



Application

70554 - Teacher Leadership and Compensation (TLC) System

72880 - Teacher Leadership and Compensation Plan Application

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006
(P.L. 109-270)

Fax:

Agency

Organization Information

Organization Name:

Marshalltown Community School District

Organization Type:

K-12 Education

Tax ID:

DUNS:

Organization Website:

Address:

	City	Iowa	State/Province	Postal Code/Zip
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Benefactor

Vendor Number

Recipient Information

District

Marshalltown Community School District

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

County-District Number

64-4104

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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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (TLC) plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

With a certified enrollment of 5,388, 55% of the Marshalltown Community School District (MCSD) student population is minority, increasing annually with higher numbers in primary grades. We're the 16th largest district in Iowa with the 3rd largest ELL population. We rank highest in ELL percentage among the 25 largest districts, with families speaking 50+ languages. ELL students make up 37% of our student population. For each ELL we receive additional funding for no more than 5 years. Since second language acquisition often takes longer, 8% of our students receive ELL services without funding.

This directly impacts our schools: 42% entering kindergarten met the DIBELS readiness benchmark, ranking us 21st out of the 25 largest districts and 327th out of all 357 districts in reading proficiency at this level.

The MCSD Strategic Action Plan addresses these challenges. It focuses on one goal: increase student achievement. It has three objectives:

- Improve academic performance
- Increase readiness for further education and employment
- Ensure schools are safe and organized to promote student achievement

Five district-wide initiatives work in concert to achieve our goal:

- Sheltered Instruction Observation Protocol (SIOP): Access to content for all learners, especially the ELLs
- Language/Literacy Framework (LLF): The Comprehensive Literacy Model (CLM)
- Multi-tiered System of Support (formerly RTI): Use of Data to Inform Instruction
- Common Unit Design (CUD): A guaranteed, viable curriculum aligned to Iowa Core with specific competencies for mastery
- Positive Behavior Interventions and Supports (PBIS): Creating the conditions for learning

The Teacher Leadership and Compensation Planning Committee designed a plan with four goals. The goals for the TLC Plan include:

- Improve student achievement
- Expand current teacher leadership roles
- Improve our ability to meet the needs of our increasingly diverse student population – especially English Language Learners (ELL)
- Serve as a model statewide for others serving ELLs

With finite resources, the district made a purposeful decision to align the TLC Plan goals to the district goal and initiatives.

MCSD has a history of supporting new teachers. Current base salary for a teacher is \$35,745. The 2-year mentoring program is well received but more is needed to prepare staff for working with ELLs. The first 2 years of implementing SIOP, teacher leaders served as part-time K-12 SIOP coaches available to support new and veteran teachers in their implementation and learning. This model was effective, but without additional funding, it was ultimately unsustainable.

A half-time Instructional Design Specialist supports the integration of SIOP practices in the CUD process and ensures a curriculum aligned to the Iowa Core for grades 7-12. Seven instructional coaches support the LLF through the implementation of CLM. Demonstration classrooms are building capacity in the CLM (without compensation for their time or efforts) among teachers. It's an effective model, but the task has become too large and the support is limited.

Using the Iowa Professional Development Model, PD is aligned and differentiated to meet teachers' needs. Quarterly job-alike meetings, 3 full-day in-services, Wednesday early-outs and weekly common planning time align the 5 initiatives. The time is available. The limited coaching and access to curriculum and professional development leaders is a barrier to teacher and student learning.

Model 2 provides additional resources for internal leadership to support new teachers and enhance veteran teachers' skills in SIOP and expand the CLM from K-6 to K-8. Demonstration K-12 classrooms with model teachers will provide additional peer-

to-peer learning for new teachers and increase the confidence and competence of all teachers to meet students' diverse needs improving the district's ability to retain highly qualified teachers. Instructional coaches will provide additional guidance in the implementation of exemplary SIOp and CLM practices. Curriculum and professional development leaders will support integration of SIOp and CLM instructional practices in the CUD process and ensure a curriculum aligned to the Iowa Core K-12.

Teacher leader selection will use a rigorous process. Applications will be submitted to a committee comprised of teachers, building and central office administrators. Interviewees will be selected by criteria detailed in this application. Approved candidates will maintain a specific Individual Professional Development Plan reflecting the progress and professional growth on identified criteria, the impact on the learners/learning, and expectations linked to the TLC plan.

The budget includes 96 K-12 model classrooms (\$404,132), 12 K-12 instructional coaches (\$1,013,588), and 3 K-12 curriculum/professional development leaders (\$246,357) totaling \$1,664,077.

With three tiers of support made possible by the TLC Plan, the likelihood of retaining and attracting new teachers that are competent and confident in their ability to achieve success in a challenging situation is increased.

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

TLC Model Number

Model 2 Instructional Coach Plan

Narrative

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

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan**

- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan**

- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)**

Part 1a:

MCS D used the planning process to engage in an iterative approach to the design of a high-quality TLC Application. The initial planning committee included two building and three central office administrators, three teachers, two parents, one para-educator and two representatives from the Marshalltown Education Association (MEA) leadership. They collaborated on three separate occasions with the purpose and outcomes of the meetings described below.

The \$24,693.31 planning grant allocation was used to support the planning process with materials (\$150.00), meals (\$300.00), teacher, para-educator and administrator compensation (\$19,243.31) and purchased services of critical friends (\$5,000.00).

The first meeting provided the foundational and background work necessary for members to engage in quality planning conversations. Each team member was provided with the Iowa Department of Education Guidance on the Iowa TLC System, dated July 15, 2013; the Intersection of School Improvement, Collaboration, Peer Review, Education Reform, and Professional Development document; and the TLC Plan Scoring Rubric. Committee members were asked to review the documents prior to the next meeting and be prepared with any questions.

Prior to the second meeting, the Associate Superintendent participated in a statewide videoconference to consult with the UNI – Partnership in Comprehensive Literacy (PCL), a district partner for implementing the Comprehensive Literacy Model (CLM). This information was used to consider the alignment between the PCL and the TLC Plan.

The second meeting had five objectives:

Understand the application process and funding available

- Review possible models

Describe the current reality for teacher leadership opportunities in the district

- Review the data and determine the effectiveness of the current structures
- Review the present structures that might align to the three models as described in the overview

Define the desired state for teacher leadership opportunities in the district

Determine which model(s) the committee could support in this plan

Determine next steps

An initial draft was presented at the second meeting, the committee determined Model 2 would be the best design given the existing teacher leadership structures, and effectiveness and sustainability of the structures.

The planning committee requested a draft aligned to their recommendations for review. In addition, the committee requested the opportunity to engage stakeholders in designing the plan.

A second draft was presented and reviewed at the third meeting. The draft was reviewed for alignment to the scoring criteria and design recommendations were made with a request for a second draft application. The final draft was shared with the planning committee electronically January 24, 2014. No further recommendations were made, and the plan was unanimously approved for submission.

Part 1b:

Understanding the district's continuous improvement efforts, the stakeholder groups designed the TLC Plan from the initial planning, to the design, to the final application. These continuous improvement efforts are focused on increasing student achievement, supported by improved teacher leadership, rigorous content and student engagement.

The committee felt increasing the engagement of stakeholders in the design process would lead to a stronger plan as well as a greater degree of consensus. Each stakeholder was provided with the Iowa Department of Education Guidance on the Iowa TLC System, dated July 15, 2013; the Intersection of School Improvement, Collaboration, Peer Review, Education Reform, and Professional Development document; and the TLC Plan Scoring Rubric. Each stakeholder group reviewed the supporting

documents for understanding in preparation of designing the plan. They reviewed a draft application, offered design recommendations and raised questions that were returned to the planning committee for a response as appropriate. Using the Notice and Wonder Protocol, the District Leadership Team reviewed the plan making design recommendations to ensure alignment to the building attendance center plans. Mr. Ron Mirr, RM Consulting, and Ms. Lou Howell, Educational Consultant, were contracted to review the application and make design recommendations to ensure a clear, comprehensive application. The School Board President and Vice-President reviewed the plan for alignment with the MCSD Strategic Action Plan and provided the support of the Board. Twenty members of the Marshalltown Education Association engaged in the design of the application at Internal Communications by providing recommendations specific to the three tiers of support and provided the support of the MEA.

District Leadership Team (includes Central Office and Building Administrators) – January 14

Critical Friends (Lou Howell and Ron Mirr) – January 20

School Board – January 24

Internal Communications Meeting – January 24

Part 1c:

The TLC Planning Committee received and reviewed the design recommendations to ensure a quality product that would lead to consensus and support for the Marshalltown Community School District TLC Plan. To further validate this assumption of consensus, a survey was conducted and administered to the various stakeholders asking the following question, “To what degree, do I support the TLC Plan as important to increasing teacher leadership opportunities and student achievement?” The metric for the survey was a four point Likert scale with a range of “do not support” to “strongly support”. Of the stakeholders that responded, 100% “support” or “strongly support” the plan demonstrating a strong degree of consensus and support for this plan.

Narrative

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

In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system (attract able/promising new teachers; retain effective teachers; promote collaboration among teachers; reward professional growth and effective teaching; improve student achievement).

Part 2:

In many ways, the Marshalltown Community School District Strategic Action Plan mirrors the Iowa Teacher Leadership Compensation Plan. With a clear vision and tightly aligned goals, both plans focus on improving student learning through better instructional practices, professional development, coaching, teacher collaboration and leadership. The plans are congruent; the goals of the TLC plan are tailored to the Marshalltown Schools and maintain the integrity of the statewide system goals.

The MCSD reading achievement data in grades 4, 8 and 11 indicates a proficiency level of 60-70%. ELLs in grades 4, 8 and 11 indicate a proficiency level of 25-30%. With 37% of the student population ELL, this is no longer a challenge solved by an intervention. This must be considered a core instructional concern.

Responding to this challenge, MCSD is in the third year of a 5-year Strategic Action Plan. Below are the District's mission and vision statements that are foundational to the District's work.

Mission

The mission of the Marshalltown Community School District is to nurture students to become intellectually and personally empowered for citizenship in a changing world.

Vision

Marshalltown Community School District will be the district of choice, unparalleled in student achievement gains and innovative practices. We will prepare students for success in a global society, while supporting the continued growth and development of our community.

District Goals, Objectives and Indicators

The Marshalltown Community School District Strategic Action Plan has one goal, three objectives.

- Goal: Increase student achievement
- Objective One: Improve academic performance
- Objective Two: Increase readiness for further education and employment
- Objective Three: Ensure schools are safe and organized to promote student achievement

Five district initiatives that support the goal:

- Sheltered Instruction Observation Protocol (SIOP): Access to content for all learners, especially the English Language Learners
- Language/Literacy Framework: The Comprehensive Literacy Model
- Use of Data to Inform Instruction: Multi-tiered System of Support (RTI)
- Common Unit Design: A guaranteed and viable curriculum aligned to the Iowa Core with specific competencies for mastery
- Positive Behavior Interventions and Supports (PBIS): Creating the conditions for learning

The resources aligned to these include: 256 hours professional development time/teacher collaboration time K-12, 15 model teachers in demonstration classrooms K-6, 7 instructional coaches K-6, and .5 instructional design specialists (curriculum and professional development leaders).

The goals for the Teacher Leadership and Compensation Plan align to the district's mission and vision. They include:

- Improve student achievement
- Expand current teacher leadership roles
- Improve our ability to meet the needs of our increasingly diverse student population – especially English Language Learners (ELL)
- Serve as a model statewide for others serving ELLs

With finite resources, the district made a purposeful decision to stay focused on the achievement of the district goal and

initiatives.

The TLC Plan Model 2 has the ability to improve the district's commitment to attract and retain highly qualified teachers and the ongoing improvement of the professional development program critical to improving student achievement for all learners, especially the English Language Learners. A three-tiered system of support provides teacher leadership opportunities rewarding those who have demonstrated exemplary instructional practices, while supporting those who are new to the district and/or working toward exemplary practice.

Implementing demonstration classrooms with model classroom teachers who have evidenced exemplary practices in SIOP and CLM would augment the district's professional development model and reward professional growth and effective teaching. Increasing the number of coaches to include expertise in the areas of SIOP K-12 and the CLM K-8 would move the district closer to providing a guaranteed and viable learning experience for the English Language Learners, as well as all students in the district. Having professional development and curriculum leaders who are focused on secondary and elementary needs respectively would support the laser-like focus necessary to improve curriculum that supports the Iowa Core by integrating SIOP and CLM practices that will lead to improved student achievement.

With three tiers of support made possible by the TLC Plan, the likelihood of retaining and attracting new teachers that are competent and confident in their ability to achieve success in a challenging situation is increased. This additional professional development would support new teachers and retain quality K-12 teachers with collaborative learning that is differentiated to meet individual needs toward full implementation of SIOP and CLM with the result being improved academic performance for all learners, including the ELLs.

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

The Teacher Leadership and Compensation Plan, Model Two, has the ability to strengthen and support the district's commitment to the ongoing improvement of the professional development program that is critical to meeting the needs of all learners, especially the English Language Learners (ELLs). Presently, the teacher leadership support is inadequate to meet teacher and student learning needs K-12. Supporting grades K-6, there are 7 instructional coaches and 15 model teachers in demonstration classrooms who are not compensated for the additional time and effort necessary.

Model teachers in demonstration classrooms provide additional peer-to-peer learning for new teachers and increase the confidence and competence of all teachers to meet students' diverse needs improving the district's ability to attract and retain highly qualified teachers. Increasing the number of model teachers in demonstration classrooms K-12 from 15 to 96 and including both SIOP and CLM as exemplary practices for professional learning will create multiple, on-going learning opportunities.

Increasing the number of coaches from 7 to 12 and including SIOP expertise will fill an existing professional development gap and move the district more quickly to providing a guaranteed and viable learning experience for the ELLs, as well as all students in the district. Instructional Coaches will be assigned to specific buildings to support the professional development needs of each assigned building through ongoing coaching and modeling.

Having three professional development and curriculum leaders who are focused on secondary and elementary needs would support the laser-like focus necessary to improve access to the curriculum through integration of SIOP and CLM instructional practices in the CUD process would lead to improved student achievement.

The TLC Plan will allow us to extend and support existing structures ensuring a cohesive model of continuous improvement that results in improved student achievement.

Sheltered Instruction:

The Sheltered Instruction Observation Protocol (SIOP) began as a method to provide access to content for the ELLs. It soon became very clear that SIOP described strong, instructional practices that were beneficial to all learners. In the first two years, designated teacher leaders served as SIOP coaches supporting their colleagues through coaching and modeling for half of the day and serving as a classroom teacher the remainder of the day. This model was effective; however, without the additional funding, it was ultimately unsustainable.

As a result, the district has struggled to move beyond initial implementation of SIOP. With 37% of the student population ELLs and 60% of this year's kindergarten students ELLs, there is a critical need to move beyond initial implementation of SIOP.

Common Unit Design:

In year three, the .5 curriculum/professional development leader (Instructional Design Specialist) has provided professional development on the Iowa Core in the design of common units. The units are designed with a focus on teaching toward the Iowa Core and accessing the Core through SIOP. The curriculum/professional development leader provided embedded professional development during department meetings, weekly professional development and full in-service days to support teacher understanding and student access to the standards using Sheltered Instruction practices. Using Understanding by Design (2005), the curriculum/professional development leader continues to lead the development of units of study. This is an effective model, but the task has become too large and has led to "islands of excellence."

Language Literacy Framework:

Two years ago, the Marshalltown Community School District formed a partnership with UNI to prepare instructional coaches to support the implementation of the Language and Literacy Framework through the CLM. Using the best literacy practices,

effective school reform measures, embedded professional development and research-based interventions, the CLM is designed to create a rich literacy environment that will lead to improved student engagement and learning.

At the conclusion of this school year, there will be seven coaches who will have completed a year of study through the University of Northern Iowa preparing them to implement the CLM.

As support for the implementation of the district's five initiatives, the Teacher Leadership and Compensation Plan, Model Two, has the potential to accelerate the district's ability to meet the needs of all students. Through the design of common units that are integrated with research-based instructional practices, such as SIOP and CLM, there will be increased access to the content for all students, particularly ELLs. The increase in model classroom teachers, instructional coaches and curriculum/professional development teacher leaders will expedite teacher learning and success of kids.

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

Marshalltown Community School District is acutely aware of the need to attract and retain highly qualified teachers. An area for improvement in the current program is the need to retain quality teachers. Although we have a strong mentoring program, there is a high percentage of staff that exit our district within their first five years. For 2012-2013, one third of new teachers chose to exit the district within the first two years of employment. An exit survey has been developed to help the district better understand and address reasons that are in within our control. From those data, there is a need to better prepare new staff members to the needs of the English Language Learners (ELLs).

The Teacher Leadership Compensation Plan would allow us address these gaps through focused professional development on instructional practices that meet the needs of ELLs. This professional development would occur during the August Kick-off of the Mentoring Program from Model Teachers and Coaches who have designed and delivered exemplary teaching practices using the Sheltered Instruction Observation Protocol with a demonstrated impact of improved student achievement. These opportunities would continue throughout the school year through peer observations, coaching opportunities, collaboration time, weekly professional development and support during the Common Unit Design process.

The Marshalltown Community School District has a Mentoring Program that is facilitated by a four-member team. The topics covered in the Mentoring Program include the following:

First Year Mentoring

Content Outline

- Classroom Climate
- First week of school
- Goals of the program
- Marshalltown School's expectations
- Trust building with Myers/Briggs Learning Style Inventory
- Overview of observations and data collection
- Research on Active Participation
- Iowa Teaching Standards
- Use of pre-assessment/formative assessment
- Teaching to the objective
- Appropriate instructional (content) and language objectives
- Teaching to the objective
- Four teacher actions that will increase opportunities for learning
- Monitoring and Adjusting Instruction
- Definition, rationale, and elements of the skill
- Introduction of the Iowa Professional Development Plan
- Poverty
- Impact of poverty on instruction and student learning
- English Language Learners
- Rationale of why ELL students need specialized instruction
- ELL data from our district
- Strategies: before, during and after a lesson

Second Year Mentoring

Content Outline

- Classroom Management
- Preventative Teaching
- Social skills curriculum
- Individual instruction
- Parent Conferences
- Climate of conferences
- Student-led portfolio pieces

- Parent communication
- Do's and don'ts of parent contacts
- Vocabulary Strategies
- Robust Vocabulary Instruction
- Assessment
- Richard Stiggins Research
- RTI – formative assessment
- Memory Lanes
- Jigsaw Brain Research Articles
- Bloom's Taxonomy
- Levels
- Lesson Plans using Bloom's Taxonomy-Revised
- Differentiated Instruction
- Philosophy
- Activities

Each year, the mentoring team surveys each participant in the program, both new teachers and mentor teachers. This survey allows for confidential feedback regarding each component of our program.

The TLC Plan Model 2 has the ability to improve the district's commitment to attract and retain highly qualified teachers and the ongoing improvement of the professional development program critical to improving student achievement for all learners, especially the ELLs. A three-tiered system of support provides teacher leadership opportunities rewarding those who have demonstrated exemplary instructional practices, while supporting those who are new to the district or working toward exemplary practice.

Implementing demonstration classrooms with model classroom teachers who have evidenced exemplary practices in SIOP and CLM would augment the district's professional development model. Increasing the number of coaches to include expertise in the areas of SIOP K-12 and the CLM K-8 would move the district closer to providing a guaranteed and viable learning experience for the ELLs, as well as all students in the district. Having professional development and curriculum leaders who are focused on secondary and elementary needs respectively would support the laser-like focus necessary to improve curriculum that supports the Iowa Core by integrating SIOP and CLM practices that will lead to improved student achievement.

With three tiers of support made possible by the TLC plan, the likelihood of retaining and attracting new teachers that are competent and confident in their ability to achieve success in a challenging situation is increased.

Narrative

Part 5) Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum) Please include the following information in your narrative:

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

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

Part 5a:

In the Marshalltown Community School District TLC Plan, each role is part of a three-tiered system of support that creates a coherent instructional improvement strategy that will strengthen instruction and improve student learning and achievement. The differentiated teacher leadership roles support the district's commitment to attracting and retaining high quality educators. With the proposed TLC budget, 111 out of 390 K-12 teachers would serve in teacher leadership roles in 6 elementary buildings, 1 intermediate, 1 middle school and 1 high school building, exceeding the recommended 25%. These roles would include 36 model teachers in 6 elementary buildings, 15 model teachers in 1 intermediate building, 15 model teachers in 1 middle school, and 30 model teachers in 1 high school; 6 instructional coaches in 6 elementary buildings, 2 instructional coaches in 1 intermediate building, 2 instructional coaches in 1 middle school, and 2 instructional coaches in 1 high school; and 3 curriculum and professional development leaders K-12.

Descriptions of the differentiated teacher leadership roles:

Model Teacher: 100% engaged in student instruction during the school day with an additional 5 days to strengthen instructional leadership as well as active participation in the district's 256 hours of professional development throughout the year.

Model classroom teachers serve as demonstration sites of exemplary teaching practices. Responsibilities:

- Provide documented Tier 1 interventions and actively participant in the intervention process
- Keep accurate, updated assessment data and engage in related discussions
- Support instruction and learning through use of technology as appropriate
- Administer and analyze classroom assessments for instructional purposes
- Work with and accept coaching from the Instructional Coach as needed
- Demonstrate willingness to have observers in classroom
- Actively support teachers new to the district through peer-to-peer observations, collaborative problem solving and reflective practice

Participate in collaborative problem solving and reflective practice, including professional study groups, peer observations, grade level or content area planning, weekly grade level or content area team meetings, and collaborative intervention meetings with intervention teachers and the Instructional Coach

Instructional Coach: 100% engaged in instructional coaching during the school day with an additional 10 days involved in strengthening the instructional leadership of model teachers as well as active participation in the district's 256 hours of professional development through the year

The major role of the instructional coach is to support, implement and coordinate the district initiatives (see abstract) and school improvement efforts as outlined in the building attendance center plan. Responsibilities:

- Develop a plan for teacher improvement through coaching
- Conduct coaching cycles with teachers focused on improving core instruction
- Prepare classroom teachers to provide Tier 1 classroom interventions
- Meet weekly with building principal, students and teachers regarding instruction and the impact of coaching
- Develop model classrooms at the elementary level, secondary level or core instructional areas
- Coach teachers to mentor other teachers
- Teach struggling readers daily in intervention groups (approximately 10% of coach's time)
- Support classroom teachers' implementation and innovation efforts

Curriculum and Professional Development Leader: 100% engaged in planning, development, and implementation of curriculum and professional development during the school day with an additional 15 days involved in strengthening the instructional leadership of curriculum of model teachers as well as active participation in the district's 256 hours of professional development through the year

The major role of the Curriculum and Professional Development Leader is to engage in the planning, development and implementation of curriculum and professional development. Responsibilities:

- Work strategically with teachers and teams planning, monitoring, reviewing and implementing district initiatives
- Coach teachers in best practices
- Assist teachers and teams in the reflective practices of reviewing student work, analyzing data and adjusting instruction as appropriate
- Coordinate and integrate the school's MTSS (RTI) processes across core classrooms and intervention settings
- Support technology use as a partner in creating quality, engaging learning experiences
- Manage and maintain a variety of tools and resources for teacher and student use for creating digitally rich teaching environments
- Organize, develop, coordinate and evaluate professional development to determine the effect on teacher growth and their impact on student learning
- Assist and coordinate the planning, development and evaluation of curriculum effectiveness
- Provide support to teachers in planning curriculum development and revisions

Part 5b:

Instructional coaches and model teachers may be thought of as a focal point for the transformation of teaching and learning at the classroom and/or building level; however, the MCSD TLC Plan is a systemic effort involving all school participants. Curriculum and professional development leaders work intentionally to steward the vision, mission and goals of the district to ensure implementation of the Strategic Action Plan and attendance center plans. All teachers are expected to grow their professional practices in ways that nurture the independence of learners, and this growth is expected to take place through collaborative reflective practices with teacher leaders and with each other.

Part 6) Describe how teacher leaders will be selected. (5,000 characters maximum) Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a)Measures of effectiveness

b)Professional growth

Part 6a:

MCSD proposes a rigorous selection process for placement and retention in teacher leadership roles. A Site-based Review Council, including an elementary teacher, a secondary teacher, an elementary principal, a secondary principal, and a central office administrator will collect and review applications. Recommendations regarding the applications will be made to the superintendent. In developing recommendations, the Site-based Review Council will consider measures of teacher effectiveness and professional growth that meet the threshold for selection as outlined in the criteria below, the needs of the district as outlined in the Strategic Action Plan and TLC Plan, and review the performance and professional development of the applicants.

With the UNI Jacobson Center, expectations were developed for teacher leadership roles that informed job descriptions and selection criteria. Applications will be submitted in writing to the Site-based Review Council in the spring prior to appointment. Candidates will be selected for interviews based on these criteria:

MODEL TEACHERS: Minimum 3 years teaching experience (at least 2 in district - successfully completed District Mentoring Program)

- Evidence of successful implementation of district initiatives
- Examples of participation in Tier 1 interventions
- Examples of assessment data and its use to improve learning
- Examples of how instruction and learning support appropriate technology use
- Examples of utilizing a coach to improve student outcomes
- Evidence of active participation in collaborative problem solving and reflective practice, including professional study groups, peer observations, grade level and/or content area planning, weekly grade level or content area team meetings, and collaborative intervention meetings

Evaluation: Selected candidates will maintain a specific Individual Professional Development Plan reflecting progress on identified criteria and expectations linked to the Strategic Action Plan. Building administrators will conduct annual evaluations based on the Strategic Action Plan, TLC Program Evaluation, and above criteria.

INSTRUCTIONAL COACHES: 90% teacher leader duties, 10% student instruction.

Minimum 3 years teaching experience (at least 2 in district - successfully completed District Mentoring Program)

Master's Degree in Education

- Experience conducting coaching cycles with teachers across grades or departments focused on improving core instruction for all learners
- Examples Tier 1 intervention models to share with classroom teachers
- Examples of communicating progress with students, peers and principal
- Examples of developing model classrooms focused on the district's 5 initiatives
- Evidence of ability to coach teachers to mentor other teachers
- Evidence of ability to facilitate adult learning

Evaluation: Selected candidates will maintain a specific Individual Professional Development Plan reflecting progress on identified criteria and expectations linked to the Strategic Action Plan. Building administrators will conduct annual evaluations based on the Strategic Action Plan, TLC Program Evaluation, and above criteria.

Curriculum & Professional Development (CPD) Leader: 100% teacher leader duties

Minimum 3 years teaching experience (at least 2 in district - Successfully completed District Mentoring Program)

Master's Degree in Education

- Evidence and intricate knowledge of curriculum development, instruction and the Iowa Professional Development Model
- Evidence of ability to work strategically with teachers and teams in planning, monitoring, reviewing and implementing district initiatives
- Evidence of ability to coach and facilitate teachers in best practices

- Experience in leading teachers and teams in reflective practices of reviewing student work, analyzing data and adjusting instruction as appropriate
- Experience coordinating and integrating the MTSS (RTI) processes across core classrooms and intervention settings
- Experience demonstrating use of technology as a partner in creating quality, engaging learning experiences
- Evidence of ability to manage a variety of tools and resources for creating digitally enriched teaching environments
- Experience developing collaborative learning communities by leading PD sessions, preparing classroom teachers to administer and analyze assessments and instruction, and facilitating collaborative intervention team meetings
- Experience organizing, developing and coordinating PD
- Evidence of ability to evaluate results of PD to determine the effect on teacher growth and impact on student learning
- Experience coordinating curriculum alignment process
- Evidence of ability to manage the materials adoption process

Evaluation: Selected candidates will maintain a specific Individual Professional Development Plan reflecting progress on identified criteria and expectations linked to the Strategic Action Plan. District level administration will conduct annual evaluations based on the Strategic Action Plan, TLC Program Evaluation, and above criteria.

Part 6b:

It's a district expectation that all Instructional Coaches and CPD Leaders participate in and successfully complete Facilitation, Cognitive Coaching and Fierce Conversations training to build capacity and ensure the competence necessary to work with adult learners. This expectation will be embedded in Year One of the Individual Professional Development Plan for those approved candidates who have not participated in and successfully completed the trainings.

Narrative

Part 7) Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum) Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

Part 7a:

The Curriculum & Professional Development (CPD) Leaders, Instructional Coaches and Model Classroom Teachers play critical roles in creating and delivering professional development. CPD Leaders collaborate with administrators to develop and implement curriculum/PD. Each teacher leadership role is part of a tiered system that provides support in designated areas.

CPD Leaders support professional growth through formal PD sessions and facilitating PD communities; embedded learning in grade-level, dept. or content area meetings; curriculum development; and data analysis. Their prep includes studying effective PD and fieldwork designing and delivering PD.

Coaches nurture professional growth with one-on-one coaching cycles, embedded learning during grade-level or content area meetings, and dialogue with students and principals. After determining areas of need, the coach collaborates with the teacher to form a plan. This may include classroom observations and feedback, peer-to-peer learning, coaching conversations, job-embedded PD or desired practices demos by the coach. This support creates frequent opportunities for all teachers to improve instructional practices.

Model classroom teachers' involvement in PD occurs in two settings. First, they open their classrooms to other teachers for observation and critical collaborative inquiry. The model classroom isn't simply an example of exemplary practice; it's a learning lab where teachers examine and reflect on practice, resulting in a formative improvement process. The second (and related) PD setting is formal PD sessions, where they share their practices, often in collaboration with the instructional coach. This may result in study groups (analogous to PD Communities).

Throughout this work they ensure over-arching school and district goals are aligned to our 5 initiatives. It's the Associate Superintendent's responsibility to oversee this alignment in consultation with the teacher leaders.

Part 7b:

Working in collaboration with central office and building administrators, teachers and students, teacher leaders will be engaged in functions throughout the Iowa Professional Development Model that will inform the design of PD, building attendance center plans and the Strategic Action Plan. The TLC Plan supports the Strategic Action Plan and building attendance center plans incorporating key elements of the Iowa Professional Development Model (IPDM):

Component: Collecting & Analyzing Data

- Collects and analyzes both formative and summative data with teachers and/or principals to determine present student learning patterns and implications
- Work with educators to align students assessments vertically and horizontally
- Participate in Gen. Ed. Intervention Team meetings to coordinate and integrate the MTSS (RTI) process across universal, targeted and intensive support levels
- Lead meetings of grade level teams, department teams and/or content area teams – analyze data and implications for PD, curricular and instructional needs

Component: Goal Setting for PD

- Work with principals and Leadership Teams to create attendance center plans aligned to the Strategic Action Plan with focused learning targets and indicators measuring success
- Work with principals and leadership teams to create data-informed, results-driven PD goals
- Support PD targets explicitly stating the pedagogy necessary to improve student results
- Communicate the laser-like focus of district PD
- Demonstrates best practices aligned to the 5 initiatives
- Conduct coaching cycles with teachers to improve core instruction and student learning

Component: Selecting Content

- Lead conversations to increase content knowledge, pedagogy and understanding of Iowa Teaching Standards
- Facilitate conversations about best instructional practices
- Build capacity in current research literature
- Collaborate with district and building leadership teams to decide on programmatic and instructional decisions aligned to the 5 initiatives
- Prepare classroom teachers to be the first line of interventions
- Meet regularly with Associate Superintendent, program leads and principals

Component: Design

- Contribute to program theory of change and KASAB to ensure the greatest opportunity for operationalized sustainability
- Use technology to support pedagogy
- Provide ongoing PD in grade level and content area, job-alike meetings, collaborative planning meetings, and large group sessions
- Develop model classrooms as a PD labs
- Collaborate with classroom teachers via coaching cycle

Component: Ongoing Cycle

- Provide demonstration and conduct coaching cycle to improve universal instruction
- Coach teachers to mentor other teachers
- Work in model classrooms supporting teachers through an apprenticeship approach
- Regularly provide embedded, focused PD
- Adjust the focus of PD in collaboration with central office, principals and teachers based on formative and summative implementation and student data
- Organize collaborative learning communities using team meeting protocols, agendas/minutes
- Ensure all teachers use formative assessment consistent with evidenced-based practices
- Maintain regular communication with central office, principals, program leads and AEA
- Spotlight work and share student achievement with stakeholders

With a three-tiered system of support aligned to the IPDM, the likelihood of retaining and attracting new teachers and veteran teachers that are competent and confident in their ability to achieve success in a challenging situation is increased.

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

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

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

Part 8a

MCSD has adopted a goal-oriented approach for the formal evaluation of programs and services it offers to meet student needs identified in our Strategic Action Plan.

The following process will be used to evaluate the TLC Program and its impact on our Strategic Action Plan:

- Identify how the TLC Program contributes to the goals and objectives of the Strategic Action Plan
- Identify the variables which may impact teacher leadership performance, staff performance and student achievement
- Identify metrics aligned to the Strategic Action Plan demonstrate the successful implementation of the Teacher Leadership Program
- Identify the procedures for the collection of program data that includes staff performance data, teacher leadership performance data and student achievement data
- Analysis and interpretation of data
- Communication of results to stakeholders
- Revisit TLC Plan for change

Both formative and summative data points will be collected to evaluate the program's success. Formative data will be collected three times per year at the classroom, building and student levels. Summative data will be collected annually. The program evaluation will be conducted annually.

The following data points will be collected and used as both formative and summative measures to evaluate the effectiveness of the TLC Plan and its impact on the Strategic Action Plan.

- Teacher Leadership Performance Data
- Teacher leaders self-assessment of performance and contribution to improved staff and student performance
- Performance survey and contribution to improved staff and student performance, includes coaching, modeling, demonstration of lessons, delivery of professional development, team meeting facilitation
- Teacher perception
- Building administrator perception
- Central office perception
- Observations to assess teacher performance
- Coaching contacts conducted
- Artifacts – collaborative, grade level, department, job-alike meetings
- Professional development feedback data
- Individual Professional Growth Plans – Specified criteria
- Student Achievement Results
- Student Academic Performance Data
- Student achievement results
- Students demonstrating college/career readiness data
- Percentage of students enrolled in college level coursework
- Average daily student attendance
- Graduation Rate
- Staff Performance Data
- Sheltered Instruction Observation Protocol implementation data
- Common Unit Design implementation data
- Student engagement as defined and measured by the Instructional Practices Inventory
- Artifacts – collaborative, grade level, department, job-alike meetings
- Individual Professional Growth Plans – Specified criteria
- Student achievement results

Part 8b:

All program goals, including the TLC Plan, are monitored and adjusted based on the results of short- and long-term measures. As previously described, the plan will be modified as appropriate by the following leadership structure:

The district has a leadership team responsible for monitoring district-level data to guide the Strategic Action Plan and its PD strategies and actions. This same team will monitor the TLC Plan. The teacher performance, student performance and staff performance data will be collected and analyzed for both formative and summative purposes to monitor implementation of the plan district-wide.

All buildings have a building leadership team responsible for the monitoring of building level data to guide the attendance center plan that aligns to the Strategic Action Plan and its PD actions and activities. The building and district leadership will collaboratively monitor implementation of the TLC Plan actions and activities at the building level and the impact on staff performance, student academic performance and student engagement.

The grade level, department and job alike instructional teams that meet during weekly PD will focus on student work to monitor the effectiveness of instruction practices at the classroom level. In addition, PD will be monitored through student academic performance on a formative basis as dictated by the walk-through data, curriculum maps and pacing guides for each content area, grade level or department. Working collaboratively with the building principal, the TLC plan will be monitored through instructional practices and student work that describes and supports the impact of teacher leadership on staff performance, student academic performance and student engagement.

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

Part 9:

The Marshalltown Community School District is well positioned to implement the TLC plan as the district has existing teacher leadership roles already in place. The funds available through the TLC plan will provide the opportunity to augment, refine and support existing teacher leadership structures.

Presently, the district has a data management system, Infinite Campus, that houses all benchmark assessment data, which may be used for both formative and summative purposes. In addition, all administrators and teachers leaders have access to Ed Insight. Finally, all administrators collecting observation data have an iPad and use E-Walk to electronically collect and store implementation data. These resources will be made available to teacher leaders as appropriate.

The district currently has a teacher evaluation system that annually monitors teacher performance, either through a formal summative evaluation in a three-year cycle, or through yearly Individual Professional Development Plans. Having access to model teachers in demonstration classrooms, instructional coaches, and curriculum and professional development leaders will allow the district to support every teacher with professional development, coaching and professional feedback to improve instruction for all students.

The sustainability of the TLC plan requires the assurance that both building and central office administrators understand the model and the work of the TLC plan, its correlation to the Strategic Action Plan and the implications for the building attendance center plans. The district has worked with district and building administrators during professional learning time to engage them in the design process and to receive their support. As district and building administrators are familiar with the demonstration classroom, model teachers, instructional coaches and the curriculum and professional leaders roles as they presently exist in the district, there will be a need for ongoing professional learning as we scale up this structure for grades K-12. District and building administrators are aware of the impact of teacher leadership roles on professional development and are very much aware of the gaps created by no longer having sufficient support for SIOP and CUD. They look forward to the improvement in professional development as a result of this application. With ongoing collaboration among curriculum and professional development leaders, instructional coaches, district administrators, building administrators, model classroom teachers and all classroom teachers, a cohesive model of continuous improvement will result in increased effectiveness of all educators and increased success of all students.

Communication will be required to sustain the TLC and keep staff members informed. This will be accomplished through the collaborative relationship of the Marshalltown Education Association's (MEA) monthly Internal Communication Meetings. The Internal Communication Meetings includes a team of MEA members, building administrators and central office personnel who work collaboratively to create an agenda that addresses needs, questions from the staff and celebrations.

In order to keep stakeholders informed of TLC implementation and progress, we will utilize long-standing and effective communications structures. Updates will be shared during monthly meetings with Marshalltown Education Association leadership (called Internal Communications Meeting), as well as district leadership team meetings, School Improvement Advisory Committee meetings, and through the monthly e-newsletter produced by the Associate Superintendent's office. Successes related to our TLC implementation will be shared with our larger community through district publications like the newsletter and website, as well as with our community partners like the Marshalltown Business Education Alliance.

The Associate Superintendent for Student Achievement will have primary responsibility of preparing teacher leaders for their new roles and ensuring the availability of professional development that will lead to competence and confidence in their new roles. Presently, the Associate Superintendent meets with the half-time Curriculum and Professional Development Leader (Instructional Application Specialist) weekly, seven instructional coaches twice a month, principals twice a month and the central office administrative team weekly. These meetings will continue as we augment the present teacher leadership roles in the district. Working collaboratively with the various stakeholder groups, the Associate Superintendent will monitor the impact of the teacher leaders on the five district initiatives and the support necessary to ensure a successful initial implementation of the TLC Plan.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number	5388.2
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$1,663,983.92
Total Allocation	\$1,663,983.92

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$605,557.18
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)	\$1,058,426.74
Amount used to provide professional development related to the leadership pathways	\$0.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$1,663,983.92

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$1,663,983.92
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

Budget Alignment

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

With a certified enrollment of 5,388, 55% of the Marshalltown Community School District (MCSD) student population is minority, increasing annually with higher numbers in primary grades. We're the 16th largest district in Iowa with the 3rd largest ELL population. We rank highest in ELL percentage among the 25 largest districts, with families speaking 50+ languages. ELL students make up 37% of our student population. For each ELL we receive additional funding for no more than 5 years. Since second language acquisition often takes longer, 8% of our students receive ELL services without funding.

This directly impacts our schools: 42% entering kindergarten met the DIBELS readiness benchmark, ranking us 21st out of the 25 largest districts and 327th out of all 357 districts in reading proficiency at this level.

The MCSD Strategic Action Plan addresses these challenges. It focuses on one goal: increase student achievement. It has three objectives:

- Improve academic performance
- Increase readiness for further education and employment
- Ensure schools are safe and organized to promote student achievement

Five district-wide initiatives work in concert to achieve our goal:

- Sheltered Instruction Observation Protocol (SIOP): Access to content for all learners, especially the ELLs
- Language/Literacy Framework (LLF): The Comprehensive Literacy Model (CLM)
- Multi-tiered System of Support (formerly RTI): Use of Data to Inform Instruction
- Common Unit Design (CUD): A guaranteed, viable curriculum aligned to Iowa Core with specific competencies for mastery
- Positive Behavior Interventions and Supports (PBIS): Creating the conditions for learning

The Teacher Leadership and Compensation Planning Committee designed a plan with four goals. The goals for the TLC Plan include:

- Improve student achievement
- Expand current teacher leadership roles
- Improve our ability to meet the needs of our increasingly diverse student population – especially English Language Learners (ELL)
- Serve as a model statewide for others serving ELLs

With finite resources, the district made a purposeful decision to align the TLC Plan goals to the district goal and initiatives.

MCSD has a history of supporting new teachers. Current base salary for a teacher is \$35,745. The 2-year mentoring program is well received but more is needed to prepare staff for working with ELLs. The first 2 years of implementing SIOP, teacher leaders served as part-time K-12 SIOP coaches available to support new and veteran teachers in their implementation and learning. This model was effective, but without additional funding, it was ultimately unsustainable.

A half-time Instructional Design Specialist supports the integration of SIOP practices in the CUD process and ensures a curriculum aligned to the Iowa Core for grades 7-12. Seven instructional coaches support the LLF through the implementation of CLM. Demonstration classrooms are building capacity in the CLM (without compensation for their time or efforts) among teachers. It's an effective model, but the task has become too large and the support is limited.

Using the Iowa Professional Development Model, PD is aligned and differentiated to meet teachers' needs. Quarterly job-alike meetings, 3 full-day in-services, Wednesday early-outs and weekly common planning time align the 5 initiatives. The time is available. The limited coaching and access to curriculum and professional development leaders is a barrier to teacher and student learning.

Model 2 provides additional resources for internal leadership to support new teachers and enhance veteran teachers' skills in SIOP and expand the CLM from K-6 to K-8. Demonstration K-12 classrooms with model teachers will provide additional peer-to-peer learning for new teachers and increase the confidence and competence of all teachers to meet students' diverse needs improving the district's ability to retain highly qualified teachers. Instructional coaches will provide additional guidance in the implementation of exemplary SIOP and CLM practices. Curriculum and professional development leaders will support integration of SIOP and CLM instructional practices in the CUD process and ensure a curriculum aligned to the Iowa Core K-12. With three tiers of support made possible by the TLC Plan, the likelihood of retaining and attracting new teachers that are competent and confident in their ability to achieve success in a challenging situation is increased.

The budget will be used to fund salary supplements for teachers in leadership roles and cover the costs for the time when teachers in leadership roles are not providing direct instruction in the classroom. \$605,557.18 will fund salary supplements and \$1,058,426.74 will fund the costs for the time teachers in leadership roles are not providing direct instruction in a classroom.

This budget will support 96 K-12 model classrooms, 12 K-12 instructional coaches, and 3 K-12 curriculum/professional

development leaders totaling \$1,663,983.92. The district will assume the costs of providing professional development related to the leadership pathways and the costs when teachers are out of their classroom to observe or co-teach with another teacher.

Assurances

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

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

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. Yes

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. Yes

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. Yes

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