



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

117025 - Janesville CSD application for the Teacher Leadership and Compensation System Grant.

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 04/13/2015 8:58 AM

Primary Contact

AnA User Id	BJ.MEANNEY@IOWAID		
First Name*	BJ		Meaney
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:			
Email:	bj.meaney@janesvilleschools.net		
Address:	4316 Wedgewood		
City*	Cedar Falls	Iowa	50613
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	319-215-2481		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Teacher Leadership and Compensation System		
Fax:			
Agency	Administrative Services, Iowa Department of		

Organization Information

Organization Name:	Janesville Consolidated Schools District
Organization Type:	K-12 Education
Tax ID:	42-6002164
DUNS:	05-276-3625

Organization Website: www.janesville.k12.ia.us
Address: 505 Barrick Road
Janesville Iowa 50647
City State/Province Postal Code/Zip
Phone: 319-987-2581
Ext.
Fax: 319-987-2824
Benefactor
Vendor Number

Recipient Information

District Janesville Community School District
Use the drop-down menu to select the district name.
County-District Number 09-3186
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.
Honorific Mr.
Name of Superintendent BJ Meaney
Telephone Number 319-987-2581
E-mail Address bj.meaney@janesvilleschools.net
Street Address 505 Barrick Road
City Janesville
State Iowa
Use the drop-down menu to select the state.
Zip Code 50647

TLC Application Contact

Honorific Mr.
Name of TLC Contact BJ Meaney
Telephone Number 319-987-2581
E-mail Address bj.meaney@janesvilleschools.net
Street Address 505 Barrick Road
City Janesville

State

Iowa

Use the drop-down menu to select the state.

Zip Code

50647

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)

~~Handwritten: Grant District School District (JCSD) vision for the Teacher
and the future of the district. The vision is to provide the best possible
learning environment for all students and to ensure that all students will
achieve at high levels.~~

1. An Instructional Coach/Professional Development Coordinator and Principal/Curriculum Director with the support of Model/Mentor Teachers, will assist all teachers, strengthening instruction and improving achievement for students by increased opportunity for co-teaching, collaboration, mentoring, and modeling. JCSD has consistently outperformed the state averages on the Iowa Assessments. Given this opportunity, we would continue to strive for greater performance. It is the community's expectation that we maintain and increase student achievement, which is becoming increasingly more difficult as small district teachers continue to have increased responsibilities with minimal supports. There are also expectations from statewide initiatives (i.e. Multiple-Tiered System of Supports) that require training and reduce the time for the teachers to maintain or improve their professional practice. The Instructional Coach/Professional Development Coordinator through modeling and mentoring with classroom teachers will provide additional support and expertise, assist with creating opportunities to learn within the schedule, collaborate and grow, and strengthen content, instruction, and pedagogy.
1. The Model/Mentor Teachers, with the support of an Instructional Coach/Professional Development Coordinator, will supplement the current teacher mentoring program. Data driven decision-making such as using daily formative assessment to plan for instruction, model lesson planning, competency-based grading practices, and effective classroom management systems (through improved instructional practices and differentiated lesson planning) will benefit student achievement.

1. An Instructional Coach/Professional Development Coordinator, Principal/Curriculum Director, and the Professional Development team will strengthen the alignment of the Iowa Professional Development Model to our current model. The model includes the collecting/analyzing of student data, goal setting, selecting the curriculum content, designing the process of professional development, allowing training opportunities for teachers, and ongoing data collection through formative and summative assessments. The Instructional Coach/Professional Development Coordinator will have a prominent role in the planning and implementing of Professional Learning Communities (PLC's) and initiatives for Professional Development.
1. Our Teacher Leadership and Compensation Plan will facilitate the retention of effective teachers through validation of best practice and empower them by allowing for collaborative opportunities. The Instructional Coach/Professional Development Coordinator and Model/Mentor Teachers will provide opportunities for observing research-based instructional practice, analyzing data with teachers, and fine-tuning instructional strategies through coaching and co-teaching with teachers throughout JCSD to promoting collaboration, growth, and best practice.
1. The additional leadership roles that our Teacher Leadership Compensation Plan offers, including an Instructional Coach/Professional Development Coordinator and six Model/Mentor Teachers, will assist with closing the gap between teachers and administrative leaders and allow for expansion of expertise and

supports in our district. Our Teacher Leadership Compensation Plan will create leadership roles for 28% of our staff and involve increased compensation for the newly created positions.

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 previous application? 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).

After falling short of the grant application's cutoff rating in the past year for the Teacher Leadership and Compensation System (TLC) grant, the Janesville Consolidated School District (JCSD) reassembled a planning committee for this year's application. The committee consisted of two school administrators, two primary teachers, two secondary teachers, two school board members and three parents from the community at large. This committee met every week beginning in late August, for approximately one hour each time.

The planning committee was apprised on House File 215, and the intended goals of the TLC. The application process was explained along with the completion timeline. These steps were followed, with the intention on improving the application from the prior year. The committee had reviewed and explored the Career Pathways and the three possible models created by the aforementioned legislation, including the five "Must-Haves" for local plans. During this step, the committee dissected the roles and responsibilities of the teacher leadership roles. The strengths and concerns specific to JCSD were examined to work toward an implementation that would be right for our school district. We also examined the current staff needs to determine how each of the three possible models could impact district operations.

When it came to developing our district's plan, several key factors were discussed with key stakeholders. The committee itself considered the money per child that would be received to determine financial feasibility. The different costs enumerated included salaries for leadership roles, sub costs for teachers taken out of their classroom, resources needed, and trainings and workshops necessary to get our program up and running. Eligibility standards for staff interested in serving in the new leadership positions were contemplated, and expected interest from current staff was surveyed. Survey Monkey was utilized to conduct an internal polling of our staff. This was done to determine staff buy-in, including expected time involved, commitment and willingness to change. Discussion also took place with JEA members centered on the wording in the master contract. The JCSD school board was kept continually updated on the TLC plan, and their feedback was considered.

In addition, members of the TLC grant committee viewed the four webinars made available by the Iowa Department of Education (TLC System Update, The System for Student and Teacher Advancement Overview, The Center for Teaching Quality Overview, and Minnesota Q Comp. Overview), and consulted with neighboring school districts (Waterloo, Hudson, Cedar Rapids) in preparation for the grant submission. Committee members also attended all AEA 267 TLC grant meetings to keep abreast of important information to assist us in the application process.

Our TLC committee acted as the clearinghouse for gathering information. All input received from key stakeholders was reviewed. This ensured that the plan developed would truly be of benefit to student learning and teacher instruction at JCSD. When considered in totality, it was determined that a modified Instructional Coach (Model 3) was best suited for our district's needs. Positions created would include an Instructional Coach/Professional Development Coordinator and Model/Mentor Teachers.

The final step in the planning process was to present a draft of the plan to our key stakeholders. Further input was sought on the draft, including how they felt JCSD could benefit, and who might be interested in filling the new roles. We then presented the plan to the JCSD school board for both financial and educational approval. Once through the planning stage, our committee turned their attention to the details within the plan. A consideration that the committee thought would assist this process was hiring a temporary Instructional Coach/Professional Development Coordinator this school year as a pilot to our proposed grant.

In order to gain even more insight in to how these roles could best be implemented a retired college professor in a limited role, two days per week was hired. This allowed our committee to collect feedback throughout the school year so that challenges and opportunities were clearer. This staff person would be a non-evaluative Instructional Coach, providing the expertise that a full time Instructional Coach would next year with this funding.

Throughout the planning process, our committee felt buy-in from all stakeholders was of the utmost importance to ensure a positive impact on JCSD. Our committee felt the underlying goals of the new teacher leadership roles would be improving instructional practices, assisting with curriculum alignment and assuring that the written curriculum is also the taught curriculum. Continual input will be taken in to consideration well past the planning process to make sure all stakeholders feel these goals are being achieved.

Communication will be a valuable key to this change. The committee plans to use multiple methods for providing information to the various stakeholders. These would include the JCSD website, JCSD Facebook and Twitter pages, parent/teacher conferences, monthly newsletters, and board meetings. All committee members will promote the TLC's long-term goals by word-of-mouth through district and community activities. Staff meetings will be held to explain the teacher leadership roles as well as continued communication with the JEA. Teachers will be able to give input as to how the teacher leadership roles will best serve them in improving instructional practices and strategies, and aligning curriculum for their classroom.

While we feel that all stakeholders in the JCSD are welcoming, we do expect that there may be some resistance to change. Based on the surveys conducted and the staff feedback on the benefits they are seeing with the temporary Instructional Coach, our staff is currently in agreement that this is a positive step for the district.

Narrative

Using Part 2 application narrative from previous submission? No

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

State Goals:

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

Striving to ensure our best opportunities for success, we feel it is of the utmost importance that our district's mission, vision and goals be aligned with our TLC plan. To begin that process, we reviewed the Janesville Consolidated School District's (JCSD) current vision statement.

To realize our vision, JCSD staff will empower students with the skills and attitudes necessary by modeling those daily in a caring, nurturing environment.

JCSD's Long-Range Goals:

Goal 1: All K-12 students will achieve proficiency in reading comprehension and become contributing citizens and life-long learners.

Goal 2: All K-12 students will achieve at high levels in math and be prepared for success beyond high school.

Goal 3: All K-12 students will achieve at high levels in science and be prepared for success beyond high school.

Goal 4: JCSD will embed the 21st Century Skills within the established classroom curriculum to meet state requirements so that students will be college and career ready.

Looking at our needs in regards to student achievement, JCSD is currently on the Watch List for reading and math. Pairing this information with our long-range goals, we felt it imperative to look at how the addition of an Instructional Coach/Professional Development Coordinator and Mentor/Model Teachers could help achieve those benchmarks.

With these goals in mind, we have made the decision to pilot the Instructional Coach/Professional Development Coordinator role during this school year in a part-time capacity, with an eye towards next year when we hope the grant can fund this position full-time.

Our professional educators are already challenged to take on numerous roles within the district due to our size. In the interest of allowing them to maintain their focus on the top priority – the students in their classroom – we feel that the Instructional Coach/Professional Development Coordinator is critical to meeting both the community's expectations and ours. This position will be able to concentrate on its leadership duties solely. The Instructional Coach and Mentor/Model Teachers will provide feedback on research-based instructional models of best practices.

With a majority of our grade levels having just one section, we feel there is a great need for professional collaboration. In view of the ongoing work to implement both English Language Arts (ELA) and Math Common Core Standards, it has become obvious that curriculum direction and assistance to implement and support the CCSS is a high need. The district currently has a curriculum director, who is also the secondary principal. However, there is a lack of availability due simply to time constraints to fully support the teachers with understanding the standards and linking them to the curriculum. Thus, another goal is to have a Professional Development Coordinator in the district building who would solely concentrate on instruction, curriculum, and best practice.

When you consider the majority of JCSD teachers, we are fortunate to have staff with both many years of experience and advanced degrees of learning. Our district leadership believes that if we could provide an in-building leadership position to assist teachers, instruction across the board will improve; as would, student achievement, especially in the areas of concern. The chance we will have for collaboration between the Instructional Coach/Professional Development Coordinator and administrators for an extra 25 days of communication surrounding challenges and opportunities, professional development, and establishing purposeful goals is very appealing. Being able to share leadership in an environment where teamwork and decision-making are a collaborative effort will be a benefit. Instructional leadership is not effective all alone; it is accomplished with a vision shared by others.

JCSD 21st Century Plan Goals

Goal 1: Integrate technology into all aspects of instruction, via iPad stations in the elementary classrooms and 1:1 student to MacBook ratio in secondary. Develop staff and student competency involving technology.

Goal 2: Enhance student achievement by incorporating financial and health literacy into curriculum.

Goal 3: Encourage students to take an active role in their community through enhancement of civic literacy in the social studies curriculum.

Goal 4: Promote employability skills of all students by augmenting existing curriculum to enhance college and career readiness.

In addition to the above, our district, similar to the Teacher Leadership and Compensation System, also would like to:

- Attract promising new teachers by offering short- and long-term professional development and leadership opportunities.
- Retain educators across the board by providing a clear, dynamic career pathway.
- Provide teachers with an in-district network of collaborators to learn from daily.
- Recognize educators' professional growth and effective teaching through increased leadership opportunities and higher compensation. Of our 26 teachers currently on staff, seven would immediately fill new roles next year.
- Give teachers increased opportunity to reflect on both individual and collective best practices. This will strengthen instruction, thereby resulting in higher student achievement.

Using Part 3 application narrative from previous submission? 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 Janesville Consolidated School District's (JCSD) leadership team will include the Instructional Coach/Professional Development Coordinator and Model/Mentor Teachers. The team will support and strengthen the priorities as identified by the JCSD committee, SIAC, and the JCSD School Board. The leadership team will greatly increase the district's ability to fully implement the priorities of the JCSD.

The priorities for the 2014 through 2016 school years are:

- To have JCSD teachers demonstrate implementation, alignment, and assessment of the Iowa Core focusing on literacy and math.
- Use data to guide instruction and professional development.
- Provide support and mentoring to new teachers.
- Create engaging lessons, which incorporate appropriate instructional strategies.

(1) Implementation, Alignment and Assessment of the Iowa Core

- Our leadership team will strengthen JCSD's implementation of the Iowa Core by creating the alignment tools, action plans and pacing guides. In doing so, we will be able to implement the Iowa Core with fidelity throughout our classrooms. Our team will continue to use our district-created Iowa Core documents, assisting JCSD teachers as we move forward in the use of these documents. Work will be done within teacher teams by grade level and department to evaluate our current assessments. We will also work to create new assessments that further continue to demonstrate our students' mastery of the Iowa Core Standards. The support of our leadership team will allow our district to assure that 100 percent of our teaching staff is able to meet this priority.
- The Early Literacy Implementation Grant funds the JCSD evidence-based summer reading program. It requires the creation of a summer reading program for students who exhibit a substantial deficiency in reading. With the funding having already been procured, the JCSD will be hiring internally for the program. Whoever is hired for this position will be tasked with teaching kids who have been identified as having literacy deficiencies. This teacher will work with the JCSD leadership team to help identify the students, as well as, the strategies that will be put in place.

(2) Use Data to Guide Instruction and Professional Development

- Summative and formative based assessments: The JCSD leadership team will guide implementation, as well as, support the curriculum-based measurements for the district. Collaboration will exist between the leadership team and our teachers in relation to our Formative Assessment System for Teachers (FAST) data and summative and formative-based assessment results to develop our Multi-Tiered Systems of Support (MTSS). Our leadership team will assist and train teachers in research-based instructional strategies and progress monitoring of student goals as identified by the Student Assistance Team as part of the district's MTSS process.
- Professional Learning Communities (PLC): JCSD's leadership team will become the facilitators. They will use data to make decisions that will benefit student achievement and identify any needs for professional development. Our team will also work with and train teachers to analyze, use and evaluate data to make instructional decisions, thereby improving student learning. Throughout the process, they will identify student achievement needs, set goals with the teachers according to the data interpretation aligned with career development plans and professional development needs for the district.

Provide Support and Mentoring to New Teachers

- Mentoring and Induction: Mentoring the new staff will be one of the main duties assigned to our leadership team. They will be expected to attend all district meetings with a focus on mentoring. They will also be expected to attend all statewide mentoring and induction meetings offered through our local AEA.
- Currently our mentoring and induction program provides for four full days of mentoring and induction to support new educators. The additional funds provided by the TLC grant and the direction provided by the leadership team will allow for five full days of mentoring and induction support in addition to the AEA meetings.

The aforementioned priorities will greatly enhance, support and strengthen the JCSD. The Model/Mentor Teachers with the support of an Instructional Coach/Professional Development Coordinator will supplement the current teacher mentoring program. These collaborative events will lead to increased student achievement in our goal areas as stated above. This funding will also provide additional support to the goals of meeting our mission, assisting us to become the embodiment of a district that provides all students with the education to achieve to their highest potential as citizens of a global society at large.

Using Part 4 application narrative from previous submission? No

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

Current Mentoring and Induction Program

JCSD's current approach is accomplished through a collaborative relationship with the Area Education Association (AEA), where the mentor and the mentee participate in a series of classes and webinars over two years that include research-based strategies for best practice, learning through reflective practice, professional conversations about teaching, parental involvement, learning styles of students, time management, ethics, classroom management, differentiated instruction, and analyzing student achievement data. However, right now our teacher leadership survey shows that our mentoring program faces multiple challenges. First, due to our district's size, mentor pairs are not always ideal. Also, many of our educators feel it does not provide enough time for collaboration and reflection. The district has been fortunate to utilize highly effective teachers in mentoring roles, but needs a more valid and reliable system for tracking and reporting mentor/mentee success.

Currently all new teachers in the JCSD have a contract that is one day longer than the rest of our faculty. This extra day is used at the outset of the school year and has been primarily used as an orientation meeting where the principal discusses procedures and provides additional information to the new staff. The new teachers also receive time to work with their mentor in their classrooms preparing for the upcoming school year. That extra day has been used as an informal meeting, and could be strengthened with the additional support of the Teacher Leadership and Compensation (TLC) grant funding. Mentors and mentees are also provided two half days each year to work together on creating the new teacher's professional portfolio and/or to work on lesson planning/preparation, curriculum mapping, conference preparation, and various other tasks. Mentors meet with new professionals at least once a week to provide coaching and feedback.

Philosophy

The purpose of our mentoring and induction program is to promote excellence in teaching, enhance student achievement, build a supportive environment within the school district, increase the retention of beginning teachers and promote the personal and professional well-being of teachers. Both mentor and mentee benefit from reflection on their own classroom practices to make necessary changes and enhancements.

Improved Mentoring and Induction Program

JCSD will continue to develop the capacity and confidence of initial teachers by enriching their knowledge about teaching and learning. The Model/Mentor teachers will ease the transition to the JCSD by helping to prevent isolation and providing initial teachers with the tools for reflective practice in a non-judgmental way. The program will remain two years in length, with the possibility of adding a third year if necessary. The current program will be enhanced by providing ample time for collaboration and reflection. The specific guidelines listed below will provide more structure and accountability.

The Model/Mentor teachers will exhibit the following qualities:

- A minimum of two years of exemplary classroom teaching
- Strong interpersonal and communication skills
- Effective coaching skills and scheduling flexibility
- Ability to work with adults effectively
- Positive role model
- Practices the Common Core Teaching Standards
- Completed or are currently enrolled in mentor training

Year 1: The Instructional Coach/PD Coordinator, along with Model/Mentor teachers, will:

- Make initial contact with mentee and answer questions as needed
- Deliberately pair mentees and model/mentor teachers
- Plan and attend "New Teacher" workshop day
- Model effective lesson planning and instruction
- Guide mentee in creating professional goals
- Assist with infusion of innovative technology
- Follow up after staff meetings
- Provide opportunities for mentee to observe successful pedagogy and practice
- Help mentee with data collection and analysis
- Meet at least weekly to complete a reflection log
- Attend formal meetings for mentors separate from mentees
- Complete and turn in meeting log notes

- Monitor professional goal progress throughout the school year
- Assist in finalizing professional goals and portfolio
- Assist mentee in ordering of instructional materials and completing end of year checkout
- Complete survey pertaining to program effectiveness

Year 2: Repeat requirements from year 1 as applicable. Additional requirements for the mentee include the completion of the professional teaching portfolio by April. The Instructional Coach will also meet with mentor/mentee pairs upon completion of the program to discuss future changes and needs. If an additional year of mentoring is required, the district will extend the mentoring requirements to Year 3.

Narrative

Using Part 5 application narrative from previous submission? 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.

Based upon research, it is essential to develop a clear and specific description of the modified Instructional Coach Model (Model 3) in order to build coherence across the Janesville Consolidated School District (JCSD). Below is a clear and specific description of JCSD's leadership roles and duties.

Instructional Coach/Professional Development Coordinator

The Instructional Coach/Professional Development Coordinator will be full-time in this position and meet the requirements of a career teacher. This person needs to hold a current teaching contract and have taught in the district for at least three years. The position will add at least \$15,000 to the individual's salary. An additional 25 days would be added to this individual's contract to be arranged with the superintendent. This position would be subject to annual review.

The Instructional Coach/Professional Development Coordinator would spend 100 percent of the time performing instructional coach and professional development leader duties.

The district will hire a new teacher to fill the vacancy created by a veteran teacher fulfilling the Instructional Coach/Professional Development Coordinator position. The Teacher Leadership and Compensation (TLC) money would pay a teacher's salary that was previously paid for out of the general fund. It is difficult to predict how much that will cost, but pay range for those eligible teachers is \$49,174-\$75,118.

Instructional Coach	Professional Development Coordinator
<p>Purpose: To support the implementation of effective instructional strategies. Duties include, but are not limited to:</p> <p style="padding-left: 40px;">Meet with principals, as needed, to:</p> <ul style="list-style-type: none"> • Collaborate with district leaders and colleagues to address instructional issues • Analyze application of data • Discuss curriculum and instruction <p style="padding-left: 40px;">Meet with Model/Mentor teachers once every two weeks to:</p> <ul style="list-style-type: none"> • Discuss instructional strategies to bring to the classrooms • Provide resources for classroom teacher 	<p>Purpose: To promote implementation of Common Core and JCSD standards by assisting teachers and administration in dissecting standards to guide identification of essential knowledge and skills, and to help adjust curriculum accordingly.</p> <p>Duties include, but are not limited to:</p> <p style="padding-left: 40px;">Meet with principals at each level to:</p> <ul style="list-style-type: none"> • Establish, discuss, and carry out building initiatives • Share best practice research • Analyze school data • Discuss effective implementation of technology • Share dialogue elicited from students regarding the learning environment • Engage in the development, adoption and implementation of curriculum and curricular materials <p style="padding-left: 40px;">Meet with Mentor/Model teachers twice a year to:</p> <ul style="list-style-type: none"> • Review classroom teachers' career plans which are connected to building initiatives (within the first six weeks) • Review and discuss classroom teachers' career plans and progress made (during last quarter)

- Meet with each classroom teacher: Coordinate instructional coaching activities relating to training and professional development with AEA 267
 - A minimum of two times per year to:*
- Oversee relationship between Model/Mentor teachers and classroom teacher
 - As needed to:* Plan and deliver professional development activities designed to improve instructional strategies
- Provide additional guidance in one or more aspects of the teaching profession
- Hold preliminary problem-solving discussions as to areas in which the teachers being coached desire to improve
 - Formulate action plans to bring about improvement
 - Assist with Individual Career Development Plan (ICDP)
 - Work strategically in planning, monitoring, reflecting and implementing best instructional practice
- Support instruction and learning through the use of technology

Model/Mentor Teachers

Model/Mentor Teachers would teach full-time in PK-12 classrooms, meet the requirements of a career teacher, serve as models of exemplary teaching practice, and also support the professional development of initial teachers. The position will add at least \$2,000 to the Model/Mentor Teacher's individual salary with compensation of at least \$3,000 on years for which he/she is also a mentor to an initial teacher. An additional five days would be added to Model/Mentor Teachers' individual contracts to strengthen instruction through professional development to be arranged with the superintendent. The Model/Mentor Teachers will hold a current full time teaching contract. Model/Mentor teachers will continue to provide 100 percent of the instruction in their classrooms as well as attending professional development team meetings, leading PLC sessions, piloting new initiatives, and collaborating with administration and the Instructional Coach/Professional Development Coordinator. These positions will be subject to an annual review. JCSD has budgeted \$6,000 to pay for subbing to allow for opportunities for professional growth for the Model/Mentor Teachers and time for coaching initial teachers.

Model/Mentor Teachers

Purpose: A Model/Mentor teacher is given the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry and reflection. Model/Mentor teachers' duties include, but are not limited to:

- Support initial teachers differentiating their learning by teacher need and experience. This will include:
 - Providing an understanding about JCSD processes and procedures
 - Providing district-supported instructional programming, strategies and supports
- Plan with initial teachers
- Demonstrate and/or co-teach effective lessons and management strategies
- Model effective formative and summative assessments
- Coach and support the initial teacher as he/she implements effective instructional strategies
- Meet with Instructional Coach/Professional Development Coordinator

Twice a year to:

Collaborate and design professional development that would serve to incorporate best practice of the Iowa Teaching Standards within our district

Review classroom teachers' goals

Once every two weeks to:

Discuss instructional strategies to bring in to the classroom

Provide resources for the classroom teachers

- Meet with classroom teacher during professional development as needed to:
 - Analyze formative and summative student achievement data
 - Assist with the use of data to improve student learning

Our Teacher Leadership and Compensation Plan allows for the Instructional Coach/Professional Development Coordinator and the Model/Mentor Teachers roles to fit together, creating a coherent strategy that would strengthen instruction and improve student learning. They will have increased opportunities for co-teaching, collaboration, mentoring, and modeling with teachers, all of which focus on student achievement.

To effectively support and coach initial teachers, we are currently a part of the AEA 267 Mentoring program which supplies a mentor to work with first- and second-year teachers. The mentor and mentee meet on a consistent and frequent basis to reflect on teaching, analyze student performance and provide additional support the mentee needs. While this program is proving to be effective for initial teachers in the first two years, the support quickly drops off once they finish that second year. With the TLC grant, the Instructional Coach/Professional Development Coordinator and Model/Mentor teachers will provide a supportive and collaborative system for continued guidance.

Our district presently utilizes teachers to serve on the PD team alongside administrators. The goal of this team is to plan, administer, and evaluate K-12 professional development. This team meets quarterly to develop an agenda and coordinate learning of our staff for full-day professional development days and weekly Wednesday in-service. With TLC funds and new leadership roles, the PD team will be comprised of administration, the Instructional Coach/Professional Development Coordinator, and Model/Mentor teachers. The PD team's focus would shift from planning full-day professional development to planning year-long opportunities for continued learning. An increase in contract days for the Model/Mentor teachers and the Instructional Coach/Professional Development Coordinator would allow for collaborative planning as well as opportunities to strengthen their knowledge base. The Instructional Coach/Professional Development Coordinator would have availability and resources to analyze district student achievement data to drive decision making for meaningful professional development.

With the proposed plan for increased leadership roles within our district, we will be able to develop a cohesive, collaborative, and improved learning community. While each role has a set of individual responsibilities, they work as a unified team to target district vision, goals, and needs. TLC funds will help us implement our plan to improve the retention of teachers, create opportunities for collaboration, and strengthen instruction through reflective teaching ultimately leading to increased student achievement.

Using Part 6 application narrative from previous submission? Yes

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

The Janesville Consolidated School District (JCSD) has identified the teacher leadership roles that will be chosen through a selection committee comprised of four teacher representatives, one from each level (K-2, 3-5, 6-8, 9-12), along with two administrators.

The selection process will consist of:

- Reviewing applications
- Determining the format of interviews (questions/scoring rubric)
- Conducting interviews
- Identifying and selecting candidates

The above outlined selection committee will then bring their recommendation to the JCSD administration. The administration shall then make their final endorsement to the JCSD school board according to the master contract. Seven total leadership roles will be recommended through the selection committee: one Instructional Coach/Professional Development Coordinator and six Model/Mentor Teachers.

Instructional Coach/Professional Development Coordinator:

To begin the application process, prospective applicants:

- Will apply in writing with a letter of interest
- Will have taught for three years at JCSD

Ideal candidates for this position should:

- Be highly reflective
- Have a willingness to assume leadership roles
- Engage in professional dialogue
- Possess superior communication skills
- Be resourceful
- Understand standards and curriculum
- Demonstrate ability to grow as a teacher over time through learning, improving skills, increasing knowledge of content and pedagogy
- Be effective observers
- Possess and record of seeking to understand by listening first
- Show commitment to the JCSD
- Provide as an exemplar for lifelong learning

After approval of initial application, the prospective Instructional Coach/Professional Development Coordinator:

- Will be interviewed by the selection committee

The candidate will be able to:

- Provide examples of how he/she would improve professional development at JCSD
- Discuss a plan to provide differentiated growth experiences as requested with JCSD teachers, corresponding to their Individual Career Development Plans
- Describe how data collected could be used to drive the decisions for these improvements in the school and community
- Attend trainings to remain current on researched-based practices, share strategies with Model/Mentor Teachers, give feedback in Professional Learning Communities (PLC), and collaborate with and observe classrooms in neighboring districts

As a leader assuming a prominent role in the design and delivery of professional development, the candidate, along with the Professional Development (PD) team will provide a clear vision for alignment, structure and implementation of professional development for JCSD.

Model/Mentor Teachers:

To begin the application process, prospective applicants:

- Will apply in writing with a letter of interest
- Will have taught for three years and be teachers of the JCSD for at least one year

Ideal candidates for this position would:

- Be highly reflective teachers who can share evidence of gaining trust with students and parents, leading ultimately to student success and growth

After approval of initial application, the prospective Model/Mentor Teachers:

- Will be interviewed by the selection committee and the Instructional Coach/Professional Development Coordinator

Model/Mentor Teacher candidates will be able to:

- Show history of compliance with district procedures and policies
- Demonstrate ability to engage in the infusion of technology and the ever-changing demands of a 1:1 MacBook environment in grades 6-12, and mobile iPad cart learning in grades PK-5
- Maintain detailed and up-to-date records and documentation for students
- Cultivate a student-friendly, organized and educationally-structured classroom
- Show evidence of standards-based lesson planning using formative and summative assessment to drive instructional decisions
- Communicate high student expectations
- Communicate effectively with parents
- Show dedication to ongoing professional inquiry and growth
- Meet the expectations spelled out in the Iowa Teaching Standards
- Demonstrate commitment to the JCSD
- Show ability to be exemplar for lifelong learning

Instructional Coach/Professional Development Coordinator and Model/Mentor Teachers:

Teacher-leadership position questions will address the following criteria:

- Past experience with adult learners
- Understanding of Iowa Core, subject content, pedagogical knowledge and recognizing needs of students
- Use of state and local school district curriculum and standards, effective strategies, resources and data to address differentiated student needs
- Student learning and engagement through utilization of research-based instructional strategies, active learning and key skills relevant to the content area
- Ability to appropriate a variety of assessment strategies and instruments that are valid and pertinent for the content and student population
- Capacity to gather, analyze and use relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents
- Capability to provide a well-managed, safe and orderly environment conducive to learning and encouraging respect for all
- Demonstrated commitment to professional ethics and the school's mission, participation in professional growth opportunities, and contribution to the profession
- Communication skills relevant to students, parents or guardians, JCSD personnel and other stakeholders that enhance student learning

Narrative

Using Part 7 application narrative from previous submission? No

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

Please include the following information in your narrative:

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

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

Click here [To access the Iowa Professional Development Model page.](#)

All teacher leaders in the Janesville Consolidated School District (JCSD) play a role on the district Teacher and Leadership Compensation (TLC). They will be involved in the collection and assessment of student achievement data, sharing and analyzing the data, focusing instruction to meet student needs, planning for professional development to make changes in instruction, and the re-evaluation and ongoing assessment of data using the cycle of continuous improvement. This will also include making sure the stakeholders are kept informed as to the process.

Planning for professional development may include working with AEA 267 staff to align topics; research, plan and deliver professional development sessions for staff, and by documenting progress. Much work will be done to align and carry out the CORE curriculum standards into direct instructional practices in the classrooms. Teacher leaders will drive the process of professional development, as the Mentor/Model Teachers will lead the weekly Professional Learning Communities (PLC) meetings. Teacher leaders will pinpoint teaching strategies in need of improvement in the classroom, then plan and carry out PLC activities to spotlight the improvement of these skills. Mentor/Model Teachers have possibly the most important teacher leader role. They will be asked to provide strong, effective teaching models to be observed by other teachers.

The JCSD makes use of the Iowa Professional Development Model (IPDM) so school improvement planning happens on a continuous cycle. The IPDM is focused on:

Collecting and analyzing student data

- Goal setting
- Selecting content
- Designing the process for improving instruction
- Ongoing cycle continues
- Evaluation

At JCSD, we are constantly in an ongoing state of collecting and analyzing student data. This analysis allows us to recognize student needs, and locate gaps in student instruction. Teacher leaders drive our instructional focus. Our PLC group will continue to utilize consistent weekly meetings to better focus on student needs along with the study and practice of solid teaching strategies, thereby developing a plan that when executed will lead to greater student achievement.

Participative decision-making is fully realized when student data is used to isolate needs and gaps, along with input from grade-level instructors. Each spring, student data is assessed, with summaries produced out of the results. Stakeholders such as the school board, SIAC and the community at large are included in determining the focus for the upcoming school year.

Teacher leaders from all levels and departments involved in the TLC program will attend initial meetings in the spring following our inclusion, along with members of the TLC committee to discuss the student achievement data, JCSD's current professional development plan, and its goals for the upcoming school year. Weekly PLC meetings will be designed around aligning JCSD student learning and formative assessment results with the Iowa Core Standards.

The IPDM steps and how JCSD will align to them include:

- **Collecting and analyzing student data.** JCSD teacher leaders, along with the TLC committee will collect student data, then analyze and design a plan for making necessary decisions. Instructional strategies will then be aligned to those needs to create a plan for professional development and weekly PLC meetings in 2014-2015.
- **Goal setting.** JCSD teacher leaders will utilize student data to determine goals to spotlight during each weekly PLC meeting, K-2, 3-5, middle school and high school core content and electives.
- **Selecting content.** Each PLC meeting will also be planned around sound instructional practices. The teaching strategies will then become the focus of instruction in our classrooms during the following week. Future PLC meetings will follow-up on the

effects of the strategy the following week.

- Designing professional development.** JCSD teachers will research and design appropriate topics for PLC meetings, aimed at ensuring students master academic skills that might be lacking. Weekly PLC meetings and the collaboration of all teachers will assure they are carried out.
- Collaboration.** Grade-level PLC meetings will identify the specific goals, and discuss how to approach deficit learning on certain skills. Once a plan is put in to place, it will be carried out the following week in classrooms and during Multi-Tiered Systems of Support (MTSS) time.
- Implementation.** Teacher leaders will support initial and career teachers in implementing refined teaching strategies.
- Formative Evaluation.** Formative data will be collected to document student growth and forecast future student needs. This data will help pinpoint skill areas that need to be re-taught or given a renewed focus while realigning instruction and refining student grouping.
- Program Evaluation.** JCSD's teacher leaders will utilize all data collected. Student assessments, walk-throughs, teacher surveys, professional development implementation, etc. will all be abstracted in to a summative program evaluation that shows the overall result of TLC integration in the JCSD each spring.

Professional development's focus will be pinpointed at any student achievement areas not meeting set goals for the year. To achieve these goals, JCSD's action steps must include teacher leaders and administration members working together using ongoing assessments, collaboration, evaluation, communication and planning in a continuous cycle of improvement.

Using Part 8 application narrative from previous submission? No

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

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

District Program Goals

Goal 1: By June 2015, the Janesville Consolidated School District (JCSD) will offer enhanced career opportunities to all eligible teachers and 28 percent of teaching staff (7) will be selected to serve in teacher leader roles using stakeholder-generated criteria and processed

Short-Term Measurements of Effectiveness

- Job descriptions compiled
- Selection criteria established
- Training plan for positions in place
- Review committee appointed
- Application process in place
- Leader positions posted
- Interviews scheduled
- Hiring process completed
- Number of teachers serving in a leader role each year
- Type of leader training based on identified professional growth needs
- Job descriptions and selection criteria revised based on feedback
- Salaries paid at intended levels

Long-Term Measures of Effectiveness

Goal 2: During the 2015-2016 school year, JCSD will have seven teacher leaders in place, trained in role responsibilities and support teachers' professional growth:

1 Instructional Coach/Professional Development Coordinator

6 Mentor/Model Teachers

- Teacher leaders hired
- Teacher leader trainings completed
- Minutes from professional development planning, teacher leader and administrative team (A-Team) meetings
- Professional development designed to meet learning needs based on data
- Frequency and type of collaboration with teachers and mentees
- Self-evaluation of teachers' professional growth three times per year

Teacher leaders' effectiveness will be evaluated annually:

- Documented compliance with job responsibilities
- Data from summative and formative assessments
- Results of survey of teachers providing feedback on job performance based on criteria
- Performance evaluation with principal based on Teacher Evaluation System and Iowa Teaching Standards

Teacher leaders' professional growth will be evaluated twice per year:

- Develop two to three SMART goals on Individual Professional Development Plan identifying areas for growth based on both Iowa Teaching Standards and Teacher Leader Measures of Effectiveness; measure progress made as part of district teacher evaluation system
- Complete Teacher Leadership Skills Self-Assessment (CSTP) three times per year

Teacher leaders and administrators complete school and district capacity to support teacher leadership assessment three times per year

Annual district evaluation of TLC with A-Team, include review of job descriptions and leader responsibilities

Goal 3: During the 2015-2016 school year, all career teachers and mentees will receive ongoing feedback and meaningful support throughout the Teacher Leadership and Compensation (TLC) system.

- Frequency and type of collaboration with teachers and mentees
- Self-evaluation of teachers professional growth three times per year
- Mentee survey data on perception of effectiveness of mentoring
- Teacher survey data on perception of effectiveness of TLC program

- Goal 4: The percentage of teachers (new and veteran) retained by the district will increase during 2015-2017 biennium compared to 2013-2015 biennium
- Principal formative assessments of mentees' feelings of support and increased confidence in teaching abilities
 - Number of veteran teachers in teacher leader roles
 - District teacher retention biennium data comparing 2015-2017 to 2013-2015
 - Exit interview data detailing reason(s) for leaving district
 - Results of school and district capacity to support teacher leadership assessment
- Goal 5: Teachers' implementation of training components of the Professional Development (PD) plan will increase from Fall 2015 to Spring 2016.
- Teacher participation in Group Processing Summary during professional development
 - Frequency and type of collaboration with teachers and mentees
 - Self-evaluation of teachers' professional growth three times per year
 - Number of teachers creating and assessing units that bundle teacher tasks, instruction and student performance
 - Number of teachers increasing type of collaboration with Instructional Coach
 - Teacher survey data on perception of effectiveness of TLC program
- Goal 6: Student achievement in reading, math, and science will increase during the 2015-2017 biennium compared to 2012-2014 biennium
- Annual Iowa Assessment achievement and growth data
 - Fall to Spring FAST growth data
 - Other district summative and formative assessments
 - Iowa Assessment achievement data comparing 2015-2017 to 2013-2015
 - AYP/SINA status

Yearly performance evaluations will measure our teacher leaders' effectiveness and growth. Both monthly and bi-monthly meetings, along with ongoing data collection will ensure TLC goals are aligned with the JCSD's changing needs.

TLC system goals will be revised, as needed on a once a year basis. Revisions will be based on data gathered from student achievement results, teacher self-assessments, implementation walkthroughs, recruitment and retention information, surveys and minutes from meetings involving all JCSD stakeholders.

Revisions of job descriptions and responsibilities for teacher leader roles will take place annually, based on identified needs. Teacher surveys on the effectiveness of the leader positions and teacher leaders' feedback on School & District Capacity to Support Teacher Leadership Assessment (CSTP) will help our A-Team make informed decisions as the system continues to grow and develop.

Open lines of communication will be imperative between teacher leaders and administrators as the TLC plan is implemented. Needs of teacher leaders should be monitored closely so that administrators can provide the needed support to ensure success. Context, frequency and type of collaboration between teachers and mentees should also be taken in to consideration,

and will drive the dialogue regarding JCSD's TLC plan effectiveness.

We will also continue to monitor the feedback received from informal conversations, surveys and scheduled meetings with teachers and stakeholders. This will help to measure the impact and effectiveness of the TLC program.

Using Part 9 application narrative from previous submission? 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 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)

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$33,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$6,000.00
Amount used to provide professional development related to the leadership pathways.	\$4,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$50,000.00
Totals	\$93,000.00

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number 374.8

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

District Enrollment-Based Allocation \$115,745.74

Total Allocation \$115,745.74

Other Budgeted Uses - Description

Item description	Amount budgeted
Teacher Salary Cost	\$50,000.00
	\$50,000.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$93,000.00

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

Remaining Allocation to be Budgeted \$22,745.74

Budget Alignment

Using Part 10 application narrative from previous application? No

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

The chart below outlines an estimated budget for the use of the Teacher Leadership and Compensation (TLC) Funds in support of the Janesville Consolidated School District's (JCSD) TLC plan.

The first consideration that we gave was to our current salary schedule. All of our teachers make well over the \$33,500 threshold as required by the grant. A first year teacher at Janesville makes \$37,200 annually.

	Mentor/Model Teacher	Instructional Coach/Curriculum Coordinator
Additional Contract Days	2	25
Compensation	\$2,000 - \$3,000	\$15,000
Estimated Total Compensation/Person	\$2,500	\$15,000
Number of Positions	6	1
Total	\$12,000 - \$18,000	\$15,000

The second consideration was given to the Instructional Coach/Curriculum Coordinator position. It is impossible to predict who will fill this role at this time, but we can assume that their annual teaching salary will be between \$38,370 and \$66,860 with additional FICA and IPERS costs. Depending on the teacher hired for this role, we will be spending \$53,370 - \$81,860 for our Instructional Coach/Curriculum Coordinator.

The third cost to be covered by this grant is for six Mentor/Model Teachers. Our Mentor/Model Teachers will be paid an additional \$2,000 annually, with an additional \$1,000 to be paid for direct mentorship to a first- or second-year teacher. Additional costs associated with this position include substitute teachers who will be utilized for teacher observations, mentor meetings, mentor training, registration fees and more. While difficult to predict, we have conservatively considered a \$10,000 budget for these costs. We are intentionally over-budgeting this area because we want to provide as much meaningful collaborative learning times as we possibly can.

Our budget is intended to reflect our primary goal of providing teachers with more frequent training, collaboration and feedback opportunities in order to grow professionally. We hope to accomplish this goal by providing resources in areas that we believe will have the most significant impact on student achievement and the greatest impact on teacher performance.

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