



Application

70554 - Teacher Leadership and Compensation (TLC) System

73236 - Teacher Leadership and Compensation Grant

Teacher Leadership and Compensation System

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County-District Number 77-3231
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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (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)

In August of 2013, Johnston Community School District (JCS D) embarked on a process to design a comprehensive teacher leadership and compensation project (TLC). Thirty-eight stakeholders, including teachers, administrators, parents, community representatives, Johnston Education Association (JEA), and Heartland AEA devoted over 1200 hours creating a comprehensive and cohesive plan based on the following vision:

The Johnston Teacher Leadership Projects will empower teachers to promote quality instructional practices that will assist in creating a culture of excellence to promote the academic growth of all students.

This large-scale planning effort would not have been possible without the TLC planning grant monies provided by the Department of Education. The planning grant allowed for extensive review of teacher leadership models within the state of Iowa and nationally, including a site visit to Eagle County Colorado to see a teacher leadership model in action. An extensive analysis of student and teacher data helped identify district needs. The planning committee selected a teacher leadership model to meet JCS D needs, and the planning committee developed the following goals for the project implementation.

Goal 1

The JCS D site committee, in collaboration with the human resources department, will implement the TLC recruitment, selection, and hiring plan for teacher leadership positions within the school district.

Goal 2

The JCS D will attract and develop teacher leaders by offering competitive compensation and providing professional learning opportunities to support their role and responsibilities as teacher leaders.

Goal 3

Teacher leaders will work with administration to determine new and innovative methods to develop and deliver job-embedded professional development for JCS D teachers to improve student learning.

Goal 4

Teacher leaders will work within the JCS D mentoring and new teacher induction programs to support new teachers in the implementation of quality instructional practices and meet their learning needs.

Goal 5

Teacher leaders will work collaboratively within district classrooms to coach and model effective instructional strategies to promote the learning and academic growth of all students.

The plan includes outcomes relevant to each of the goals. Short-term outcomes related to professional development, instructional improvements, the development of an instructional strategies website, and student engagement, as well as long-term outcomes related to student achievement are also included within the TLC project evaluation plan.

The goals of the TLC project were designed to enhance, strengthen, and support the district's key structures, initiatives, and processes in JCS D's Strategic Plan. This plan embeds teacher leaders throughout the district to teach and support the professional growth of classroom educators in the area of curriculum/instruction/assessment and 21st Century Skills, while embedding these into existing school improvement structures that lead to highly qualified and effective teachers. In addition, teachers new to the profession will have an enhanced induction process with the creation of a district-wide multi-tiered system of learning and support.

The JCS D will utilize the following teacher leader positions to conduct the work outlined in the TLC plan:

Teacher Leadership Role		# of District Positions
Instructional Coach	Coach (reflect, model and train) to help teachers identify student learning needs, implement high yield instructional strategies, and effectively utilize data to make instructional decisions. Develop and implement professional development. Participate in new teacher induction through mentoring and providing professional learning.	10
Lead Teacher	Coach teachers in learning effective teaching strategies. Advocate for building and individual teachers' professional development needs. Design and plan building level professional development. Facilitate teacher collaboration to increase student achievement. Participate in the teacher induction process by providing learning opportunities and mentoring.	32

Model Teacher	Create job-embedded professional development by modeling high- yield instructional strategies. Provide professional learning opportunities specific to the needs of new teachers.	56
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The planning committee has established qualifications for the teacher leader positions in addition to a process for recruitment and hiring. A site committee has been established for ongoing TLC implementation and oversight. This site committee will include JEA representation as well as teachers and administrators. The site committee will be responsible for making hiring recommendations to the superintendent and school board. Each teacher leader will be reviewed on an annual basis. The review will be based on individual progress related to the Iowa Teaching Standards and Growth Continuum developed by the district.

The district will monitor the impact and effectiveness of the TLC plan by collecting and analyzing multiple data points related to professional development opportunities, use of high-yield instructional strategies, student engagement, and student achievement. The site committee will be responsible for monitoring the outcomes of the TLC project and adjusting goals and outcomes for subsequent years.

The JCSD has demonstrated a commitment to implementing a quality teacher leadership plan. JCSD has structures, practices, and key district staff in place to have the capacity to implement the project, as well as sustain it over time. The commitment of state funding to the Johnston TLC project is an investment in developing exemplary teachers that will result in improved achievement for Johnston students.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan
- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan
- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

A) A description of how the planning grant and available planning time was used to develop a high quality plan.

The Johnston schools began planning for the implementation of the Teacher Leadership and Compensation process in August of 2013. Engaging in a long term planning process with thirty-eight individuals representing district administration, quality teachers, district stakeholders, including Johnston Education Association (JEA), parents, Johnston Partnership for a Healthy Community and Heartland AEA was the only way to ensure a comprehensive teacher leadership plan designed to positively impact student achievement.

The group began meeting in September and engaged in bi-monthly planning meetings, investing approximately 1200 staff hours with the following agenda topics and tasks:

- Review of state legislation and Department of Education guidelines for the Teacher Leadership and Compensation Project
- Analyze student data and the JCSD strategic plan to identify needs to address with the TLC plan
- Create vision and district goals for the JCSD TLC plan
- Explore research and application of local and national teacher leader models
- Including site visits to review the leadership models in Eagle County Colorado Schools, Des Moines Community School District, Saydel Community School District, and Waukee Community Schools
- Select teacher leadership model appropriate for the JCSD
- Define teacher leader roles and responsibilities
- Determine requirements for teacher leader positions
- Develop recruiting, hiring, training, and evaluation process for teacher leaders
- Utilize current salary and benefit structures to determine compensation for teacher leadership positions
- Determine structure of the TLC site committee
- Analyze new teacher mentoring and induction practices
- Analyze current professional development plan and determine future learning needs for implementation of the TLC project
- Create plan for evaluating the TLC implementation
- Develop strategies for sustaining the TLC project over time
- Communicate plan with district board of directors, parents, and staff members

The funds from the TLC planning grant gave the district the financial capacity to engage in comprehensive planning with all stakeholders. The funds were used to compensate teachers and other school staff members for devoting out-of-contract time to the development of the Johnston TLC project. The district also used planning grant monies to cover the cost of substitutes for teachers who were involved in the planning process. The planning team participated in site visits in Eagle County, Colorado, Des Moines, Saydel, and Waukee. They interviewed stakeholders and had multiple opportunities to see teacher leaders in action. Without grant funds, these site visits would not have been possible.

B) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

The TLC project will create systematic change and will ultimately impact all students and staff of the Johnston Community School District. The following representatives served on the JCSD TLC planning committee:

- 18 teachers (6 elementary, 4 middle school, 3 high school, 5 instructional coaches)
- 2 JEA representative teachers
- 8 building principals
- 3 curriculum coordinators
- 3 district administrators
- 2 parents
- 1 AEA representative
- 1 Johnston Partnership board member (Community not for profit organization, collaborates with JCSD in offering programs for Johnston students)

All representatives collaborated on each facet of program development. They participated in analysis of data, research, prioritizing site visits, brainstorming, and the group writing processes during the planning phase. When utilizing a small group facilitation process, groups reported at the end of each meeting to ensure all members had an opportunity to provide adequate, on-going feedback.

C) Describe support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents).

Representatives led meetings and shared informational presentations at all district buildings reaching all staff members and communicated with their respective stakeholder groups at multiple times throughout the planning process. Interested parties were able to provide feedback to representatives. Planning committee members addressed the feedback during meetings and adapted the plan accordingly.

Involving the JEA in the process addressed concerns of staff members regarding the hiring, selection, and evaluation criteria of teacher leaders. JEA members will be represented by at least one JEA representative serving on the site committee for continued input regarding the implementation of the TLC project. Site committee members will be representative of other stakeholder groups and will receive feedback, input and address concerns during the implementation phase of the TLC project.

The following groups and community organizations have committed to supporting the Johnston schools in their efforts to implement the comprehensive TLC project:

- School Improvement Advisory Committee (parents, board members, administrators and staff of JCSD)

- Johnston Partnership (community members, parents, school staff members)
- JEA (75% participation among certified staff)
- Johnston School Board
- Building Leadership Teams

Narrative

Part 2) Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. (5,000 characters maximum)

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

In order to create a comprehensive TLC plan designed to impact student achievement, the Johnston Community Schools undertook a large-scale planning effort that included intense assessment of achievement data, existing building and district goals, professional development, and new teacher induction strategies. The planning committee also conducted a review of current research related to teacher professional development (Joyce and Showers, Calhoun and DuFour) and its impact on student outcomes, as well as local and national teacher leadership projects.

The planning group's assessment indicated the following areas need to be addressed through the teacher leadership and planning grant:

- The JCSD boards of directors and administration have established a priority to recruit, select, train, and retain competent and inspiring professional staff who hold high expectations for students and are accountable for achieving clear and aligned system-wide performance goals.
- Historical trend data related to district assessments indicate that our student subgroups' learning gaps remain quite discrepant. Teachers need additional support in identifying and determining how to close achievement gaps.
- Highly effective teachers need opportunities to grow in their profession and share their expertise with teachers new to the profession.
- The instructional coaching model currently in place at JCSD only reaches elementary level teachers, with an average of 45 coaching and modeling sessions taking place per week. In order to be more effective, the district must build capacity for the program to serve all K-12 teachers, providing upwards of 400 coaching, modeling, and reflective sessions weekly.
- The current mentoring program for new teachers does not provide sufficient time for collaboration with exemplary teachers including time for coaching and reflection.
- The current process for new teacher induction does not incorporate enough guidance in using student data for instructional decision making to support new teachers in collecting, sorting, and analyzing student and teacher data.
- The number of teachers engaged in developing and delivering professional development throughout the district must increase. Increasing collaboration between the principal and teacher leaders will result in more powerful and engaging professional learning opportunities designed to impact student achievement.
- All JCSD teachers need increased access to job-embedded professional development including coaching and reflection components. Research from Joyce and Showers (2002) indicates that in order for teachers' implementation of professional learning to actually make it to the classroom and impact student learning, theory, demonstration, coaching and reflection must all be present. Without the coaching and reflection pieces, only 10-15% of the learning makes it to the classroom to impact student learning. Job-embedded professional learning provides collegial and collaborative learning environments that support teacher implementation of best practices that impact our student achievement/learning.

At the conclusion of the assessment phase of the project, the planning committee developed the following vision to guide the future work:

The vision of the Johnston Teacher Leadership Project is to empower teachers to promote quality instructional practices that will assist in creating a culture of excellence to promote the academic growth of all students.

Using this vision, the TLC planning committee developed the following goals to meet the needs identified above:

Goal 1

The JCSD site committee, in collaboration with the human resources department, will implement the TLC recruitment, selection, and hiring plan for teacher leadership positions within the school district.

Goal 2

The JCSD will attract and develop teacher leaders by offering competitive compensation and providing professional learning opportunities to support their role and responsibilities as teacher leaders.

Goal 3

Teacher leaders will work with administration to determine new and innovative methods to develop and deliver job-embedded professional development for JCSD teachers to improve student learning.

Goal 4

Teacher leaders will work within the JCSD mentoring and new teacher induction programs to support new teachers in the implementation of quality instructional practices and meet their learning needs.

Goal 5

Teacher leaders will work collaboratively within district classrooms to coach and model effective instructional strategies to promote the learning and academic growth of all students.

The Johnston TLC project goals are effectively aligned with the statewide goals for the TLC system. The JCSD has been working towards the following long-term goals: attracting new teachers and providing them with competitive compensation, retaining exemplary teachers by enhancing their opportunities for career development, encouraging collaboration and teachers learning from one another while rewarding effective teacher leaders with an increase in responsibilities and compensation, and improving student achievement through the implementation of high-yield instructional strategies. However, the district was limited in its financial capacity to put into place plans that would implement all of these goals district-wide. The Iowa statewide TLC system provides an unprecedented opportunity for the Johnston schools to implement a district-wide project designed to create sweeping systemic change and result in increased achievement outcomes for all students.

Part 3) Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.). (5,000 characters maximum)

Classroom educators, district administrators, and parents have designed the TLC project to enhance, strengthen, and support the district's key structures, initiatives, and processes in the Johnston Schools Strategic Plan.

JCSD Strategic Plan Current Structures, Processes & Initiatives

**Curriculum/Instruction/
Assessment**

- Iowa Core
- PLC – Professional Learning Communities
- Research-based instructional strategies
- GRI – Gradual Release Model
- RTI – Response to Intervention

**21st Century Skills
Technology Literacy**

- PK-12 21st Century Skills
- District Instructional Technology Coordinator
- Elementary Technology Coach
- High School Digital Learning Environment/1:1 Initiative

**Highly
Effect**

- Instructional
- Mentor-Mentee
- GRI – Gradual Release Model
- Focused Professional Learning Communities and Instructional Teams and Ongoing Assessment

Curriculum, Instruction, and Assessment

The Johnston TLC project will enhance curriculum, instruction, and assessment through the support of the three levels of teacher leadership: Instructional Coaches, Teacher Leaders, and Model Teachers.

- The TLC plan embeds *teacher leaders* throughout the district to teach and support the growth of classroom educators by including them in already established Professional Learning Communities and Data Teams. Teacher leaders will use DuFour's four guiding questions to help classroom teachers enhance and develop classroom instruction: 1) What do we want students to know and be able to do? 2) How will we know students have learned it? 3) What will we do if students haven't learned it? 4) What will we do if students have already learned it?
- *Teacher leaders* will support instructional strategies implementing the Iowa Core with integrity. These classrooms will become model learning environments for staff members to observe and emulate.
- JCSD is in the 3rd year of implementing the Gradual Release Instructional Model. *Teacher leaders* will model and coach the components of the Gradual Release Instructional Model with peers, utilizing video anchors.
- *Teacher leaders* will work with teams of educators to help them develop, implement, and analyze common formative assessments (CFAs).
- The Johnston TLC plan has been designed to enhance the Response to Intervention (RTI) Framework for education of all children. Tier 1, 2, and 3 core instruction will be strengthened with additional and varied learning opportunities for classroom educators through district job-embedded professional development supporting effective instructional strategies.

21st Century Skills: Technology Literacy

The TLC project will provide greater depth of implementation on initiatives designed to enhance Johnston students' 21st century skills.

- The plan will support greater technology implementation, sustaining the opportunity for PK-12 classroom teachers' support from *teacher leaders*. Teacher leaders will model and coach effective use of technology in instruction and student learning.
- Teacher leaders will model effective classroom practices that support the current high school digital learning environment (1:1 initiative). These teacher leaders will demonstrate the utilization of technology to enhance student engagement, content knowledge, self-directed learning, and more.
- The technology coach and district instructional technology coordinator will lead instructional technology initiatives, training, tool selection, and will support and collaborate with the *teacher leaders*.

Highly Qualified Teachers

JCSD prides itself on the implementation of cutting edge research-based initiatives to nurture highly qualified teachers. The TLC plan is designed to enhance and expand these initiatives by increasing the opportunities for professional learning, development, and implementation.

- Teachers will have increased access to observe and learn from the work taking place in model classrooms. *Teacher leaders* will exemplify the GRI model, effective use of technology, Response to Interventions and highly effective instructional strategies.

- Johnston currently has an instructional coaching model in place for PS-5th grade buildings. The model has shown success in the classroom as measured by student outcomes and administrator observations. The TLC plan will allow this model to expand, impacting all JCSD students.
- The pool of mentors for the highly effective mentor/mentee program will be expanded with the inclusion of *model teachers* and *teacher leaders*.
- Teacher leaders* will provide job-embedded professional development.
- The TLC plan dramatically increases the number of teachers involved in the planning and delivery of professional development. Teacher leaders will play a role in our professional development plan.
- The TLC plan incorporates the district's initiative of phasing in the four components of the GRI model. The *teacher leaders* will be directly engaged in this initiative by helping classroom educators to move the model forward with implementation, providing direct impact on student achievement in a comprehensive, district-wide manner.
- The TLC plan will impact the training and retention of new staff through the job-embedded professional development, classroom coaching, and increased scaffolding for new teachers.

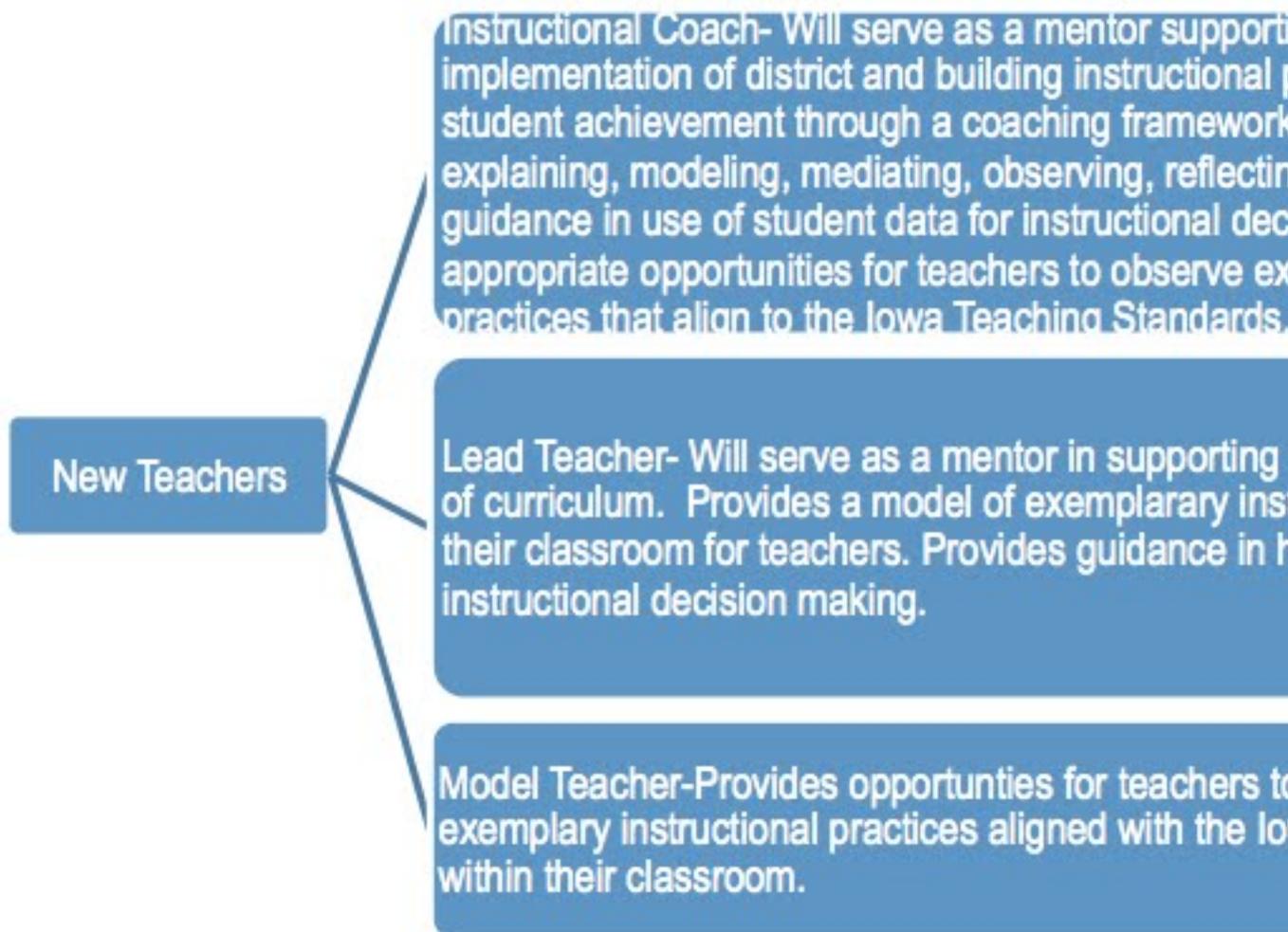
Reviewing and assessing current efforts and initiatives is crucial to creating a strong TLC plan. The planning committee extensively reviewed how the plan would impact current efforts and identified areas that would require further review in relationship to the implementation of the TLC plan. In order to create the optimum effectiveness for the implementation of the plan, the district will utilize the planning committee, *instructional coaches*, *lead teachers* and *model teachers* to provide additional and increased teacher input for review of the following areas:

- Current mentor/mentee practices
- Current district and building committee leadership structures, including building leadership teams, district professional development committee, and curriculum leadership teams
- Compensation structures for current district committee participation and roles

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, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

The TLC planning committee believes in the need for a focused plan to support first and second year teachers. As the Johnston TLC plan was developed, members of the planning committee reflected on their first two years in the classroom. Many remembered these years as a mixture of rewards and challenges. The question the committee sought to answer was: How do we improve the entry into the teaching profession and support first and second year teachers to accelerate student learning? While answering this question, it became clear that the district must have increased capacity in order to improve the entry into the teaching profession. The TLC project gives the Johnston School system this increased capacity to support experiences of first and second year teachers. The experiences of first and second year teachers will be very different when compared with previous school years because of the collaborative work of the committee. The committee members included a diverse group of 38 people, K-12 teachers, elementary instructional coaches, building and district administrators, community members and parents.

The result is a TLC project that will employ a structure in which teachers new to the profession will have dramatically increased access to exemplary teachers. In addition to improved access to ongoing embedded and formalized professional development, Johnston has designed a tiered approach to the TLC plan. *Model teachers*, *lead teachers* and *instructional coaches* will all have specific roles providing multi-levelled, consistent, and timely support.



In order to develop an innovative TLC plan unique to the needs of the Johnston Community Schools and its educators, the planning committee first had to analyze the effectiveness of the district's current teacher induction and mentoring programs.

The district's current induction program provides differentiated support and instruction for new teachers. Teachers new to the profession are provided one monthly, two hour, professional learning directed by two elementary instructional coaches, mentoring program trainers and the Director of Teaching and Learning. In addition, the staff members serving as mentors receive additional support and training including Mentoring Matters training through the Heartland Area Education Agency and monthly professional learning opportunities to expand on Mentoring Matters training.

- Meets with mentee on a weekly basis to: brainstorm, co-plan, serve as a study partner, prompt & encourage without supplying the answers.
- Facilitates and coaches the new teacher to problem-solve through questioning, cueing, prompting and supplying resources. Supports the new teacher in being solution-focused.
- Models professional learning; seeks out current research; uses continuum to grow as a professional.
- Ensure new teacher's voice is heard; inquires about successes and concerns of new teacher's performance; focuses on new teacher's goals and needs; increases expertise in planning, reflecting on practice, and decision making through questioning, cueing, and prompting.
- Support and speak in favor of the new teacher; share successes of new teacher; encourage new teacher; also advocate for students to ensure quality instruction is occurring.
- Models & facilitate planning and reflective conversations on instructional practices.

In analyzing the current mentoring program, the following gaps were identified:

- The number one issue facing mentors is a lack of time. Current mentors teach 100% of the time and have very limited time to thoroughly implement the current responsibilities.
- More time for job-embedded professional learning that aligns to the instructional strategies identified by the district would result in greater teacher learning and development.
- Curriculum and district initiative supports currently compete for time.
- Current practice does not incorporate enough guidance in using student data for instructional decision making to support new teachers in collecting, sorting, and analyzing student and teacher data.

The Johnston TLC plan would address each of the current gaps in the mentoring and induction programs:

- Lead teachers and instructional coaches would have the necessary release times to devote to the development of teachers new to the profession.
- Teachers new to the profession will be assigned instructional coaches and lead teachers as mentors.
- The increased capacity provided with instructional coaches, lead teachers, and model teachers will allow the district to reevaluate and prioritize the roles and responsibilities of mentors in respect to the time allocated.
- Lead teachers and model teachers would address the need for real time job-embedded learning for teachers new to the profession.
- Instructional coaches and lead teachers will guide new teachers in the data-driven decision-making process, resulting in more effective first year instruction, greater teacher satisfaction, and improved student outcomes.

Narrative

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) Description of the responsibilities and duties for each 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) Description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

A) A description of the responsibilities and duties for each teacher 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.

The Johnston School District TLC planning committee, comprised of district stakeholders including teachers, administrators and parents, conducted analysis of both current capacity and teacher leader compensation models from other districts and states. During lengthy discussions the planning group was able to prioritize the following district needs:

- Expand instructional coaches across the district so that teachers in each K-12 building have access to support and professional development opportunities from a building level instructional coach.
- Utilize instructional coaches and lead teachers to expand each building's capacity to train and support staff members in data collection, analysis, and use of data to inform instruction.
- Create opportunities for all teaching staff to observe and learn from model teachers who create exemplary classrooms demonstrating the best instructional practices.

The planning committee used the above priorities to develop and differentiate multiple (3) different teacher leader positions to meet the goals and objectives of the Johnston TLC project

Teacher Leadership Role	# of District Positions	Percentage of Time Performing Teacher Leader Duties	Percentage of Time Engaged in Direct student Instruction	Additional Contract Days and/or additional time devoted to teacher leadership role
Instructional Coach	10	100%	0%	10 additional contract days
Lead Teacher	32	25%	75%	5 additional contract days
Model Teacher	56	0%	100%	5 additional contract days

These positions represent approximately 21% of the teacher workforce. Although this is 4% less than the state goal of 25%, the JCSD has made a good faith effort to involve as close to 25% of the teacher workforce as possible during the first year of implementation. Due to the current salary and benefit schedule requirements that must be met for all teacher leaders and the need to invest in the initial professional growth for new teacher leaders, the planning committee was unable to add additional positions to the first year implementation. Additional positions will be considered by the site committee as they plan for subsequent year implementations and review available funds.

Each of the teacher leaders will play a meaningful role in building the district's capacity to develop teaching staff, improve classroom instruction, and impact student achievement. The roles and responsibilities of the teacher leaders included in the Johnston TLC plan are included in the follow table:

Instructional Coach	Lead Teacher	Model Teacher
Analyze student and teacher data to determine professional development needs at district and building level. Advocate for building professional development needs. Research, plan, implement, and facilitate job-embedded and traditional professional development to staff members.	Analyze data and communicate with individual teachers to determine professional development needs. Advocate for building and individual's professional development needs. Plan and implement targeted professional development and job-embedded professional learning experiences.	Support individual teachers in their efforts to identify their professional development needs. Advocate for individual's professional development needs. Provide job-embedded professional development by modeling best educational practices and high- yield instructional strategies.
Engage lead teachers, model teachers, career teachers, and new teachers in the coaching process (enroll, identify, explaining, modeling, mediating, observing, reflecting, refining). Develop instructional strategies website to share resources and encourage the implementation of high yield instructional practices. Ensure the website has content teachers can observe to develop skill necessary for successful Iowa Core implementation.	Provide coaching and modeling with assigned career teachers and new teachers in learning effective instructional strategies. Help teachers identify content on the JCSD instructional strategies website that will support their efforts to develop skills necessary for successful implementation of the Iowa Core.	Engage in coaching process with the building instructional coach on a consistent basis. Upload lessons to the JCSD instruction strategies website modeling the successful implementation of the Iowa Core.

Participate in the new teacher induction process. Serve as the primary mentor for new teachers. Provide training and support for new teachers in their implementation of district and building instructional practices to increase student achievement through a coaching framework ongoing assessment of the teacher practice. Identify appropriate opportunities for teachers to observe exemplary instructional practices that align to the Iowa Teaching Standards.	Participate in the new teacher induction process. Serve as a mentor for new teachers. Provide a model of exemplary instructional practices aligned with the Iowa Teaching Standards. Provide guidance in using student data for instructional design, and support new teachers in the implementation of curriculum.	Participate in the new teacher induction process. Provide opportunities for teachers to observe a model for exemplary instructional practices aligned with the Iowa Teaching Standards.
Collaborate with administrators, lead teachers, model teachers and career teachers to create a coherent instructional improvement plan centered on the Iowa Professional Development Model. Clearly articulate professional development goals and their impact on student achievement to building staff members.	Collaborate with administrators, instructional coach, model teachers and career teachers to create a coherent instructional improvement plan centered on curriculum, assessment and best instructional practices.	Collaborate with administrators, lead teachers, and career teachers to create a coherent instructional improvement plan centered on curriculum, assessment and best instructional practices.
Provide lead teachers support and participate as needed in advancing the PLC and data team processes centered on student learning.	Facilitate team collaboration to advance PLC and data team processes centered on student learning.	
Collect and analyze teacher implementation data (including frequency and fidelity) of district initiatives.	Share implementation data with teachers. Facilitate collaborative discussions to analyze success and concerns related to implementation.	
Collect and analyze student learning and achievement data to determine the impact of instructional improvement.	Share student learning and achievement data outcomes with teachers. Incorporate student outcomes in the PLC process.	
Utilize data to engage administrators, teacher leaders and other staff members in discussions and training opportunities designed to improve efforts in utilizing data to drive instructional decisions.	Utilize identified student data to support teachers in their efforts to develop, implement and analyze formative assessments responsive to the instructional improvements.	

B) A description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The TLC planning committee has established a process for ensuring that the work conducted by teacher leaders is cohesive and collaborative at the building and district levels. Throughout the implementation of the TLC project, the Johnston Community School District will utilize data to ensure the instructional improvement strategy is having the desired impact on student learning and achievement.

Building level

Teacher leaders and administrators will create a collaborative building team to ensure a strategic approach to improving instruction is implemented in each building. Teacher leaders and building level administrators will meet weekly to ensure the building level work is aligned with project and building goals. These collaboration meetings will also be an opportunity to problem solve implementation issues and address building-specific professional growth needs. The teacher leaders will communicate the learning needs identified by individual teachers and will work with building administrators to ensure the professional learning opportunities are available and teachers have the time necessary to participate.

Lead teachers and instructional coaches will support and advance the work of the PLC and data teams. During PLC and data team meetings, lead teachers will identify student learning and achievement outcomes directly connected to the instructional improvement plan. The outcome data discussions will be followed with conversations facilitated by instructional coaches and lead teachers at the PLC and individual teacher level. These conversations will focus on instructional practices necessary to reach the desired student learning and achievement. Model teachers will provide job-embedded professional learning opportunities for teachers to observe the implementation of effective instructional practices. Teacher leader support of the PLC and data teams and including individual teacher work in relationship to PLC goals will advance their processes at a faster rate, resulting in greater student learning and achievement outcomes.

District level

A district-level team, including identified administrators, instructional coaches, and lead teachers, will meet monthly to ensure the instructional improvement efforts are aligned with project and district level goals. Teacher leaders will participate in targeted professional learning and in regular problem-solving as well as reflective conversations among district teacher leader peers. These meetings will provide the opportunity for teacher leaders to identify resources, develop plans for addressing specific district needs, and share information regarding effective instructional strategies.

The Johnston Community School District is a data-driven district. Data will be used by the TLC site committee at the district level to evaluate the implementation of the plan and make adjustment to the planning process as needed. The site committee will review data markers including student achievement, McRel surveys, professional development feedback, PLC agendas and minutes, in addition to instructional improvement data collected at the buildings to monitor progress. The site committee will ensure the work teacher leaders are engaging in is resulting in instructional improvement throughout the district, ultimately resulting in improved student learning and achievement.

The planning committee approached the development of teacher leader roles and responsibilities in a very systematic manner to ensure the responsibilities were directly linked to student achievement and current district initiatives. Department of Education funding for the TLC project will provide JCSD with an unprecedented opportunity to engage teacher leaders, creating the crucial link between professional learning, instructional improvements and student achievement.

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)Measures of effectiveness

b)Professional growth

A) Measures of Effectiveness

Ensuring comprehensive input from teachers, district human resource department, the Johnston Education Association, as well as building leadership was essential in developing an effective teacher leadership selection process for the Teacher Leadership Compensation project. The rigorous selection of teacher leaders is crucial to increase student achievement. Hiring and evaluating teacher leaders involves a few new concepts for the JCSD to consider. In contrast, the hiring and evaluation of teacher leaders will also incorporate aspects typical to other district positions. To create an effective plan, the group analyzed screening and hiring practices in addition to career teacher evaluation plans the district currently employs. The group then identified gaps in current practices specific to the unique nature of the TLC project. The current evaluation model indicates that ninety-eight percent of staff minimally meets the eight Iowa teaching standards, but the model does not adequately differentiate levels of proficiency within the teaching standards.

One additional area the planning committee identified in the TLC project was the development of a selection and review committee that would assist in the selection process. The committee will be made up of the following positions:

- 3 Teachers (To include one elementary and two secondary teachers. Selection committee members must not be applying for teacher leadership positions.)
- 3 Administrators (To include one elementary, one secondary and one district level administrator.)

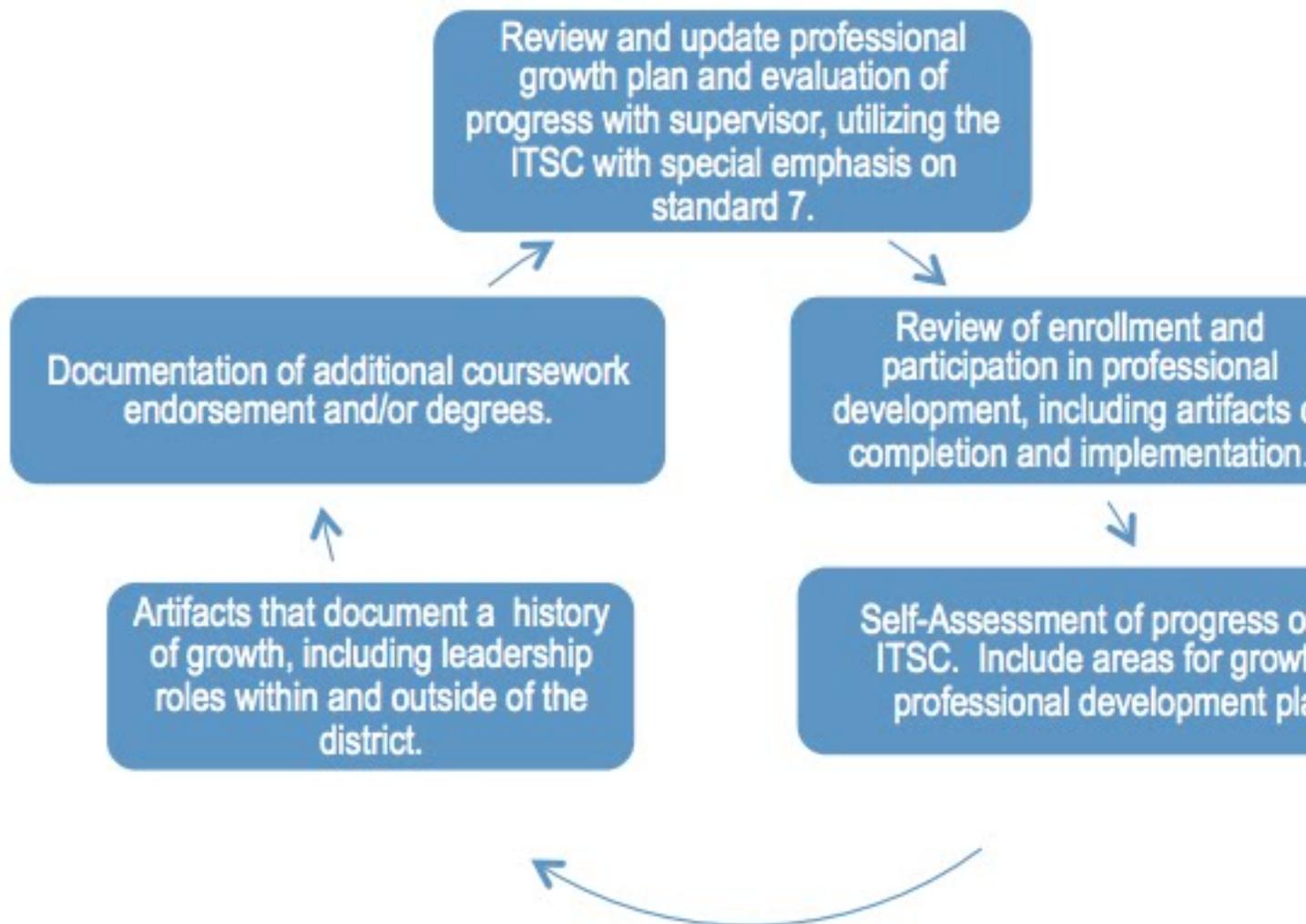
This committee will be charged with reviewing the applications for assignment and reassignment as well as making recommendations regarding the applications and positions to the superintendent.

The planning committee developed specific criteria for each teacher leadership role to successfully measure the effectiveness and professional growth to determine a candidate’s suitability for the identified teacher leadership role. One of the key screening tools used to determine the effectiveness for the instructional coach and lead teacher is the completion of a self-evaluation based on the Iowa Teaching Standards and Growth Continuum (ITSC) rubric. The ITSC was developed based on training received at the New Teacher Center. This model promotes professional growth and learning aligned to the Iowa Teaching Standards. Instructional coach and lead teacher candidates will be required to complete the self-evaluation and provide evidence of successful implementation of the standards. Feedback on the instructional coach applicants will be gathered through a 360 survey process, provided by their building colleagues. In addition, all candidates must have at least three years of teaching experience, including at least one year of experience within the JCSD.

	Initial Screening	2nd Level	3rd level
<p>Instructional Coach</p> <ul style="list-style-type: none"> • 100% of time engaged in teacher leadership role 	<ul style="list-style-type: none"> • Resume • Written response to 5 role-specific questions. • References 	<ul style="list-style-type: none"> • Completion of self-evaluation based on ITSC rubric. • Evidence of Success indicated in self-evaluation. • 360 survey completed 	<ul style="list-style-type: none"> • Traditional interview process. • Lead a coaching session. • Interview team will include building level staff members and TLC site committee members
<p>Lead Teacher</p> <ul style="list-style-type: none"> • 25% of time engaged in teacher leadership role. • 75% of time engaged in direct student instruction 	<ul style="list-style-type: none"> • Resume • Written response to 5 role specific questions. • References 	<ul style="list-style-type: none"> • Completion of self-evaluation based on ITSC rubric. • Evidence of Success indicated in self-evaluation 	<ul style="list-style-type: none"> • Traditional interview process. • Lead a coaching session. • Interview team will include building level staff members and TLC site committee member(s).
<p>Model Teacher</p> <ul style="list-style-type: none"> • 100% of time engaged in direct student instruction. 	<ul style="list-style-type: none"> • Resume • Written response to 5 role specific questions. • References 	<ul style="list-style-type: none"> • Development and presentation of model lesson(s). • Observation of model lesson(s) with building administrators, TLC site committee member(s), instructional coach, and lead teachers 	

B. Professional Growth

Ensuring the project stays on track to meet the educational objectives will require evaluation of the continued effectiveness and professional growth of the staff members assigned to teacher leadership roles. The planning committee has developed the following process and criteria for evaluating the professional growth of the teacher leadership roles. The ITSC used in the hiring process will once again be used in the evaluation process, with special emphasis being placed on standard 7, teacher engages in professional learning. Each teacher leadership role assignment will be evaluated on an annual basis. The evaluation will minimally include the following documentation and feedback.



The evaluation of the individuals in the teacher leadership roles will be cyclical, as each step in the evaluation process will build upon the development of the professional growth plan for the following year. This will help to ensure the positions are effective in their teacher leadership role and enable the district to support the professional growth and development of teacher leaders. If the teacher leader has demonstrated through their evaluation process to be effective in their role and continuing to grow as a professional, they may apply for assignment to a new leadership role position or reassignment to their current teacher leadership role.

Narrative

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)Description of the role teacher leaders will play in the creation and delivery of professional development.

b)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.

The TLC plan dramatically impacts JCSD's capacity to engage more teachers in the planning, development and delivery of professional development. The teacher leaders outlined in the Johnston TLC plan will be integral in the advancement of professional development at all levels within the district. JCSD will be going from a PD model utilizing approximately 19 teachers to a collaborative model engaging 98 teacher leaders in the initiation, development and delivery of professional learning. Teacher leaders will be putting an emphasis on job-embedded professional learning while collaborating with administrators in continued implementation and analysis of professional development opportunities consistent with the components of the Iowa Professional Development Model (IPDM).

The TLC plan institutes a collaborative professional development system. Teacher leaders and administrators will be working together to identify and address instructional improvements impacting student learning with comprehensive professional development opportunities. The professional development team will collaborate to study, plan, design and deliver job embedded professional learning experiences supporting high quality instructional practices to improve student learning and achievement. The TLC plan is directly connected to building and district goals as evidenced in the JCSD strategic plan. Teacher leaders will work in alignment with administrators to support teachers in their efforts to promote a positive culture of engagement and ownership of school improvement efforts. Specific descriptions of the teacher leaders' roles and responsibilities related to implementing the IPDM are listed below.

Instructional Coaches

- Collaborate with building and district administrators to collect and analyze data relevant to develop PD
- Identify appropriate professional learning opportunities to meet student learning needs
- Clearly articulate PD goals and their relationship to student achievement
- Monitoring the frequency and fidelity of PD implementation
- Collect and analyze data to determine the impact of student learning on student achievement

Lead Teachers

- Advocate for building and individual teachers' professional development needs
- Support the designing and planning of building level professional development
- Coach teachers in learning effective teaching strategies

Model Teachers

- Create job embedded professional learning opportunities by modeling high yield instructional strategies
- Advocate for individual teachers' professional development needs

B) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model.

Collection and analysis of student data:

The TLC plan supports the collaboration of the teacher leaders and administrators in collecting and analyzing data to ensure the focus of professional development is targeting student needs. The collaboration and data analysis supports JCSD in establishing professional development priorities ensuring the needs of individual buildings are met while provide a common district focus.

Goal Setting:

The TLC plan supports administrators and teachers in identifying explicit and concrete building and district goals. The building school improvement plans specifically target subgroups of students with unique learning needs.

Selecting the Content:

The TLC plan affords teacher leaders the release time necessary to meet regularly and visit classrooms to:

- Review researched based practices that support goals for student achievement.
- Reflect and assess current practices.
- Research strategies to revise as needed the content of professional learning.

Designing the process:

The TLC plan calls for teacher leaders to collaborate in designing the process and a long term plan to engage teachers in professional learning. Professional learning opportunities will move towards job- embedded professional development. Teachers will learn and collaborate together to increase their capacity to meet student learning goals. The TLC plan engages teacher leaders in the planning, support and implementation of new teaching practices moving towards closing the student achievement gap.

Ongoing cycle:

Building embedded, teacher leaders will have the abilities to provide on-going, cohesive learning opportunities focusing on the implementation of practices that support student achievement goals. The JCSD TLC plan supports the development of collaborative teams working to review implementation data to ensure the professional learning targets student needs. Plans can be adjusted as data indicates throughout the process.

Program Evaluation: The TLC plan clearly articulates roles of the teacher leaders in gathering and analyzing data points to evaluate if professional development is resulting in the desired impact on student learning and achievement. The plan provides opportunities for teacher leaders to monitor the implementation of instructional practices designed to support student learning. Observation allows teacher leaders to quickly identify concerns as well as particularly effective strategies. Concerns can be immediately addressed and information regarding effective strategies can be communicated throughout the district for replication. Implementation of the TLC plan provides a new opportunity for collective accountability as the teacher leaders monitor progress towards the implementing of new learning and the achieving of student learning goals.

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.

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

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

The planning committee developed an evaluation plan to assess the impact of the JCSD TLC project, the details of the plan are included in the table below:

Goal	Outcome	Outcome Assessment
<p>Goal 1 The JCSD site committee in collaboration with the h.r. department will implement the TLC recruitment, selection, and hiring plan for teacher leadership positions within the school district.</p>	<p>1a JCSD will hire 10 instructional coaches, 32 lead teachers, and 56 model teachers to implement the TLC plan.</p>	<p>1a JCSD will collect artifacts documenting the process of selecting and hiring teacher leaders.</p>
<p>Goal 2 The JCSD will attract and develop teacher leaders by offering competitive compensation and providing professional learning opportunities to support their role and responsibilities as teacher leaders.</p>	<p>2a Teacher leaders will have contracts specific to their role including additional compensation and extended day contract as appropriate.</p> <p>2b Teacher leaders will improve their knowledge about effective instructional practices.</p>	<p>2a Evidence of contracts for all teacher leader positions.</p> <p>2b JCSD will create a list of professional learning sessions attended by teacher leaders.</p> <p>2b Teacher leaders will submit an artifact documenting professional growth in the understanding of effective instructional strategies.</p>
<p>Goal 3 Teacher leaders will work with administration to determine new and innovative methods to develop and deliver job-embedded professional development for teachers to improve student learning.</p>	<p>3a Increased collaboration of teacher leaders with building and district administration to develop and deliver professional development.</p> <p>3b JCSD will dramatically increase the number of teachers involved in the development and delivery of professional development initiatives from 19 to 98.</p> <p>3c The number of job-embedded professional learning opportunities for teachers will significantly increase.</p> <p>3d Evidence of student engagement and interaction in the curriculum as evidenced by learning walks 76-100% of the time.</p>	<p>3a JCSD will log meeting notes between teacher leaders and building and district administrators.</p> <p>3b JCSD will compile a list of teachers involved in developing and delivering professional development and compare with prior years.</p> <p>3c JCSD will maintain notes from building and district professional development meetings.</p> <p>3d JCSD will utilize data gathered by the currently established learning walk process to document evidence of student engagement and interaction 76-100% of the time.</p>

<p>Goal 4 Teacher leaders will work within JCSD mentoring and new teacher induction programs to support new teachers in the implementation of quality instructional practices and meet their learning needs.</p>	<p>4a Teacher leaders will serve as mentors for new teachers.</p> <p>4b Teacher leaders will meet weekly with their mentees to assess learning needs and develop and implement plans to meet the new teacher's pedagogical needs.</p> <p>4c New teachers will implement high-yield instructional strategies.</p>	<p>4a JCSD will assign teacher leaders to serve as mentors to new teachers.</p> <p>4b Teacher leaders will log visits with their mentee and document the plan for meeting the professional growth needs of the new teacher.</p> <p>4c New teachers will submit an artifact documenting use of high- yield instructional strategies.</p>
<p>Goal 5 Teacher leaders will work collaboratively within district classrooms to coach and model effective instructional strategies to promote the learning and academic growth of all students.</p>	<p>5a The number of weekly classroom visits and collaborative teaching sessions facilitated by teacher leaders will increase from 45 to 458.</p> <p>5b 100% of JCSD teaching staff will access the instructional strategies sharing website to review the instructional strategies being developed and implemented through the TLC project.</p> <p>5c Teachers will implement high-yield instructional practices.</p> <p>Long Term Outcome</p> <p>5d Increased student achievement in grades 2-11 on Iowa Tests reading, math and science tests among all subgroups.</p> <p>5e Evidence of grades 3-11 student growth in MAP testing data from fall to spring in math, reading, and language.</p>	<p>5a Teacher leaders will log visits to teachers' classrooms. Data will be compared to previous year's instructional coaching visits.</p> <p>5b JCSD will develop an instructional strategies sharing website monitored and updated by teacher leaders. Teacher visits to the website will be tracked by building.</p> <p>5c JCSD will utilize data gathered during learning walks to document evidence of classroom implementation of high-yield instructional practices.</p> <p>5d JCSD will review Iowa Assessment trend data to analyze student learning and academic growth of subgroups.</p> <p>5e JCSD will review MAP testing data to analyze student learning and academic growth of students in grades 3-11.</p>

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

As with any new and innovative project, JCSD understands the necessity to monitor and adjust the TLC plan as qualitative and quantitative data are analyzed to determine the impact. The district will utilize a variety of methods to gather data and feedback. In addition to the outcomes assessment data collected above, qualitative feedback from key stakeholders will also be gathered through surveys and focus groups with parents, teachers, students, and members of the School Improvement Advisory committee.

To assess the impact and success of the TLC project, the TLC site-based review council will meet on an annual basis to analyze the project outcomes and review the goals. Based on this review the TLC site committee will complete goals and evaluation measures for each subsequent year of the TLC project implementation.

Part 9) Describe the school districts capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section. (5,000 characters maximum)

The JCSD is committed to excellence. The district utilizes data driven decision-making, has a steadfast dedication to the professional development of staff members, and employs current research-based teaching and learning strategies. JCSD is committed to teacher leader efforts with the inclusion of instructional coaches serving as teacher leaders in the elementary schools. The idea of implementing a district-wide comprehensive teacher leadership model has been a long-term goal and strongly supported by the Johnston Education Association. Financing was the only road block facing JCSD in the implementation of a teacher leadership model. All of these attributes speak to the excellent capacity JCSD has to implement the TLC project.

Having the internal capacity for implementation and the ability to sustain it over time are tremendous strengths of the JCSD TLC application. The planning committee began the process of sustaining the TLC effort during their first meeting in September. The committee has and will continue to address the following attributes the plan must include to be successful and sustainable:

- Engage all stakeholders to ensure maximum involvement in the development of a TLC plan.
- Create a high quality plan with relevant and attainable goals and outcomes.
- Gauge and work with stakeholders to increase levels of readiness for project implementation.
- Connect the TLC effort with student learning and engagement.
- Integrate the work plan for the TLC project with the following district efforts outlined in the JCSD strategic plan:
 - Curriculum Instruction and Assessment
 - 21st Century Skills for Students
 - Highly Qualified and Effective Teachers
- Ensure opportunities for stakeholders to provide feedback and insight for the TLC plan as it is developed.
- Create a dissemination plan to inform stakeholders of the success of the project as it is implemented, as well as project outcomes.
- Improve current deficiencies in new teacher induction and mentoring.
- Respond to feedback and outcome data by adjusting the plan's goals during subsequent years of implementation.

The planning committee addressed all of the priority areas during planning meetings to not only build an effective quality plan, but to also ensure the sustainability of the project. Once the project plan was complete, a small group of committee members was responsible for reviewing the plan and ensuring all sustainability aspects were integrated with the final plan prior to its submission. The planning team has delineated responsibilities to the site committee for the areas listed above that must be completed after project implementation.

In addition to the identified areas integrated into the TLC plan for sustainability listed above, the JCSD already has the following practices, structures, and key district staff in place that lend themselves to not only a capacity to implement the project but to sustain it over time as well.

- The district has already embraced the concept of teacher leadership and utilizes 5 instructional coaches to support elementary buildings.
- The evaluation processes to demonstrate the impact teacher leaders (instructional coaches) have on teacher development and student growth is already in place.
- The district currently has a mentoring program for all first and second year teachers.
- The district collaborates with Heartland Area Education Agency staff in developing assessments, professional development, mentoring, training, and induction, as well as providing instructional resources to implement the TLC project.
- The district professional development team has already identified increasing job-embedded professional development as a goal.
- The key district staff members responsible for the success of the TLC plan are already in place and have been integral in designing the TLC project.

•**Bruce Amendt, Ed. D, Associate Superintendent**

- Oversee overall implementation of TLC plan as a whole.
- Lead the site committee in their evaluation of the project's impact.

•**Tom Mitchell, Executive Director of Human Resources**

- Lead site committee in recruitment and hiring and continuing development of the evaluation process for teacher leaders.
- Oversee new teacher induction initiatives outlined in TLC plan.

•**Deb Cale, Director of Teaching and Learning**

- Lead professional development.
- Implement mentoring initiative for new teachers as outlined in TLC plan.
- Identify and organize professional development opportunities for teacher leaders.

•**Building Principals**

- Supervise and evaluate all teacher leaders working in their buildings.
- Provide opportunities for teacher leaders to mentor, coach and train teachers.
- Collect data with learning walk process.
- Collaborate with teacher leaders to integrate professional development outlined in TLC plan with building directed professional development.
- Engage building staff members in TLC project.

The JCSD has already begun a process to create the groundwork necessary to build and implement a successful teacher leader model. A structure is in place to engage teachers in professional development; the professional development structure is easily expanded for the dramatic increase in the number of teacher leaders who will be involved in the planning and delivery of professional development. This structure contributes to the district's capacity for implementation and ability to sustain the project over time by creating increased staff investment and relying on internal district staff to provide professional development directly tied to student learning. The funding for the TLC

project is necessary to move to the next level of implementing the JCSD mission: *Committing all district resources to guide the learning of each student, to graduate as confident learners with character, knowledge and the skills to excel in any endeavor they pursue.*

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. 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	6408.96
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$1,979,215.03
Total Allocation	\$1,979,215.03

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$1,845,948.00
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)	\$40,000.00
Amount used to provide professional development related to the leadership pathways	\$93,267.03
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$1,979,215.03

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended

\$1,979,215.03

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

Remaining Allocation to be Budgeted

\$0.00

Budget Alignment

Describe how the TLC Budget is aligned to the school districts goals for the proposed teacher leadership and compensation system.
(5,000 characters maximum)

The Johnston Community School District has directly aligned the allocation of resources detailed in this budget with the goals and objectives outlined in the TLC plan. In addition, the TLC goals and objectives are connected to the building and district goals outlined in the Johnston Strategic Plan. Designing the project with this alignment results in a comprehensive and cohesive plan. The investment of the State of Iowa and its Department of Education in the Johnston Schools TLC project will result in improved instruction and increased student learning and achievement.

The Johnston Community School District engaged 38 teachers, administrators, parents, and community and Heartland AEA representatives in a large-scale planning effort to develop the TLC plan. The planning committee selected a teacher leadership model that would meet the identified school district needs with a priority of engaging as many teacher leaders in district buildings as possible. The committee worked in a strategic manner to allocate the dollars as effectively as possible. The table below describes each of the teacher leader positions that will be implemented with the TLC project:

Teacher Leadership Role	# of District Positions	Percentage of Time Performing Teacher Leader Duties	Percentage of Time Engaged in Direct student Instruction	Additional Contract Days and/or additional time devoted to teacher leadership role
Instructional Coach	10	100%	0%	10 additional contract days
Lead Teacher	32	25%	75%	5 additional contract days
Model Teacher	56	0%	100%	5 additional contract days

Johnston's TLC budget is based on the cost of teacher leaders when they are not providing direct classroom instruction to students, either on a full-time or part-time basis. Removing them from the classroom creates full or part-time vacancies for the district that will be paid for by regular education funds. The budget reflects the cost of salaries, stipends for added contract days, and benefits for the three levels of teacher leaders. Teacher leaders will engage in the following activities to advance the work of the TLC project:

- The budget allows for teacher leaders in each building to teach and support the growth of classroom educators by providing embedded professional development, leadership in increasing the capacity of PLCs, and support for continued implementation of the Gradual Release Model.
- The district has documented a successful instructional coaching model currently utilized at the elementary level based on student outcomes and administrator observations. The TLC budget will allow this model to expand and spread to all buildings in the district impacting the learning of all students.
- Model teachers will create classrooms where the Iowa Core is implemented with integrity. These classrooms will become places where other teachers can observe and develop skills needed for successful Iowa Core implementation.
- Teacher leaders will enhance the Response to Intervention Framework throughout the district and work with teams of educators in the development and use of Common Formative Assessments.
- The new teacher induction process will be improved with teacher leaders providing multi-levels of support and mentoring for new teachers. Teacher leaders will provide new teachers with frequent and specific on-site support.

The remaining budget dollars are devoted to providing professional development training and materials to teacher leaders. Teacher leaders will need additional training and materials to effectively engage in their work. The allocated budget will be spent on increasing the capacity and ability of teacher leaders to reach the following outcomes directly connected to the goals of the Johnston TLC plan.

- Teacher leaders will improve their knowledge about effective instructional practice.
 - Increased job-embedded professional development opportunities for JCSD teachers.
 - Improved teacher induction process.
 - Creation of instructional strategies website to share resources and encourage the implementation of high yield instructional strategies.
 - Create connections between professional development activities and their impact on student learning and achievement.
 - Improve staff members' use of utilizing data to make instructional decisions.
 - Increased student engagement.
 - Improved student achievement as measured by Iowa Assessments and MAP testing.
- The training material budget will also directly support current structures, processes, and initiatives in the JCSD Strategic Plan specifically:
- Curriculum/Instruction/Assessment
 - 21st Century Skills-Technology Literacy
 - Highly Qualified and Effective Teachers.

The Johnston Community School District is committed to implementing a high quality TLC plan. The district will commit general fund dollars to complement the monies allocated to the TLC plan in providing professional development to all staff members. Current district staff members compensated through the general fund will also devote time to the supervision, ongoing monitoring, and evaluation of TLC efforts. Reviewing and assessing efforts and initiatives are crucial in maintaining a strong TLC plan. The committee extensively reviewed how the plan would impact current efforts and identified areas of need. In order to maintain and enhance the plan, the district will utilize the identified site committee, instructional coaches, lead teachers, and model teachers to provide input and determine program adjustments to meet the needs of

the district, staff, and students in subsequent years.

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