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Application

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

95306 - Lisbon CSD TLC Grant Application September 2014

Teacher Leadership and Compensation System

Status: Under Review Submitted Date: 2014-10-29 02:06:15
Signature: Pat Hocking, Lisbon Superintendent Submitted By: Pat J Hocking

Applicant Information

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Organization Type:* K-12 Education
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Program Area of Interest* Teacher Leadership and Compensation System
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Benefactor Vendor Number

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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)

"No matter what reform strategy is being pursued, the overall quality of a school system rests on the quality of its teachers, and the quality of its teachers depends on the system in place to support them."

-Vivian Stewart (2012)

To create the change necessary for students in Lisbon Community School District (CSD) to reach their full potential, teachers must be more effective instructors. Our vision is to provide all teachers with multiple opportunities to hone their exceptional skills while learning and practicing strategies to bring out the best in their colleagues. Our plan does not simply fund Instructional Design Strategist (teacher leader) positions. We are creating the comprehensive teacher leader system envisioned in Vivian Stewart's quote.

Lisbon CSD's plan was generated by a stakeholder committee that included teachers, administrators, and parents who gathered information, student data, reviewed research, investigated other programs, and created the framework and details of the plan based on various forms of input. The committee has endorsed the plan and other stakeholders expressed excitement at the opportunities presented for teachers.

Lisbon CSD's mission is to provide world class opportunities with community PRIDE (Passion, Rigor, Innovation, Drive, Excellence). Lisbon CSD strives to ensure we have a rigorous curriculum that challenges students and aligns to the Iowa Core and identified national standards. Our focus is on the characteristics of effective instruction and ensuring all students get the skills necessary to be productive citizens in today's society. The Lisbon CSD is currently involved in a number of initiatives where teacher leadership would prove to be of huge benefit to our processes of strengthening instruction. These critical initiatives include Multi-Tiered System of Supports (MTSS), implementation, alignment, and assessment of the Iowa Core, use multiple data sources to drive instruction, PLCs, and professional development, and provide support and mentoring to new teachers.

After meeting with our stakeholder committee, we determined the following positions would best build upon the current structure and support student and adult learning.

Instructional Design Strategists: K-4, 5-8, 9-12

- **Position Summary**
 - The Instructional Design Strategists (IDS) will provide leadership, support, and professional development for best practice regarding Iowa Core curriculum, assessment, characteristics of effective instruction, and the integration of technology resources in the learning environment.
- **Number of Positions**
 - 3 FTE
- **Total Days of Service**
 - 202 day contract
- **Training Required**
 - Summer: 40 hours and school year: 36 hours
- **Compensation**
 - Current salary plus 6%
 - Ten additional days at per diem
 - Additional professional development as approved by district administration at \$25/hour

A site-based review council of teachers and administrators from the district will accept and review applications and conduct interviews for each teacher leadership role. The Teacher Leader candidates will send two letters of recommendation, current resume, and written response to the following prompt: "please describe the experiences, expertise, and attributes you have that would enable you to be *effective* and grow yourself and others *professionally* in this role." The site-based selection review council will conduct a face-to-face interview with each applicant. A four-point rubric from the SAI Teacherpreneur Rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection.

Lisbon CSD will measure the impact/effectiveness of the Teacher Leadership and Compensation (TLC) plan through a series of long and short term measures based on the following goals:

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

- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers to learn from each other's measures.

The evaluation team will meet four times per year to gather, organize, and analyze the collected data. The district will make data-informed decisions. The driver of the decisions will be determining students' next steps in learning. Assessment data will be analyzed collectively to inform teachers' next steps. Evidence will be used from multiple measures to determine trends in student learning. Through this process, the district will expand understanding of how it can continue to transform in order to ensure success for all students in the district.

With many pieces already in place, Lisbon CSD is ready to implement and sustain the Teacher Leadership and Compensation Plan. Our district has an ongoing student-centered focus that brings together outstanding educators, dedicated parents and a proud community. The district is excited about the TLC program and the impact it will have on staff and student achievement.

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 description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- 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 - Initial Application Consideration

In August of 2014, the Teacher Leadership Compensation (TLC) team, comprised of three administrators, one curriculum director, five teachers, one union representative and one community stakeholder, met to consider applying for the TLC grant. Additionally, members of the team attended TLC workshops sponsored by Grant Wood AEA and consulted with Teacher Leaders from other area schools. We evaluated the three models for application and decided on the third as being the best fit for Lisbon Community School District (CSD). Careful consideration was given by all evaluating groups to align any future plans for TLC funds within the framework of the Lisbon CSD Mission Statement:



Developing a Plan

Lisbon CSD's planning for the TLC grant was guided by Grant Wood AEA's TLC Grant Workshop. In these sessions, the committee reviewed teacher leadership systems throughout the country, contributed in discussions regarding effective teacher leadership systems, and were provided with planning documents and supports to use in the development of our teacher leadership system. As a followup to these meetings, a district planning group met regularly to brainstorm, plan, and write sections of the grant. Meetings were held with administrators to solicit their input and feedback.

Model 3 will be our guiding framework for the Lisbon Plan, anticipating grant funds to support the following:

- Three Teacher Leaders, to serve as Instructional Design Strategists (IDS), one at the K-4 level, one at the 5-8 level, and one in the 9-12 grades.
- Professional learning opportunities for the lead positions within the structure. These opportunities include Comprehensive Teacher Leadership Support Workshop, facilitated by Grant Wood AEA.
- Participation in the Mentoring and Induction Program for first and second year teachers, facilitated by the New Teacher Center and organized through an Eastern Iowa Consortium.

Educating All Stakeholder Groups

The TLC team then educated teaching staff and parents. Administrators led initial explanations. Teachers on the committee then held one-on-one conversations with other teachers to gauge concerns. Reeducation followed. This phase continued throughout the application process. Administrators discussed the plan with parent advisory groups and the Parent Teacher Organization. Parents on the School Improvement Advisory Council were educated about the process and surveyed for input.

Surveying Teachers to Guide Future Steps

A survey was completed by staff to determine who might be interested in available positions, what types of support teachers would appreciate, and how the plan would help district achievement. The survey also informed teachers about the jobs that will be made available through this grant and the potential for improving achievement. One hundred percent of the teachers who responded were in support of this plan.

Description of Support and Commitment

Five teachers, including MTSS (Multi-Tiered System of Supports, formerly RTI) committee members, teacher union representatives, and PBIS committee members attended meetings and helped formulate the plan. Teachers were very supportive and felt this would allow the district to further improve student achievement by encouraging collaboration and systematically utilizing data. Administrators' opinions were very enthusiastic; they felt the plan would have a significant impact on student learning and improvement of test results. The plan would also help improve the culture of the district as teachers would feel they are receiving support in meeting the needs of a diversified student population. They developed the details and considered revisions from stakeholder groups. Administrators then discussed the TLC plan with a variety of stakeholder groups, including the PTO and community members in the School Improvement Advisory Council. Articles on the school webpage educated the general public, and community members on the School Improvement Advisory Committee were then surveyed for support of this grant. All expressed optimism the plan would improve student achievement.

Writing the Grant

With overwhelming approval, the grant was written, and the team reviewed draft one on October 8, 2014. Changes were suggested by parents, teachers, and administrators. This meeting solidified the plan's format and the school's implementation focus. The grant was reviewed by the AEA team on October 15, 2014. Revisions were considered, and the plan was adjusted as deemed necessary by the team.

Narrative

Using Part 2 application narrative from Year 17*

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

Lisbon CSD's mission is to provide world class opportunities with community PRIDE (Passion, Rigor, Innovation, Drive, Excellence). Our goal is to ensure we have a rigorous curriculum that challenges students and aligns to the Iowa Core and identified national standards. Our focus is on the characteristics of effective instruction and ensuring all students get the skills necessary to be productive citizens in today's society. Our vision directly aligns with the Department of Education's (DE) vision for the Teacher Leadership Compensation (TLC) System. The DE is striving to transform the teaching profession with greater support and more career opportunities for teachers. This will then create a system with quality implementation where student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.

Lisbon CSD & Building Goals:

- All students graduating from the Lisbon CSD should have the ability to use the basics of education in reading, writing, math, science, problem solving, technology, and the arts to become lifelong learners.
- All students graduating from the Lisbon CSD should have good work ethics, including the ability to work, compete, and cooperate with a diverse population.
- All students graduating from the Lisbon CSD should have the ability to creatively think, reason, find and use information, and communicate successfully, both orally and in writing.
- All K-12 students will use technology in developing proficiency in reading, mathematics, and science.

These goals are based on a number of data sources.

- Iowa Assessment (3-11)
- MAP/NWEA (3-11)
- ACT (10-12)
- FAST - Formative Assessment System for Teachers (K-3)
- GOLD Assessment (Pre-School)
- Reading Assessments (K-6)
- Perception Surveys (Student, Community, and Staff)

Data trends indicate a need for increased support implementing Multi-Tiered System of Supports (MTSS, formerly known as RTI), alignment and assessment of Iowa Core, using data to guide instruction and professional development, and providing support and mentoring to new teachers. Leadership teams have been a driving force behind most initiatives and data analysis. Enhanced teacher leadership would allow for daily observation, communication, and guidance on initiatives, as well as deeper data analysis.

Lisbon's TLC plan aligns directly with the intended goals of the TLC System, as described by both the legislation and the Iowa Task Force. The goals are as follows:

State Theory of Action	Lisbon's TLC Plan

“If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;	In Lisbon, the TLC plan is the only way that we can compensate excellent teachers beyond the master contract. As veteran staff retire, the need to recruit new, effective teachers will increase. The combination of an increased base salary along with a strong mentoring system will attract new, effective teachers to our district.
create the political will and understanding necessary to remake the status of the teaching profession;	Our TLC plan provides an explicit process that empowers teachers to take on leadership roles in decision-making.
give highly effective teachers opportunities to grow, refine, and share their expertise;	Teachers will have concrete and continuous opportunities to collaborate with others in our district, AEA personnel, and other districts.
and develop a clear system with quality implementation,	Criteria and responsibilities of Teacher Leaders will be clearly articulated through a set of job descriptions and encouraged through the post-evaluation/observation process.
then ... student learning will increase,	Iowa Assessment results will be analyzed one on one with the student and teacher. It is the district goal for each student to show one year growth in reading and math. Through conferences, students are made aware of scores and set individual growth targets.
student outcomes will improve, and	Rigor will increase, resulting in higher levels of creativity and problem solving.
students will be prepared to succeed in a globally competitive environment.”	The number of students who will be college or career ready will increase.

The vision and goals of Lisbon’s TLC system aligns with the State of Iowa’s theory of action for transforming education by providing greater support and more career opportunities for teachers. We believe these opportunities will improve learning for all students within our system.

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 – Connections to Educational Improvement Efforts

Lisbon’s Teacher Leaders will serve as Integrational Design Strategists (IDS) to support curriculum, instruction, assessment, and professional learning. The Teacher Leadership and Compensation (TLC) plan will support and strengthen our district’s key school improvement initiatives, which are examined below:

- (1) Multi-Tiered System of Supports (MTSS, formerly known as RTI)
 - Our TLC leaders will assist in implementing supports to improve our MTSS system and instruction time. They can help teachers use assessment information to plan lessons during MTSS or other instructional opportunities.
- (2) Implementation, Alignment, and Assessment of the Iowa Core
 - The Teacher Leaders will strengthen the district’s work with Iowa Core implementation by creating the alignment tools, actions plans, and pacing guides that will demonstrate full implementation of the Iowa Core. The Teacher Leaders will work with teams of teachers by grade level and department to evaluate current assessments and to create new assessments that demonstrate student mastery of the Iowa Core Standards. The Teacher Leaders will be a vital part in ensuring that 100% of the teaching staff has met this priority.
- (3) Use Multiple Data Sources to Drive Instruction, PLCs, and Professional Development
 - The Teacher Leaders will guide and support Iowa TIER (Tools for Innovation and Educational Results) implementation and curriculum-based measurements for the district. The Teacher Leaders will support the district’s efforts in MTSS through collaboration with teachers on FAST (Formative Assessment System for Teachers) data and curriculum-based measurement results that are all part of the Iowa TIER System. The Teacher Leaders will assist and train teachers in research-based instructional strategies and progress monitoring of students’ goals.
- (4) Provide Support and Mentoring to New Teachers
 - Lisbon CSD believes that successful teacher induction systems focus on student learning and teacher effectiveness. Strong programs include instructional mentoring by carefully selected, well prepared, released mentors, professional learning communities for mentors and new teachers, engaged principals, and supportive school environments and district policies. The additional funds provided by the TLC plan will help provide funding for this support to continue.

Our Lisbon TLC Plan will provide the necessary resources to expand our current school improvement initiatives in order to reach the identified goals of both the State and Lisbon Schools. Our TLC positions will allow us to support and strengthen MTSS, integration of the Iowa Core, data

analysis, PD planning, and our mentoring program.

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

Lisbon CSD believes that successful teacher induction systems focus on student learning and teacher effectiveness. Strong programs include instructional mentoring by carefully selected, well prepared, released mentors, professional learning communities for mentors and new teachers, engaged principals, and supportive school environments and district policies. Below is an analysis of the effectiveness of our current induction and mentoring program along with a detailed description with areas of improvement and how Lisbon’s Teacher Leadership Compensation (TLC) plan will address these gaps.

Analysis of the effectiveness of the current induction and mentoring program

Lisbon mentors follow high quality mentoring and induction practices that support teacher retention, teacher development, and improved student learning. Currently our program includes:

Framework	Description
Rigorous Mentor selection based on qualities of an effective mentor	Our mentors provide evidence of outstanding teaching practice, strong intra- and inter-personal skills, experience with adult learners, respect of peers, and current knowledge of professional development.
Ongoing professional development and support for mentors	High quality and ongoing training, as well as professional learning communities, are needed to help mentors develop the skills to identify and translate the elements of effective teaching to beginning educators.
Sanctioned time for mentor-teacher interactions	Mentors and beginning teachers will have 1.25-2.5 hours per week to allow for the most rigorous mentoring activities. This time is protected by teachers and administrators.
Multi-year mentoring	Mentoring is intensive and ongoing (for at least two years) in order to improve teacher practice and consequently student achievement.
Intensive and specific guidance moving teaching practice forward	Mentors are trained to draw upon professional teaching standards and appropriate content area standards to focus their support on instructional growth and concrete steps to help new teachers improve their practice.
Professional teaching standards and data-driven conversations	Mentors provide feedback to beginning teachers that is grounded in evidence about their practice, including information gathered through classroom observations and student work. Use of professional teaching standards, documentation of mentoring conversations, and data collection on various components of classroom practice ensure a solid structure for focusing on continuous instructional growth.
Ongoing beginning teacher professional development	Beginning teachers will benefit from a professional learning community that is guided by professional teaching standards and the appropriate content area standard and focused on teacher development, problem solving, and mutual support.
Clear roles and responsibilities for administrators	Our administrators play a critical role in setting the stage for beginning teacher and mentor success, creating time for induction, and establishing a positive culture for teacher development in their building and in the system.
Collaboration with all stakeholders	Strong communication and collaboration among stakeholders, including administration, school boards, union/association leadership, and professional partners, creates a culture of commitment and ensures success.

Areas of improvement needed in the current program

As we reflect upon the Induction Program Standards Continuum, we are constantly striving to make our system better. As we enter into our second year partnering with the New Teacher Center (NTC), an area of growth we would like to focus on is empowering new teachers to take on early leadership roles within our PLCs. We have hired new teachers, coming directly from post-secondary teacher preparation plans, who bring valuable insights and can contribute extensively to their respective PLC teams. Our intention is the leadership roles we have established in this plan will offer supplemental support to the consortium mentors already in place by providing encouragement and strategies to new teachers. This additional support will equip the new teachers to actively share ideas as collaborative leaders in their professional learning communities. We are confident our approach will improve the quality of teaching, move new teachers to higher levels of confidence and competence, and ensure that we are able to retain outstanding individuals in the teaching profession.

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

Instructional Design Strategists: K-4, 5-8, 9-12

Position Summary

- The Instructional Design Strategists (IDS) will provide leadership, support, and professional development for best practice regarding Iowa Core curriculum, assessment, characteristics of effective instruction, and the integration of technology resources in the learning environment.

Number of Positions

- 3 FTE

Total Days of Service

- 202 day contract

Training Required

- Summer: 40 hours
- School Year: 36 hours

Compensation

- Current salary plus 6%
- Ten additional days at per diem
- Additional professional development as approved by district administration at \$25/hour

Job Requirements

- Standard Iowa Teaching License and five years of teaching experience, at least three with Lisbon CSD (preferred).
- A commitment to supporting the growth of others and the belief that adult learning is essential to student learning.
- Basic level of knowledge and experience using district technology resources and willingness to learn other platforms as necessary: Google Apps for Education, Google Drive, website design, iPad apps, Apple TVs, iOS devices, Mimios, and online textbooks.
- Extensive knowledge of curriculum, instruction, and assessment.
- Designing, presenting and facilitating adult learning experiences preferred.
- Experience in working with students with challenging behaviors preferred.
- Experience with conducting professional learning activities.
- Knowledge of the Iowa Core and Characteristics of Effective Instruction.
- Mentoring and coaching skills.
- Knowledge of Professional Learning Community (PLC) process and protocol.

Supervised By

- Building principals

Essential Job Elements

Instructional Design

- Acts as an instructional leader that supports and coaches the instructional staff.
- Models, supports and provides professional development in implementation/continuation of the of the PLC framework. Maintains the alignment of PD for school initiatives with the PLC framework and district goals.
- Creates, organizes, and provides professional development for instructional staff and/or specialists associated with district initiatives through a variety of settings, including classroom demonstrations, workshops, webinars, monthly meetings, and other formats.
- Provides school site coaching and support on a scheduled and regular basis.

Technology Support

- Develop and deliver professional development on the integration of technology resources in instruction (i.e.: Google Apps for Education, Google Drive, Website Design, iPad Apps, Apple TVs, iOS devices, Mimios, Online Textbooks).

Collaboration

- Meets regularly with the district professional learning team.

- Promote and collaborate with district employees on Iowa Core, assessment, Characteristics of Effective Instruction, and integration of technology in the learning environment.

Adult Learning

- Communicate and maintain positive relationships with district staff and community.
- Willingness to extend knowledge of adult learning strategies.
- Ability to troubleshoot problems while maintaining a positive attitude.

Measures of Effectiveness and Professional Growth

- Teacher Leaders will be evaluated annually in an effort to provide opportunities for the teacher to reflect upon his/her practice and peers and administration to provide feedback to enhance professional growth.
- Lisbon CSD's evaluation process will be used, including peer review.
- Survey of peers and personal reflection on professional growth in relation to essential job elements.
- Meets or exceeds all performance targets.
- Maintenance of required documentation.

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

Rigorous Selection Process

A site-based review council of teachers and administrators from the district will accept and review applications and conduct interviews for each teacher leadership role. We expect much interest in these positions, and we understand selecting the right people is key. For these reasons, we will encourage all interested applicants to apply, establish a fair and unbiased process, and provide various opportunities for a site based selection and review council to learn about the applicants' strengths and talents in order to select the best candidates. The recommendations of which applications should be approved for the teacher leadership positions will be reviewed by the principals and superintendent. The superintendent will take the recommendations to the Board of Education for approval. This section will outline the selection process.

Application

The Teacher Leader candidates will initially send the following items to administration in the Lisbon District Office:

- Two letters of recommendation, one from a colleague and the other is the candidate's choice
- A current resume
- A written response to the following prompt: Read through the job responsibilities for the specific role for which you are applying. In writing, please describe the experiences, expertise, and attributes you have that would enable you to be *effective* and grow yourself and others *professionally* in this role.

Selection

The site based selection review council will conduct a face to face interview with each applicant. A four-point rubric from the SAI Teacherpreneur Rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection. The rubric will discuss the following categories surrounding teacher effectiveness and professional growth. The rubric will outline, in detail, the job required criteria; candidates will be measured using the following scale:

- 0 = No evidence
- 1 = Inconsistent
- 2 = Somewhat consistent
- 3 = Consistent
- 4 = Masterful

Selection Criteria for TEACHER EFFECTIVENESS

Well-designed lesson planning	-Discussion techniques -Strategies to engage students -Use of formative assessment -Flexibility and responsiveness -Lesson has a beginning, middle, and end -Use of scaffolding -Provides appropriate level of cognitive challenge
Engagement of students	-Suitable scaffolding -Aligned with instructional outcomes -Students can articulate what they are learning and why -Uses differences of students to engage, rather than divide
Responsive and flexible teaching strategies	-Seizes opportunities to enhance learning -Seeks effective, individualized approaches for students

	-Uses many instructional strategies and resources
Student learning assessed/monitored	-Extensive use of formative assessment -Students contribute to assessment criteria -Questions/prompts/assessments are used regularly -Instruction is adjusted and differentiated when needed -Promotes the use of assessments and data for school and district improvement
Strong questioning/discussion techniques	-Questions/prompts are of high quality and support learning outcomes -Uses a variety of questions/prompts -Questions/prompts challenge students cognitively -Students initiate topics and ensure all voices are heard in discussion

Selection Criteria for PROFESSIONAL GROWTH

Professional development experience	-Continuous professional development -Evidence of innovative approach to student achievement -Makes significant contributions of professional development to staff several times -Individual Career Development Plan or growth plan demonstrated continual professional development involving new research-based strategies, methods, and/or programs
Characteristics of continual professional development	-Always seeking out more effective strategies to improve student performance -Strong ability to use and analyze data -Accesses and uses research consistently to improve student achievement -Promotes professional learning for continuous improvement -Responds positively to feedback and constructive criticism -Highly conscious of the steep learning curve for this new role

Lisbon CSD believes that through the above criteria, the selection committee will gain a complete view of the educator and his/her potential as a teacher leader. Through this selection process, we can identify teachers who will effectively serve as Instructional Design Strategists (teacher leaders). This process will also help assess professional growth of the teacher leaders and the strength of our TLC system.

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 Lisbon Teacher Leadership and Compensation (TLC) Plan will be integral in the design and delivery of our professional development system which aligns with the Iowa Professional Development Model (IPDM). The plan offers opportunities for Instructional Design Strategists (IDS) to plan, deliver, implement, and assess the district's professional development.

Currently, teachers and school administrators work together as members of leadership teams to plan professional development. These teams use student achievement data to identify opportunities for growth, then design the professional development plan to provide those opportunities. Through the Lisbon TLC Plan, new opportunities for teacher leadership will exist. Our Instructional Design Strategists will plan, deliver and monitor the district's professional development plan. In addition, they will assess student achievement data, study research-based curriculum and materials, and receive training in using and teaching effective instructional strategies. They will receive training in how to work with adult learners and receive walk-through training to support collaborative observations. They will make classroom visits to observe teachers using strategies and tools learned through professional development. Working with building principals, they will support the implementation of effective teaching strategies and the teaching of the intended curriculum (Iowa Core) in classrooms. A detailed look at this process is included in the following table:

IPDM Component	How the district will utilize Instructional Design Strategists (teacher leaders) to create, deliver, and monitor PD
Collecting/Analyzing Student Data (Formative Assessment)	Teacher leaders will: <ul style="list-style-type: none"> • Gather data from district and classroom assessments to identify student needs and trends, and they will share this data with the curriculum director, administrators, teachers, and community members. • Work with other building administrators to identify appropriate formative classroom assessments in order to design interventions and plan for classroom instruction.

	<ul style="list-style-type: none"> Consider multiple sources of data when developing district and building professional development plans.
Goal Setting & Student Learning	<p>Teacher leaders will:</p> <ul style="list-style-type: none"> Lead the goal-setting process based on system data. Work to assure the goals support the attainment of the Iowa Core. Lead PLC team conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices and increase student achievement.
Selecting Content	<p>Teacher leaders will:</p> <ul style="list-style-type: none"> Work with district administrators to identify appropriate content for district and building professional development. Consider all data sources when selecting content for the district's professional development plan.
Designing Process for PD	<p>Teacher leaders will:</p> <ul style="list-style-type: none"> Work together as a team to design roles and a delivery system for the PD process. Work to ensure the vertical articulation of Core Standards and supporting instructional strategies K-12 that support district initiatives and PD plans.
Training/Learning Opportunities	<p>Teacher leaders will:</p> <ul style="list-style-type: none"> Model learning strategies in classrooms that are being studied in PD. Work with teachers to support implementation. Provide feedback on implementation of PD content.
Collaboration/Implementation	<p>Teacher leaders will:</p> <ul style="list-style-type: none"> Work with PLC groups to make changes to implementation based on feedback from observations and PD discussions. Demonstrate and discuss implementation of strategies and techniques with individual or small groups of teachers. Serve on the DLT to analyze the impact of PD.
Ongoing Data Collection (Formative Evaluation)	<p>Teacher leaders will:</p> <ul style="list-style-type: none"> Collect and analyze process, perception, and results data to monitor professional development implementation. <ul style="list-style-type: none"> This will be done with surveys, evaluation forms and student achievement data. Present a formative data set based on this information to support the districts needs
Program Evaluation (Summative)	<p>Our DLT, composed of all leadership positions, will use the ongoing data collected regarding professional development and align the data elements with the TLC goals. This will include the Iowa Professional Development Model rating tool, as well as implementation, survey, and student achievement data. Summative evaluation of the TLC system will be an annual process to help analyze needs, make proper adjustments, and create new goals for the upcoming year.</p>

Using Part 8 application narrative from Year 1?*

No

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

Teacher leadership roles created in this plan are designed to personalize learning for students, improve the quality and responsiveness of professional learning opportunities for staff, and improve instruction through the implementation of various district strategies and initiatives. Each role supports these goals in slightly different ways. The use of surveys, implementation rubrics, achievement results, and observations will help us monitor, evaluate, and adjust the TLC plan.

Lisbon CSD will measure the impact/effectiveness of the TLC plan through a series of measures. The district has established a leadership team, an enhanced induction mentor program, and the peer review process in order to meet the following goals:

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

Short Term Measures	Long Term Measures
<ul style="list-style-type: none"> Ensure all staff is at minimum salary. Bi-weekly review between Instructional Design Strategists (IDS) and principals. 	<ul style="list-style-type: none"> Annually survey mentor/mentee teachers. Annually review retention rates. Annually survey about effectiveness of the professional development program and the induction mentor program.

<ul style="list-style-type: none"> • Monthly feedback from new teachers. • Monthly feedback concerning the professional development program. • Review reflections from leadership team meetings. 	
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Retain effective teachers by providing enhanced career opportunities.

Short Term Measures	Long Term Measures
<ul style="list-style-type: none"> • Receive feedback concerning the rigorous process for selecting teacher leaders. • Track the percentage of teacher leaders in the district. 	<ul style="list-style-type: none"> • Annually review retention rates of career teachers. • Annually survey of staff concerning opportunities for enhanced career options. • Annually survey teachers concerning job satisfaction.

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other's measures.

Short Term Measures	Long Term Measures
<ul style="list-style-type: none"> • Monitor weekly collaboration time from master collaboration schedules. • Review monthly progress reports. • Review biannual data from staff effective collaboration survey. 	<ul style="list-style-type: none"> • Annually collect and review all data regarding time spent in collaboration.

Improve student achievement by strengthening instruction measures.

Short term measures	Long Term Measures
Analyze student data to gauge instructional effectiveness: <ul style="list-style-type: none"> • MAP Testing • Iowa Assessments • FAST • Common formative assessments 	Analyze student achievement data for trends over time: <ul style="list-style-type: none"> • MAP Testing • Iowa Assessments • FAST • Common formative assessments

The evaluation team will meet four times per year to gather, organize, and analyze the collected data. The district will make data-informed decisions. The driver of the decisions will be determining students' next steps in learning. Assessment data will be analyzed collectively to inform teachers' next steps. Evidence will be used from multiple measures to determine trends in student learning. Through this process, the district will expand understanding of how it can continue to transform in order to ensure success for all students 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

Capacity

Lisbon CSD currently has a culture and climate of striving for continuous improvement. As with many small districts, our teachers already wear many "hats" and have already taken on leadership roles; therefore, the foundation to begin and sustain a solid TLC plan is in place. Teachers have been willing to step up and lead without much training and little compensation. Our TLC plan will provide structure and guidance for our teacher leaders.

Our school district has a good mix of veteran and new career teachers with varied skill sets that we anticipate will apply for these leadership positions. Our district also has a history of shared leadership and collaboration between administrators and teachers, especially in the area of professional development. We also have two teacher groups attending the Leadership for Continuous Improvement training at Grant Wood AEA. Teachers are given release time to attend self-selected literacy, content area, technology, and other trainings offered out of district during the school year.

Lisbon currently has the following initiatives, structures, and processes in place that align with our TLC goals:

Initiatives

- MTSS
- FAST/Iowa TIER
- MAP Assessment
- 1:1 Technology

Structures

- PBIS
- PLC
- Iowa Core embedded curriculum
- New teacher induction program
- GWAEA partnership

Processes

- Teacher evaluation process
- PD grounded in Iowa Professional Development Model
- Building/District Leadership Teams
- Individual Professional Development Plans
- Rigorous selection process

Sustainability

Lisbon CSD's TLC plan has the support of the following groups. Each of these groups will also have responsibilities for sustaining support for the program.

School Board: Our school board members have been made aware of our plan and have verbally indicated their support for it. We will continue to maintain this support by making TLC a regular portion of each board meeting. Board members will be able to see the benefits to our students that are a direct result of this program.

Superintendent: The superintendent is completely committed to the proposed TLC plan. He has been a part of all of the planning meetings and has taken an active role in the writing of our plan. The superintendent will ensure appropriate professional development is made available, including role-specific training for each of our Instructional Design Strategists (IDS) and whole staff trainings. The superintendent will also work with the Lisbon Education Association to address any contractual issues that may arise. Most importantly, the superintendent will actively support the day to day efforts of the IDS with regular meetings.

Building Principals: Building principals are excited about the TLC plan and the possibilities it opens up for long term teacher improvement. Both have expressed deep commitment to carry out their roles. Building principals will foster a climate of support for our IDS. In addition, they will develop a schedule that allows faculty to take advantage of the new resources that will come with our IDS. The building principals will monitor and ensure that the strategies are being implemented with fidelity and all information from the IDS is being used properly by all faculty members.

Lisbon Education Association: The Lisbon Education Association has been a partner in this process since the very beginning. They will monitor the terms of the master contract and ensure that our TLC plan adheres to the agreed upon master contract language.

Instructional Design Strategists: These people have the most important responsibility in terms of sustainability. They will work with administration to ensure the program is operating smoothly. They will demonstrate the level of commitment necessary to perform their new roles in a way that exemplifies professionalism and desire to help all teacher improve their craft.

The monitoring and evaluation process described above will be a transparent process overseen by our administrative team, consisting of the curriculum director, two building principals, and superintendent. Our district also plans to seek assistance from the Grant Wood AEA when necessary to improve or provide professional development for our teacher leaders. Communication with stakeholders is a vital piece to sustainability; therefore, the district has plans to communicate regularly through the school website, district newsletter, local newspaper, and public forums to keep all stakeholders informed about plan implementation and effectiveness.

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*

699.5

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

District Enrollment-Based Allocation	\$216,019.59
Total Allocation	\$216,019.59

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$2,580.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$186,150.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$0.00
Amount used to provide professional development related to the leadership pathways.	\$9,000.00
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>	\$18,289.59
Totals	\$216,019.59

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$216,019.59
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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	\$0.00
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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

If the Lisbon CSD is successful in applying for this grant, the district will be awarded \$216,019.59. The plan is to use this money by utilizing different parts of our educational system; the aligned budget will be explained in more detail through this narrative.

- Lisbon CSD will raise all teacher salaries to a minimum of \$33,500. This does effect Lisbon CSD as the first step on the Lisbon Salary Schedule falls below the \$33,500 minimum.
- TLC dollars will go to funding our Teacher Mentor initiative, for which we partner with GWAEA. Lisbon CSD has used this for several years and are dedicated to continuing the use of this system.
- Lisbon CSD will use additional district funds to provide professional learning opportunities for the Instructional Design Strategists (IDS) within the system as needed. These opportunities include the Comprehensive Teacher Leadership Support Workshop, facilitated by Grant Wood AEA.

The final use of this money will go to the hiring of three IDS to help teachers improve curriculum, instruction, assessment, and professional development. We will implement a K-4 level IDS, 5-8 level IDS, and 9-12 level IDS. These positions will assist teachers and students within identified grade levels and content areas; the IDS will provide support in the areas of intervention, direct instruction, data analysis, technology, and general leadership. These positions will benefit the district in the following areas:

- Increase teacher collaboration through the work of PLCs.
- Increase effective teaching strategies through professional development focused on characteristics of effective instruction, formative assessment, content area reading, literacy strategies, and effective mathematical practices.
- Implementation of Iowa Core standards by focusing on 'unwrapping' standards and developing unit plans to align intended, enacted, and assessed curriculum.
- Addressing individual student needs through the development and implementation of a Multi-Tiered System of Support.

Compensation for these positions would include a 6% salary increase, 10 additional contract days of service, and work beyond the contracted day would be paid at a rate of \$25 per hour. Additional time would need to be approved by the building principal.

Draft Budget

Base Salary	\$42,000 (x3)	\$126,000
FICA/IPERS/Insurance	\$15,000 (x3)	\$45,000
Additional Days (192-202)	\$2350 (x3)	\$7,050
6% Stipend	\$2700 (x3)	\$8,100
Increase in Minimum Base to \$33,500	\$516 (x5)	\$2,580
Mentoring and Induction	\$3651.91 (x5)	\$18,289.59
Professional Development	\$3000 (x3)	\$9000
Total		\$216,019.59
Allocation		\$216,019.59

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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