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Q1: **Name of School District:**	Lewis Central CSD
Q2: **Name of Superintendent**	Dr. Mark Schweer
Q3: **Person Completing this Report**	Kim Jones

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Q4: **1a. Local TLC Goal**

Improve entry and retention of new teachers to the profession.

Q5: **1b. To what extent has this goal been met?**

(no label)	Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

As noted in our TLC plan submitted: "LCCSD believes our structure prior to the implementation of our plan positively impacted new teachers". Changes made to our induction program, as part of our TTLC plan, included: use of instructional coaches as our induction mentors; pairs of beginning teachers assigned to the same induction mentor in lieu of pairing people across buildings; beginning teachers assigned two mentors who had different, but complementary responsibilities.

For the start of our school year Lewis Central hired 21 teachers new to our district. Twelve of these teachers participated in our induction program as they held a license qualifying them for the two year induction period. We had six first-year teachers, five second-year teachers, and one teacher with a regional exchange license. All twelve teachers are continuing with our district into the 2016-2017 year.

Each of our new teachers were assigned a peer mentor, whose responsibilities were to support such items as procedures; location of important forms, people, equipment; and our online applications used in daily work. In addition to this daily support for routines of a new district, our first and second year teachers were assigned an induction mentor - Instructional Coach - who, using Journey to Excellence learning projects and support from GHAEA, engaged in collaborative conversations with beginning teachers routinely within the day or outside of the day to meet the unique needs of a beginning teacher.

Outcomes from these changes? Our teachers completed a survey around questions that help the district know if our teacher leadership plan is making a positive difference. We found that teachers are more aware of who to go to for specific questions or issues around instruction and assessment as well as believing they have communication avenues to use to find those answers. Positive responses increased from the beginning of the school year to the end, from an average of 79% to 85% agreeance. Our move to using instructional coaches as induction mentors was the biggest change as well as the most positive change. Instructional coaches not only have the expertise of how to work in partnership with teachers, they were also available at various times of the day since they do not have classroom responsibilities. Coaches were able to provide the mentoring needed for new teachers to the profession. Finally, using coaches who have no direct classroom responsibilities, they were able to focus on the collaborative needs of multiple new teachers, at times meeting in small learning groups that build trust, and mutual accountability which will last long after their induction period. During our end of year celebration, beginning teachers and their mentors shared out the impact of the partnerships. Routinely, the theme of support and confidence in their skills were expressed. Mentors routinely noted how competent their new teachers were entering into the profession. In the end, we hired well, and fully supported the new teachers as they have embarked on their journey as teachers.

Prior to the school year beginning the district held PD over two days, Aug 20 & 21. These days helped new teachers become familiar with how the LCCSD operates: the use of backwards design in planning; teaching to conceptual understanding; working within collaborative communities. The following link provides an overview: New Teacher Days (https://goo.gl/7HJyOZ). Once a foundation of understanding was laid, our instructional coaches continued to support beginning teachers through Journey to Excellence. Coaches were supported in their ability to work with our beginning teachers through their own PD. The following link provides a sample of that work: Mentor Moves 101 (https://goo.gl/4lhWrd).

Q7: 2a. Local TLC Goal

Create the climate and opportunity for collaborative relationships.

Q8: 2b. To what extent has this goal been met?

(no label)	Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

As our district implemented our TLC plan it was important to share the goals early with our teachers. One way in which we did this was our website: http://lcdistrictteacherleadership.weebly.com/. At the district level we posted our minutes of each content team, district leadership team, and the oversight committee. We also included links to each building's coaching site. By doing so we hoped to provide a sense of transparency across buildings as to the purpose of many of the teacher leadership positions.

We shared the targets, or goals, of the TLC plans and collected data to support our growth in a pre/mid/post survey look at what must be in place for teacher leadership to be successful. The data from these surveys were then combined to see a year long look at the growth of this foundation. Overall, the data show positive trends among all teachers that we are fostering collaboration. See details here: https://goo.gl/dSs08l. Routinely at the building levels staff celebrate the impact teacher leaders have on instructional change. For example, our Middle School coaches have a 'Success Stories' page of their site that highlights thier own growth: http://lcmsic.weebly.com/success-stories.html; and the high school coaches put out a periodic newsletter to highlight teachers visiting teachers: https://goo.gl/qyTnlk.

In retrospect, we question how current evaluation data would provide evidence of this goal and therefore did not pursue this line of evidence; however looking forward, there is a case for looking at teacher career development plans. The argument could be made that if we are making an impact on teachers to seek out collaborative opportunities for professional learning, a development plan for their learning could include these types of collaborative opportunities such as book studies, learning teams, etc. However, walkthrough narrative data does provide a glimpse into the collaboration that has started to occur in buildings: https://goo.gl/wF4PLO, and, the classroom lab: https://goo.gl/5a0vQw.

Q10: 3a. Local TLC Goal

Create differentiated roles and enhanced career opportunities for teachers.

Q11: 3b. To what extent has this goal been met?

(no label)	Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our district had 215 teachers of which 24 were not eligible to take a teacher leadership (TL) role based on requirements set by the state for TLC programs. This left 191 teachers that could apply for, and fill, a TL position as defined in our TLC plan. This year, 2015-2016, we had 151 teacher leadership positions available, 88 applications submitted, and there were 81 unique teachers that filled those positions, or about 42% of those teachers eligible for a TL role and about 37% of all teachers in our district. After completing the selection process for the 2016-2017 school year we had 3 new applications who were selected for at least one TL position and 3 teachers leave TL positions: one retired, one had a baby, and one had no reason given. Overall we had about the same statistics for numbers involved in leadership positions. We decreased one content team (4 positions) while increasing 4 model teachers and 1 instructional coach. So, we have just as many TLs and one additional new position.

Teachers could apply for a variety of TL roles, nine defined roles, that ranged from Peer Mentors whose role was to support experienced teachers new to our district which required episodic investment of time as the new teacher learned routines and practices unique to Lewis Central, to Instructional Coaches whose responsibilities were completely different than their classroom role requiring them to be 100% outside the classroom as they worked with all teachers in their building to strengthen classroom instruction.

All teachers were surveyed 3 times over the year regarding perceptions of teacher leadership. Teacher leaders specifically completed a reflection of their effectiveness based on the specific responsibilities of the position(s). The bullets represent data to support this TLC goal from these surveys: teachers believe the teachers selected for a TL role was fair, logical, and transparent; the roles were clearly defined; the number of teachers in agreement with these statements increased during the year; teacher perception went from 55% to 74% in the belief that there is a system in place for growth-oriented feedback and two-way communication with TLs about classroom instruction; teachers agree that they have permission to take risks without retribution from leaders which leads to teachers taking the risk to step into leadership positions.

Finally, we are providing a link to a summary of our TL positions in order to better share the differentiation in our roles: https://goo.gl/vAy32W and a link to the literature we provided teachers and the beginning of our year, Teacher Leadership at Lewis Central (https://goo.gl/99heUK). Teacher leaders were required to participate in a self-assessment of the fulfillment of their responsibilities in the TL role. Within the narrative comments were both celebration and areas offered for improvement within the role. Our Oversight Committee reflects on these comments as they review the program overall. Click the following link for a PDF of responses: 2015-2016 Teacher Leader Reflections (https://goo.gl/Ya3vBJ).

Q13: 4a. Local TLC Goal

Empower teacher leaders to play pivotal roles in providing ongoing; meaningful professional development for all, resulting in a positive impact on student learning and achievement.

Q14: 4b. To what extent has this goal been met?

(no label)	Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

When asking the question about the direct impact of our efforts (through the TLC plan) on students we pointed to our student achievement data among other sources. Our Iowa Assessment data from this year's testing was cause for celebration. In addition to the NCLB proficiency thresholds we must look at, we also look at growth data that points directly to our district goals: increase student achievement and decrease the gap in achievement with our SPED populations. While we still have work to do in reaching that NCLB 100% proficiency mark, we have made positive strides in our district goals. We met our goal for all students exceeding one year's' growth in reading, math, and science; and we also met our goal for 15 months growth with our SPED populations in reading, math, and science which overall points to decreasing this achievement gap.

Our various building and district level teams that focus on instruction, curriculum, and professional development provide additional insights into impact. Our content teams that represent each building focus on best practices of instruction such as the study our math team is doing this year and as we move into summer with the NCTM Mathematics Teaching Practices to prepare teacher leaders to prepare and facilitate professional learning for their buildings. Our science content team is studying and co-facilitating Iowa Science standards implementation training. There are details of every content team's monthly work, as well as the district leadership team's monthly work at these sites. Content teams: http://lcdistrictteacherleadership.weebly.com/ct-connections and our District team: http://lcdistrictteacherleadership.weebly.com/dlt-updates . Each building has a leadership team that plays important roles in decision making and professional development planning. Click here for a sample agenda and meeting notes: https://goo.gl/5JwkKS

Our instructional coaches are critical in providing embedded professional learning with teachers. At the high school about 85% of our teachers have taken part of some type of professional learning with coaches in our first year of implementation. In every building, coaches are conducting individual cycles of coaching that are a partnership with the teacher who sets their goal for learning during the cycle, the evidence to collect in support of their goal and the coach supports their learning along the way in the cycle. Click here for a sample of the organizer used by coaches and teachers during the cycle: https://goo.gl/TPVpqu.

Finally we have various teacher surveys and teacher leader self-reflections that lend insights into our progress on this goal. Teachers, in general, believe there are other teacher (leaders) they can go to for assistance, and that those teachers (leaders) have the knowledge base to assist them. Teacher leaders, in their self-reflection, believe they are contributing the learning in their buildings through tending to their responsibilities of their roles.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Routinely monitor the effectiveness of the plan through data and adjust as determined by that data, through collaboration of teachers, TLs, and administration.

Q17: 5b. To what extent has this goal been met?

(no label)	Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

A large part of the monitoring of our TLC plan was the responsibility of our Oversight Committee (referred to in our initial plan as the “steering committee”). Our committee, who is tasked with monitoring of our TLC plan, met routinely once a month from September through May. Each meeting had a set agenda that reviewed selection processes, budget and expenditures, reviewed and approved amendments to submit to the state for approval, and provided guidance for our Site Based Councils who were tasked with the re-hiring of positions for the 2016-2017 school year. Here is an example of our agenda and minutes for these meetings: https://goo.gl/K9snKO.

Once we began the initial selection process LAST spring (2015) we purposefully did not make changes in the process although there was some discussion to adjust the interviewing process, for example, because of the time commitment needed, or the need for applicants to complete a self-assessment as part of the process. The committee made the decision to stay the course as originally outlined in the plan for the first year and seek recommendations for changes for this past spring’s (2016) selection process. As part of these recommendations the Oversight Committee did define thresholds for our first two phases of the selection process and refined the initial application. We also looked at budget projections and made adjustments for the current and also the upcoming year through the Oversight Committee. The following agenda and minutes document some of this work as well as our analysis of what has been working and what will change for 2016-2017: https://goo.gl/yHRLl7

In retrospect, we question how looking at training dates and agendas of those trainings would provide evidence of monitoring effectiveness of the TLC plan; however many of our leadership teams routinely collaborated around issues and tasks. For example, our District Leadership Team, which consists of teachers and administrators across all buildings, hold half day monthly meetings that, among other items, deepen our understanding of data of all kinds, monitor curricular and PD decisions, and set the course for continuous improvement. Click the following link for an example of agenda and minutes: https://goo.gl/FQ4fKD. Our Science and Mathematics content teams have each attended their respective regional conferences (NSTA and NCTM) with the intent of building leadership capacity in their content area in order to lead our curriculum and instruction in these areas. We are embarking on the implementation of new Iowa Science standards of which our content team is leading the training not just in our district but in southwest Iowa in partnership with our GHAEA. In math we will be focusing on improved instructional moves through NCTM’s Mathematics Teaching Practices.

Q19: 6a. Local TLC Goal

Provide the resources necessary to support and sustain the effective, ongoing implementation of this plan.

Q20: 6b. To what extent has this goal been met?

(no label)	Mostly Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

All our TL positions required teachers to be active participants and/or facilitators of small teams, co-present PD in their buildings, champion specific programs, etc. In order to equip all our TLs we partnered with Glenwood CSD to bring the School Reform Initiative to our district for a 4-day intensive workshop during the summer, and provide periodic webinar support during the year.

We adopted the Student Centered Coaching model (Diane Sweeney). Coaches and administrators attended a 2-day conference and we contracted with Diane(with GHAEA, Glenwood, and Red Oak) for Diane to provide 3 sets of 2-day workshops throughout the year. Along with this PD, our instructional coaches participated in collaborative learning teams once a month for a half day to extend their learning. These half day sessions were driven by an agenda and included a portion of time for smaller building level teams to collaborate on building level issues. At the building level, coaches and their administrators participated in book studies around effective coaching practices such as effective questioning or using classroom labs.

We solicited teacher input from both our teacher leaders and whole staff over time with a pre/mid/post year survey. When our teacher leaders were asked to reflect on their own effectiveness in their specific roles the responses were positive overall. Some anecdotal reflections included that in some of their roles, they were not required to “do” all their responsibilities. For example, our district content teams were not able to truly assess alignment of our units of instruction from a K-12 perspective. These types of reflections are encouraging as they point to realizing where our gaps in artifacts exist and places to target for next year. Here is a link to the results: https://goo.gl/Ya3vBJ; and a link to the comparison of the teacher perscpectives on our TLC plan over time: https://goo.gl/dSs08l . This shows clearly that, while our district was already a culture ready to support teacher leadership, we made gains in cultivating an even richer foundation for the success of teacher leadership.

When asking the question about the impact of our efforts (through the TLC plan) on students we pointed to the use of walkthrough and student achievement data. As an example of this data here is an excerpt from our HS administration using walkthrough data to support building level PD and using our model teachers/instructional coaches within those walkthroughs. A quote from one document: “Thank you again for allowing me to visit your classrooms and capture a few moments of video. It was great to see the things that are happening with community building and collaboration. It was more than evident to me that we need to get the word out to teachers about the work you are doing in those two areas and encourage them to come and see the great things in action.” Visit the document at: https://goo.gl/5a0vQw .
Our Iowa Assessment data from this year’s testing was cause for celebration. In addition to the NCLB proficiency thresholds we must look at, we also look at growth data that points directly to our district goals: increase student achievement and decrease the gap in achievement with our SPED populations. While we still have work to do, we have made positive strides in our district goals. We met our goal for all students exceeding one year's growth in reading, math, and science; and we also met our goal for 15 months growth with our SPED populations in reading, math, and science which overall points to decreasing this achievement gap.

Finally, our Oversight Committee reviewed the budget and made adjustments multiple times throughout the year. Five of our monthly meetings included the budget as an agenda item and in December we took a deeper analysis of the budget as a midyear review.

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

This is an agenda item for our first Oversight Committee meeting as we begin the new school year. We have already made some changes based on this past year such as decreasing our number of content teams by one. We eliminated our Assessment Team, instead taking assessment to each of the other 6 teams as a component of their work. We also increased the number of model learners (previously labeled as model teachers) by 4 - one for each building and increase our number of instructional coaches by 1. Our reason for doing this was observing the momentum of our coaches and model classroom so far this year. We are excited to continue to see the growth in teacher experiences, embedded learning as we expand the reach!

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

I feel that I provided many pieces of evidence during each of the goal responses either directly in the narrative or as a link to further investigations.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.

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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.

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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.

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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.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.