Application

Instructions

Annotations records internal notes/comments that are visible to internal staff only. Feedback appends a new section to the bottom of the application that is visible to the applicant and anyone viewing the application.

Application Details — Print to PDF | Negotiation | Annotations(0) | Versions | Feedback | Withdraw

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

91655 - Teacher Leadership System Grant

Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-30 04:06:44
Signature:	Cassandra J. Murra	Submitted By:	Cassandra Jo Murra

Applicant Information

Project Officer

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Agency	

Organization Information

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Organization Type:*	K-12 Education
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Recipient Information

District*	Knoxville Community School District Use the drop-down menu to select the district name.
County-District Number*	63-3375 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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TLC Application Contact

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Zip Code*	50138

Narrative

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

The vision of the Knoxville Teacher Leadership System (TLS) is to enhance our Professional Learning Community (PLC) that provides and supports collaborative learning and leadership opportunities for teachers, leading to increased student achievement.

Implementation of the Knoxville TLS Plan will:

- attract promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities. Starting salaries in the Knoxville District already exceed the minimum salary of $33,500.
- retain effective teachers by providing enhanced career opportunities.
- promote collaboration by providing and supporting opportunities for teachers in our district to learn from each other.
- provide opportunities for teachers to assume important leadership roles and responsibilities.
- provide opportunities for teacher leaders to receive additional compensation for assuming leadership roles.
- strengthen instruction in all classrooms, thereby improving student achievement.
- provide opportunities for teachers to receive additional support in reading and math instruction.
- provide opportunities for teachers to receive additional support as we implement effective teaching strategies introduced through professional development.

The Knoxville School District will create the following teacher leadership roles:

- *Mentor Teachers* – Primary assignments are as classroom teachers. He or she will also mentor new professionals that possess an Initial Teaching License through the Board of Educational Examiners. The primary purpose of the Mentor Teacher is to work with and support these new teachers in all aspects of successful teaching such as using research-based instructional practices and classroom management techniques, executing proper planning measures to ensure intended curriculum becomes enacted curriculum, and provide feedback on assessment tools. Mentor teachers will observe teachers they are working with, may co-teach lessons with those teachers, invite mentee teachers to observe their classroom, and arrange observations in other teachers' classrooms. The Mentor Teacher will be involved with Building/District Leadership Teams and PLCs, and they will receive support and assistance from the Instructional Coaches.

- *Building/District Leadership Team (BLT/DLT) Teachers* – Primary assignments are as classroom teachers. They will also be given extra training and expected to collect and analyze building-wide data regarding instructional practices, student achievement, and professional development initiatives. These leadership teams will work collaboratively to create our school improvement plan, implement it to support our goals and vision, and evaluate it for effectiveness. The BLT/DLT Teachers will also support Mentor/Mentee Teachers and assist with providing guidance to the Instructional Coaches to ensure their efforts are being focused to align with our school improvement plan, goals, and vision.

- *PLC Leaders* – Primary assignments are as classroom teachers. These PLC Leaders will be expected to attend the PLC Institute and other training opportunities to ensure their effectiveness in facilitating the work of their PLCs. Besides leading their PLCs, they will also be the liaison between their group and the Instructional Coaches to coordinate additional support when and where it is needed to enhance instruction and student achievement. This leadership group will also meet with the administrative team on a regular basis to provide reports and feedback on progress towards goals.

- *Instructional Coache*s – These positions will not have specific classroom assignments. Instructional Coaches will emphasize the implementation of effective instructional strategies, targeting the areas of math, literacy, and technology. Instructional Coaches will offer assistance to all classroom teachers by providing support and serving as a resource for teachers. The Instructional Coaches will emphasize strong instruction, and its role in effectively implementing the Iowa Core and the adopted curriculum.

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).

Part 1: Quality Planning Process

A) The Knoxville Schools used the Teacher Leadership and Compensation Planning Grant funds during the application process for both year 1 and year 2. The money was used to form a "Teacher Leadership System Committee" each year to complete the district plan and application.

The first committee was comprised of representatives from all buildings:

- 4 Administrators
- 1 Dean
- 8 Teachers
- 4 Parents

The second year committee was formed with mostly new members. Year two committee members included the following groups:

- 10 Administrators
- 5 Teachers
- 5 Parents

The first year, the grant was used to pay costs for substitute teachers in order to provide all-day planning sessions for the TLS application. These planning sessions provided opportunities for committee members to focus on the plan for lengthy periods of time without interruption. Members of the planning committee spent more than three days in meetings and additional time outside of meetings, to develop the Knoxville plan.

After attending an initial AEA planning workshop, it was determined that the committee would benefit from participating in additional workshops and collaborating on specific sections of the application. All committee members participated in these workshops. After the initial draft was created, members participated in a peer review session at the AEA. Comments from the reviews were considered and adopted for inclusion in the final plan.

During the second year, the committee met in the evenings every other week for several months. This allowed the entire committee to work as a whole as opposed to the sub-committees that were used previously. The committee members were paid an hourly rate for the time they spent meeting together. This committee worked from the original application and revised it.

B) The first year, all committee members attended the Knoxville meetings that were held concurrently with the AEA workshops. Members of the Knoxville planning committee were assigned to three sub-committees, each with specific sections of the plan to develop. Each stakeholder group was represented on every sub-committee. Sub-committee reports were presented to the entire committee, offering opportunities for questions, clarification, suggestions and revisions.

The second year utilized information from a teacher survey regarding instructional coach positions and the district-wide needs assessment given to all parents. All stakeholders were active participants in the committee conversations as we brainstormed structures and concepts, researched the effectiveness of these ideas, and debated which ones would provide the greatest opportunities for meeting our goals.

C) Parents expressed support for the plan because it has potential to positively impact instruction. Exemplary teachers are provided opportunities to serve as mentor teachers while maintaining a presence in classrooms. One committee member (parent) stated, "I am impressed with the process used to develop the plan and the involvement of all participants."

Teachers are committed to the plan because they understand the benefits of working with other teachers to impact instruction and learning. They endorse the variety of teacher leadership roles and opportunities available through the plan. A teacher on the planning committee, after one of our planning sessions, expressed excitement about leadership opportunities and that she would highly encourage her colleagues to apply and even consider it for herself.

District administrators support the plan because of its consistency with district goals to improve student achievement, especially in literacy and math. Administrators embrace the opportunity to collaborate with teachers serving as mentors, leadership team members, and instructional coaches. Even though principals expressed concern about scheduling issues, especially trying to schedule mentoring experiences, they stated that the potential benefits of providing more opportunities for teachers to work together to strengthen instruction far outweighs the inconveniences.

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.

Part 2: Connecting State and Local Vision and Goals

We are committed to providing effective learning opportunities to ensure the success of all students. That is our vision. This TLS is designed to make that vision a reality for all of the students of Knoxville Community Schools.

Our Goals:

- Attract promising new teachers by offering competitive starting salaries and short-term and long-term professional development and leadership opportunities.
- Provide quality mentoring and professional development opportunities for beginning teachers. Mentors will be assigned to all beginning teachers. Beginning teachers (mentees) will have opportunities to observe exemplary teachers. Mentors and Instructional Coaches will meet with teachers new to the district, during a "new teacher" orientation held in August. These teacher leaders will provide introductions to curriculum and professional development programs being provided by the district. Beginning teachers will receive assistance in developing plans to teach special education students, low-achieving, non-special education students, English language learning students, talented and gifted students, and those students identified as at-risk of failing or dropping out of school.
- Retain effective teachers by providing enhanced career opportunities. Provide opportunities for teachers to assume important leadership roles and responsibilities that directly impact improved student achievement.
- Encourage 30% of the teachers in the Knoxville District to serve in teacher leadership roles including Mentor Teachers, BLT/DLT Leaders, PLC Leaders, and Instructional Coaches. These teacher leaders will be asked to develop their own skills and help other teachers improve their skills. They will receive compensation for assuming additional leadership responsibilities. Extended contracts will provide opportunities for teacher leaders to meet and plan with each other and with building and district administrators.
- Promote collaboration by providing and supporting opportunities for teachers in our district to learn from each other. Encourage collaboration among teachers, between teachers and principals, and among members of district and building leadership teams.
- Strengthen instruction in all classrooms, thereby improving student achievement. Provide opportunities for teachers to receive additional support as we implement effective teaching strategies introduced through professional development.
- Provide opportunities for teachers to receive additional support in reading and math instruction. Knoxville's elementary, middle, and high schools have been identified as Schools In Need of Assistance (SINA) schools. We are also a District in Need of Assistance (DINA). Less than 80% of our students achieve at the proficient level on the Iowa Assessments. Over the past ten years, the number of students qualifying for free/reduced meals has nearly doubled, to 50% in some buildings. Socio-economic status seems to have a direct impact on our student learning. In recent years, Knoxville's English language learning population has increased substantially. As our demographics have changed, the demands for adjusting teaching strategies to meet the needs of a changing student body have increased. As we continue to emphasize student achievement in reading and math, Instructional Coaches will provide support for classroom teachers in addressing those specific needs, as well as introducing strategies to meet the needs of all students. Instructional Coaches will serve as resources for classroom teachers; will model effective teaching strategies, and will assist in planning and delivering professional development specific to reading and math.
- Align our collective efforts to ensure effectiveness regarding the implementation of the Iowa Core and adopted curriculum through the use of research-based instructional practices that are monitored and evaluated on a regular basis and positively influenced by our professional development efforts utilizing the PLC model.

Using Part 3 application narrative from Year 1?* No

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

Part 3: Connecting to Other Work

The Knoxville Community School District's TLS will strengthen the district's primary school improvement initiatives. Teachers will be provided additional leadership opportunities to promote collaboration, provide additional classroom support specifically in the areas of math and literacy, and improve instructional strategies leading to increased student achievement. The Knoxville Community School District is committed to using the structure and framework of PLCs as designed by the DuFours since the research and local results support its effectiveness.

The District's Continuous Improvement Model is centered on five essential questions.

1. What do we want our students to learn?
As we continue to emphasize increased student achievement in reading, math, and science at all levels, Instructional Coaches will provide support for classroom teachers in addressing those specific needs. Instructional Coaches will serve as a resource for classroom teachers, model effective teaching strategies, and assist in planning and delivering professional development specific to reading and math.

Through leadership provided by Mentor Teachers, BLT/DLT Leaders, PLC Leaders, and Instructional Coaches, all teachers will increase their knowledge of the Iowa Core. New knowledge will be gained through professional development activities planned, delivered and implemented under the guidance of the Instructional Coaches, PLC Leaders, and school administrators.

2013-2014 Iowa Assessment Data

Reading	3rd	4th	5th	6th	7th	8th	9th	10th	11th
	62%	74.6%	77.2%	84.4%	79.2%	76.6%	82.1%	84.1%	92.9%
Math	3rd	4th	5th	6th	7th	8th	9th	10th	11th
	67.5%	87.8%	82%	79.4%	89.8%	83.7%	73%	86.6%	81.1%
Science	3rd	4th	5th	6th	7th	8th	9th	10th	11th
	81.7%	88.6%	91.8%	77.9%	75.9%	88.5%	75.4%	80.9%	69.7%

2. How will we teach it?
Instructional Coaches and BLT/DLT Leaders will plan and deliver professional development focusing on effective teaching strategies. The Teacher Leadership positions will be important in providing support to implement the Iowa Core, including active engagement, infusion of technology, and rigorous practices in all classrooms. BLT/DLT Leaders and Instructional Coaches will assist administrators in holding teachers accountable for teaching the intended curriculum (Iowa Core) and the implementation of effective instructional strategies in their classrooms. Mentor Teachers, BLT/DLT Leaders, and PLC Leaders will contribute to the day-to-day implementation of effective strategies in their classrooms. Mentor Teachers will help beginning teachers create purposeful unit/lesson plans for implementation of Iowa Core and effective instructional strategies.

3. How will we know if students have learned it?
PLC Leaders and Instructional Coaches will work with classroom teachers to review student achievement data and plan instruction based on that data. Instructional Coaches and PLC teams work together to identify appropriate formative classroom assessments in order to design interventions and plan for classroom instruction. Teacher Leaders will work together to analyze summative data using the MTSS framework to match instruction to student need.

4. How will we respond when students do not learn?
Mentor teachers, BLT/DLT Leaders, PLC Leaders, and Instructional Coaches will serve as resources for teachers struggling to provide adequate support for students demonstrating difficulty in learning. Teacher Leaders will share and model classroom strategies designed to include learners at all levels. Mentors, through planned meetings, will offer suggestions and resources for beginning teachers.

Instructional Coaches and PLC teams work together to identify appropriate formative classroom assessments in order to design interventions and plan for classroom instruction using the MTSS framework.

5. How do we respond to students who already know it?
Mentor Teachers, BLT/DLT Leaders, PLC Leaders, and Instructional Coaches will serve as resources for teachers who are struggling to provide adequate support for students demonstrating advanced learning. Teacher Leaders will share and model classroom strategies designed to provide enrichment for high achieving students. Mentors, through planned meetings, will offer suggestions and resources for beginning teachers. Instructional Coaches and PLC teams work together to identify appropriate formative classroom assessments in order to design interventions and plan for classroom instruction using the MTSS framework.

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)

Part 4: Improved Entry into the Profession
The Knoxville Mentoring and Induction Program will provide:

- opportunities for teachers to observe exemplary teaching.
- support for beginning teachers that contributes to teacher retention.
- formative assessments emphasizing progress in reaching individual professional goals and a goal setting process for continued growth.
- time dedicated to opportunities for mentors and initial teachers to meet, including before the beginning of the school year.
- a clear set of expectations and guidelines for mentors and mentees.
- funding to support teacher leaders, mentees, and substitute teachers.

Mentor Teachers, Leadership Team Members, PLC Leaders, and Instructional Coaches will play important roles in supporting new teachers as they enter the profession and the district. While all are important, the primary contact for new teachers will be the Mentor Teachers. Mentor Teachers will be the initial contact and will provide primary support for new teachers as they enter the profession.

Over the past six years, 34 teachers have joined the Knoxville School District as first or second year teachers. Each of those teachers had been assigned an experienced teacher to serve as a mentor. Mentors and mentees were asked to respond to surveys addressing the effectiveness of the mentoring program. Most mentors and mentees expressed satisfaction with the mentoring program, however both groups expressed concerns that will be addressed through the TLS.

Several responded that they did not believe the existing mentoring program helped beginning teachers develop or improve competencies in research-based instructional strategies or the Iowa Teaching Standards. They did not believe the existing program contributed to their understanding of the Core Curriculum.

Mentor Teachers will introduce the Iowa Teaching Standards and the requirements of the Core Curriculum to beginning teachers. Instructional Coaches will support this effort by observing beginning teachers in the classroom and leading discussions of research-based teaching strategies after those observations. Mentors will provide frequent feedback to beginning teachers and will work with Instructional Coaches and Principals to plan opportunities to develop instructional skills.

The Knoxville TLS will provide a more consistent program for mentors and beginning teachers. Mentor teachers will be available to meet with mentees several times each week as part of their assignment will be dedicated to providing assistance to beginning teachers. This structure will provide more opportunities for mentors to observe beginning teachers in the classroom and to have conversations about the teaching and learning that occurred. Mentors will help beginning teachers learn how to reflect on their teaching and make necessary improvements.

Mentors will receive additional training in mentoring and adult learning through AEA workshops. They will have time to reflect on their own teaching, the teaching of the mentees, and how they might provide resources and assistance. Mentors will be able to work with principals to schedule times for beginning teachers to observe lessons taught by exemplary teachers. They will also work with Instructional Coaches and PLC Leaders in identifying resources and suggestions that will help beginning teachers become more familiar with the skills and knowledge presented through professional development.

Since the Knoxville School District already exceeds the minimum salary of $33,500, funding will be used to provide a supplement for all teacher leaders, and pay for substitute teachers for teacher leaders and mentees when needed.

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.

Part 5: Teacher Leader Roles

The Knoxville School District proposes a comprehensive teacher leadership model that meets the needs of student achievement through enriched faculty. The Knoxville TLS identifies four distinct leadership roles including Mentor Teachers, PLC Leaders, BLT/DLT Leaders, and Instructional Coaches. Their roles are highly integrated to create a collaborative learning environment that promotes teacher leadership and student achievement through a shared framework.

Responsibilities for each role were determined by the planning committees after completing the "Potential Responsibilities and Duties for Teacher Leaders" worksheet and defining how the roles and responsibilities would meet the goals for the plan and integrate with existing initiatives and district mission. The district currently employs 160 teachers, and our teacher leadership roles will be fulfilled by appointing 5 Mentor Teachers, 18 PLC Leaders, 20 BLT/DLT Leaders, and 7 Instructional Coaches.

Mentor Teachers - Mentor Teachers are current district teachers who will be selected for each of the four attendance centers based on the need resulting from hiring new professionals. These instructors will demonstrate the district's commitment to teacher leadership and improved student learning through their role of developing mentoring relationships. In addition to demonstrating exceptional interpersonal skills, Mentor Teachers will model continuous learning behavior and provide instructional support and training to their new colleagues. The Mentor Teacher's primary assignment will be to serve as a classroom teacher while working with the other professionals both during the school day and outside of contract time.

Mentor Teachers and building principals will work together to establish and promote a consistent structure that provides opportunities for them to effectively assist new teachers. They will collaborate with building administrators and PLC Leaders to offer suggestions, develop action plans and introduce strategies that enhance their mentee's orientation and instructional performance. Mentor Teachers will encourage mentees and principals to observe their classrooms as a way to share best practices and foster discussions for deeper engagement. These activities will not only benefit mentees and their students, but may also help identify skills or methods that may positively impact the building and/or district.

Aside from their daily teaching duties, Mentor Teachers will also be available outside the classroom to guide mentees through individual discussions about instructional practices and curriculum matters, as well as serving as a resource for planning instruction. They will represent

the system as teachers who will seek and accept active roles on DLTs, BLTs and PLCs. Reflecting their increased level of commitment and insight, they will provide assistance in the district's peer review process.

Mentor Teachers will receive a salary supplement of $1,000 and will have an extended contract of 2 days.

PLC Leaders - Primary assignments are as classroom teachers. These PLC Leaders will be expected to attend the PLC Institute and other training opportunities to ensure their effectiveness in facilitating the work of their PLCs. Besides leading their PLCs, they will also be the liaisons between their groups and the Instructional Coaches to coordinate additional support when and where it is needed to enhance instruction and student achievement. This leadership group will also meet with the administrative team on a regular basis to provide reports and feedback on progress towards goals.

PLC Leaders will receive stipends for attending summer trainings as well as $20 per hour for meetings held outside of the regular contract day.

Building/District Leadership Team Teachers (BLT/DLT) - Primary assignments are as classroom teachers. They will also be given extra training and expected to collect and analyze building-wide data regarding instructional practices, student achievement, and professional development initiatives. These leadership teams will work collaboratively to create our school improvement plan, implement it to support our goals and vision, and evaluate it for effectiveness. The BLT/DLT Teachers will also support Mentor/Mentee Teachers and assist with providing guidance to the Instructional Coaches to ensure their efforts are being focused and aligned with our school improvement plan, goals, and vision.

BLT/DLT Leaders will receive $20 per hour for meetings held outside of the regular contract day.

Instructional Coaches - The Knoxville TLS places emphasis on seven Instructional Coaches who will function as the primary links connecting the district's teaching community to research-based instructional improvement strategies. Instructional Coaches will be 100% out of the classroom as their roles will focus on being peer coaches to help advance the skills of classroom teachers and/or resident teachers. The teaching philosophies of the Instructional Coaches will be aligned with the Iowa Core standards and its classroom application, which will serve as the foundation for all of their outreach efforts and instructional practices. These teachers will be the district faculty leaders who will serve as a resource to their peers and provide effective guidance to impact adult and student learners. Instructional Coaches will be assigned to specific core learning groups.

The main responsibilities of the district's Instructional Coaches will include demonstrating research-based instructional methods, developing specific curriculum as needed and supplying expertise in the delivery of literacy, math and technology concepts.

Instructional Coaches will champion the use of technology in education, and partner with their peers to incorporate innovative tools to enhance classroom instruction and learning. They will help identify trends in student achievement data and work with other assigned teacher leaders to communicate and develop actionable steps to respond to learning gaps. This may include seeking additional expertise, planning individual or large group instruction and district-wide professional development opportunities.

Coaches will collaborate with all of the district's professional constituencies to deliver impactful classroom instruction strategies and techniques with a focus on literacy, math and technology content areas. They will develop frequent interaction with Mentor Teachers to help shape instructional approaches for new teacher needs. Coaches will provide support to the initiatives of BLT/DLTs and serve as an active participant with them and PLCs at all levels. Training will be a critical piece of the Instructional Coach's proficiency, and Instructional Coaches will be provided training opportunities to develop skillsets designed for coaching adult learners.

Instructional Coaches will receive their full salary plus an extended contract of 10 days paid at their per diem rate. The teacher leadership roles, the allocation of their time and compensation are summarized in the table below:

Role	Duty/Responsibilities	Additional Notes (Preferred skills or license, time, compensation)
Mentors	-Serves as a role model for mentees -Acclimates new teachers to instruction, curriculum, procedures, practices, and the school culture -Advises new teachers about instruction, curriculum, procedures, practices, and the school culture -Contributes time and expertise to make significant contributions to the development of new professionals	Classroom Instructor 100% time Minimum of a Standard License
BLT/DLT	-Analysis of building-wide/district-wide data regarding instructional practices, student achievement, and professional development initiatives.	Classroom Instructor 100% time

	-Works collaboratively to create school improvement plan -Implements school improvement plan to support our goals and vision -Evaluates our improvement plan for effectiveness. -Supports Mentor/Mentee teachers and assists with providing guidance to the Instructional Coaches to ensure their efforts are being focused to be aligned with our school improvement plan, goals, and vision.	Minimum of a Standard License Demonstrated leadership in current position with grade level, building level, district level initiatives
PLC Leader	-Collaborates to create common assessments -Facilitates PLCs to identify student learning needs, teachers' current level of knowledge and skills in priority areas, and types of learning opportunities that different groups of teachers need -Facilitates/leads collaborative PD Teams -Leads conversations to engage peers in analyzing and using data to strengthen instruction -Uses current data to develop student interventions	Classroom Instructor 100% time Minimum of a Standard License Preference given to those with advanced degree Specialized coursework/training in identified area Demonstrated use of effective collaboration with colleagues
Instructional Coach (7) In the areas of: • Literacy • Math • STEM	-Works inside classrooms to help teachers implement research-based strategies, demonstrates lessons, engages in co-teaching, observing, and giving feedback -Provides ideas to differentiate instruction -Guides implementation in district initiatives -Assures integrity and consistency of curriculum across the district -Collaborates to create common assessments -Aligns curriculum and Iowa Core -Researches and shares instructional resources -Coaches teachers with guided reflection -Evaluates data and provides insight to PLC leaders -Builds congruence among Professional Development, district/building goals, school system initiatives, and teacher leadership functions.	Minimum of a Standard License Preference given to those with advanced degree Specialized coursework/training in identified area Demonstrated use of effective teaching practices
• Technology	-Keeps abreast of development in technology innovations, and provides leadership in determining their appropriateness for inclusion in the district educational program -Facilitates the development and enforces the district's policies and procedures for the use of the district's technology -Works with building principals in the improvement of staff competencies -Provides staff leadership to ensure understanding of and promotes the educational technology goals of the district -Provides professional development opportunities for staff to assist with the integration of technology as an effective teaching and learning tool -Works with principals and teacher committees in organizing and coordinating the full integration of technology throughout and across the curriculum -Provides one-on-one support for teachers when needed. -Participates in technology professional growth activities to keep abreast of current and future trends in instructional technology.	Minimum of a Standard License Preference given to those with Master's degree in Educational Technology Specialized coursework/training in identified area Demonstrated use of technology integration in classroom

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.

Part 6: Rigorous Selection Process

Upon notification of approval of the district's application, the Knoxville Board of Education will appoint a site-based review council for the district from peer nominations and volunteers. The review council will be structured as follows:

- one teacher from each building (West, Northstar, Middle School, High School, GOAL Alternative School) and
- one administrator from each building (same as above).

Screening Phase: Teaching colleagues from the same developmental level will be surveyed to determine whether applicants are deemed potential teacher leaders in the eyes of their peers. Applicants with at least 75% approval will advance to phase one.

Phase One: All applicants who have advanced past the screening process will provide a narrative demonstrating proficiencies in the areas identified below:

- experience in a leadership position in the district (BLT, DLT, PLC, Teacher Mentor, etc),
- evidence of implementation of professional development in the applicant's personal professional growth plan as it relates to building and district goals,
- measures of effectiveness,
  - evidence of mastery in use of effective classroom strategies and using data to plan instruction - (Checking for Understanding, Gradual Release of Responsibility Model, Rigor, Higher Order Thinking Skills)
  - evidence of using appropriate interventions and/or adjustments for students with special needs (Special Education, ELL, TAG, etc.)
  - evidence of growth in achievement of students in classrooms over the course of a school years
- additional training & education related to position applying for,
  - advanced degree
  - specialized training or class work emphasizing research-based instruction
  - trainings in the areas of math, reading, STEM, and technology
- development of an "Action Plan" that includes:
  - a vision for his/her personal professional growth plan, and
  - long and short-term goals for the teacher leadership position he/she is applying to fill.

The site-based review council will utilize a scoring rubric created using the TREGO Data Analysis Process and any other criteria deemed important by the district to score narratives.

Phase Two: After reviewing applicant narratives, the council will interview applicants for leadership roles.

Phase Three: After interviewing applicants for appointment to teacher leadership roles, the council shall make their recommendations for assignments to the superintendent. The superintendent may meet with council members and ask for clarification regarding the applicants and/or their applications. The superintendent shall accept or reject any or all of the recommendations of the council. All teacher leaders selected to fill leadership roles will participate in an annual review in which progress toward meeting the goals of the plan will be assessed. All leadership appointments are for one year. Teacher leaders filling those roles may re-apply for appointment. The site-based council shall consider the applications of all teachers applying for teacher leader positions.

Narrative

Using Part 7 application narrative from Year 1?* No

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

Part 7: Aligned Professional Development

The Knoxville TLS is designed to create avenues for teachers to embrace leadership opportunities that develop and share effective learning models and assess the district's professional development program through these four key steps:

1. Plan
2. Deliver
3. Implement
4. Assess

As members of the DLT, teachers and administrators currently partner to plan valuable professional development opportunities. The process begins with analysis of student achievement data to identify opportunities for growth and improvement. The group then designs the professional development plan to address targeted learning and teaching opportunities.

A wider scope of leadership and expertise will be dedicated to this critical enrichment opportunity under the Knoxville TLS. BLT/DLT Teachers and PLC Leaders, along with Instructional Coaches and Mentor Teachers, will be part of the expanded leadership team to provide additional support of professional development plans.

All teacher leadership constituencies will collaborate to plan the structure and training activities to facilitate professional development initiatives. BLT/DLT, PLCs, and Instructional Coaches will continue to assess student achievement data, study research-based curriculum and receive training in effective instructional strategies. Efforts will center on developing strategies for effectively leading adult learners and administering walk-through training.

PLC Leaders, BLT/DLTs, and Instructional Coaches will lead the implementation of professional development by effectively implementing professional learning in their own classrooms and collaborating with colleagues.

We envision this professional development team and the initiative aligning to the following framework:

1. **PLAN**

Collecting/Analyzing Student Data (Formative Assessment)
Instructional Coaches will gather data from district and classroom assessments to identify student need, identify trends, and share this data with BLT/DLT and PLC teams. Instructional Coaches, and PLC teams will identify appropriate formative classroom assessments to design interventions and plan for classroom instruction. Instructional Coaches will lead PLC teams in development of common assessments (K-5 in the area of reading/language, math and technology, and 6-12 by content/course). All data will be considered when developing District and Building Professional Development Plans.

Goal Setting & Student Learning
Building and district leaders will be involved in the coordination of professional development goals, school/district initiatives, student achievement goals and teacher leadership responsibilities. BLT/DLTs and Instructional Coaches will ensure the intended curriculum is taught and aligned with the Iowa Core. Instructional Coaches will lead PLC teams in analyzing and using data to set instructional goals to increase student achievement.

Selecting Content
All leadership constituencies will consider district data when selecting content for the District's Professional Development Plan. Leaders will work with district administrators to identify appropriate content for District and Building Professional Development.

2. **DELIVER**

Design for Professional Development
The District Professional Development Plan includes theory, demonstration, practice and collaboration as well as time for teachers to learn together and collaborate with each other. Each building currently provides time for teachers to collaborate and engage in peer review.

Instructional Coaches will provide demonstration, practice and collaboration opportunities at each level for staff. DLT members will use the IPDM Profile to conduct an analysis of the effectiveness of district/building professional development. This allows opportunity to make adjustments and add supports to ensure that professional development provided to teachers, and supported by TLS positions, results in improved instructional practices and increased student achievement.

3. **IMPLEMENT**

Training/Learning Opportunities
All TLS positions will receive training in working with adult learners in order to effectively coach, model, and deliver professional development. BLT/DLTs, PLCs and Instructional Coaches will work with the Director of Curriculum & Instruction to provide training and support for mentor teachers. BLT/DLTs and Instructional Coaches will receive training in implementing effective instructional strategies.

Collaboration/Implementation
Instructional Coaches will lead structured PLC meetings. Teachers will be provided time to design lessons, discuss data, problem-solve, and work with materials to support the district curriculum and/or instructional strategies. All leadership constituencies will support the implementation of effective teaching strategies and the teaching of the intended curriculum (Iowa Core) in classrooms.

4. **ASSESS**

Ongoing Data Collection (Formative Evaluation)

Formative data collection will be used to identify additional on-going supports or adjustments needed for TLS positions and plan for future training needs of those members.

No

Using Part 8 application narrative from Year 1?*

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.

Part 8: Evaluation of Effectiveness

The vision of the Knoxville TLS Plan is to create a professional learning culture that provides and supports collaborative learning and leadership opportunities for teachers that leads to increased student achievement. In addition to providing learning opportunities for new and career teachers, KCSD suggests a comprehensive teacher leadership model that meets the needs of student achievement through defined teacher leadership roles including Instructional Coaches, Mentor Teachers, PLC Leaders and BLT/DLT Teachers
These leadership roles will help ensure that the district meets the overall objective of improved student achievement as a direct result of meeting seven identified goals established in the plan. The Knoxville TLS will be evaluated on the basis of the goals to determine if the implementation of the plan resulted in the following measurable successes:

1. Retention of effective teachers by providing enhanced career growth.
2. Enhanced collaboration by providing and supporting opportunities for teachers in our district to learn from each other.
3. Increased opportunities for teachers to assume important leadership roles and responsibilities.
4. Expanded incentives for teacher leaders to receive additional compensation for assuming leadership roles.
5. Strengthened instruction in all classrooms, thereby improving student achievement.
6. Improved classroom effectiveness through additional support in the core areas of literacy, math instruction and technology integration.
7. Aligned support for the planning, delivery, and implementation of effective teaching strategies through professional development programming.

In order to meet the State and District goals for the TLS, KCSD will use a variety of short and long-term measures to evaluate the impact of our plan.

Short term –

- Teacher Leaders will be asked to evaluate the training they receive in preparation for work with adult learners.
- Teacher Leaders will review implementation logs of instructional strategies taught during professional development.
- Instructional Coaches will observe teachers implementing what they learn in professional development and maintain a log of effectiveness. These logs will be used in conversations with teachers and will be used to plan additional professional development.
- Building principals will work with teacher leaders in assessing the implementation of professional development.
- BLT/DLT Members will assess implementation of new teaching materials (textbooks, technology, etc.).
- PLC Leaders will review and assess PLC agendas for inclusion of discussions about student achievement data.
- Teacher Leaders will meet regularly and discuss strengths along with areas for growth.
- Teacher Leaders will create, analyze and reflect on surveys given to teachers about the impact of the services they are providing.

Long term –

- We will conduct year-end assessments of instructional strategy implementation; Mentor Teachers, Instructional Coaches, Curriculum and Professional Development Leaders and building principals will participate.
- The success of the mentoring program will involve an assessment of the effectiveness of the program by Mentor Teachers and teachers who worked with the mentors; teacher portfolios and teacher retention data will be included as part of the evaluation.
- TLS Leaders will measure the level of student engagement in learning throughout the district.
- We will assess and evaluate the level of classroom activities, assignments, and assessments, focusing on higher order skills.
- We will review data from student achievement on the Iowa Assessments and other standardized assessments.
- We will review and assess data regarding the number of students passing classes.
- Success of the program will include data from observations regarding collaboration among teachers, teacher leaders, and building principals.
- The graduation rate will increase.

Adjustments to the TLS will be made based on the results of the data we gather. This data will include, and is not limited to, district wide assessments, discussion logs, building data, strategy implementation logs, attendance data, and student achievement data. Adjustments will be made throughout the year, based on the data and input from administration, teacher leaders, and teachers.
Mentor Teachers and mentees will have numerous opportunities to collaborate as a specific time will be available for mentors to observe other teachers in the classroom and meet with them following the observations. These conversations will result in adjustments to areas of emphasis that mentors and mentees want to address.

Data from classroom observations will be used by Mentor Teachers, Instructional Coaches, BLT/DLT Members, and principals to plan adjustments in the delivery of professional development and to identify instructional skills that need to be emphasized.

As active participants of the BLT/DLT, teacher leaders will work with district principals and administrators to evaluate data from surveys, self-assessments, and student assessments. Adjustments to the plan may be made based on these discussions.

The leadership roles defined in the plan greatly enhance the opportunities for increased communication, increased collaboration, and increased assistance for all teachers in the district.

Using Part 9 application narrative from Year 1?* No

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

improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Part 9: System Sustainability

KCSD provides a variety of leadership opportunities for teachers. The structures in place provide a strong support system for implementing and sustaining the TLS. The following current leadership structures will contribute to the success in implementing the aspects of the new system, which will greatly enhance the components that are already in place:

- DLT – The Knoxville DLT, composed of 20 people, has provided leadership in professional development, curriculum development and the development of leadership skills for more than twenty years. DLT members assess student achievement data, participate in planning and delivering professional development, and provide leadership for building leadership teams. DLT membership includes building principals, teachers, the Director of Curriculum & Instruction, and Superintendent of Schools. This team will continue to focus their efforts on aligning our efforts to ensure we are realizing results in student achievement and improved professional practices in all classrooms. The TLS will be an agenda item at each DLT meeting.
- BLT – Each attendance center has a BLT. Members of the DLT serve on the BLT, as well as other teachers in the building. BLTs implement building-level professional development and provide leadership for setting building level goals based on student achievement data. Monitoring the success of the Mentoring Program and professional development efforts within the building will be agenda items at each BLT meeting.
- PLC Leaders – We already use PLCs as a structure for improving instruction and student achievement. Each PLC utilizes the four questions to drive their work: 1) What do we expect students to know and be able to do? 2) How will we know if students have learned these? 3) What do we do if students don't learn? 4) What do we do if students already know them? The TLS will allow us to better train a leader for each PLC to improve the effectiveness of each team.
- SINA Leadership Teams – These elementary level teams develop plans for improving student achievement. Teachers and principals are working with each other and with AEA consultants to develop and implement instructional strategies designed to meet the needs identified through investigating the data in the targeted areas of math and reading. The TLS will provide additional resources in the form of Instructional Coaches that will be able to better execute these plans.

We are committed to providing effective learning opportunities to ensure the success of all students. That is our vision. This TLS is designed to make that vision a reality for all of the students of Knoxville Community Schools.

Our primary focus is to provide opportunities for teachers to lead our efforts to improve learning for students, enhance experiences for beginning teachers, provide support for experienced teachers, and to promote active participation and implementation of professional development.

The TLS was developed in a collaborative setting with representatives from each stakeholder group. It is supported by the Knoxville Education Association (collective bargaining unit), and representatives were members of the planning committees. Teachers and principals have participated in the creation of this TLS. Parents and community members have also been engaged through our planning committee. The Knoxville Board of Education fully supports our Knoxville TLS and has re-allocated some funds to implement a few of the components prior to receiving the funding in anticipation of getting the grant in the near future as we believe these will make a difference in our district. Responsibility for success of the plan will be shared by the Superintendent of Schools, the district's administrative team, the DLT, and all teachers serving in teacher leadership roles.

Long-term support for the plan will be demonstrated by:

- including a review of the plan and discussing potential adjustments on the agendas of all DLT meetings.
- continuing to support teacher leaders by providing opportunities to attend trainings, conferences, and courses designed to help them work with adult learners.
- scheduling meetings among teacher leaders and school principals/administrators to assess successes and challenges as the plan is implemented.
- helping additional teachers gain the skills necessary to be teacher leaders in the future.
- annual expenditures that fully utilize all the funding to implement our TLS as it was approved.

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*	1797.15

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

District Enrollment-Based Allocation	$554,995.86
Total Allocation	$554,995.86

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to $33,500.	$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	$29,995.86

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).	$490,000.00
Amount used to provide professional development related to the leadership pathways.	$35,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. *These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.*	$0.00
Totals	**$554,995.86**

Other Budgeted Uses - Description

Item description	Amount budgeted
	$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended $554,995.86

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

Remaining Allocation to be Budgeted $0.00

Budget Alignment

Using Part 10 application narrative from Year 1?* No

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

Part 10: Aligned Budget

We are committed to providing effective learning opportunities to ensure the success of all students. That is our vision. This TLS is designed to make that vision a reality for all of the students of Knoxville Community Schools. The budget aligns to this vision by improving the quality of teaching and learning by utilizing teacher leadership positions.

We are committed to allocating the financial resources made available through this grant to implement our Teacher Leadership System as a comparable plan. Since our base salary is $36,114 for the 2014-2015 school year, we already meet the minimum requirement of $33,500 and will not utilize any funds to support this salary.

The major portion of the budget allocation, $490,000.00, will be used to fund the full-release Instructional Coach positions. This line item includes salary, IPERS, FICA, and insurance premiums.The Instructional Coaches will work directly with teachers to improve instructional practices and learning opportunities for all students. The salaries and benefits for the teachers that will be replacing the Instructional Coaches in classrooms will be paid from the District's General Fund.
The Mentor Teachers will be paid stipends of $1,500 each to spend additional time outside of the contract hours to work with new professionals. Building & District Leadership Team Leaders and Professional Learning Community Leaders will be paid $20 per hour for work completed outside the contract day. Over the course of the year, these supplements will total a minimum of $29,995.86. If additional funds are needed, they will come from the District's General Fund.
Knoxville Schools believes proper training is critical for the success of these teacher leadership positions. We have allocated $35,000 for professional development and will supplement this with Teacher Quality Professional Development funds if necessary. Annual trainings will be provided to all Teacher Leaders in Knoxville. The trainings.will be based on specific needs and opportunities available. In the "Additional Notes" below, you will find potential types of trainings we are interested in pursuing.

Component	Anticipated # of Leaders	Cost per Leader	Total Cost:
Mentor Teachers	7	$1,500	$10,995.86
BLT/DLT Leaders	20	$500	$10,000
PLC Leaders	18	$500	$9,000
Instructional Coaches	7	$70,000	$490,000
Trainings/Courses	52		$35,000
TOTAL			**$554,995.86**

Knoxville Community School District has 160 teachers, and this Teacher Leadership System plan has 52 potential leadership positions which is about 32%. These Teacher Leaders would be spread among all of our buildings and work collaboratively as a team to enhance the education of all of our students and improve their student achievement.

Additional Notes:

1. The salaries and benefits for positions needing to be filled, due to current teachers accepting roles as instructional coaches, will be covered by the District's general fund.
2. Minimum Salary: No allocation as current hiring salary is **$36,114**
3. Instructional Coach Formula:
    a. Average KCSD Teacher Cost: $67,500 + 10 per diem extra days = $70,000)
        i. Salary: $50,000
        ii. Per diem: $260
        iii. FICA/IPERS: $8300
        iv. Insurance Benefits: $9,200
4. Training Costs
    a. All Teacher Leaders will receive some training; however, the allocation may be distributed in a variety of ways dependent upon annual needs and opportunities.
        i. PLC Institute
        ii. Leadership Facilitation
        iii. Mentor Training
        iv. Instructional Practices Inventory Training
        v. Data Analysis Training
        vi. Technology Integration Training
        vii. Instructional Strategy Training

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.*	Yes
Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.*	Yes
Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.*	Yes
Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.*	Yes
Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.*	Yes

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