



Application

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

96001 - Keota TLC Plan

Teacher Leadership and Compensation System

Status: Under Review
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Organization Information

Organization Name: Keota Community School District
Organization Type: K-12 Education
Tax ID:
DUNS:

Organization Website:

Address: PO Box 88

Keota Iowa 52248
City State/Province Postal Code/Zip

Phone: 641-636-2189 Ext.

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Benefactor

Vendor Number

Recipient Information

District Keota Community School District

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

County-District Number 54-3330

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

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Narrative

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

Keota's mission is to "prepare life-long learners, for an ever-changing society."

Our goals are:

- Keota students will achieve at high levels in reading, math, and science.
- Keota students will achieve high levels of competence in the use of technology.
- Keota students will be prepared for post high school education and/or employment.
- Keota students will feel safe at and connected to school and community.

The primary focus of our school district's TLC plan is to improve instruction and student learning by: 1) Providing more leadership opportunities for teachers; 2) Improving the current mentoring program; 3) Increasing beginning teachers' salaries in an effort to attract and retain quality teachers. It's our belief that, if we accomplish these objectives, we will also achieve the district's mission and goals listed above.

The TLC plan will give teachers the opportunity to share responsibility and authority with administration through decision making and leadership opportunities. They will receive additional compensation for assuming more shared responsibilities in the school district. A stronger mentoring program will provide beginning teachers the support they need to be successful in the early years of their career. Therefore, these beginning teachers will be more likely to not only remain in the teaching profession but also stay in our district. Currently, our school district has nine teachers earning below \$33,500. Funding received from this grant, will allow our district to compete with other districts in attracting and retaining quality teachers. Increased teacher leadership, a better mentoring program for new teachers, and higher teacher pay will ultimately lead to more teacher support and investment in the TLC plan, improved instruction, and increased student learning.

The Keota Community School District has adopted the Professional Learning Communities (PLC) framework to promote the professional learning of its teachers. This collaborative model stresses three big ideas that drive the work:

- The purpose of our school is to ensure that students learn at high levels.
- Helping students learn requires a collaborative effort.
- To assess our effectiveness in helping all students learn, we must focus on results – evidence of student learning – and use results to inform and improve our professional practice and respond to students who need intervention and enrichment.

Teacher leaders developed through the district's professional learning will serve numerous roles. One of those roles will be as a representative on the Building Leadership Team. These team members will have increased expectations. Members will regularly meet to share and discuss concerns. These eight representatives will serve on one of two Building Teams (Elementary Building Team or Secondary Building Team). These teams will be responsible for implementing new procedures, boosting morale, making recommendations for handbook policies, and recommending building professional development. Collectively, the Building Teams will have four members serve on the District Leadership Team. The District Leadership Team will be responsible for planning professional development and overseeing the effectiveness of the district's goals and facilities. Building and District Representatives are responsible for open communication at every level of teacher involvement. They will continue to teach full time.

We acknowledge that our present mentoring program is not providing the instructional support new teachers need. Our mentors are helping with day-to-day needs, such as using our grading program, completing forms, and finding supplies. They lack the time and training to observe their mentees in the classroom and time to offer constructive criticism regarding instructional practices. We are revising our present program and providing time for the mentors to spend in the mentee's classroom and for collaboration.

Model Teachers (two from each building) are career teachers who have met the district's requirements and demonstrate competencies of the Iowa Teaching Standards. These teachers are a resource for all colleagues within the Keota District. They will ensure improvement in educator instruction and in student learning. Model Teachers will be in the classroom 100% of the time.

By utilizing Building and District Representatives, Mentors, and Model Teachers, our teachers will have more time for collaboration and receive more instructional support. This will result in better instruction and will improve student achievement. All teacher leaders will receive compensation for their increased leadership responsibilities.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Developing Our TLC Plan: Year 1

To begin the TLC process, the Keota Community School District administration contacted three teachers and two parents in September 2013 to be a part of the TLC committee. The selected individuals met with the Mid-Prairie committee twice to analyze the TLC models provided by the state and to identify what direction our district would take. The Keota committee decided to write and submit an application using Model 3 because they felt it would best align with our needs. We then moved forward looking at what leadership roles were already in place in the district and identifying areas where improvement was needed. Other interested teachers were invited to join the committee, and two additional teachers were added. Before making the final decision to submit an application, the framework for our plan was presented to the staff with a PowerPoint presentation. The staff was then encouraged to give feedback and vote on whether they felt the district should continue the application process. The majority of teachers were in favor of applying for the grant. The committee met regularly to complete the application process. Professional Development time was given to allow committee members to work uninterrupted for extended periods of time. Two committee members participated in the webinar on January 13, 2014, to educate themselves and other members of the expectations. Taking the knowledge gained from this webinar, the team reviewed and finalized their plan to ensure that all areas were addressed.

Planning grant funds were used to compensate teachers for the time they spent outside of their school day working on the TLC plan. When committee members were given release time to work, the grant money paid for substitutes in their classrooms.

Developing Our TLC Plan: Year 2

In April, after being notified that our plan was not accepted, our committee began meeting to revise the application. With the addition of two new members to our group, we met four times during the summer break and continued to meet weekly when the school year began. In addition, committee members attended workshops at Grant Wood AEA to help improve this application. Grant money was again used to compensate teachers for their time and to pay for substitutes when they attended workshops.

Before resubmitting the plan, it was presented once again to the staff for approval. Staff members were in favor of the application presented, and the committee continued to finalize it for resubmission before the October 31st deadline.

Stakeholders Involvement

The teachers on the committee were/will be responsible for:

- exploring the options put out by the state
- identifying key areas that needed leadership roles
- devising ways to improve our mentoring plan
- evaluating current committees
- establishing a budget
- creating leadership roles
- presenting the rough draft to the staff and school board
- educating parents and community about the application
- writing the final plan for submission
- answering questions from staff
- creating the leadership role applications
- establishing the review committee and the qualifications and expectations
- aiding with plan implementation

Administrators were/will be responsible for:

- selecting committee members
- facilitating meetings
- providing necessary data
- setting committee expectations
- educating parents and community members about the plan
- addressing questions and concerns
- highlighting current leadership roles that could be utilized
- facilitating communication with professionals who could aid in the process
- ensuring the plan matched the district's short-term and long-term goals
- interviewing leadership candidates
- helping to create review committee

- coordinating training for selected teacher leaders
- coordinating additional contract days for teacher leaders

Parents were responsible for:

- providing input regarding district needs
- asking questions to improve understanding

Commitment of Stakeholders

Staff was invited to attend an informative meeting regarding the TLC plan. The goal was to educate them about the plan, the purpose for it, and what changes our plan would include. Next a Padlet Wall was created to determine the teachers' support in moving forward with a district TLC plan. The majority was in support of moving forward and submitting a plan to the state. Support was given with the expectation that they would be willing to participate in the implementation of the plan in the following school year. From the beginning, administrators have been in favor of moving forward with this process. The superintendent expressed a desire to promote the PLC philosophy that would filter through the leadership roles to create a more meaningful learning environment for students and staff. Administrators facilitated open discussions and provided educational materials to foster understanding for all who would be affected by the process.

Parents were invited to attend all meetings and vocalize their opinions regarding this plan. By doing so, they developed a better understanding of the need for completing the application. They served as advocates in the community and expressed how a TLC plan would benefit the district and the community as a whole.

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

Keota's mission is to "prepare life-long learners, for an ever-changing society."

A primary goal is for Keota students to achieve at high levels in reading, math, and science.

The District goals are based on a number of data sources.

- Iowa Assessment (1-11)
- MAP (Measure of Academic Progress) (2-11)
- BRI (Brigance Reading Inventory) (1-6)
- DIBELS Next Reading Assessment (K)
- Formative Assessment System for Teachers (FAST) (K-6)
- ACT (11-12)

The data shows that math scores among sub groups need to be increased. Information from the Iowa Assessments indicate that math scores among sub groups are in need of improvement, some scoring as low as 71%. Therefore, during the upcoming year our PLCs will use this data to identify essential learnings in the areas of mathematics. Based on these essential learnings, they will select the new mathematics curriculum.

Additionally, individual teachers will use test data in their classrooms to direct instructional decisions and create more effective instructional strategies through collaboration with their PLC teams. Enhanced teacher leadership would allow for daily evaluation, communication, and guidance on initiatives as well as deeper data evaluation.

Being a small school district located in rural Southeast Iowa, we have some unique circumstances. Elementary grade levels are all one or two sections which creates some level of isolation amongst grade level staff. At the high school level we also typically average 1 to 1.5 teachers per core subject area. Additionally, we have staff shared between two separate buildings which can create scheduling issues and barriers for collaboration. Over 50% of our teachers have been employed at Keota for 5 years or less, which creates the need for more collaboration and a strong teacher leadership program. Several variables contribute to our challenge of recruiting teachers: a small school district, rural communities, and combined teaching assignments.

The TLC goals:

- Attract able and promising new teachers by offering competitive starting salaries and offering short- and long-term professional development and leadership opportunities

Presently our beginning teacher salary is below \$33,500. The TLC funds will allow us to supplement beginning salaries, thus attracting a larger pool of possible candidates for open positions.

A stronger mentoring program will provide beginning teachers the support they need to be successful in the early years of their career. Therefore, these beginning teachers will be more likely to remain in the teaching profession. After a successful three years within our district they can apply for leadership roles.

- Retain effective teachers by providing enhanced career opportunities

After three years in the profession, all teachers will be eligible to apply for a leadership position: Mentor, Model Teacher, Building Representative, or District Representative. Veteran teachers will now have the opportunity to be compensated for the work they are currently doing.

- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other

All teachers will have the opportunity to collaborate by utilizing the PLCs. The Model Teachers will provide new and upcoming strategies to share with the staff. They will attend outside trainings and conferences to bring back innovative teaching techniques. Building Representatives and District Representatives will serve as liaisons between the staff and the Building Leadership Teams and District Leadership Team. Teachers in leadership positions will have the opportunity to attend trainings from the Area Education Associations to continue to develop and foster new leadership skills.

- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation

The creation of the new leadership roles allows veteran teachers to use their experience to help beginning teachers as they enter the profession as well as allowing these veterans to have a larger say in the proceedings of the District's goals and their implementation. The criteria for these positions will be based on a teacher's professional growth, experience in the classroom, and the effectiveness of instructional strategies used. Adequate compensation will be given to all those who are selected for these new roles.

- Improve student achievement by strengthening instruction

The comprehensive student achievement goal for the Keota Community School District reads "Keota students will achieve at

high levels in reading, math and science.” Progress towards this goal is measured annually by the Iowa Assessments and the Measures of Academic Progress assessments. Current assessment data indicates consistent success in reaching the annual achievement goals which include increased percentage in proficiency among members of a sub group in 10th grade on the reading, math and science batteries of the Iowa Assessments.

Test	2011-2012	2012-2013	Growth
Reading	64%	100%	+36%
Math	71%	81%	+10%
Science	72%	87.5%	+15.5%

In the context of student achievement, the district’s TLC plan proposal intends to address quality instruction in an effort to continue, if not improve, student achievement scores. Quality instruction is impacted by, not only the caliber of teaching candidates a district is able to attract, but also by the consistency of instructional practices and practitioners. A strong, well designed mentoring program serves to maintain such consistency in providing support in pedagogy and practice for new teachers and leadership opportunities for veteran teachers.

Using Part 3 application narrative from Year 1? No

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

The TLC plan will support and strengthen our district's key school improvement initiatives: Professional Learning Communities (PLC), core literacy instructional practices, and Iowa Core Implementation.

- Connection to PBIS: Positive Behavioral Interventions and Supports is a program aimed at improving students' academic and behavioral outcomes by teaching and practicing predetermined school-wide expectations to all students. It proactively addresses classroom and disciplinary issues to maximize student engagement and academic achievement. Our teacher leaders will be members of the PBIS team. They will participate in collecting and analyzing data related to behavioral incidents in school, attend AEA meetings related to PBIS, keep abreast of new developments/changes, educate the remaining staff about changes, plan activities for the students that convey the expectations and beliefs associated with the program, and evaluate the program's effectiveness.
- Connection to K-6 Literacy: Keota Elementary has been involved in three literacy initiatives: Tucker Signs in grades PK-1, a new LARS textbook adoption in grades K-3, and Daily Five in grades K-6. Teacher leaders will be knowledgeable about each initiative and collaborate with other teachers to provide support to improve literacy instruction.
- Instructional Practices Inventory (IPI): Teacher leaders will be used as resources to suggest a variety of instructional practices that will incorporate higher order thinking skills into their classrooms. In addition, teacher leaders will encourage their colleagues to use a variety of classroom activities (individual, partner, group) that positively impact student achievement. They will also help analyze data that has been collected through teacher led IPI observations.
- Professional Learning Communities (PLC): Building Representatives will be responsible for facilitating what the PLCs have identified as needed areas for improvement in order to increase student achievement. Through their discussions, they will create documents or strategies to aid the PLCs in accomplishing these needs. District Representatives will then present this information to the district and identify possible target areas.
- Iowa Core: Our model teachers will be able to pinpoint individual instructions to implement the Core. After reviewing district-wide data, the Model Teachers can meet with faculty members and discuss what changes can be initiated in co-teaching, co-planning and instruction to improve learning. Professional development/growth plans can be designed uniquely for each teacher to meet their current needs based on the Model Teachers' work with each teacher.

The priorities mentioned above will greatly enhance, support, and strengthen our district. This funding will help us meet our mission and assist us in providing all students the education to achieve their optimum potential as citizens of a global society.

Using Part 4 application narrative from Year 1?

No

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

According to NEA.org, the average turnover for all teachers is 17%. The National Commission on Teaching in America's Future proffers starker numbers, estimating that of all new teachers leave after 3 years and 46% are gone within 5 years. The Iowa Department of Education website states that 31% of new teachers in rural districts leave the profession within 5 years. In looking at the Keota Community School District statistics, 53% of our new teachers hired in the last 5 years left the district. The majority of these teachers who left Keota did remain in the profession but moved on to larger districts. Our belief is that strengthening the mentoring program will help retain new teachers by providing funding for time for the mentor and mentee to collaborate, compensating staff who are selected to serve as mentors, and providing professional development for both mentors and mentees.

Past Requirements for Mentoring in our District

Currently, administrators assign mentors to new teachers for a period of two years. Mentors are chosen based on grade level assignment or content, proximity to the mentee, and a minimum of four years of teaching experience. However, limitations in time and accountability have kept the mentees from receiving as much support as we feel should be provided.

The small staff size reduces the opportunity for an ideal mentor/mentee pairing and limits the time available during the school day for them to observe or meet. Instead the mentors are left to perform the tasks of showing the new teachers around the facility, discussing classroom situations, and demonstrating how to perform clerical duties rather than providing instructional guidance and classroom support.

In conclusion, our current mentoring program is often ineffective due to a lack of structure, accountability, and instructional support. We feel this lack of support does not allow initial teachers to receive the necessary support to enhance student achievement to the best of their abilities.

New Requirements for Mentoring in our District

In the TLS plan, Keota will utilize retired and veteran teachers from both Keota and neighboring districts. These mentors will be selected by the building principal based on the following criteria:

- professional commitment to the improvement of teaching and learning in the development of beginning teachers
- competence in content knowledge and in planning and preparing for instruction
- utilization of strategies to deliver instruction that meets the multiple learning needs of students
- effective classroom management skills
- ongoing professional growth
- interpersonal communication skills
- ability to work well with adults
- willingness to provide the necessary time and attention

Mentors will observe new teachers in their classrooms monthly to offer professional support and guidance. They will also coordinate opportunities for mentees to observe a veteran teacher in their content area either at Keota or in a neighboring district.

Mentors will provide guidance in current "best practices" in areas such as class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting ELL and students with special needs. Mentors will utilize a variety of data collection tools and protocols that guide mentors and mentees in reflecting on practice and monitoring progress towards professional goals for instructional improvement.

Structure and accountability will be provided by the mandate that the mentor maintains and submits to administration:

- monthly mentoring logs
- data analysis records
- current and accurate calendars reflecting scheduled meetings
- accurate time and attendance records

Instructional support will be given to all new teachers through modeling, co-teaching, and reflections on educational practices. Mentors will need to check-in monthly with the building principal to discuss how the mentoring process is going.

Our main concern with the current mentoring program is that it lacks structure, accountability, and instructional support. Based on the revised goals and mandates, we feel the new program will improve our ability to support and retain new teachers, thus increasing student achievement in the classroom.

Narrative

Using Part 5 application narrative from Year 1?

No

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

Please include the following information in your narrative:

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Keota has discussed what teacher leadership positions would best help meet our district's vision and mission, along with more specific district and building goals. It is our belief that we can positively impact improvement in instruction and student achievement by utilizing four differentiated teacher leadership positions, which are Building Representatives, District Representatives, Mentors, and Model Teachers.

Building Representatives will serve as a liaison between the staff and Building Leadership Team in order to ensure that the primary focus of each building meets the needs of the students. Duties for the 8 Building Representatives include, but are not limited to:

- teaching full time
- serving on the Elementary/Secondary Building Team
- ensuring each PLC achieves their goals
- serving as a liaison between the Building Leadership Team and their respective staffs
- attending trainings provided by the AEA
- having two additional days for planning and evaluating
- promoting the value of working in a Professional Learning Community
- effectively communicating, collaborating, and cooperating with colleagues, supervisors, and students
- communicating with administration on behalf of their staff

Of these Building Representatives, 4 will also serve on the District Leadership Team as **District Representatives**. These District Representatives will designate the professional development focus based on the identified needs of the students as found by the PLC teams. Duties for these representatives include:

- teaching full time
- reporting team progress to the Building Leadership Team
- working with the administration to create an agenda for the Building Leadership Teams
- serving as a liaison between the Building Leadership Team and the District Leadership Team
- attending trainings provided by the AEA
- serving two additional days for planning and evaluating
- assisting in creating district goals and professional development agendas
- serving as a liaison between the district and the community
- promoting the value of working in a Professional Learning Community
- effectively communicating, collaborating, and cooperating with colleagues, supervisors, and students
- planning and delivering professional development activities and engaging in other activities designed to improve instructional strategies

Mentor Teachers will function as the coordinator of, and direct support to, all new teachers in the district, differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies and supports. They will focus on the Iowa Teaching Standards and Criteria, implementing the Iowa Core, and understanding the components of becoming a part of a Professional Learning Community. The Mentor Teachers' duties include but are not limited to:

- spending 2.5% (one-half day per month) of their time in the mentee's classroom and 97.5% of their time engaged in student instruction
- serving two additional contract days
- observing new teachers in their classrooms to offer professional support and guidance based on the individual needs of the mentees.
- utilizing data to improve instructional practices
- providing guidance in areas such as:
 - class culture and climate
 - implementing instructional strategies
 - classroom management
 - analyzing student work
 - differentiating instruction
 - supporting ELL and students with special needs
- maintaining and submitting:

- monthly coaching logs
- current and accurate coaching calendars reflecting scheduled meetings, accurate time and attendance records.
- providing instructional support through:
 - modeling
 - co-teaching
 - reflecting on educational practices

Model Teachers are given the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection. They are responsible for maintaining a high-level of instructional practice and implementing district initiatives. Duties include but are not limited to:

- teaching full time
- serving two additional contract days
- being available before/after school by request
- being available to observe in the classroom upon request
- maintaining a log of observations
- maintaining an exemplary level of teaching practice
- being trained in adult learning theory
- staying current on research-supported best practices
- providing support on instructional strategies
- modeling research based strategies
- demonstrating strong classroom management skills
- inviting initial and career teachers into their classroom for observations
- collaborating with school leaders and colleagues to address instructional issues

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Review Committees: A Review Committee composed of 2 administrators and 2 teachers will be selected annually. Teachers must have taught at least 3 years and 1 year in district to be eligible. The principal will ask teachers interested to sign up to serve in this role. All teachers will complete a confidential survey indicating 2 teachers they feel would be best in selecting teacher leaders. Administration will use teachers' preference in recommending 2 teachers to the School Board for the committee. The Board will approve Review Committee members annually. The teacher leader candidates will submit the following items to their building administrator:

- letter of application
- letter of recommendation
- current resume
- past and present leadership experiences
- most recent evaluation
- Individual Career Development Plan from the current year

Teachers who are interested in holding a leadership position will complete the application process which includes a follow-up interview with the Review Committee.

The Review Committee will select teachers for leadership roles based on:

TEACHER EFFECTIVENESS

Well-designed lesson planning:

- Uses formative assessment
- Implements strategies to engage students
- Provides appropriate level of cognitive challenges
- Demonstrates flexibility
- Communicates learning goals to students
- Aligns with Iowa Core standards

Engagement of students:

- Delivers challenging content
- Executes well-designed learning tasks

Responsive teaching strategies:

- Seizes opportunity to enhance learning
- Differentiates instruction to meet the needs of all students
- Takes advantage of teachable moments
- Uses many instructional strategies and resources

Student learning assessed/monitored:

- Uses a variety of formative and summative assessment tools
- Promotes the use of assessments and data for school and district improvement

Clear Communication:

- States lesson objectives
- Listens intentionally
- Facilitates learning focused conversation
- Gives and receives feedback
- Leads data driven dialogue
- Facilitates large and small groups
- Uses technology effectively to enhance communication
- Honors all perspectives
- Values professional expertise
- Fosters community

Strong questioning/discussion techniques:

- Supports learning outcomes with high quality questions and prompts
- Uses a variety of questions and prompts
- Promotes higher order thinking by integrating open ended questions
- Questions/prompts challenge students cognitively

- Ensures all voices are heard in discussion

PROFESSIONAL GROWTH

Professional Development Experience:

- Seeks out professional development that meets teacher's classroom needs
- Engages in professional reading
- Collaborates with colleagues on current educational initiatives
- Develops, implements and documents progress on Individual Career Development Plan
- Analyzes student achievement and other data to determine professional development needs

Annual Review of Assignment:

Teacher Leaders' effectiveness will be evaluated 3 ways:

- Documented compliance with job responsibilities (e.g., frequency & type of collaboration with teachers; attendance at trainings/meetings; PD delivered based on learning needs)
- Results of survey of peer feedback on job performance based on effectiveness criteria specific to teacher leader role
- Performance evaluation with principal based on Teacher Evaluation System and the Teacher Leader Measures of Effectiveness

Teacher Leaders' professional growth will be evaluated 2 ways:

- Develop 2 to 3 SMART goals on Individual Professional Development Plan identifying areas for growth based on both Iowa Teaching Standards & Teacher Leader Measures of Effectiveness; measure progress made as part of district teacher evaluation system
- Complete Teacher Leadership Skills Self-Assessment (CSTP) 2 times a year, documenting growth on leadership & reflecting on area for future growth.

As a part of the district's responsibility to meet the needs of teacher leaders, both leaders and administrators will complete Establishing A Supportive Environment Self-Assessment (CSTP) at the end of the school year to ensure that the necessary supports are in place, with flexibility to make changes needed on an ongoing basis.

Annual evaluation of the effectiveness of teacher leaders also will include review/revision of job descriptions and inclusion of additional district supports for teacher leaders. Teachers who successfully complete the time period of an assignment to a teacher leader role may apply for assignment to a new teacher leader role, or for reassignment to the same role. Annually the Review Committee will make recommendations to the superintendent on assignment or reassignment of each teacher leader based on his/her evaluation on the Measures of Effectiveness and Professional Growth criteria. Teacher Leaders are encouraged to serve no more than 3 consecutive years in a specific leadership role.

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

Teacher leadership and collaboration is vital in a school's professional leadership community. The Keota Community School District has adopted the Professional Learning Communities (PLC) framework to promote and facilitate the professional learning of its teachers. The district uses "Learning By Doing – A Handbook for Professional Learning Communities at Work" by Dufour, Dufour, Eacker and Many (2010) as the guide to maintain fidelity and alignment with this philosophy

The PLC collaborative model stresses three big ideas that drive the work:

- 1) The purpose of our school is to ensure that all students learn at high levels.
- 2) Helping all students learn requires a collaborative and collective effort.
- 3) To assess our effectiveness in helping all students learn we must focus on results – evidence of student learning – and use results to inform and improve our professional practice and respond to students who need intervention and enrichment.

All district teachers are part of one PLC team. The district currently has five PLC teams:

- 7-12 Math/Science
- 7-12 Language/Social Studies
- K-12 Arts (Art, Music, FCS, etc.)
- K-2 Core
- 3-6 Core

Each district PLC team concentrates on four questions:

- 1) What knowledge and skills should every student acquire as a result of this unit of instruction?
- 2) How will we know when each student has acquired the essential knowledge and skills?
- 3) How will we respond when some students do not learn?
- 4) How will we extend and enrich the learning for students who are already proficient?

The Iowa Professional Development Model (IPDM) is a process for school improvement that contains these components:

- 1) Collect and analyze student data,
- 2) Establish goals based on the student data,
- 3) Select content that aligns to the teachers' and students' needs,
- 4) Design how professional learning will be delivered,
- 5) Develop these training and learning opportunities with an focus to include collaboration of educators and an examination of ongoing formative student data,
- 6) Examine the summative data.

The IPDM cycle is ongoing and does not have an end, as the goals and means to address the needs will always exist, as we strive for high expectations for students and for those who provide instruction. The PLC philosophy and process aligns directly with IPDM, as all of the IPDM components are present in the PLC philosophy and process.

The role teachers play in the creation and delivery of professional learning:

Mentor Teachers will play a key role in professional learning by serving the following functions:

- 1) Provide one-on-one or small group coaching for teachers that focus on classroom practice, instructional dialogue and reflection.
- 2) Guide professional learning presentations for individual, small groups and the whole district.
- 3) Become a valuable voice and resource for district PLC teams.

Model Teachers will add to the quality of professional learning through the following:

- 1) Provide opportunities for teachers to observe high quality instruction.
- 2) Be a model for the implementation of district initiatives in instruction and curriculum.
- 3) Create multiple opportunities for district teachers to see demonstrations as outlined in the IPDM.
- 4) Become a valuable voice and resource for district PLC teams.

The Building Leadership Team (BLT) facilitates professional learning in the district by performing the following functions:

- 1) Monitor and evaluate the quality of student data collected by the PLC teams.
- 2) Help administrators and teachers sustain a focus on instruction.
- 3) Review and provide feedback for the goals set by each PLC team.
- 4) Distributes leadership and responsibility up and down the district.
- 5) Determines which interventions or learning strategies the mentor or model teachers should carry out on a specific individual, team or district-wide basis.

6) Organize and support various professional learning functions.

7) Engage in participative decision-making ensuring that teachers have a strong voice in the professional learning process.

District Leadership Team (DLT) members will evaluate the overall effectiveness of the district's professional learning using two tools:

Tool #1 - "*Learning by Doing*" rubric that focuses on the following elements:

a) Shared Mission – Fidelity to learning as core purpose.

b) Shared Vision – Commitment to school all are trying to create.

c) Shared Values – Commitment to each other.

d) Common School Goals – Articulated priorities and timelines.

e) Clearly Defined Outcomes – Consensus about what all students will learn.

f) Systematic Interventions – Guaranteed support for struggling students or enrichment for those proficient.

g) Collaborative Culture – Work done interdependently to achieve common goals that impact student achievement.

h) Focusing on Results – Effectiveness measured on results rather than intentions.

i) Focusing on Results II – Relevant data used to promote continuous improvement.

j) District Leadership – Clear parameters, ongoing support, systems for monitoring progress and sustained focus are present.

k) Responding To Conflict – Conflict as a tool for learning together.

Tool # 2 – The IPDM Ongoing Cycle rubric that uses 26 dimensions to evaluate the overall quality of professional learning in the district. With the results of these 2 rubrics, the DLT will set goals and plans for future professional learning and determine the necessary broad changes to the following year's professional learning plan.

This multi-tiered model provides many opportunities for teachers to play key roles in determining and providing district professional learning. It also provides opportunities for teachers to grow in their profession and advance to leadership positions.

Using Part 8 application narrative from Year 1?

Yes

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

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

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

A)

The short-term and long-term effectiveness of the TLC plan will be determined by evaluating the following areas:

- improved student learning
- measurements will include:
 - standardized test scores (the Iowa Tests and Measures of Academic Progress MAP)
 - college level entrance exam data
 - drop out/graduation rates
 - post-high school plans
 - the number of initial teachers meeting the eight Iowa Teaching Standards
- measurements will include:
 - teacher evaluation process
- measurements will include:
 - membership rosters for advisory committees
 - SIAC (School Improvement Advisory Committee)
 - CTE Advisory Committee (Career & Technical Education)
 - participation records for Volunteer Program
 - membership trends in PTO (Parent Teacher Organization)
 - parent/teacher conference attendance trend data
 - decrease in students open enrolling out of the district
- measurements will include:
 - student enrollment trend data
 - open enrollment trend data

B)

The TLC plan will be monitored by the following components. Each component will give insight into what changes are needed in that area.

- exit survey/interview for mentoring
- effectiveness of training provided for mentors
- additional training needed for mentors
- adequacy of time for mentee collaboration and observation
- resources available for mentors and mentees
- exit survey/interview for teachers who are leaving the district
- reason(s) for leaving
- feedback on district strengths and weaknesses
- evaluations of Committee Leaders by committee members
- receptive to members' opinions
- ability to establish and maintain group morale
- created organized meeting agendas
- kept members on task to meet goals
- gave support to members as they worked to meet their goals
- effectively delegated responsibilities amongst committee members
- facilitated communication between committee and Building Leadership Team
- evaluations of Committee Leaders by Lead Teachers
- effectively communicated committee needs and progress to the BLT
- effectively communicated BLT goals to their respective PLC committee
- maintained individual responsibilities as delegated by the Lead Teachers
- evaluations of Lead Teachers by the Committee Leaders
- effectively communicated committee needs and progress to District
- effective liaison between the PLC committees, BLT, and DLT
- planned relevant professional development for the district
- receptive to input from each PLC committee and BLT

- evaluations of Lead Teachers by administrators
- effectively communicated committee needs and progress to District
- effective liaison between the PLC, BLT, and DLT
- maintained focus on district goals
- planned relevant professional development for the district
- receptive to input from each PLC committee and BLT
- reflections by teachers in leadership roles
- accomplishments in their role
- areas for improvement in self
- areas for improvement in the system
- obstacles faced
- goals for the future
- adequacy of training provided
- Padlet Wall (opportunity for staff to leave anonymous comments on the process)
- informal feedback about the successes and weaknesses of the system

Using Part 9 application narrative from Year 1?

Yes

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

The Keota Community School District currently has many of these leadership roles in place. The planning team identified the needs of the district and redefined the roles to meet these needs. An application process will be implemented that clearly defines expectations of each leadership role and how they will be evaluated and compensated. Additionally, training will be provided by the AEA for all individuals accepting these leadership positions. The TLC plan will further define these roles and add responsibilities to effectively meet the needs of the district. The district will implement the PLC philosophy which will support the hierarchy put into place in the District Leadership Framework and authentically create a community of learners. While current committees have a focus, a lack of follow-through and direction has hindered progress. This plan will support the committees taking ownership and setting their own SMART goals for each school year. The committees will value and commit to their responsibilities resulting in increased motivation in carrying out the initiatives as outlined by the leadership teams. The hierarchy between the PLC Committee, the Building Leadership Teams, and the District Leadership Team opens communication between all committees. The importance of communication will be key as new teachers are brought into the district. These teachers will receive timely training and support provided by the established committees and teams to be effective members. This constant communication and collaboration between all members of the district will help to effectively reach goals and highlight the importance of the PLC philosophy.

We will continually reevaluate and revisit the effectiveness of each committee. A rubric will be created for each committee and team to assess their effectiveness. The rubric will include the following criteria:

PLC MEETINGS

- regularly scheduled meetings
- member participation
- use of scheduled time
- meeting records are kept
- records of meetings shared with other PLC committees
- individuals are held accountable for given responsibilities
- agendas are created in advance and shared with members/administrators

GOALS AND ACTIVITIES

- goals addressed specific district program initiatives, goals, and plans
- goals driven by multiple sources of data
- goals address Core standards
- goals reflect best practices

Having set roles for the leaders will be critical for long term success. The leaders will hold all members accountable and report back to the BLT and DLT what improvements are needed. Together the leaders will brainstorm ways to effectively engage all members and ensure that all goals are met. The Lead Teachers will coach and mentor their colleagues as they implement instructional strategies and engage students in curriculum. These leaders will regularly be available to assist the staff with all of their goals and various endeavors.

We will continue to share instructional coaches with Mid-Prairie. Currently, they have been invited into classrooms to teach specific skills as requested by the classroom teacher and to maintain equipment. Since the instructional coaches will serve on the District Leadership Team, they will be aware of the district's goals. This will allow them to find strategies and tools to help instructors meet these goals. With the increased communication between the DLT and the PLC Committee Leaders, these innovative tools and strategies will be presented throughout the different committees. As the committees share this information, collaboration will be increased since students will be exposed to and utilize these tools in a multitude of courses.

Mentoring is one of the key pieces of this plan. In order to effectively implement the PLC philosophy, all staff members will be adequately trained and feel supported within the district. New teachers will first and foremost receive this support from their mentor and professional partner. The administration recognizes the importance of these roles and stresses the significance of these positions to those selected. It is important that the mentors report to the building administration to check-in and update the administrator on the effectiveness and efficiency of the mentoring process. At this time, they may ask for additional support and guidance. It is vital for all members of this process to recognize the commitment and continue putting forth effort in order to see growth throughout the partnership. In order to be effective mentors in the future, the current mentees will recognize what it takes to be a strong mentor and build an effective relationship with their mentee. This experience will allow the mentee to become an effective educational leader in the district.

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.*

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

Certified Enrollment Number	338.9
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$104,659.10
Total Allocation	\$104,659.10

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$52,544.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$47,018.80
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$3,000.00
Amount used to provide professional development related to the leadership pathways.	\$2,000.00
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>	\$0.00
Totals	\$104,562.80

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$104,562.80
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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 \$96.30

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

The primary focus of our school district's TLC plan is to improve instruction and student learning by:

- 1) Providing more leadership opportunities for teachers
- 2) Improving the current mentoring program
- 3) Increasing teacher collaboration through the work of professional learning communities
- 4) Increasing the use of effective teaching strategies through professional learning focused on characteristics of effective instruction, formative assessment, and meeting the individual needs of students
- 5) Increasing beginning teachers' salaries in an effort to attract and retain quality teachers

A significant portion of the budget will be used to compensate teachers in the following leadership roles:

Mentors (6 positions) - \$17,202.00 (Includes FICA & IPERS)

- 1) Provide one-on-one or small group coaching for teachers that focus on classroom practice, instructional dialogue and reflection.
- 2) Guide professional learning presentations for individual, small groups and the whole district.
- 3) Become a valuable voice and resource for district PLC teams.
- 4) \$2,867.00 per position in increased compensation that includes 2 additional days

Model Teachers (4 positions) - \$9,174.40 (includes FICA & IPERS)

- 1) Provide opportunities for teachers to observe high quality instruction.
- 2) Be a model for the implementation of district initiatives in instruction and curriculum.
- 3) Create multiple opportunities for district teachers to see demonstrations as outlined in the IPDM.
- 4) Become a valuable voice and resource for district PLC teams.
- 5) \$2,293.60 per position in increased compensation that includes 2 additional days

Building Representatives (8 positions) - \$13,761.60 (includes FICA & IPERS)

- 1) Monitor and evaluate the quality of student data collected by the PLC teams.
- 2) Help administrators and teachers sustain a focus on instruction.
- 3) Review and provide feedback for the goals set by each PLC team.
- 4) Distributes leadership and responsibility up and down the district.
- 5) Determines which interventions or learning strategies the mentor or model teachers should carry out on a specific individual, team or district-wide basis.
- 6) Organize and support various professional learning functions.
- 7) Engage in participative decision-making ensuring that teachers have a strong voice in the professional learning process.
- 8) \$1,720.20 per position in increased compensation that includes 2 additional days

District Representatives (4 positions) - \$6,880.80 (includes FICA & IPERS)

- 1) Collect data on the overall effectiveness of the Building Leadership Teams and the district's TLC plan.
- 2) Based on the data, review and revise the overall district goals of the PLC plan.
- 3) \$1,720.20 per position in increased compensation that includes 2 additional days

Additionally, \$52,544 will be needed to bring district teachers up to the \$33,500 minimum Iowa teaching salary.

The district's TLC plan also provides \$5,000 to pay for substitutes for district teachers to observe and collaborate with mentor and model teachers and for teacher leaders to attend AEA leadership training.

Our total budget equals \$104,659 and reflects our goal of allowing teachers to receive more frequent training, collaboration and feedback opportunities in order to grow professionally. We accomplish this through providing resources in areas that we believe will positively impact student learning and achieve the mission of our plan.

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