concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it" (Marzano, 2003). ICSD is committed to ensuring that all students learn, working in a collaborative culture and focusing on results. The board and parents support the implementation of the weekly collaboration time. The superintendent is committed and supported the instructional coaching and mentor positions. The curriculum director is committed by allotting professional development funds to send 80% of the staff to PLC conferences all over the country. The building principals are committed by being involved each week in the collaborative teams. The teachers are committed to keeping the work they do each week to the five critical questions. **We are in it!**

The key staff members that provide the infrastructure responsible for the success of this plan will be the Director of Curriculum and Instruction, Director of Staff and Student Services, building principals and the teacher leadership coordinator.

The curriculum director will:

- Organize the selection of the Teacher Leadership Review Committee and ensure all committee members understand the responsibilities in determining the candidates interviewed.

- Work directly with the teacher leadership coordinator to plan and present professional development for each of the teacher leader groups (instructional coaches, partner teachers, new teacher coordinator, new teacher mentors, AIW mentors and lead teachers).
- Meet monthly with building principals and teacher leadership coordinator to make sure teacher leaders are meeting district standards.
- Plan and present professional development at the monthly district lead teacher meetings and plan the summer learning each year
- Review the standards of the teacher leader positions at biweekly administrative meetings, discuss building walkthrough progress, and lead the review of collaboration logs with the district administration

The Director of Student and Staff Services will:

- Ensure all teacher leader candidate applications are screened to meet the qualifications defined in each job description. If the applicant meets the basic requirements their materials will be passed on to the Teacher Leadership Review Committee.
- Final names of candidates to be hired in the teacher leadership roles will be given to the director for superintendent approval.

The building principals will:

- Help teacher leaders become part of the building culture so relationships can be built
- Ensure teacher leadership standards being implemented by consistently doing walkthroughs and providing constructive feedback to teacher leaders
- Meet monthly with the teacher leadership coordinator to make sure teacher leaders are meeting the position's expectations
- Review the Collaborative logs each week. The Collaborative logs will indicate the work of the building collaborative teams and how the teacher leaders are being involved with those teams
- Meet monthly with lead teachers to review student achievement data and plan building professional development
- Develop and maintain structures that promote collaboration

The teacher leadership coordinator will:

- Maintain the success of teacher leaders by working with the curriculum director, building principals and other teacher leaders to ensure district goals for the program are achieved
- Provide professional development and guidance to all the teachers

This plan invests its funding in people, as ICSD believes this is where maximum impact is achieved. It is anticipated grant funds will cover the cost of computers for teacher leaders, and collaboration with Parent-Teacher Organizations may occur to cover other needs. Should this funding eventually be phased out by the state, ICSD would evaluate its plan to determine which positions showed greatest impact, and these would be maintained in a limited capacity. The curriculum director would resume all support for teacher leaders.

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* 3402.8

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

District Enrollment-Based Allocation \$1,050,852.70

Total Allocation \$1,050,852.70

Part 10 - Budget Items

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$97,383.27
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).	\$913,052.02
Amount used to provide professional development related to the leadership pathways.	\$40,417.41
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
Totals	\$1,050,852.70

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$1,050,852.70

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

Our District TLC Goals

1. Improved mentoring
2. Authentic, meaningful professional development through coaching
3. Multiple pathways for leadership opportunities for teachers
4. Promote and sustain professional learning communities
5. Increased student achievement

Budget Narrative

Improved New Teacher Mentor Program (\$1,748.70)

Indianola CSD has been able to recruit top educators with a beginning salary that already exceeds the minimum salary required and our retention rate is 95.3% over a 3-year period. However, we know that we could improve our mentoring program to better immerse new teachers in the culture and initiatives of ICSD. In order to ensure that our good hires become excellent teachers as quickly as possible, we want to offer additional support to them. Currently mentor teachers are funded through the state and the district will continue to distribute this yearly stipend for 10 new teacher mentors assigned to first and second-year teachers who will provide support for grade-level/content area instruction, school acclimation, and successful teaching skill development. TLC grant funding will allow us to add one day of summer training for those mentors to aid in effectiveness.

New Leadership Roles (\$913,052.02)

Our plan allows for a number of new teacher leadership roles that will dramatically impact the professional learning and improvement of teachers in our district in order to increase student achievement. The TLC grant will be used to fund the teachers as they work outside of the classroom. Stipends will also allow these teacher leaders additional contract days for their own professional development as well as duties related to their new role, such as preparation and delivery of teacher professional development and training.

K-12 Teacher Leadership Coordinator--1 position, \$11,658.00 stipend/benefits, 15 additional contract days. This position will train and mentor all other teacher leaders in the district.

Full-time Instructional Coaches--8 positions, \$6,120.45 stipend/benefits each for a total of \$48,963.60, 10 additional contract days.

Half-time AIW Coach--3 positions, \$3,497.40 stipend/benefits each for a total of \$10,492.20, 5 additional contract days.

Half-time Mentor Coordinators--2 positions, \$3,497.40 stipend/benefits for a total of \$6,994.80 each, 5 additional contract days.

Half-time Teacher Partners--4 positions, \$3,497.40 stipend/benefits each for a total of \$13,989.60, 5 additional contract days.

Professional Development (\$40,417.41)

In order to ensure success of new leaders, we will provide quality professional development in instructional coaching, adult learning, curriculum/assessment leadership, and best practices in instruction. The budget will allow for materials, tuition/fees, consultants, and travel to ensure teacher leaders can attend conferences and training institutes and bring experts to the district.

Lead Teachers (\$5,285.07)

The district already funds a yearly stipend and substitute coverage for our 33 lead teachers to fulfill their responsibilities in leading and sustaining professional learning communities in the district. Lead teachers facilitate PLC meetings throughout the year, acting as liaisons between district decision-making, building leadership teams, and teachers working toward student achievement. They will also take on the role of model teachers, opening their classrooms for their colleagues to observe. TLC grant funding will add one summer professional development day for lead teachers to help support their work during the school year.

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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