



Application

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

95887 - Iowa City TLC Application

Teacher Leadership and Compensation System

Status: Under Review

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## Primary Contact

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<b>Program Area of Interest</b>	Teacher Leadership and Compensation System		
<b>Fax:</b>			
<b>Agency</b>			

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## Organization Information

<b>Organization Name:</b>	Iowa City Community School District
<b>Organization Type:</b>	K-12 Education
<b>Tax ID:</b>	XX-XXXXX67
<b>DUNS:</b>	08-348-7173-0000

**Organization Website:** www.iowacityschools.org  
**Address:** Educational Services Center  
1725 N. Dodge Street  
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City State/Province Postal Code/Zip  
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**Benefactor**  
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## Recipient Information

**District** Iowa City Community School District  
Use the drop-down menu to select the district name.  
**County-District Number** 52-3141  
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.  
**Honorific**  
**Name of Superintendent** Stephen Murley  
**Telephone Number** 319-688-1000  
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**Street Address** 1725 North Dodge Street  
**City** Iowa City  
**State** Iowa  
Use the drop-down menu to select the state.  
**Zip Code** 52245

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## TLC Application Contact

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**City** Iowa City

**State**

Iowa

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**Zip Code**

52245

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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)**

“And therein lies the secret for teacher leadership. If we seize those collaborative opportunities, then we are able to lead our buildings in meaningful instruction and practice. The moment you initiate a collaborative relationship with other members of your school community, you and they become leaders in the fight for what’s best for your students.”

K. Shearer (2012)

We believe the real power to shift practice and improve achievement lies in the hands of our 941 highly qualified instructional staff. The vision of our Teacher Leader (TL) program is to foster a climate of collaboration that builds the competence and confidence of all teachers to improve student learning. Maximizing collaboration is key to the success of our TL program.

We began planning for this project in June 2014. During the past 5 months we’ve gathered input from multiple stakeholders. A 17-member Leadership Committee composed of teachers, administrators, and a school board member guided the process. Through presentations to teachers, a video developed in partnership with the Iowa City Education Association, and through an online survey, over 500 teachers provided input. Parents and community members shared ideas through an online forum. The planning used input from teachers and the community to design a comprehensive TL program that will:

1. Ensure all efforts are designed to improve student learning.
2. Build the content knowledge and instructional capacity of all teachers.
3. Maximize opportunities and time for collaboration while minimizing the time out of the classroom.
4. Respond to both the individual and group needs of teachers.
5. Allow for flexibility of implementation to accommodate differences by building.
6. Provide high quality PD that is relevant to teacher practice.
7. Foster innovation.
8. Offer multiple leadership roles as part of a system where teachers can rotate in and out of positions.
9. Support all teachers to seek leadership opportunities.
10. Ensure teachers play a key role in the ongoing management of the program.

Because Iowa City’s TLC budget has over \$6 million (a combination of state and district funds), Iowa City can unite all existing and new TL positions into a single, comprehensive program. Our TL program will provide leadership opportunities for up to 375 teachers in 19 differentiated roles. While some teachers will hold more than 1 role at a time, at least 25% (N = 235) of Iowa City’s 941 teachers will serve in leadership roles each year. The 19 different roles for leaders have been organized into 4 groups:

• **Group 1—TL Coordination.** We will employ 1 full-time TL to coordinate all aspects of our TL project.

• **Group 2—Intensive Coaching.** These 47 TLs will provide instructional support, direct and timely feedback, reflection, and assistance with continuous improvement for teachers and teacher teams in all buildings K-12. All Instructional Design Strategists will meet regularly as a district-level team to align their work as coaches and to identify and coordinate PD needs shared by multiple buildings.

• **Group 3—District-Based.** Our 70 district-based TLs will provide leadership for all curricular areas, plan and deliver new teacher induction programming, and support professional development provided in the district. Our 22 Curriculum Coordinators will meet regularly as a district team to align their work across areas and to support PD. They will lead the development and delivery of all PD specific to curricular areas as well as support PD for additional district wide initiatives.

• **Group 4—Building-Based.** Our 258 building-based TLs will staff leadership teams in every building, plan and coordinate PD at the building level, provide support for new teachers, and help foster innovation. Instructional Leadership Teams in every building will work collaboratively with administration to develop a building improvement plan based on a careful review of student academic and social/emotional data. An important part of the building improvement plan will articulate the PD necessary to help staff be responsive to student needs. Building PD plans will advance the skills of individual teachers as well as groups of teachers. In coordination with the IDS, TLs in each building will design and facilitate all PD for their school. TL funds will also provide significant support to new teachers through the work of 2 Induction Coordinators, 50 Mentors, and 44 Instructional Design Strategists who provide intensive coaching in every building.

The overarching framework for improving student learning in Iowa City is the creation of responsive classrooms that support the social, emotional and academic growth of all students as part of a strong and safe school community. Responsive classrooms include instructional and behavioral interventions to meet the needs of all learners. Iowa City’s 375 TLs will lead the effort to create responsive classrooms by employing 3 important strategies. TLs will work with all teachers to: (1) ensure clarity in the curriculum and consistency in what is taught; (2) help teachers implement research-based instructional strategies that increase achievement and are responsive to the needs of individual learners; and (3) assist teachers to employ formative and summative assessment processes to inform instruction.

Our teachers are ready to begin! 39% of staff are currently in, or have been in, positions of leadership. Many teachers are experienced TLs who will be able to “hit the ground running.” 65% of our teachers are considering applying for a TL position in the next few years. Many teachers clearly have the desire to serve in a leadership role, especially in ones that include significant training and support. We are fortunate to have so many teachers with both the experience and interest in serving as a TL. We believe our systemic approach to Teacher Leadership will be the key to increasing student achievement.

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

**TLC Model Number**

Model 3 Comparable Plan

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## **Narrative**

Using Part 1 application narrative from 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).

Our planning process was led by a 17-member **Leadership Committee (LC)** that included:

- Elementary, junior high, and senior high teachers representing both high school feeder systems;
- Building administrators from all 3 levels;
- A district-level Curriculum Coordinator (a teacher);
- The superintendent and other central office administrators;
- A school board member; and
- ISEA's UniServ Director for Iowa City.

Our LC met 6 times from June 2014 through September 2014 to: (1) review TLC requirements; (2) identify all current teacher leaders (TLs) in the district; (3) discuss how to create a comprehensive TL program that includes all TLs; (4) draft an initial TLC plan; (5) gather feedback on the plan from constituent groups via an informational video, teacher and community surveys, and smaller group meetings; and (6) finalize all components of the TLC plan. During the month of October 2014, members of the LC provided feedback on each section of the plan prior to the submission of the proposal on October 31<sup>st</sup>.

**Planning grant** funds were used to:

- Compensate teachers for the time they spent in planning outside of contract hours;
- Provide substitute teachers for teachers to attend LT meetings that took place during school hours;
- Provide food for LC meetings to maximize collaboration time among teachers and administrators; and
- Compensate our planning consultant (Ron Mirr) to facilitate the 6 planning sessions and help draft the proposal.

The balance of our planning grant funds will be expended during the period of December 2014 through August 2015 for the members of the LC to continue meeting to: (1) hire the TL Program Facilitator; (2) finalize all TL job descriptions; (3) design "Continuum of Development" rubrics for each of the 19 TL roles; (4) prepare application materials, interview questions, and processes; (5) develop and post TL materials to the district website; (6) make TL program presentations in every building; and (7) interview and hire all TL positions.

**Stakeholder engagement**—Our LC gathered significant input from teachers, parents, community members, and administrators through multiple methods that included:

- A Leadership Committee;
- An informational video shared with all teachers;
- An online survey of all district staff;
- Iowa City Education Association (ICEA) planning meetings;
- Small group presentations to administrators, curriculum coordinators, the Equity Committee, and instructional coaches;
- A formal school board presentation along with regular updates for school board members; and
- An online forum (EngageIowaCitySchools.org) to gather input from community members.

Initial review of TLC guidelines and district data by our stakeholder groups helped us understand that our district meets Criteria 1 (\$33,500 salary) and Criteria 2 (new teacher mentoring). Though we currently have teachers serving in paid leadership roles, we don't fully meet Criteria 3 (differentiated, multiple, meaningful teacher leadership roles), Criteria 4 (rigorous selection process), or Criteria 5 (aligned professional development). We learned that, while multiple leadership positions exist, we do not have a systemic approach to teacher leadership that facilitates all TLs working collaboratively as part of a unified system. We are lacking a comprehensive approach that employs common processes for recruiting, hiring, supporting, and assessing all TLs. As a result of stakeholder input, we chose to base our plan on Model 3—the Comparable Plan Model.

**What we learned from stakeholders**—Our 512 responses to the **teacher survey** told us that teachers overwhelmingly believe every aspect of the TL program should maximize opportunities for collaboration among teachers. We learned that many teachers (39%) have already been in positions of leadership that 65% of teachers would consider applying for a TL position in the future. Through Iowa City's online forum, the broader **community** let us know that they are aware of and supportive of our project design and want the TL program to focus on improving student learning. Iowa City **administrators** stressed the importance of creating a TL system that was closely aligned with current district processes (e.g. hiring, compensation). Our administrators also helped the LC understand and plan for the impact of a comprehensive TL program on district operations. **ISEA** representatives worked successfully to ensure broad-based teacher input was considered while designing all TL program components, especially those components related to hiring and assessment.

Thanks to the valuable input of our stakeholders, the Leadership Team designed a TL program to unite all leadership positions under a single, comprehensive program that:

- Maintains a clear focus on improving student learning;
- Maximizes opportunities for teacher collaboration;
- Aligns the work of all building-based and district-based TLs;
- Provides a range of TL roles that range from extra-duty only to full-time release allowing many teachers to work in TL roles while still teaching in the classroom;
- Encourages all teachers to consider working in a leadership position during their career in Iowa City; and
- Assures that all TL positions receive an annual review that includes peer feedback.

**Commitment**— Our planning process has been transparent and has welcomed input from over 900 teachers, 9,000 families, and the broader community. The commitment of all stakeholder groups is clear. Over half of our teachers expressed an interest in holding one or more of the new leadership positions. The ISEA participated in all planning sessions and has endorsed this TLC plan. Parents and community members

provided input through the LC, PTO meetings, and the online forum. All stakeholders have clearly stated their commitment for the implementation of a systemic approach to teacher leadership aimed at improving 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.

Iowa City is an “education” community. According to the US Census, Iowa City is among the top 10 most educated metros in the US. We are home to the University of Iowa and ACT which, along with the school district, are the area’s largest employers. As result of the overwhelming focus on education our district has been able to recruit and retain outstanding teachers. Over 59% of teachers have a master’s degree and 2% have PhDs. One of the primary reasons our students excel is because of the knowledge and skills of our teachers.

We believe the real power to shift practice and improve achievement lies in the hands of our 941 highly qualified instructional staff. The **vision** of our Teacher Leader (TL) program is to foster a climate of collaboration that builds the competence and confidence of all teachers as they work to improve student learning. Above all, we want to create a comprehensive program that includes all TLs in the district—a program that employs common processes for recruiting, hiring, supporting, and assessing all TLs.

During the planning process we received input from teachers via small group meetings and an online survey that had 512 responses. The 17 member Leadership Committee compiled teacher input to create **10 TLC goals**. Our program will:

1. Ensure all efforts are designed to improve student learning.
2. Build the content knowledge and instructional capacity of all teachers.
3. Maximize opportunities and time for collaboration while minimizing time out of the classroom.
4. Respond to both the individual and group needs of teachers.
5. Allow for flexibility of implementation to accommodate building differences.
6. Provide high quality PD that is relevant to teacher practice.
7. Foster innovation.
8. Offer multiple leadership roles as part of a system where teachers can rotate in and out of positions.
9. Support all teachers to seek leadership opportunities.
10. Ensure teachers play a key role in the ongoing management of the program.

**State Context**—Our plan clearly aligns with the state’s 5 TLC goals.

**Goal 1: Competitive Salaries**

The minimum salary in Iowa City is \$44,492. We have the 2<sup>nd</sup> highest rate of pay of Iowa’s 349 districts.

**Goal 2: Retain Effective Teachers**

Last year, only 6 of over 83 new teachers left our district. Iowa City has one of the highest retention rates in Iowa. We believe our new TL system will offer yet another reason for teachers to stay in our district.

**Goal 3: Promote Collaboration**

Feedback provided by teachers demonstrated their overwhelming desire to use TLC funds to increase opportunities and time for collaboration. As a result, our TL Program Facilitator will work with all 3 TL groups—TLs providing intensive coaching, TLs providing district-based support, and TLs providing building-based support—to align their work to promote collaboration. Monitoring how well we promote collaboration is a key component of our evaluation plan.

**Goal 4: Reward Professional Growth**

All TLs will have the opportunity to measure their professional growth every year through self-assessment, input from supervisors, and feedback from peers. Not only will this review allow TLs to be successful in their current role, we will encourage TLs who are successful in less intensive roles to seek more challenging TL positions. We have designed a system that includes beginning to highly skilled TL roles that allow for regular rotation of teachers in leadership positions.

**Goal 5: Improve Student Achievement**

In Iowa City we have leadership opportunities for up to 375 teachers in 19 differentiated roles. Though our TLs will support teachers using different methods depending on their role, the primary purpose of TL activities will be to build the assessment, data analysis, planning, and instructional skills of teachers so that student’s maximize their learning.

**Local Context**—Iowa City is a large district that employs over 900 teachers. Given our size we need a TL program with differentiated opportunities that allow teachers to lead in ways that match the time they have available as well as their talents and interests. Accordingly we have created a TL program with multiple options. TLs can serve in building-based or district-based roles, requiring anywhere from a few hours a month to a full-time commitment. The program also offers multiple opportunities for teachers with basic, intermediate and advanced leadership skills.

Increasing student learning is the focus of all PD in our district, and our professional learning has focused on building the content knowledge, data analysis skills, and instructional practices of K-12 staff. While we have supported teachers, budgetary constraints have limited our ability to work intensively with all teachers at all levels. TLC funding will expand our current PD initiatives to help teachers “go deeper” through increased collaboration and planning with their peers. The TLC grant will fund a TL to coordinate and align all building-based and district wide PD. With the help of Curriculum Coordinators, Instructional Design Specialists, and the Instructional Leadership teams, in all 27 buildings, we will make better use of the 46.5 hours of PD on early-release days to engage teachers in collaborative learning and planning.

Perhaps the biggest improvement locally is the expansion of coaching. Our elementary schools have benefited from the work of ½ time coaches. With TLC funds, all 20 elementaries will have a full-time Instructional Strategist. In addition, our 6 secondary schools will receive intensive coaching support from 6.0 FTE of staff. Elementary administrators overwhelmingly agree that coaching support has made a great difference in student performance. With TLC, we will double the amount of coaching at the elementary level and extend coaching opportunities to all secondaries. Through intensive coaching we can monitor the level of impact of PD on daily instructional practice.

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 overarching framework for **improving student learning** in Iowa City is the creation of responsive classrooms to support the social, emotional and academic growth of all students as part of a strong and safe school community. Responsive classrooms include instructional and behavioral interventions to meet the needs of all learners. Iowa City's 375 TLs will lead this initiative by employing 3 important strategies. They will: (1) work to ensure clarity in the curriculum and consistency in what is taught; (2) help teachers implement research-based instructional strategies that increase achievement and are responsive to the needs of individual learners; and (3) assist teachers to employ formative and summative assessment processes to inform instruction.

**Clarity in the curriculum and consistency in what is taught**—Our TL program funds 22 part time Coordinators for the areas of Special Ed, Career/Tech, ELL, Language Arts, Math, Library, Science, Social Studies, ELP, Art, General Music, Performing Music, PE, Health, Counseling, World Languages, At-Risk, and AP. These TLs will work with staff in each area to clarify learning goals using the Understanding by Design (UbD) process. Our 20 Core Curriculum Writers will work with the Coordinators to craft effective and engaging learning activities that help teachers promote learning goals. PD developed and led by the Curriculum Coordinators will help teachers in all buildings and at all levels share a common understanding of what to teach. Through the support of Instructional Design Strategists, teachers in all buildings will benefit from collaborative coaching in their classrooms. These specialists provide the “boots on the ground” to ensure consistency in what is taught across the district.

**Research-based strategies that increase achievement and are responsive to needs of individual learners**—TLC funding will create Instructional Leadership Teams (ILT) in every building. ILT members (about 7 per building) will work collaboratively with building administration to develop a school improvement plan that results from a careful review of student academic and social/emotional data. ILT members will outline key strategies to increase student achievement along with a clear plan for using PD to increase the level of implementation of these strategies with all teachers. With Instructional Design Strategists in all 27 buildings, we can provide collaborative coaching in every classroom to support teachers as they work to implement the selected strategies consistently and superbly well, including helping teachers understand the MTSS processes. Our 44 Instructional Design Strategists will meet regularly as a district-level team to align their work across buildings. This team will identify PD needs shared by multiple buildings and then work to ensure the PD in every building/curricular area provides a consistent message.

To encourage and stimulate innovation, TLC funds will support Innovation Specialists (1 specialist for every 30 teachers). Specialists will be leaders in the classroom who will train and support teachers as they implement innovative strategies (which includes technology). Under the leadership of a full-time Innovation Coordinator, these 30 Specialists will be part of a district-wide team that coordinates and disseminates innovative ideas.

Teachers who are new to the profession or new to Iowa City will have additional help from 2 Coordinators for Induction along with support from building-based Mentors. Induction Coordinators will help beginning teachers accelerate their competence and confidence. They will develop and manage all induction activities including coordination with building-based mentors. Mentors will act as models and guides and provide opportunities for new teachers to observe, discuss and practice quality instruction. In addition, Mentors will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting students with special needs.

An important part of our efforts to use research-based instructional strategies includes the selection and implementation of strategies that are effective for learners from diverse cultures. Our TL Program will fund a 27-member Cultural Competence Team comprised of 1 representative from each building. The team will meet monthly to plan, coordinate, and review all culturally competency efforts across the district and ensure that selected instructional strategies are effective for students from different cultures.

**Formative and summative assessment strategies to inform instruction**—While our elementary schools currently use PLCs to review student data and adjust instructional practices, TLC funding will support the implementation of data teams at the secondary level. Led by the members of each building's Instructional Leadership Team and with the support of the Instructional Design Strategists, teacher teams in all buildings will be encouraged to work in collaborative groups to assess student learning and adjust instructional practices. Through PD and coaching, teams will learn to employ both formative and summative assessment methods to monitor their effectiveness helping students master key concepts.

Because our TLC budget is over \$6 million, we are able to have a full-time TL Program Facilitator to coordinate all aspects of the TL Program. S/he will have the support of full-time person to coordinate the 44 Instructional Design Strategists, 2 Coordinators to oversee the Induction Program, along with assistance of a full-time Innovation Coordinator. These TLs will function as a group to coordinate the efforts of the 375 TLs. The collaborative efforts of this group will help ensure that every building is able to create responsive classrooms to meet the needs of Iowa City's diverse learners.

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)**

**Using TLs to improve entry**— Each year we employ approximately 50 teachers who are either new to the profession or new to Iowa City. TL funds will provide significant support to new teachers through the work of 2 Induction Coordinators, 50 Mentors, and 44 Instructional Design Strategists who provide intensive coaching in every building. The 2 **Induction Coordinators** will work at the district level to organize and lead all induction and mentoring support including the provision of PD and coaching for the 50 Mentors.

All new and returning teachers will be connected with a **New Teacher Mentor**. Teachers who are new to the profession will meet with their Mentor every week for 2 years. Teachers on an initial license, who are new to Iowa City, will meet with their Mentor every week for 1 year. These partnerships go well beyond just knowing about building logistics and activities. Mentors will model effective instructional practices while also helping new teachers master day-to-day building and classroom operations.

The 2 Coordinators and the 50 Mentors will partner with the **Instructional Design Strategists** in each building to provide additional support for new teachers. The Instructional Design Strategists will help new teachers implement effective instructional practices through job-embedded coaching that includes: (1) demonstration teaching, lesson & unit planning; (2) classroom observation & feedback; (3) joint analysis of student work; (4) co-assessing instructional practice; (5) setting professional goals aligned with the Iowa Teaching Standards; and (6) group conversations with the principal and mentee. As a group, the Mentors, the Coordinators, and the Instructional Design Strategists will collaborate to design and co-lead PD for all new teachers. This Induction Team will also help new teachers observe exceptional instructional practices both in their own buildings and in other buildings while fostering collaboration among the group of new teachers.

The Mentors and Coordinators will be supervised and evaluated using the New Teacher Center Mentor Standards and the Iowa Teaching Standards. The TL Program Facilitator will work with the Induction Team to collect data each semester from all new teachers to determine the effectiveness of induction efforts. Monitoring data will be used to make adjustments to our induction activities.

**Current induction & mentoring program**— The most recent Iowa DE teacher retention data illustrates the challenge districts face. 31% of teachers in Iowa leave the profession during the first 3-5 years. Because of our strong support for new staff, we retain new teachers at a much higher level. Last year, only 6 of the 83 new teachers (7%) left our district. Over the past 3 years, only 21 of 252 new hires (8%) have left the district. The factors that contribute to new teachers remaining in our district include a starting salary of more than \$44,000; weekly individual supports for 2 years; and access to high-quality PD for all content areas.

While our program has been strong, we have seen changes during the past 10 years. Previously we had 3 part-time teachers to lead all mentoring efforts. Due to budgetary constraints, we now have an elementary principal lead the mentoring program in addition to her duties as principal. TLC funding will transform our Induction and Mentoring Program back to a teacher-led initiative by supporting 2 Induction Coordinators. The Coordinators (one elementary and one secondary) will now represent all grade levels and will spend a portion of their time in the classroom (40%) as well as work in a leadership role (60%). During the planning of this grant, input from teachers across the district strongly encouraged TLs to have opportunities to remain in the classroom while they worked as leaders.

Over the past several years we changed the job description of New Teacher Mentors from being a “buddy” who only provided logistical support to being a model teacher. Mentors now receive training on how to build the capacity of new teachers by opening their classrooms to observations and by engaging new teachers in collaborative planning sessions where they jointly examine student work and co-plan how to adjust instruction to meet the needs of students. TLC funding will help sustain the PD for Mentors as well as fund time for Mentors and the new teachers to continue their collaborative work at the building level.

TLC funding will improve the current mentoring and induction program in 2 additional ways. First, Mentoring and Induction will no longer be a stand-alone program. With the creation of a comprehensive TL Program, Mentoring will be part of a system that builds connections and fosters collaboration with other facets of the TL Program. For example, Mentor Coordinators and Mentors will work collaboratively with Instructional Design Strategists to plan and co-lead professional development. As Instructional Design Strategists work with new teachers in their classrooms, they can help Mentors to know what to reinforce in their work with new teachers. Through the comprehensive new system, all Induction team members will have easy access to Curriculum Coordinators who can provide support for specific curriculum issues new teachers may struggle with.

Second, the 27 TLs who are part of the Cultural Competence Team will work with Induction team members to provide specialized outreach and support for new teachers of color. As our district’s diversity expands, we are working to hire more teachers of color so all students can see teachers who look like them in their classrooms. With TLC funding we will work to ensure that all new teachers of color feel supported and connected to the district. In turn, we will work with our teachers of color to help us expand our recruitment in ways that increase the number of teachers of color who join our district and stay with our district.

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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.

**Differentiated Roles**—Iowa City’s \$6 million TLC budget allows our district to unite all Teacher Leader (TL) positions (both existing and new) into a single, comprehensive program. Our TL program will provide leadership opportunities for up to 375 teachers in 19 differentiated roles. While some teachers will hold more than 1 role at a time, at least 25% (N = 235) of Iowa City’s 941 teachers will serve in leadership roles each year. As part of our new, comprehensive TL Program, **all** positions will receive compensation.

The 19 different roles for leaders have been organized into 4 groups:

- **Group 1—TL Coordination.** We will employ 1 full-time TL to coordinate all aspects of our TL project.
- **Group 2—Intensive Coaching.** These 47 TLs will provide and instructional support, direct/timely feedback, reflection, and assistance with continuous improvement for teachers and teacher teams in all buildings K-12.
- **Group 3—District-Based.** Our 70 district-based TLs will provide leadership for all curricular areas, plan and deliver new teacher induction programming, and support all professional development provided in the district.
- **Group 4—Building-Based.** Our 258 building-based TLs will staff leadership teams in every building, plan and coordinate PD at the building level, provide support for new teachers, and help foster innovation.

The following table clearly differentiates the TL roles in each Group

Group 1— <b>TL Coordination</b> —1 TL role, 1 position		
	<b>Role</b>	<b>FTE</b>
<b>#</b>	<b>Responsibilities</b>	
Teacher Leadership Program Facilitator	Full time	1

Group 2— <b>Intensive Coaching</b> —6 TL roles, 47 positions		
	<b>Role</b>	<b>FTE</b>
<b>#</b>	<b>Responsibilities</b>	
Instructional Design Strategist— <b>Lead</b>	Full time	1
The IDS Lead will provide leadership and support for the 44 Instructional Design Strategists.	2	Instructional Design Strategist— <b>Elementary</b>
Full time	20	The 44 strategists will be part of a district team. Individually they will provide leadership, support and professional development for all teachers and teacher PLC teams regarding Iowa Core curriculum, assessment, characteristics of effective instruction, and the integration of technology resources in the learning environment. 20 strategists will serve our K6 buildings, while 10 strategists will work in our 6 secondary buildings (all new positions). Our special education strategists will support spec. ed. teachers district wide. The MTSS strategists will assist our secondary schools to address disproportionality of students in the discipline system.
3	Instructional Design Strategist— <b>Secondary</b>	
Full time	10	
4	Instructional Design Strategist— <b>Spec. Ed.</b>	
Full time	12	5
MTSS Strategist— <b>Secondary</b>	Full time	2
6	Behavior Coaches	Full time

Group 3— <b>District-Based</b> —9 TL roles, 70 positions		
<b>#</b>	<b>Role</b>	<b>FTE</b>

#	Responsibilities	
		1
PD Facilitator— <b>Innovation</b>	1.0	1
Provide leadership, support and PD for the integration of technology resources and other innovations with Iowa Core, assessment and instruction. Requires collaboration with school staff and District and technology department staff.	2	Cultural Competence Team
Extra Duty	27	Each building will have 1 representative to the team. They will meet monthly to plan, coordinate, and review all culturally competency efforts across the district.
3	Curriculum Coord—Induction	0.6
2	Induction Coordinators are responsible for supporting the growth and development of beginning teachers in order to accelerate their competence and confidence as reflective and effective professionals. They will develop and manage all induction activities including coordination with building-based mentors.	4
Curriculum Coord—Special Ed	1.0	3
The 3 full time positions will provide direction and guidance for all special education activities (e.g., curriculum development, professional development, IEPs, 504 plans).	5	Curriculum Coord—Career/Tech Ed
0.5	1	These positions range from half time to extra compensation only. Curriculum Coordinators provide District level leadership and support for teachers in the alignment of content, instruction, and assessment with the Iowa Core Curriculum and other content standards for their own area. This leadership is provided through professional learning and support with the implementation of district goals.
6	Curriculum Coord—ELL, Language Arts, Math, Library, Science, Social Studies, ELP	
0.4	7	
7	Curriculum Coord—Art, General Music, PE, Performing Music, Health, Counseling, Language, At-Risk	
0.2	8	8
Curriculum Coord—AP	Extra Duty	1
9	Core Curriculum Writers	Extra duty

Group 4— <b>Building-Based</b> —3 TL roles, 258 positions		
#	Role	FTE
#	Responsibilities	1
Instructional Leadership Team Members	Extra duty	176
Work collaboratively with building administration and staff to create, facilitate, and evaluate the School Improvement Plan.	2	Innovation Specialists

Extra duty	32	We have 1 specialist for every 30 teachers. Specialists are leaders in the classroom who are willing to train and support building staff in district technology initiatives and other innovative activities.
3	New Teacher Mentors	Extra duty

**How roles fit with instructional improvement strategy**—In Iowa City we employ 3 primary strategies to improve instruction. First, we work to ensure clarity in the curriculum and consistency in what is taught. Second we help teachers implement research-based instructional strategies that increase achievement and are responsive to the needs of individual learners. Third, we help teachers and teacher teams employ formative and summative assessment practices to adjust their instruction to support all learners. Iowa City’s 375 TLs are critical to the success of these 3 strategies.

**Clarity in the curriculum and consistency in what is taught**—Our TL program funds 22 part time Coordinators for the areas of Special Ed, Career/Tech, ELL, Language Arts, Math, Library, Science, Social Studies, ELP, Art, General Music, Performing Music, PE, Health, Counseling, World Languages, At-Risk, and AP. These TLs will work with staff in each area to clarify learning goals using the Understanding by Design (UbD) process. Our 20 Core Curriculum TLs will work with the Coordinators to craft effective and engaging learning activities that help teachers promote the learning goals. PD developed and led by the Curriculum Coordinators will help teachers in all buildings and at all levels share a common understanding of what to teach. Through the support of Instructional Design Strategists, teachers in all buildings will benefit from collaborative coaching in their classrooms. These specialists provide the “boots on the ground” to ensure consistency in what is taught across the district.

**Research-based instructional strategies that increase achievement and are responsive to needs of individual learners**—TLC funding will create Instructional Leadership Teams (ILT) in every building. ILT members (approximately 7 per building) will work collaboratively with building administration to develop a school improvement plan that results from a careful review of student academic and social/emotional data. ILT members will outline key strategies to increase student achievement along with a clear plan for using PD to build the knowledge of all teachers about these strategies. With Instructional Design Strategists in all 27 buildings, we can provide collaborative coaching in every classroom to support teachers as they work to implement the selected strategies consistently and superbly well. This includes helping teachers understand the MTSS processes. Our 44 Instructional Design Strategists will meet regularly as a district-level team to align their work across buildings. This team will identify PD needs shared by multiple buildings and then work to ensure the PD in every building/curricular area provides a consistent message.

To encourage and stimulate innovation, TLC funds will support Innovation Specialists (1 specialist for every 30 teachers). Specialists will be leaders in the classroom who will train and support teachers as they implement innovative strategies (which includes technology). Under the leadership of an Innovation Coordinator, these 30 Specialists will be part of a district-wide team that coordinates and disseminates innovative ideas.

Teachers who are new to the profession or new to Iowa City will have additional help from 2 Coordinators for Induction along with support from building-based Mentors. Induction Coordinators will help beginning teachers accelerate their competence and confidence. They will develop and manage all induction activities including coordination with building-based mentors. Mentors will act as models and guides and provide opportunities for new teachers to observe, discuss and practice quality instruction. In addition, Mentors will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting students with special needs.

An important part of our efforts to use research-based instructional strategies includes the selection and implementation of strategies that are effective for learners from diverse cultures. Our TL Program will fund a 27-member Cultural Competence Team comprised of 1 representative from each building. The team will meet monthly to plan, coordinate, and review all culturally competency efforts across the district and ensure that selected instructional strategies are effective for students from different cultures.

**Formative and summative assessment strategies to inform instruction**—While our elementary schools have long used PLCs to review student data and adjust instructional practices, TLC funding will support the comprehensive implementation of data teams at the secondary level. Led by the members of each building’s Instructional Leadership Team and with the support of the Instructional Design Strategists, teacher teams in all buildings will be encouraged to work in collaborative groups to assess student learning and adjust instructional practices. Through PD and coaching, teams will learn to employ both formative and summative assessment methods to monitor their effectiveness helping students master key concepts.

Because Iowa City’s TLC budget has over \$6 million, we are able to have a full-time Program Facilitator to coordinate all aspects of the TL Program. S/he will have the support of a full-time person to coordinate the 44 Instructional Design Strategists, 2 Coordinators to oversee the Induction Program, along with assistance of a full-time Innovation Coordinator. These TLs will function as a group to coordinate the efforts of the 375 TLs. Their collaborative efforts will help ensure that every building is able to create responsive classrooms to meet the needs of Iowa City’s diverse learners.

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.

**Candidate Effectiveness**—We will employ multiple strategies to ensure highly qualified candidates apply for our 375 positions. The Leadership Committee (LC) will produce an informational video with the ISEA and show the video as a part of presentations in all buildings. We will also send multiple e-mails to teachers to remind them of where to find TL program information, how to apply, and application deadlines. All TL program information will be available through the district's website. We will create a QuickLink on the district homepage to take candidates to the TL section of the website. Our TL section will include a program overview, Frequently Asked Questions, and a listing of all TL positions with hyperlinks to the job descriptions. Each job description begins with a listing of position requirements. Potential candidates can use the job description to determine if they are qualified to apply. For example, Instructional Design Strategist positions require applicants to have a teaching license, a minimum of 5 years experience, and at least 1 year in our district (3 years preferred). For District-Based and Building-Based positions, applicants need a teaching license, a minimum of 3 years experience, and at least 1 year in our district. All applications will be submitted electronically using Iowa City's application tool (AppliTrack).

The first position hired will be the TL Program Facilitator. S/he will be hired in January 2015 (with district funds) to guide program startup, including leading the recruitment/selection process. Our goal is to have all TLs hired by June 2015. The Program Facilitator will work with members of the LC and building administrators to screen applications for each position and select who will be interviewed.

Interviews for the Instructional Design Strategist and District-Based positions will be the most rigorous. Principals, teachers, and district level staff will conduct these interviews. Each interview will include questions specific to the role. During the interview the team will ask applicants to describe how they would respond to role-related scenarios. Applicants will also have the opportunity to provide artifacts that help demonstrate their qualifications. For example, applicants for coaching positions might use artifacts to document their ability to lead a team and their ability to analyze and respond to student data. Applicants will be required to provide at least 1 peer reference that addresses their potential for success. Interview teams will use a rubric to assess each applicant's skills and talent prior to making their selections.

Building administrators and teachers will facilitate interviews for the Building-Based positions. During these interviews, applicants will respond to role-specific questions and have the opportunity to provide artifacts that demonstrate their qualifications. They, too, will be required to provide at least 1 peer reference that addresses potential for success. Interview teams will use common rubrics to assess applicant skills and talents and then make their selections.

**Professional Growth**—We will annually measure professional growth of TLs through a 6-step process.

**Step 1**—The TL's supervisor will observe the TL working in the leadership role.

**Step 2**—The TL will complete a written self-assessment using the "Continuum of Development" rubric.

**Step 3**—The TL's supervisor will complete a written assessment using the "Continuum of Development" rubric.

**Step 4**—All teachers who received assistance from the TL will complete an anonymous online survey documenting the effectiveness of the support they received.

**Step 5**—The TL and the supervisor will discuss the self-assessment, the supervisor's assessment and the peer feedback.

**Step 6**—The TLs will use the feedback to adjust their Individual Professional Development Plans.

By July 2015, we will create a "Continuum of Development" rubric for each of the 19 TL roles. We will model our rubrics on those created by the New Teacher Center (NTC) and the Cedar Rapids School District. These rubrics use 3 levels—(1) Beginning/ Emerging; (2) Applying; & (3) Integrating/Innovating—to document professional growth for multiple criteria that are specific to the TL role. For example, the rubric for the Instructional Design Strategists who provide intensive coaching would rate how well the TL:

- Engages, supports and advances the professional learning of each teacher;
- Creates and maintains collaborative and professional partnerships to support teacher growth;
- Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards;
- Designs and facilitates professional development for teachers;
- Utilizes assessment to promote teacher learning and development; and
- Develops as a professional leader to advance mentoring and the profession.

Cedar Rapids has already developed and used "Continuum of Development" rubrics in their TL program and we will work with staff from Cedar Rapids to adapt these for Iowa City.

Though all TL positions will require annual reapplication, TLs can remain in their position through the successful completion of the review process. Successful completion includes showing growth on the Continuum of Development along with positive feedback from the position supervisor and the teachers who are served by the TL.

While TLs may remain in their positions for more than 1 year, our program is designed to make leadership opportunities available to all teachers while maintaining a level of continuity and expertise. We will encourage some of the Level 1-3 roles to hold their positions for at least 3 years while ensuring these positions are not open only on a "once in a career" basis. At the same time, we envision many of the Level 4 positions (e.g., Building ILT, Innovation, Cultural Competence, Mentoring) will rotate more frequently.

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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.*

In Iowa City, all PD (building-based & district-level) supports 3 primary PD goals—(1) ensure clarity in the curriculum and consistency in what is taught; (2) implement research-based instructional strategies that increase achievement and are responsive to the needs of individual learners; and (3) use formative and summative assessment processes to inform instruction. We release students early 1 day every week so that all teachers can benefit from collaborative PD related to our 3 PD goals. The 46.5 hours of required PD are evenly split to address building-based needs as well as district-wide initiatives. In addition to the 46.5 hours of required PD, we offer many additional PD opportunities outside of contract hours both during the school year and in the summer. TLs in Iowa City will be responsible for helping plan and lead all PD.

**Building-Based PD**—TLC funding supports Instructional Leadership Teams (ILTs) in every building. The ILT (approximately 7 teachers per building) will work collaboratively with building administration to develop a building improvement plan based on a careful review of student academic and social/emotional data. An important part of the building improvement plan will articulate the PD necessary to help staff be responsive to student needs. Building PD plans will advance the skills of individual teachers as well as groups of teachers. To the extent possible, TLs in each building (including the Instructional Design Strategists) will design and facilitate all PD for their school. Building-based TLs will be able to draw upon the expertise of the District-Based Curriculum Coordinators, the Cultural Competence Team, the Innovation Coordinator and the TL Program Facilitator to access resources and co-lead building-based PD.

**District-wide PD**—We will have 44 Instructional Design Strategists working in all 27 buildings to provide coaching support to individual teachers and all teacher teams. These 44 Instructional Design Strategists will also meet regularly as a district-level team. An important part of their work as a district team will allow them to identify and coordinate PD needs shared by multiple buildings. Coordination among multiple buildings with similar needs will improve the efficiency of building-based PD. In the same way, our 22 Curriculum Coordinators will meet regularly as a district team to support PD. The Curriculum Coordinators, in collaboration with the Instructional Design Strategists, will lead the development and delivery of all PD specific to curricular areas (including guiding the 8-year the curriculum review process) as well as all PD for district wide initiatives (e.g, PBIS, MTSS).

**Alignment of TLC Plan with Iowa PD Model**—The Iowa Professional Development Model Technical Guide describes the **12 steps** of the IPDM: (1) a Leadership Team; (2) collecting and analyzing student data; (3) goal setting; (4) selecting content; (5) designing PD; (6) training opportunities; (7) collaboration; (8) implementation; (9) formative evaluation; (10) summative evaluation; (11) individual teacher PD plans; and (12) building PD plans. The following table shows how our TL plan addresses all 12 steps of the IPDM.

PD Activities	IPDM Steps Addressed					
	1	2	3	4	5	6
7	8	9	10	11	12	Building Instructional Leadership Teams, in collaboration with administration and their Instructional Design Strategists, will design all PD to maximize the ability of instructional staff to be responsive to student academic and social/emotional needs.
.				.		
.					PD is offered during contract hours as well as outside of contract hours.	
				.		

				PD at the building level supports teachers and teacher teams (PLCs) to develop common assessments, analyze student performance, and adjust instruction accordingly using research-based strategies.		•
•	•					•
•			Both district wide and building-based PD are part of an ongoing cycle of training (IPDM Step 6) through which teachers have multiple opportunities to enhance, practice and refine their professional skills.			
		•				
		Our 44 Instructional Design Strategists, 22 Curriculum Coordinators, 50 Teacher Mentors, and our 2 Induction Coaches will provide leadership and support through PD for best practice regarding what to teach (curriculum), how to teach (evidence-based practices), and how to assess student learning.				•
•		•				

	Building-based PD will help teachers from the same building learn collaboratively, while district wide PD will foster collaboration among teachers from different buildings who work in the same curricular area or on similar initiatives. All teachers will have the opportunity see concepts applied by highly skilled teachers.					
	.					
Participants in all building and district PD will provide feedback to all TLs regarding the effectiveness of the PD through anonymous surveys after each PD session.						
		.				Our TL Leadership Team will meet 4 times each year to review all PD data (how much was done, how well it was done, and the effect of the PD) to determine the effectiveness of building and district wide PD efforts.

					All teachers in our district will use their IPDP to drive their professional growth. Instructional Design Strategists will help teachers refine these plans. IPDP plans are an important part of the teacher evaluation process. Through this TL program, IPDP plans will now incorporate peer review as a part of measuring professional growth.	
					An important part of each building's improvement plan will articulate the PD necessary to help staff be responsive to identified student needs. The TLs in each building will ensure the building's PD plan is responsive to the building's goals and that all PD will help teachers implement action steps that will address student learning needs.	

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.**

**Impact and Effectiveness of our TLC Plan**—The overarching purpose of our TL program is to foster a climate of collaboration that builds the competence and confidence of all teachers as they work with their peers to improve student learning. Understanding the impact of our TL program and having a clear process for improving our TL program is an important part of our overall plan. District staff in Iowa City have been trained to use Mark Friedman’s Results-Based Accountability process (RBA) as part of program evaluation. Our TL Program Facilitator will work with an external consultant (Ron Mirr) to use the RBA process to answer 5 basic questions about Iowa City’s TL program:

- (1) How much did our TL Program do?
- (2) How well did our TL Program do it?
- (3) Are teacher leaders more effective?
- (4) Are teachers more effective?
- (5) Have we created responsive classrooms?

As any new program is being implemented, an important first step is to ensure the program runs smoothly and implemented as intended. We will concentrate on implementation issues during the start up phase of our TL Program. The tables here list the initial questions we will ask along with the sources we will use to gather data. The Leadership Team will expand this list of monitoring questions prior to July 2015.

<b>How Much Did We Do?</b>
<b>Monitoring Questions</b>
<b>Data Sources</b>
How much PD was provided?
TL Logs
How many teachers received support from TLs?
<b>How Well Did We Do It?</b>
Did we retain new teachers and teachers of color?
HR reports
Do teachers feel empowered and supported by the TLs?
Teacher survey
Teacher focus groups
Do teachers believe opportunities for collaboration are sufficient?

We will maintain a log of all PD and TL services. We will survey all PD participants immediately after training in order to assess effectiveness so adjustments to future PD can be made. We will survey selected participants 6 months after the PD to determine if the effects have lasted. Using the data we gather about implementation we will: (1) provide a record of our TL Program resources and methods; (2) document the fidelity of our TL Program implementation; (3) identify implementation problems as they occur; and (4) adjust action steps as needed. Data will be disaggregated by building and posted to the TL website.

While our initial focus will be on implementation to ensure the project operates smoothly, evaluation efforts will also help us document changes in teacher leaders, teachers, and student learning. With our outcome data we will be able answer the following questions. All disaggregated in multiple ways (e.g., building, ethnicity, gender) and shared with the public via the TL website.

<b>Are Teacher Leaders More Effective?</b>
<b>Results Questions</b>
<b>Data Sources</b>
Do TLs feel confident in being able to do their work?
TL survey
Are TLs making professional growth (e.g., ability to design PD, to support adult learners, to create collaborative environments, etc.)?
Continuum of Development rubrics
Teacher survey
<b>Are Teachers More Effective?</b>
Did we retain teachers, especially new teachers?
HR reports
Do teachers feel empowered and supported by TLs?
Teacher survey
Teacher focus groups
Can teachers describe how they have improved their practice as result of TL support?
<b>How does TL System create responsive classrooms?</b>
<b>Academic</b>
Did we increase the # of students proficient in Math and Reading?
Did we increase the # of students who made greater than expected growth?

Building, district & state assessments
<b>Social/Emotional</b>
Did we reduce office referrals & suspensions?
Office referrals, suspensions (disaggregated by ethnicity, gender)
Do teachers believe student achievement is better because of the support received?
Teacher survey
Teacher focus groups

**Adjusting the TL Program**—While collection of data is an important aspect of the evaluation, we are most concerned about how we use our data to adjust program performance to improve results for teachers and students. The Leadership Committee (LC) will have quarterly evaluation conversations to review project data. During these evaluation conversations, the TL Program Facilitator will present summary data to track progress over time for key measures. S/he will help the LC review and reflect on the data through the use of the following 7 questions as the agenda for each evaluation meeting.

- (1) Who have we targeted for services and support?
- (2) What are the outcomes they were expected to attain?
- (3) What do our data tell us about their success in attaining these outcomes?
- (4) What other data do we need to collect?
- (5) What would work to do better?
- (6) Do we need any new partners?
- (7) How will we adjust programming in response to current data?

These evaluation meetings are not about simply reporting data. Instead, they will help the LC and our TLs understand the “story behind the data” so these groups can determine how well current strategies are working. All of the monitoring meetings will end with clear action steps that call for adjusting current methods or implementing new activities. The monitoring meetings will keep the focus on whether TLs are better off, whether teachers are better off, and if we have created responsive classrooms. All reports and data will be posted to TL website. Through TL website we will share monthly updates that contain information about upcoming TL activities, general TL program information, and reports documenting TL program activities and successes. At the end of each year, we will produce reports (by building/curricular area) that summarize who was served along with improvements in training processes, TL knowledge, teacher knowledge, and implementation of responsive classrooms. An important role of the LC will be to share evaluation information with their buildings/curricular areas and to bring feedback from their constituents back to the project.

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)**

One benefit of being a large district is having significant resources to implement major projects. Iowa City clearly has the structures, processes, experience, and stakeholder support to successfully implement our TL Program.

**Program Start Up**—We will hire a full-time TL Program Facilitator in January 2015 using district funds so that we have someone working intensively from January through June on all aspects of program startup. The Facilitator, the Leadership Committee (LC), and a planning consultant will meet regularly throughout the spring to: (1) finalize all TL job descriptions; (2) design “Continuum of Development” rubrics for each of the 19 TL roles; (3) prepare TL application materials, interview questions, and processes; (4) develop and post TL materials to the district website; (5) make TL program presentations in every building; and (6) interview and hire all TL positions.

**Program Implementation**—We have organized our TL program into 4 groups to facilitate smooth implementation. **Group 1** is for **TL Coordination** (1 full time TL). Our TL Program Facilitator (a new position) will lead our project and be responsible for organizing and coordinating all components. We will expand our Leadership Committee (LC) to include additional teacher members and they will meet quarterly to review evaluation data and provide guidance and support for the Program Facilitator. Our Assistant Superintendent will provide supervision for the TL Program Facilitator.

**Group 2** includes all **Intensive Coaching** (47 TLs working in 6 different roles). Our TL Program Facilitator will have a Lead Instructional Design Strategist to organize the work for this group. The 44 Instructional Design Strategists will meet regularly as a district-level team to align their work as coaches and identify and coordinate PD needs shared by multiple buildings (including special education). The Assistant Superintendent will provide supervision for all Group 2 TLs.

**Group 3** is comprised of all **District-Based** TLs (70 TLs working in 9 different part time, full time & extra duty roles). Our Director of Curriculum and Instruction will provide supervision for all Group 3 TLs. To assist with program implementation, the 22 Curriculum Coordinators will meet regularly as a district team to lead the development and delivery of all PD specific to curricular areas (including guiding the 8-year the curriculum review process) as well as all PD for district wide initiatives (e.g., PBIS, MTSS). Our district's Director of Equity will supervise the members of the Cultural Competence Team.

**Group 4** contains all of the **Building-Based** TLs (258 TLs working in 3 different extra duty roles). Building administrators and the members of the Instructional Leadership Teams will provide oversight and support for all building-based TL activities.

**Capacity to Implement**—Iowa City has a long history of employing teachers in paid leadership roles (e.g., Instructional Coaches, Curriculum Coordinators). Funds from the Iowa DE will allow us to provide compensation for up to 375 teachers in 19 differentiated roles. While the funding for some positions will be new, many of these TLs have done similar work without any compensation from the district.

As part of the planning process we have already developed **job descriptions** for the 19 different TL opportunities. Our HR Department will assist with all aspects of recruitment and hiring, including the development of the TL Program website, while our Payroll Department will ensure TLs receive appropriate compensation.

We have ample **space** in schools to house our building-based TLs, and our Educational Services Center (ESC) allows us to strategically co-locate our district-level TLs in a supportive office environment. The ESC also provides extensive, state-of-the-art training facilities. Our district will contribute all of the space, utilities, supplies, technology, and training materials for the TL Program.

Most importantly, **support of our stakeholders** provides significant capacity for implementation. We surveyed all teachers during our planning and learned that many teachers (39%) have already been in positions of leadership that 65% of teachers want to apply for a TL position in the future. Many of our staff are already experienced TLs and will be able to “hit the ground running.” Many teachers clearly have the desire to serve in a leadership role, especially in one that includes significant training and support. We are fortunate to have so many teachers with both the experience and interest in serving as a TL.

**Sustainability**—Our district has a strong track record for sustaining TL positions, even in the face of shrinking funding. Despite having to cut over \$4 million from our budget for the 14-15 school year, we were able to keep 18.5 Instructional Coaches in our elementary schools as well as Curriculum Coordinators at the district level. We have sustained our Instructional Coaching and PD efforts because they are part of a highly organized initiative that includes strong leaders, extensive professional development, and the use of data for continuous program improvement. Data from our coaching efforts lets us understand and share information about its effect on teachers and students. With funding from the Iowa DE, Iowa City will create a comprehensive TL program that provides the same high level of organization and support for all 375 TL positions—not just Instructional Coaches. We believe a highly organized TL program will help us sustain the successful aspects of the entire TL effort just as a highly organized program allowed us to sustain our coaching efforts. With TLC funding, our TLs will foster a climate of collaboration that builds the competence and confidence of all teachers as they work with their peers to improve student learning.

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## 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>	13159.83
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$4,064,018.70
<b>Total Allocation</b>	\$4,064,018.70

## 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.	\$383,018.00
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).	\$3,681,000.70
Amount used to provide professional development related to the leadership pathways.	\$0.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$4,064,018.70</b>

## Other Budgeted Uses - Description

<b>Item description</b>	<b>Amount budgeted</b>
	<b>\$0.00</b>

## Total Allocation Budgeted

<b>Total Projected Amount to be Expended</b>	<b>\$4,064,018.70</b>
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
<b>Remaining Allocation to be Budgeted</b>	<b>\$0.00</b>

## Budget Alignment

<b>Using Part 10 application narrative from Year 1?</b>	<b>No</b>
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**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)**

Through our new TL Program, **all** TL positions will receive compensation. We will combine \$4,064,018.70 of TLC funds with \$1,986,358.00 of other funds to support a comprehensive TL Program. Other funding sources include general funds, SINA, Iowa Core, Teacher Quality, AEA flow through funds, and categorical funding such as ELL, Drop Out Prevention, and At-Risk funds. The combined funding will allow our district to unite all TL positions (both existing and new positions) into a single, comprehensive teacher leader (TL) program. As a result, TLs funded by other sources will no longer operate in isolation. Our new program will provide leadership opportunities for up to 375 teachers in 19 differentiated TL roles. While some teachers will hold more than 1 role at a time, at least 25% (N = 235) of Iowa City's 941 teachers will serve in leadership roles each year.

Levels of leadership range from extra duty TL roles to full-release positions that fall into 1 of 4 groups. Those in part time and extra duty positions will continue in the classroom in addition to their TL duties.

- **Group 1—TL Coordination** (1 TL working in 1 full time role).
- **Group 2—Intensive Coaching** (47 TLs working in 6 different full time roles).
- **Group 3—District-Based** (70 TLs working in 9 different part time, full time & extra duty roles).
- **Group 4—Building-Based** (258 TLs working in 3 different extra duty roles).

The single **Group 1** position paid for with TLC grant funds is our TL Program Facilitator who will coordinate all TL activities. TL funds will cover the full time salary plus a stipend equal to 20% of his/her base salary. The TL Facilitator will also have an additional 20 days in the summer. These additional days are also compensated at the higher level. Part of this extra duty time includes PD to help him/her understand the job responsibilities and increase his/her competency as the program facilitator.

<b>Group 1</b>	<b>#</b>	<b>FTE</b>	<b>TLC Funds</b>	<b>Other Funds</b>
Teacher Leadership Program Facilitator	1	1.0	\$117,958.00	-

**Group 2** includes all of our intensive coaching (Instructional Design Strategist) positions. These positions are both full-time and part-time, and most will include additional summer days that allow them to both participate in and provide PD. Coaches will be paid their full time salary plus a stipend equal to 5% of their salary. Their additional days are compensated at the higher level, as well. All Group 2 TLs will engage in PD in addition to the time they have to complete their TL duties. This PD will provide a solid foundation for all TLs so that all understand their job responsibilities and how their role is linked to supporting teachers and increasing student achievement. This foundation will help ensure consistent implementation coaching support for all teachers in all buildings.

<b>Group 2</b>	<b>#</b>	<b>FTE</b>	<b>TLC Funds</b>	<b>Other Funds</b>
Instructional Design Strategists—Lead	1	Elementary positions are full-time. Secondary and MTSS will be partial release positions.	\$2,777,090.70	\$1,566,078.00
Instructional Design Strategists—Elementary	20			
Instructional Design Strategists—Secondary	10			
Instructional Design Strategists—Spec. Ed.	12			
MTSS Strategists—Secondary	2			
Behavior Coaches	2			

**Group 3** TLs provide leadership for all curricular areas, plan and deliver new teacher induction programming, and support professional development provided in the district. Group 3 positions range from full-time to extra duty only. Full and part time positions will be paid their normal salary plus a stipend equal to 5% of their salary. Their additional days are also compensated at the higher level. Extra duty compensation uses an hourly rate to calculate the stipend. All Group 3 positions will benefit from PD time in addition to the time they have to complete their TL position duties.

<b>Group 3</b>	<b>#</b>	<b>FTE</b>	<b>TLC Funds</b>	<b>Other Funds</b>
PD Facilitator—Innovation	1	1.0	\$592,673.00	\$373,331.00
Cultural Competence Team	27	Extra duty		
Curriculum Coord—Induction	2	0.6		
Curriculum Coord—Special Ed	3	1.0		
Curriculum Coord—Career/Tech Ed	1	0.5		

Curriculum Coord—ELL, Language Arts, Math, Library, Science, Social Studies, ELP	7	0.4		
Curriculum Coord—Art, Gen. Music, PE, Perf. Music, Health, Counseling, Language, At-Risk	8	0.2		
Curriculum Coord—AP	1	Extra duty only		
Core Curriculum Writers	20			

**Group 4** TLs will staff the leadership teams in every building, plan and coordinate PD at the building level, provide support for new teachers, and help foster innovation. All Group 4 positions are extra-duty time only which allows the TLs to keep their regular teaching responsibilities. Extra duty stipends range from \$1,500 to \$2,000.

<u>Group 3</u>	<u>#</u>	<u>FTE</u>	<u>TLC Funds</u>	<u>Other Funds</u>
Instructional Leadership Team Members	176	Extra duty only	\$576,297.00	\$46,949.00
Innovation Specialists	32			
New Teacher Mentors	50			

This final table breaks down the total cost of our TLC funds from the Department of Education (\$4,064,018.70) for minimum salary, salary supplements, out-of-classroom time, professional development, and other expenses.

<u>Use of TLC Funds</u>	<u>#</u>
a. <b>Minimum Salary</b> —No funding is needed to raise the minimum salary of all teachers in our district to \$33,500.	\$0.00
b. <b>Salary Supplements</b> —We will spend a total of \$56,894 on salary supplements (including benefits).	\$383,018.00
c. <b>Time Not Providing Direct Instruction</b> —Salaries and benefits to cover the cost of teachers who are out of their classrooms working in leadership roles.	\$3,681,000.70
d. <b>Professional Development</b> —All PD will be funded by the district using general or categorical funds (e.g., Special Ed, Teacher Quality).	\$0.00
e. <b>Other Expenses</b> —We are not asking to use TLC funds for any other expenses. Approval for other expenses from the Iowa DE is not necessary.	\$0.00
<b>Total</b>	<b>\$4,064,018.70</b>

All of these amounts are estimates based on known district enrollment and proposed legislative allocations. The specific amounts to be paid have yet to be officially confirmed through the formal negotiation process for teacher compensation contract language.

## 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