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**Application**

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

95177 - North Scott Community School District's Teacher Leadership Compensation Plan, January, 2014  
 Teacher Leadership and Compensation System

Status: Under Review      Submitted Date: 2014-10-30 02:10:38  
 Signature: Sue Kane      Submitted By: Sue Ellen Kane

**Applicant Information**

**Project Officer**

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Program Area of Interest\*: Teacher Leadership and Compensation System  
 Fax: 563-285-6045  
 Agency: Administrative Services, Iowa Department of

**Organization Information**

Organization Name\*: North Scott Community School District  
 Organization Type\*: K-12 Education  
 Tax ID:  
 DUNS:  
 Organization Website:  
 Address: 251 East Iowa Street

City: Eldridge Iowa 52748  
 City State/Province Postal Code/Zip  
 Phone: Ext.

Fax:  
 Benefactor Vendor Number

**Recipient Information**

District\*: North Scott Community School District  
Use the drop-down menu to select the district name.  
 County-District Number\*: 82-4784  
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.  
 Honorific: Mr.  
 Name of Superintendent\*: Joe Stutting  
 Telephone Number\*: 563-285-9081  
 E-mail Address\*: joe.stutting@north-scott.k12.ia.us  
 Street Address\*: 251 E. Iowa St.  
 City\*: Eldridge  
 State\*: Iowa  
Use the drop-down menu to select the state.  
 Zip Code\*: 52748

**TLC Application Contact**

|                      |   |
|----------------------|---|
| Honorific            | Mrs.  |
| Name of TLC Contact* | Sue Kane  |
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| E-mail Address*      | sue.kane@north-scott.k12.ia.us                      |
| Street Address*      | 251 E. Iowa St.                                     |
| City*                | Eldridge  |
| State*               | Iowa<br>Use the drop-down menu to select the state. |
| Zip Code*            | 52748   |

**Narrative**

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

The District is proud and pleased to present this plan for consideration after many months of study and collaborative discussions. The members of the planning committee are confident this plan is supported by multiple District stakeholders because of the critical conversations held, and data collected, during the process. The excitement generated from this process is palpable in our buildings as we look forward to growth and achievement opportunities the Teacher Leadership and Compensation (TLC) plan can afford our teachers and students.

The vision of the District's TLC plan is to *increase student achievement by improving the craft of teaching while creating a collaborative culture where teachers develop their individual and collective expertise.* Implementation of TLC plan will provide a guiding framework to build a system which supports the District's mission to "produce graduates with the capacity to be successful in a changing world." The TLC model will also blend new and current teacher leadership roles to grow and sustain the momentum of school improvement this prospect provides for the District.

The goals of the TLC Plan are to:

1. Provide *leadership pathways* for experienced teachers
2. Enhance the *expertise* of all teachers with a culture and environment of *collaboration and professional learning*
3. *Attract and retain* new and veteran teachers
4. Improve *student achievement*

The proposed plan would use funding to create new leadership positions at the secondary level – TLC Coordinator, Instructional Coach, and Content Leader/Model Classroom/Professional Partner. There will be a continuation of Induction Mentors at all levels. Additionally, the TLC plan will allow the district to continue to expand the elementary leadership positions, Instructional Coach and Model Classroom Teachers, already partially in place because of the District's involvement with the Partnership for Comprehensive Literacy (PCL) Model with the Jacobsen Center at UNI. Further, funding would allow each category of teacher leader to have thorough, systematic and research-infused training opportunities to build their own expertise in providing effective supports for all teachers.

When teachers were surveyed we learned:

- 90% believe teacher leadership roles can translate to improved student achievement through enhanced instructional practices
- 91% believe mentoring new teachers helps them stay in the classroom
- 96% believed embedded professional development is more effective for their learning.
- 77% indicated an interest in becoming a teacher leader.

These statistics indicate strong support from our 226 teachers for the principles of the plan being proposed.

The plan recommends 29% of teachers fill the leadership roles to enhance current District initiatives; which are: full implementation of the Iowa Core, integration of technology (1:1 in 7-12), and infusion of the Multi-Tiered System of Supports. We have not completed the journey to completing any of these large tasks and strongly believe the addition of TLC will assist us in reaching teachers, and students, in a more effective and lasting manner. We have seen some evidence of this in the elementary buildings where PCL has been in place for one to two years. With the use of Data Walls, embedded PD, interventionists, model classrooms, and an Instructional Coach we are finding gaps in learning are beginning to close with struggling students. The District is anxious to scale up these efforts into all PreK-12 buildings and believe the TLC funding would allow us to do so.

Training was a significant topic in our planning because we recognize the need to develop a strong foundation for teacher leaders on working with adult learners, understanding the complexities of multiple curriculum, instruction, and assessments, and honing their professional leadership expertise. Funds will be used to support trainings at UNI and the AEA with the New Teacher Center for the TLC Coordinator and Instructional Coaches. The District will continue to use Journey to Excellence training with all Mentors. Additional trainings for Model Classroom Teachers and Content Leaders will be provided outside of contract time by the TLC Coordinator, Instructional Coaches, and members of the administrative team. The TLC funds will provide supplemental pay for these activities for the teacher leaders involved.

A rigorous selection process has been designed to secure the best candidates for the teacher leadership positions. It was successfully piloted this past year with the hiring of four Instructional Coaches. The annual review will incorporate the Teacher Leadership Standards and peer input.

The District has met with different stakeholder groups throughout this TLC development process, receiving invaluable feedback and suggestions, many of which are interwoven into our final plan. The TLC committee found transparent communication was critical in the planning process, and believe it is imperative to include all stakeholders as we strive to meet the tenets of our TLC plan and maintain our focus on school improvement.

**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).

In 2013 the District applied for and received funding for planning the TLC proposal. Teachers, administrators, and parent stakeholders were invited to participate on the planning committee during two application processes. The members were selected to represent all grade levels and administrative roles. *Each member had an equal voice in contributing to the topics and issues addressed at each meeting.* Two co-chairs, one administrator and one teacher, were chosen to plan and facilitate the meetings.

*The TLC Planning committee included the following members:*

- Elementary teachers (2)
- Junior High teachers (2)
- High School teachers (2)
- Elementary principal
- Junior High principal
- High School principal
- Parents (4 – representing mix of elementary, JH, HS and graduated students)
- Director of Curriculum and Instruction
- Superintendent (changed in 2014)
- AEA consultant (part-time)
- Director of Mississippi Bend UniServ (part-time)

TLC planning funds contributed to the quality of the plan by compensating committee participants for after school meetings. Expectations were for each member to complete research, gather feedback from peers, collect and analyze survey and forum data, and attend all scheduled committee meetings. The co-chairs were primary writers of the plan and received a higher stipend for additional writing time. Funding was also used to pay for registrations to attend workshops on teacher leadership by West Wind and AEA 9, The Kansas Coaching Project, New Teacher Center Induction Institute, and Launching Teacher Leadership: An Institute for Teacher Leaders and Administrators. Attendees shared information with the committee after each session.

The committee has met as a whole or part 13 times over the past two planning seasons for approximately 22 hours. Additional hours were spent outside of meetings to read and research in preparation for the next scheduled session. Meetings were well attended and covered the following topics:

- Study of DE guidance
- Research of TLC models (included UNI's Partnership in Comprehensive Literacy model, based on Marie Clay research; readings including Educational Leadership, "Ten Roles for Teacher Leaders", 2007; Teacher Leadership Exploratory Consortium document; Supporting Teacher Leadership Programs booklet created for Iowa AEAs, 2014; and watching TLC webinars from DE)
- TLC Vision
- Roles and responsibilities of teacher leaders (includes membership on building and district committees)
- Percentage of time in leadership roles
- Training sources for teacher leaders (decided on: UNI or New Teacher Center for TLC Coordinator and Instructional Coaches, Journey to Excellence for Mentors)
- Teacher leader selection process (Applicant, Humanex, performance based interviews)
- Stipends and training/work time outside of contract
- Pathways to and from classroom and leadership roles

Additional meetings were arranged as needed. A subcommittee met twice to arrange Parent Forums, once in January, 2014, and the second in October. The first meeting was not attended as well as the second, when 32 parents came representing non-educators in the community and students from all levels. Feedback from each time reflected an interest in the accountability of teacher leaders and how their effectiveness would be evaluated at the end of a year's service. This will be incorporated into annual teacher leader reviews.

Teacher Forums were also held for both rounds of writing the application. The first was held on January 2, 2014, and was an open forum for teachers to respond to proposed positions and provide feedback about roles, responsibilities, stipends, trainings and the selection process. Follow up e-mails were sent to encourage feedback, most of which was provided to committee members orally, and documented by them to share with the whole group. The second teacher forum focused primarily on the secondary level because that is where most changes to the revised plan were made. Revisions made by the committee were based on a second teacher survey given earlier in the fall.

Teacher surveys provided excellent data for the committee as the TLC plan was being developed. *Highlights from the first survey included:*

- Wanted instructional coaches at secondary level versus content coaches
- 96% of teachers believe embedded PD best impacts instruction
- 89% of teachers believe coaching can improve instruction and knowledge of Iowa Core
- 90% of teachers believe teacher leadership roles can translate to improved student achievement through enhanced instruction
- 91% believe mentoring helps new teachers

*Highlights from the second survey included:*

- 57% believe need Technology Instructional Coaches to further 1:1 implementation
- Add Content Leaders to address content specific issues, they would also be Model Classroom Teachers and Professional Partners for experienced teachers new to their department
- 77% teachers responded interest in leadership role

The committee co-chairs presented the TLC plan to the **School Board** three times (1/3/14, 1/27/14, 10/27/14) so they would have a chance to ask questions and provide feedback. There were students, parents, and teachers in attendance at these meetings and a summary of the presentation was written into the board minutes and local newspaper. Copies of the plan, PCL summary handouts and PowerPoints were made available on the District website.

In April, the District used the TLC selection process to interview and hire four K-6 Instructional Coaches. The process was deemed successful and will remain intact for the TLC plan.

The committee fully recognizes the importance of on-going transparent communication as the TLC plan is established. Based on communal feedback and survey data the TLC committee and stakeholders are fully committed to creating and sustaining a strong District TLC system.

## Narrative

Using Part 2 application narrative from Year 1?  No

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

### State Goals:

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

The District TLC vision is to *increase student achievement by improving the craft of teaching while creating a collaborative culture where teachers develop their individual and collective expertise.* The TLC plan will provide a guiding framework to build a system which supports the District's mission to "produce graduates with the capacity to be successful in a changing world."

### Goals:

The District is strongly motivated and dedicated to the development of a high quality, sustainable TLC plan to meet the following goals:

1. Identify skills and competencies to **build multiple teacher leadership pathways**, providing ongoing PD experiences, and developing a **culture which honors and promotes continuous learning** by teachers and administrators together.
2. Build and promote strong collaborative teams to **positively impact student achievement**, using teacher knowledge and data to formulate effective instructional decisions.
3. Continue a strong mentoring program for beginning educators to address issues of **increasing teacher confidence, expertise, and collaborative relationships, thereby improving self-confidence and retention rates in a challenging profession.**
4. Provide avenues to **implement school reform priorities** within the district, by expanding the roles of teacher leaders to support these efforts.
5. **Reward experienced teachers** with opportunities to share their knowledge in leadership positions that fosters the growth in learning, inquiry, and reflective practice of all teachers.

The emphasis of these TLC goals align with the District's CSIP goals where "*students will demonstrate improved proficiency in all academic areas*" in a "*learning environment... using responsive instruction and assessment developed through effective, targeted staff development for all teachers.*" The goal is further articulated by defining specifically that "*all students will achieve a minimum of a year's growth in reading and math.*"

The *ultimate goal of the TLC grant is to increase student learning and achievement via teacher expertise.* The District has been placed on delay DINA status for Reading, and removed from the Watch list for Math. There are four schools on the SINA list for Reading and/or Math, including multiple years for the middle and high schools. The District has studied the data from state and local assessments and found that there continues to be an achievement gap between subgroups throughout the system.

| Reading % proficient    |     | Grades 3-5 | Grades 6-8 | Grade 11 |
|-------------------------|-----|------------|------------|----------|
| All students            | 83% | 86%        | 86%        |          |
| Free & Reduced students | 69% | 74%        | 79%        |          |
| IEP students            | 37% | 52%        | N/A        |          |
| Math % proficient       |     | Grades 3-5 | Grades 6-8 | Grade 11 |
| All students            | 91% | 89%        | 90%        |          |
| Free & Reduced students | 79% | 76%        | 84%        |          |
| IEP students            | 59% | 66%        | N/A        |          |

Even with positive indicators of high district attendance and improved graduation rate (82% to 91%), the district is aware of how important it is to address the achievement gaps of our subgroups to meet the District's growth goal.

Our aim with the TLC plan is to combine the strong elements of a guaranteed and viable curriculum, research-based instructional strategies, formative and summative assessment data, and job-embedded professional learning to strengthen teachers' practice, ultimately making a positive difference for *all students' learning.*

The addition of teacher leaders in each building will provide the supports this challenging goal requires. The TLC plan establishes a TLC Coordinator, Instructional Coaches, Content Leaders, Model Teachers and Induction Mentors. The TLC Coordinator will work with secondary teacher leaders to provide full-time support developing and aligning curriculum, exploring and implementing best practices and providing a link between teacher leaders, teachers, and administrators. An elementary district coordinator is already in place with similar responsibilities. Instructional Coaches will integrate and support best teaching practices based on sound theory and research with on-going, intentional supports for classroom instruction. Elementary level Model Teachers will provide showcases for exemplary practices; share their learning to assist their peers with their professional growth journeys. Secondary level Content Leaders will be charged with similar responsibilities, with the added expectation of facilitating department team meetings and membership on building leadership teams. Mentors will focus on building relationships with beginning educators to coach, collaborate, and consult with as new teachers develop and hone their teaching skills.

Research studies consistently show the quality of teaching impacts student learning. The District recognizes that to develop teachers' talent, PD plays a critical role. Continuous, embedded, research-based learning opportunities will be provided for teachers to collaborate, learn, and grow together. Supportive guidance of teacher leaders for this process at the building and District levels will result in robust professional learning.

*Evaluation for our goals within this plan will include:*

1. Comparison of student achievement scores before and after the implementation of TLC.
2. Documentation on teacher retention rates pre- and post- TLC, with percentages and exit interview data.
3. Analysis of Environmental Scale of Assessment Implementation Levels (E-SAIL) data to measure implementation of the 10 features of the Partnership for Comprehensive Literacy Model. Use a similar assessment of key features of the New Teacher Center model at the secondary level.
4. Use meeting agendas and minutes to track fidelity of professional learning community protocols in monitoring progress of TLC plan implementation.
5. Measure progress towards meeting the District Annual Improvement Goals and CSIT goals.

The addition of TLC positions throughout the District will help build, enhance and sustain the work already started with literacy coaches and model teachers. The impact of this work has been documented and the TLC plan will provide significant support to continue, complement, and expand a systemic school change process for teacher leadership in all levels of the District.

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)**

The District TLC plan was created to maximize the connectivity of current school improvement initiatives and those we will face on our journey to improve student achievement and teacher expertise. We have identified two key initiatives, both of which can be strengthened and enhanced with the new grant positions, a **TLC Coordinator, Instructional Coaches, Model Teachers, Content Leaders, and Mentors**. The roles of the teacher leaders will *connect, support, and strengthen* the work required for school improvement.

**Initiative #1: Build, cultivate, and sustain a culture of reflective teaching practice**

This initiative was borne out of the need to create a system where instruction was differentiated, relevant and intentional using foundations of the professional learning community practices described by DuFour & Eaker. Research by York-Barr, et al., suggests how change or reform can only occur with strong *reflective practices* in place. At this time, the district has subscribed to the tenets of PLCs, the Partnership in Comprehensive Literacy model based on the work of Dorn & Soffos, and the Journey to Excellence mentoring program using Danielson's work in an effort to develop a culture of reflective professional practice. Through the planning process the *TLC team identified how each leadership role will connect, support, and strengthen the District's reflective teaching practice.*

**Focus 1: Professional Learning Community**

The TLC funding will support and enhance the placement of a TLC Coordinator, Instructional coaches, Model Teachers and Content Leaders who will play an integral role in clearly identifying the processes and resulting actions for answering the questions posed by PLC: "What do we want our students to learn, and how will we know when they have learned it? Further, we will ask: "How will we respond when they do not learn it?" and "What will we do if they already know it?" The *teacher leaders will facilitate, guide, and support the building and grade level PLCs as they analyze data and reflect upon these questions to make strategic instructional changes.*

**Focus 2: Coaching & Partnerships in Comprehensive Literacy**

The TLC funding will support and enhance the continuation of the Partnership in Comprehensive Literacy (PCL) model at the elementary, and the introduction of New Teacher Center coaching model at the secondary level. The Instructional Coaches and Model Classroom teachers will be selected to support teachers as they implement the Iowa Core standards and related curriculum, model instructional strategies, provide professional growth opportunities and "in-the-moment" feedback, responding to teacher needs. The Coaches will be intensively trained in coaching adult learners, including how to use reflective practice to maximize their learning. Model Teachers will provide classroom settings where peers can observe and reflect on their own practice.

**Focus 3: Mentoring & Induction**

The TLC funding will support and enhance the mentoring and induction of beginning educators. The planning committee discussed how to improve the Journey to Excellence mentoring model and expand it to new career teachers in the District. First, the plan will increase the allocation of time Mentors and mentees have to collaborate. Second, veteran teachers will have a Mentor (professional partner) to assist in their transition to the District. Third, the focus of mentoring will center on the Characteristics of Effective instruction to build the confidence, competence, and reflective practices of all teachers to increase the success and retention of teachers. Last, comprehensive training will be provided to all mentors to ensure their highly effective mentoring and coaching strategies benefit the beginning educator.

**Initiative #2: Close the achievement gap between student groups**

There continues to be a District achievement gap between the student subgroups and the general student population. Planning committee members identified a need to connect, support, and strengthen the universal core being taught and layering interventions using MTSS and technology integration to address the needs of students.

**Focus 1: Multi-tiered System of Supports & Iowa Core Implementation**

The TLC funding will support and enhance efforts to ensure students are well prepared for success after graduation. To make this possible the District recognizes a need to strengthen and support the universal core for all students. The TLC Coordinators will oversee the systematic implementation of MTSS, focusing on a guaranteed and viable curriculum, common assessments, and data collection. The work will be in tandem with implementing the Iowa Core and Early Literacy Intervention. Instructional Coaches will facilitate development of intervention plans with specialists and classroom teachers, model classroom instruction, co-teach and conference with teachers, all with the intent of connecting, supporting and strengthening teacher effectiveness in research-based instructional practices. Model and Mentor Teachers and Content Leaders will provide additional professional development and coaching for their peers to close the achievement gap.

**Focus 2: Technology Integration**

The TLC funding will support and enhance the integration of technology in classrooms by including two Instructional Coaches with expertise in this area. The District is 1:1 at the secondary level, and has a strong technology presence at the elementary level. An increased technology presence has required teachers to find ways to effectively incorporate technology into their instructional practice. Through training, co-teaching, and connecting technology use with 21<sup>st</sup> Century standards, the Instructional Coaches will provide support in the purposeful integration of technology. Coaches, Model Teachers, Mentors, and Content Leaders will also provide assistance for connecting, supporting and strengthening the use of technology to meet the needs of all students.

Using Part 4 application narrative from Year 1? Yes

**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)**

North Scott CSD has a mentoring and induction program in place based on the research and work of Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Experienced teachers are selected by administrators to train as mentors for beginning educators. Three years ago the district became involved with the *Journey to Excellence (J/E)* program and began the process of retraining mentors to use the projects and language of *J/E*.

The mentoring system created for the TLC plan will build upon what is now in place, but with significant adjustments to increase its effectiveness. This decision was possible because North Scott meets the minimum salary requirement, so funding can be used to provide substitutes for release time. Proposed changes in mentoring are the results of feedback from new teachers that indicates a need for more structure and time to collaborate. Common criticisms of the current structure are that opportunities to visit other classrooms are limited and infrequent. Beginning teachers have shared they need more support to develop effective lesson plans and want additional feedback on their current instructional practices. Beginning and experienced teachers have suggested more time is needed with mentors for individualized professional development. Teachers new to the district, but not the profession, have shared their frustration with "catching up" with district initiatives and practices because their orientation time is so limited. They have advised more time with a mentor would be invaluable and make the transition to the district smoother.

To date, the district has not found any correlation between teachers leaving the district and the effectiveness of the mentoring program. Based on a survey of all teachers for the purposes of writing this plan, 91% Strongly Agree or Agree that "mentoring is effective in developing and retaining beginning educators." The average number of first and second year teachers hired in the past five years is 16/year. The average number of experienced teachers hired is 8/year. Our initial data suggests experienced teachers are more likely to remain in teaching than first or second year teachers. This gap is the motivation for our plan to include more scheduled collaborative opportunities than in the past because research studies indicate "mentor and induction programs are overwhelmingly successful, increasing the retention of beginning teachers..." (Bey, 1992; Smith, 1993). A description of the plan to bridge that gap follows:

**Selection:** Teachers will apply to enter the mentor pool using the Humanex Teacher Leader interview and Applitrack demographics and profile. The second layer of selection is an administrator recommendation focusing on teacher effectiveness and the opportunities they have taken to strengthen their professional growth. A deeper pool of teachers will be available to provide strong mentoring matches with new employees.

**Training:** Mentor training in *Journey to Excellence* will continue because of its foci on the 8 Iowa Teaching Standards and the importance of understanding collaborative and coaching communications with adult learners. The training extends five days beyond contract time. If a year or more has passed prior to this placement and the original training, the mentor will take a two day *J/E* refresher course.

**Practice:**

**First Year Teacher:** Each mentor will meet with the mentee formally (minimally once a month) and informally. Additionally, four times per semester both teachers will be provided release time to meet for a half-day. This time will be available to provide coaching and mentoring for the beginning educator and may include: observing the new teacher and giving immediate feedback, providing demonstrations, observing other highly qualified teachers and debriefing about the experience, collaborating on the teaching standards, and providing professional development.

**Second Year Teacher:** The mentor will schedule half-day meetings with the second year mentee three times each semester. Other monthly sessions will take place for shorter sessions. The half-day release time will permit the continuation of visiting other classrooms, observations of the beginning educator by the mentor, collaboration on curricular issues, and conversations on the 8 Iowa Teaching Standards.

**Experienced teacher:** The role of the orientation mentor will be expanded for experienced teachers new to the district to address transitional issues. The mentor will follow the same plan as the one outlined for second year teachers, but will have one half-day of release time per semester.

**Assessment:** The district will keep data on staff retention, including both beginning and experienced level teachers. Additionally, annotative feedback will be requested from all participants to amend the mentoring program, ensuring its effectiveness and its response to teacher needs. All mentored teachers will be surveyed or participate in a structured interview to measure their level of satisfaction with the profession and North Scott on a yearly basis. Mentors will be reviewed annually by the mentee and their administrator to determine continuation in the role.

**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.

**Roles & Responsibilities**

The TLC Planning Committee has returned to our stakeholders to evaluate how the original plan could be improved through increased transparency, delineation of roles, and systemic thinking about how best to improve instruction that results in higher student achievement. While we had a respectable score in this section in the first round, we believed the graphic organizer of the pathways to leadership and support for all teachers and leaders, followed by the Roles & Responsibilities arranged by Elementary, Secondary, and K-12 shows the responsiveness of the committee to fill the gaps presented through analysis of stakeholder responses.

| Pathway of Instructional Support  |  |                       |  |
|---|--|-----------------------|--|
| *positions that are currently in place; if number of positions are listed then it will be funded as a TL role |  |                       |  |
| ** positions are in place in some buildings, but implementation is not complete throughout district           |  |                       |  |
| Director of Curriculum & Instruction*   |  |                       |  |
| (Administrative Position)   |  |                       |  |
| Elementary Level  |  | Secondary Level       |  |
| PCL Coordinator*  |  | TLC Coordinator       |  |
| (Admin position)  |  | (1 Position)          |  |
| ↕   |  | ↕                     |  |
| PCL Coaches**   |  | Instructional Coaches |  |

|                     |                 |   |
|---------------------|-----------------|---|
| (6 Positions)       | (4 Positions)   | Instructional Coaches—Technology Focus<br>(2 Positions) |
| ↕                   | ↕               | ↕   |
| Model Classroom**   | Content Leaders |   |
| (16 Positions)      | (15 Positions)  |   |
| ↕                   | ↕               | ↕   |
| Induction Mentor*   | Career Teacher* | Induction Mentor*                                       |
| (11 positions)      |                 | (11 Positions)  |
| ↕                   |                 | ↕   |
| Beginning Educator* |                 | Beginning Educator*                                     |

| Elementary Roles & Responsibilities  |   |
|--|---|
| <b>PCL Instructional Coach</b><br>4 Full Time (0% Instruction Load) • \$6000 Stipend<br>2 Half Time (0% Instruction Load—unless combined w/other .5 position)<br>10 Additional Days (6 in Summer, 4 distributed in school year)  |   |
| <b>Responsibilities &amp; Duties and Committees</b>  | <ul style="list-style-type: none"> <li>Implement <i>Partnerships in Comprehensive Literacy (PCL)</i>-- "literacy coaching as a key leadership position to guide, facilitate, monitor, and improve the school change process" (Forbes and Traw)</li> <li>Design and deliver embedded PD to individuals, small groups, and building-wide</li> <li>Build capacity of all teachers as a Professional Learning Community (PLC) to: Engage as a Professional Partner to Career Teachers new to the district to support assimilation through mentoring                             <ul style="list-style-type: none"> <li>Increase breadth or depth of current/modern instructional practices specific to the educator or departmental unit design model</li> <li>Engage in collaborative, collegial dialogue that welcomes shared observation and feedback to develop reflective teaching practices</li> <li>Provide resources and support for teachers to use Iowa Core or national standards to drive instruction, standards-based grading, and feedback</li> <li>Use data intentionally to inform planning, instruction, and assessment</li> </ul> </li> <li><b>Leadership Committees:</b> lead grade level PCL; participate in PLC of coaches; participate in CSIT</li> </ul> |
| <b>Training</b>  | <ul style="list-style-type: none"> <li><i>Jacobsen Center PCL Coaching Training</i>—via University of Northern Iowa—ongoing intensive PD "grounded in a highly integrated examination of... literacy learning and teaching, school transformation, and leadership" (Forbes and Traw)</li> <li><i>Journey to Excellence Mentor Training</i>—via District trainers</li> </ul>   |
| <b>Model Classroom</b><br>16 (100% Instruction Load) • \$2500 Stipend<br>4 Additional Days (2 in Summer, 2 distributed in school year)   |   |
| <b>Responsibilities &amp; Duties, Committees, and Training</b>   | <ul style="list-style-type: none"> <li>Implement PD focus as quickly and effectively as possible; assist in PD implementation with peers as part of the plan developed by Instructional Coaches</li> <li>Accept visitors during instructional and non-instructional times as a model of exemplary teaching practice</li> <li>Commit to full participation in training, team meetings, and research methodologies</li> <li>Assist in developing instructional materials and resources for unit design based on Iowa Core</li> <li><b>Leadership Committees:</b> participate in grade level PCL</li> <li><b>Training:</b> delivered through Instructional Coach based on PCL implementation</li> </ul>  |
| <b>PCL Coordinator</b><br><ul style="list-style-type: none"> <li>Currently exists in the district as an administrative role. Responsible for the work of PCL Instructional Coaches and Model Classrooms.</li> <li>District level PCL Trainer through the Jacobsen Center.</li> </ul> |   |

Forbes, Salli, and Rick Traw. "Richard O. Jacobson Center for Comprehensive Literacy." *UNI - College of Education*. University of Northern Iowa, 2014. Web. 21 Oct. 2014.

| Secondary Roles & Responsibilities   |  |
|--|--|
| <b>TLC Coordinator</b><br>1 Position (0% Instruction Load) • \$10,000 Stipend<br>15 Additional Days (10 in Summer, 5 distributed in school year) |  |
| <b>Responsibilities &amp; Duties</b>   | <ul style="list-style-type: none"> <li>Work in partnership with building and district administrators to assess current practices and initiatives that support or diminish a collaborative culture of shared expertise; respond to findings with deliberate plan of action</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Designated to share the TLC plan vision and district missions and goals in all decision making opportunities with peers and community members</li> <li>• Work closely with the Elementary PCL Coordinator to build on the PCL features</li> <li>• Collaborate with Director of Curriculum and Instruction to:</li> <li>• Design a systemic PD plan to expand and support the work of instructional coaching cycles and implementation of Iowa Core and national standards</li> <li>• Facilitate peer leader growth</li> <li>• Define and disseminate a consistent learning language for all educators to communicate with students and parents</li> <li>• Develop a proactive, intentional communication plan to share planning, progress, and highlights of all levels of the TLC implementation with teachers, parents, and the community</li> <li>• Assess effectiveness of TLC program at secondary level</li> <li>• Actively build a cohesive communication bridge between the JH and HS                         <ul style="list-style-type: none"> <li>◦ Foster a set of technology skills to directly impact intentional technology integration throughout the district</li> </ul> </li> </ul>  |
| <i>Committees</i>  | <ul style="list-style-type: none"> <li>• Lead Instructional Coaches PLC</li> <li>• Participate in CSIT, Curriculum Cabinet, and Teacher Quality Committee</li> <li>• Develop ad hoc committees in response to needs identified</li> </ul>   |
| <i>Training</i>  | <ul style="list-style-type: none"> <li>• <i>New Teacher Center</i>—via AEA9—ongoing PD in leadership coaching to create a culture of collaboration to improve teaching and student success</li> <li>• <i>Journey to Excellence</i> Mentor Training—via District trainers</li> <li>• <i>Iowa Technology Education Connection</i></li> <li>• <i>Iowa 1:1 Institute</i></li> <li>• Ongoing training as determined by Director of Curriculum &amp; Instruction</li> </ul>   |
| <p><b>Instructional Coach</b></p> <p>6 Positions Total •\$6000 Stipend</p> <p>4 at HS; 2 at JH (0% Instruction Load)</p> <p>1 at HS; 1 at JH will have <b>Instructional Technology Focus</b></p> <p>10 Additional Days (6 in Summer, 4 distributed in school year)</p> |   |
| <i>Responsibilities &amp; Duties and Committees</i>  | <ul style="list-style-type: none"> <li>• Implement <i>New Teacher Center</i> Instructional Coaching model</li> <li>• Design and deliver embedded PD to individuals, small groups, and building-wide</li> <li>• Build capacity of all teachers as a PLC (PLC) to: Engage as a Professional Partner to Career Teachers new to the district to support assimilation through mentoring                         <ul style="list-style-type: none"> <li>◦ Increase breadth or depth of current/modern instructional practices specific to the educator or departmental unit design model</li> <li>◦ Engage in collaborative, collegial dialogue that welcomes shared observation and feedback to develop reflective teaching practice</li> <li>◦ Provide resources and support for teachers to use Iowa Core or national standards to drive instruction, standards-based grading, and feedback</li> <li>◦ Use data intentionally to inform planning, instruction, and assessment</li> </ul> </li> <li>• <b>Instructional Technology Focus</b></li> <li>• Continually participate in educational technology growth activities to provide leadership in a culture of exploration and innovation</li> <li>• Over time, these leaders will build the capacity for transformative instructional technology in all Instructional Coaches                         <ul style="list-style-type: none"> <li>◦ <i>Leadership Committees</i>: participate in PCL of coaches and CSIT</li> <li>◦ <i>Instructional Technology Focus</i> participate in District Tech Management and building technology committees</li> </ul> </li> </ul> |
| <i>Training</i>  | <ul style="list-style-type: none"> <li>• <i>New Teacher Center</i>—via AEA9—ongoing PD in executive leadership coaching to create a culture of collaboration to improve teaching and student success</li> <li>• <i>Journey to Excellence</i> Mentor Training—via District trainers</li> <li>• <i>Instructional Technology Focus</i> <ul style="list-style-type: none"> <li>◦ <i>Iowa Technology Education Connection</i></li> <li>◦ <i>Iowa 1:1 Institute</i></li> </ul> </li> </ul>  |
| <p><b>Content Leader</b></p> <p>15 (100% Instruction Load) • \$2500 Stipend</p> <p>4 Additional Days (2 in Summer, 2 distributed in school year)</p>   |   |
| <i>Responsibilities &amp; Duties, Committees, and Training</i>   | <ul style="list-style-type: none"> <li>• Implement PD focus as quickly and effectively as possible; assist in PD implementation with peers as part of the plan developed by Instructional Coaches</li> <li>• Accept visitors during instructional and non-instructional times as a model of exemplary teaching</li> <li>• Commit to full participation in training and research methodologies</li> <li>• Lead department meetings and act as liaison with instructional coach to coordinate resources</li> <li>• English (2), Math (2), Science (2), Social Studies (2), World Languages, PE, Fine Arts, Career &amp; Tech Ed., Counselor &amp; At-Risk, Media/Technology and TAG</li> <li>• Facilitate a 7-12 communication bridge</li> <li>• <i>Leadership Committees</i>: participate in departmental PCL and the building leadership team</li> <li>• <i>Training</i>: delivered via <b>Instructional Coach</b></li> </ul>   |
| <p><b>K-12 Roles &amp; Responsibilities</b></p> <p><b>Induction Mentor</b></p> <p>22 (100% Instruction Load) • \$1000 Stipend</p> <p>2 Additional Days (.5 in Summer, 1.5 distributed in school year)</p>  |   |

|   |   |
|---|---|
| <b>Responsibilities &amp; Duties, Committees, and Training</b>  | <ul style="list-style-type: none"> <li>• Provide ongoing support to teachers new to the profession in effective teaching practices</li> <li>• Assist in goal setting and portfolio development; use data (ie. classroom observations and feedback) to support continued professional growth decision making</li> <li>• Familiarize the Beginning Educator with the culture of the building and district</li> <li>• Facilitate connections to multiple instructional resources, including Model Teachers or Instructional Coaches</li> <li>• Support the Beginning Educator in dealing with the isolation and frustration inherent with the demands of the profession</li> <li>• <i>Leadership Committees:</i> participate in Mentoring PCL</li> <li>• <i>Training: Journey to Excellence Mentor Training—via District trainers</i></li> </ul> |
| <b>Career Teacher</b>   |   |
| <ul style="list-style-type: none"> <li>• Completed first two years in the profession</li> <li>• Engage in the district initiatives to fully realize continuous professional growth and improved student achievement.</li> </ul>   |   |
| <b>Beginning Educator</b>   |   |
| <ul style="list-style-type: none"> <li>• First two years in the profession</li> <li>• Working to complete the Induction Mentoring program and evaluation system to move from an Initial license to a Standard license.</li> <li>• Engage in the district initiatives to implement best teaching practices, seeking assistance from a dedicated Induction Mentor to attain optimal professional growth and student achievement.</li> </ul> |   |

**Coherent Instructional Improvement Strategy**

**Connectivity of New Teacher Leader Roles with Existing Roles**

Induction Mentors are currently in place throughout the district, utilizing the *Journeys to Excellence* model. Mentors are matched with new teachers to maximize a positive transition to the teaching profession for all Beginning Educators. The District has seen results in growth and retention of new teachers using this model.

Many of the new TLC roles are focused at the secondary level, mirroring the pathways of support provided at the K-6 level. Currently, PCL Instructional Coaches work directly with Model Classrooms to expedite the implementation of the program, though over time their coaching cycles will disperse to all Career Teachers and Beginning Educators at varying paces. Model Classrooms chosen through the TLC selection process will be in different stages of implementation, however they will all exhibit a commitment to full participation of district PD and welcome visitors as a laboratory of exemplary teaching practices. The PCL model has development and support moving up and down the path from PCL Coordinator, to PCL Instructional Coach, to Model Classroom, reaching Induction Mentors, Beginning Educators, and Career Teachers in a systemic manner, with requests for support guided up the path for direct responses tailored to the needs of individuals and teams.

The 7-12 pathway would be led by the TLC Coordinator that guides the Instructional Coaches to respond to the needs of the Content Leaders, thereby also reaching Induction Mentors, Beginning Educators, and Career Teachers in a systemic manner. This pathway is equally symbiotic to the K-6 model.

The TLC Coordinator will collaborate with the PCL Coordinator to periodically evaluate data (feedback and hard numbers) regarding the functionality and success of the delivery system, impact of the system on meeting district and TLC plan goals, and the level the system is able to sustain the work as it is designed.

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.

The District employs a variety of research-based tools to assess a teacher's effectiveness, and professional growth, resulting in multiple data points to fully inform the TLC selection committee. A scoring rubric will be used to plot criterion points.

**Criteria to Measure Effectiveness**

The District will use the criteria (based on *HUMANeX Ventures*) aligned with the Teacher Leader Model Standards to hire and review teacher leader candidates. The research-based training provided to administrators giving the Teacher Leader Interview (TLI) is designed to reveal a candidate's capacity for leadership and effectiveness in the educational setting, resolutely aligning with the goals of the TLC plan.

| Teacher Effectiveness Criteria   | Dispositions  | Tools to Assess  |
|--|---|--|
| <b>Motivations &amp; Guiding Principles</b> <ul style="list-style-type: none"> <li>• Visionary</li> <li>• Ethical</li> <li>• Self-motivated</li> </ul> | <ul style="list-style-type: none"> <li>• Internal fulfillment from helping others</li> <li>• Welcomes multiple perspectives</li> <li>• Supports critical thinking</li> <li>• Practices collaborative communication skills</li> <li>• Builds relationships of trust and credibility</li> </ul> | <ul style="list-style-type: none"> <li>• TLI</li> <li>• Fit Interview</li> </ul> |
| <b>Work Habits</b> <ul style="list-style-type: none"> <li>• Responsible</li> <li>• Focused</li> <li>• Data driven decision maker</li> </ul>            | <ul style="list-style-type: none"> <li>• Strong sense of self-accountability</li> <li>• Maximizes use of time by prioritizing needs and resources</li> <li>• Use qualitative &amp; quantitative data for strategic school improvement</li> </ul>  | <ul style="list-style-type: none"> <li>• TLI</li> <li>• Fit Interview</li> </ul> |
| <b>Relationship</b> <ul style="list-style-type: none"> <li>• Motivator</li> <li>• Collegial</li> <li>• Communicator</li> </ul>                         | <ul style="list-style-type: none"> <li>• Conveys a positive attitude through meaningful feedback</li> <li>• Acknowledges rigors of change processes</li> <li>• Listens well to peers</li> </ul>   | <ul style="list-style-type: none"> <li>• TLI</li> <li>• Fit Interview</li> </ul> |
| <b>Influence</b>   | <ul style="list-style-type: none"> <li>• Strives to understand current thinking</li> <li>• Shares new growth opportunities</li> </ul>   | <ul style="list-style-type: none"> <li>• TLI</li> <li>• Fit Interview</li> </ul> |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Believable</li> <li>• Credible</li> <li>• Facilitator</li> </ul>        | <ul style="list-style-type: none"> <li>• Encourages collaborative conversations over complex topics</li> </ul>                                 |  |
| <b>Forward Thinking</b> <ul style="list-style-type: none"> <li>• Researcher</li> <li>• Problem Solver</li> </ul> | <ul style="list-style-type: none"> <li>• Locates research &amp; data to support instructional practices</li> <li>• Solution focused</li> </ul> | <ul style="list-style-type: none"> <li>• TLI</li> <li>• Fit Interview</li> </ul> |
| <b>Peer Feedback</b>   | <ul style="list-style-type: none"> <li>• Perceived as a highly effective teacher by peers</li> </ul>   | Recommendations  |

**Criteria to Measure Professional Growth**

The District will include use of the following criteria to assess a teacher's professional growth from multiple angles, improving the efficacy of the results.

| Professional Growth Criteria  | Dispositions   | Tools to Assess   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Self-directed</li> <li>• Data Driven Decision Maker</li> <li>• Collegial</li> <li>• Motivator</li> <li>• Researcher</li> </ul> | <ul style="list-style-type: none"> <li>• Acts as a role model by engaging in professional learning opportunities</li> <li>• Evaluates personal effectiveness with professional goal(s)</li> <li>• Increases and develops professional knowledge by building a network of educational resources</li> <li>• Has history of past leadership accomplishments</li> <li>• Pursues new knowledge to positively impact educator practices</li> </ul> | <ul style="list-style-type: none"> <li>• TLI</li> <li>• Fit Interview</li> </ul>  |
| Education & Training  | <ul style="list-style-type: none"> <li>• Pursuit of advanced degree</li> <li>• Coursework related to discipline</li> <li>• Applitrack Demographics (AD)</li> </ul>   |   |
| Participation in District Initiatives   | <ul style="list-style-type: none"> <li>• Implement evidence-based strategies</li> <li>• Willingness to share experiences</li> </ul>  | <ul style="list-style-type: none"> <li>• AD</li> <li>• Statement of Interest</li> <li>• Fit Interview</li> </ul>                            |
| Leadership  | <ul style="list-style-type: none"> <li>• Participate in leadership role(s) in or outside of district in educational field</li> </ul>   | <ul style="list-style-type: none"> <li>• AD</li> <li>• Statement of Interest</li> <li>• Fit Interview</li> <li>• Recommendations</li> </ul> |
| Growth Mindset  | <ul style="list-style-type: none"> <li>• "The great teachers believe in the growth of the intellect and talent, and they are fascinated with the process of learning" (Dweck 194).</li> <li>• Embrace challenge and learn from criticism</li> </ul>  | <ul style="list-style-type: none"> <li>• Individual Career Development Plan (ICDP)</li> <li>• Fit Interview</li> </ul>                      |

Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Ballantine, 2006

**Application Process**

The District is dedicated to selecting the right people through a fair, yet thorough process following internal posting of job descriptions.

Teachers applying for Teacher Leader roles will:

- **Complete the Applitrack Demographic application for specific roles**
  - Statement of Interest that illustrates effectiveness and professional growth
  - Letters of Recommendation
    - Three for Instructional Coaches and TLC Coordinator
    - Choice of administrators, peers, or others
    - Two for Model Classrooms, Content Leaders, and Mentors
    - 1--administrator; 1--peer
- **Complete a Teacher Leader Interview with an administrator**
  - Teachers making cut score will move on to the next step based on role
    - Instructional Coaches and the TLC Coordinator go to step 3
    - Model Classrooms, Content Leaders, and Mentors will be considered by Selection Committee and recommended for placement.
- **Complete a Fit Interview with the Selection Committee**
  - Candidates will be asked to discuss their statement of interest and perceived effectiveness as a teacher leader, as well as questions designed for optimal placements of teacher leaders based on the criteria
  - Instructional Coaches and the TLC Coordinator will be considered by Selection Committee and recommended for placement.

**Annual Review Process**

A scoring rubric will be used to evaluate *Teacher Leader Effectiveness and Professional Growth* using:

- Portfolio cumulatively developed by the Teacher Leader highlighting:
  - Compliance with job responsibilities
  - Data that shows implementation results (*Environmental Scale for Assessing Implementation Levels*, student data, building/district assessments, etc.)
  - Results of peer feedback survey on TL performance; recommendation of principal to continue in the position
  - SMART goals in ICPD identifying areas of growth and benchmarks towards meeting goals (based on Iowa Teaching Standards & criteria stated above)
  - Reflection of identified areas of future growth

**Selection & Review Committee**

The District will build a selection committee represented equally by teachers and administrators from all buildings, working in two stages, using subgroups (Elementary and Secondary). Stage 1 will result in the hiring of teacher leaders that will be leaving the classroom to provide embedded PD; Stage 2 engages those chosen in Stage 1 as members of the selection committee for teacher leaders that will remain 100% in the classroom. The TLC Committee developed the subgroups by grade bands to respect the commitment of administrators and teachers in the hiring process.

To eliminate perceived favoritism in buildings, all teachers on selection committees will be chosen by the Director of Curriculum & Instruction (DC&I) and Superintendent from a list of volunteers.

**Narrative**

Using Part 7 application narrative from Year 1?  Yes

**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.*

a) The role and purpose of professional development in North Scott CSD has become more focused with the introduction of the Iowa Common Core. The district's professional development (PD) sessions have centered on the basic tenets and understandings of this document in terms of providing more rigorous and relevant content, instruction, and assessments. The addition of teacher leaders will enhance the delivery of learning opportunities for teachers.

The plan adds a 7-12 Curriculum & Professional Development Leader (C&PDL). The PD responsibilities of this person will include:

- Act as liaison between administrators, teacher leaders, and teachers to design and coordinate professional development which aligns with district, building and individual goals
- Provide research-based quality professional development for coaches and teachers
- Guide Iowa Common Core alignment work
- Collect, analyze and share student data with stakeholders

The C&PDL is critical because he/she will bridge the elementary and secondary level PD related specifically to literacy and instructional practices identified the district priority district goal. He/she will coordinate the work of secondary instructional coaches providing PD tailored to their needs, as well as, assisting with PD in larger groups.

All coaches will be deeply involved with the design and delivery of PD at the building, group, and individual levels. Preparation will include learning the characteristics and practices of effective PD with professional learning communities, coaching cycles, curriculum development, and data analysis meetings. Embedding PD for teachers will occur so it is "a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice" (Hawley & Valli, 1999).

Model classroom teachers' involvement in PD will include opening their classroom for other teachers to observe and showcase exemplary practice and providing a setting for collaborative inquiry and reflection. A model teacher will also participate in formal PD sessions in conjunction with the instructional coaches and PD leaders.

Mentors will work directly with the beginning educators to support the PD provided in team meetings, and in building and district sessions.

b) The Iowa Professional Development Model (IPDM) identifies variables which collectively impact school improvement, and ultimately increase student learning. The proposed TLC plan closely aligns with multiple IPDM elements.

**Component 1: Collecting and Analyzing Student Data**

All teacher leaders will have an integral part in developing a system which collects, analyzes and uses student data to develop effective core instruction for all students. They will lead the process of identifying grade and district level assessments to create a comprehensive assessment system in each building. The role will include facilitating data team discussions and identifying the implications for PD, curricular and instructional needs. Additionally, he/she will participate in determining what level of interventions students will receive using the Response to Intervention tier model.

**Component 2: Goal Setting for Professional Development**

The Curriculum & Professional Development Leader, instructional coaches, model classroom teachers, and administrators will collaboratively guide steps to identifying specific measurable PD goals which align with district goals generated by the Comprehensive School Improvement Team and school board. The district will expand its use of a teacher survey, currently used with the Partnership in Comprehensive Literacy (PCL) buildings, to identify what teachers view as priorities for their professional learning. The instructional coaches will use the survey results to provide formal PD sessions, embedded PD, and coaching cycles for individual teachers.

**Component 3: Selecting Content**

Coaches will provide learning opportunities to increase content knowledge, improve pedagogy, and focus "on the essential concepts and skill sets and characteristics of effective instruction as described in the Iowa Common Core" (IPDM, 2009). Weekly grade level or content team meetings will be facilitated by the coaches to provide embedded PD. This approach can help eliminate possible pitfalls for teachers because it allows for critical feedback and follow-up in a timely manner.

**Component 4: Design**

The role of the coach is multifaceted with the purpose of transferring knowledge into application in classrooms through "theory, demonstration, practice, and peer coaching". K-6 coaches will receive training from UNI and 7-12 coaches will receive similar training (through the AEA, in-district, or both). The content of coach training and on-going PD will include: theory about learning and instruction, reflective practice, adult learners, collaboration, collegial and coaching conversations, data analysis, Iowa Common Core, and lesson design. Model teachers will be expected to design exemplary lessons as they become observation centers for others to visit.

#### Component 5: Ongoing Cycle

By spotlighting student work and achievements the district can determine the strengths and weaknesses of our system. Using this as a foundation, teacher leaders will be able to identify, in collaboration with all staff, ongoing areas for study in PD. North Scott has found that each coach is able to fully support two to three model classrooms per year and effectively complete four to six individual short term coaching cycles per semester. The focus is on improving core instruction for all learners and specific interventions for struggling readers and writers. Formative and summative assessments and progress monitoring are the driving forces behind identifying immediate and long term instructional needs. The C&PDL, coaches and model classroom teachers will develop skills to be both proactive and responsive experts addressing issues effectively and promptly which meets the expectations of the IPDM.

Using Part 8 application narrative from Year 1? Yes

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

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

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

a) North Scott CSD has identified multiple data points to measure the effectiveness of our TLC plan. The team recognized the need for short and long term measures to provide accurate readings of our plan's effectiveness.

Incorporated into the plan for long-term assessment of North Scott's TLC plan are the following:

i. **Annual reports** - Each year North Scott compiles state, district, building and classroom reports to show progress in student achievement. No Child Left Behind reports are used to monitor the status of reaching district academic goals. North Scott has an annual focus goal for literacy and reports to the school board quarterly. These reports keep the district accountable for addressing issues directly related to student achievement. The NSCSD TLC plan includes a system to identify action steps which address issues raised in the reports, thereby providing corollary data.

ii. **Comprehensive Assessment System (CAS)** - At present the district has three teacher leader instructional coaches. Each is heavily involved with collaboratively designing a CAS with teachers. Under their leadership, assessments have been identified and an assessment wall established for teachers to use as a way to monitor student progress throughout the year. The teacher leaders are key personnel in driving this process. The long term data is collated into year-end building reports by the coaches to analyze student growth. Last year alone there was data to show the narrowing of the achievement gap between students in subgroups identified by NCLB and students receiving interventions with their peers, indicating that the creation and use of a CAS can lead to improved student learning.

iii. **Environmental Scale for Assessing Implementation Levels (ESAIL)** - This survey tool became available to NSCSD when district involvement with the Partnership in Comprehensive Literacy (PCL) training began. It is an instrument designed to assess implementation of instructional practices, coaching effectiveness, student literacy behaviors, quality of professional development, and much more. Teachers take the survey twice a year to measure changes over time. Data is used to make adjustments and respond to the needs of teachers in each building and will be critical to meeting the expectations of North Scott's TLC plan.

iv. **Professional Development standards** - Standards from learningforward.org will be used to measure effectiveness of PD being offered in the district. Results will be used to guide reflection on how PD can be most effective.

v. **% of teacher satisfaction and retention** - North Scott CSD will collect longitudinal data on teacher retention by following staff turnover and hiring trends. The TLC plan will be adding an exit interview to our human resources protocols to gain insight into reasons teachers leave the district (i.e., relocation, leaving the profession, taking leadership positions elsewhere, or retirement). Additionally, teacher satisfaction surveys will become a systematic measure of perceptions and experiences with the teacher leadership roles in the TLC plan.

vi. **Parent satisfaction** - Periodically the district asks for parents to complete surveys to ascertain their levels of satisfaction with NSCSD. Elements of the TLC plan will be incorporated to collect relevant data.

Included into the plan for short-term assessment of NSCSD TLC plan are:

i. **Assessment walls** - Each building will create an assessment wall with teacher leaders. These are visual representations of student proficiencies, central to professional discourse around students, instruction, and data. The data points used to measure proficiency derive from continuous teacher collaborations and impact classroom instruction and interventions in the short term. The teacher leadership positions we propose in our plan are essential to making this work possible; student success will be a result of their effective coaching with teachers.

ii. **Instructional Practices Inventory (IPIs)** - The purpose of IPI walkthroughs is to observe and log levels of student engagement to increase teacher awareness of effective instructional pedagogies that improve student learning. The IPI gives immediate feedback multiple times a year. The data provides impetus for coaching and mentoring conversations around instructional practices.

iii. **Teacher interviews** - North Scott currently has a district K-6 literacy coach. In the North Scott TLC a 7-12 Curriculum & Professional Development Leader (C&PDL) has been added, with similar responsibilities. An expectation of the expanded coaching position is to oversee and nurture the TLC's "big picture" for the district. One part would be regular meetings with coaches and teachers, including model teachers, to assess the state of the TLC. Based on anecdotal data, adjustments to the leadership model can be made quickly.

iv. **Coaches meetings** - Regularly scheduled meetings with agenda and minutes are routine with our current district and building coaches and interventionist trainers. The purpose of these is to provide a venue for collaboration, professional development, and responsive problem solving.

v. **Mentoring Reflection Forms** - These monthly forms record mentoring activities. It is a platform for identifying strengths and areas of concern for mentees to immediately respond to their needs.

b) North Scott has selected different types of assessments (Part A) to evaluate the successful implementation of our TLC plan, reflecting a balance of knowing what works in the short term and what is working over the long haul. NSCSD uses student data and surveys to measure all elements of the teacher leadership plan, from the daily interactions to the long term effects on teachers and their students. North Scott is fully cognizant of needing to be responsive to

the different data points used, which will allow the district to be flexible, informed, and strategic in adjusting the TLC plan. The Director of Curriculum & Instruction and the 7-12 C&PDL will collaborate to monitor the effectiveness and recommend adjustments as needed.

Using Part 9 application narrative from Year 1?  Yes

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

In the past two years North Scott Community School District (NSCSD) has been actively pursuing the use of teacher leadership roles by adding instructional coaches to elementary buildings. The district became involved with the Partnership in Comprehensive Literacy (PCL) program through the Richard O. Jacobsen Center at the University of Northern Iowa (UNI). As part of our involvement a plan was written to illustrate how the coaching model would be expanded over a three year period. North Scott has embraced this plan and will be adding coaches to the last two of five elementary schools in the 2014-15 school year. The district is committed to continuing the PCL model and we consider the Teacher Leadership Compensation (TLC) grant as an opportunity to expedite district goals.

North Scott has already been in conversations with the PCL group at UNI on how the current coaching practices can be scaled up to the secondary level. Although the district may not go directly through the PCL program for 7-12 coaches, there are identified expectations for this leadership group through research and district experiences with UNI. Research on PCL practices in upper grades will be available later this year to supplement the current knowledge.

North Scott has applied for and received financial assistance for training elementary coaches with the Jacobsen Center for the past two years. An application for two additional coaches is on file for next year to maintain this financial support with PCL. Details for training the secondary coaches are being addressed with the AEA; may be a collaborative effort with surrounding districts. The district is also studying the possible contracting for Cognitive Coaching Seminars provided by Thinking Collaborative.

Teachers in model classrooms have been established in North Scott's PCL buildings. These sites have become hubs for teacher learning. Each year the district adds to the number of model classrooms with the intent of creating "model" buildings. This ongoing practice will be expanded into all sites with support of administrators and teachers.

North Scott has a Director of Curriculum and Instruction who has been trained in the PCL model. Her position now couples with being the K-6 district PCL coach. The value of having one person involved with multiple sites and coaches led to the decision to create a teacher leader position with similar responsibilities at the secondary level. The new 7-12 Curriculum & Professional Development Leader would work in tandem with the elementary coach to provide continuity in vision and practice throughout the grades. Professional development would be collaboratively constructed to meet the needs, as well as provide an element of continuity throughout North Scott.

The district has two on-site trainers who will continue to train all mentor teachers in the *Journey to Excellence* (JtE) model. JtE training would be enhanced by the TLC because of the allotment of time outside of contracted days; however, it is currently in place and will remain a part of our systematic approach to mentoring.

With the introduction of the Iowa Common Core State Standards (CCSS, North Scott has seen the importance of professional development (PD) time being used to study and understand the changes needed in our instruction, content, and assessments to meet these standards. The district's responsibility to implement the CCSS will continue to be a PD focus. Model classrooms and coaches have accelerated this process in the PCL buildings, but district and building PD has played a significant role in adopting the tenets of the CCSS and will continue to do so. Building administrators have been receiving their own PD on the CCSS to support the work at the building and classroom levels.

North Scott has experienced the process of adding new sites to the PCL network. The district has learned that there are growing pains that can be difficult, but definitely surmountable with the support of dedicated personnel. For example, teacher leaders would act as liaisons between teachers and administrators to align visions and practices while addressing the ebb and flow of implementing changes in the system. This awareness of challenges inherent in scaling up initiatives is an advantage as we reach out to our stakeholders and earn their support for North Scott's TLC. The Director of Curriculum & Instruction and the 7-12 Curriculum & Professional Development Leader will collaborate to monitor the effectiveness and the ability to sustain the plan as proposed and recommend modifications as needed.

North Scott believes the addition of teacher leaders will strengthen the district's headway on a journey already started with the support of our board, superintendent, administrators, teachers, and parents. The goal to improve instruction and effectively impact student learning is the intense focus of the district's work; the implementation of the TLC plan will elevate the capacity to meet this goal.

### 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\* 2948.86

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

District Enrollment-Based Allocation \$910,666.95

Total Allocation \$910,666.95

### Part 10 - Budget Items

| Use of TLC Funds  | Amount Budgeted     |
|---|---------------------|
| Amount used to raise the minimum salary to \$33,500.  | \$0.00              |
| Amount designated to fund the salary supplements for teachers in leadership roles.  | \$211,592.70        |
| 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). | \$678,574.25        |
| Amount used to provide professional development related to the leadership pathways.   | \$20,500.00         |
| Amount used to cover other costs associated with the approved teacher leadership and compensation plan.<br><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              |
| <b>Totals</b>   | <b>\$910,666.95</b> |

**Other Budgeted Uses - Description**

| Item description | Amount budgeted |
|------------------|-----------------|
|                  | \$0.00          |

**Total Allocation Budgeted**

Total Projected Amount to be Expended \$910,666.95

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

Remaining Allocation to be Budgeted \$0.00

**Budget Alignment**

Using Part 10 application narrative from Year 1?\*

No

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

The District is strongly motivated and dedicated to the development of a high quality, sustainable TLC plan to meet the following goals:

1. Identify skills and competencies to build multiple teacher leadership pathways, providing ongoing professional development experiences, and developing a culture which honors and promotes continuous learning by teachers and administrators together.
2. Build and promote strong collaborative teams to positively impact student achievement, using teacher knowledge and data to formulate effective instructional decisions.
3. Continue a strong mentoring program for beginning educators to address issues of increasing teacher confidence, expertise, and collaborative relationships, thereby improving self-confidence and retention rates in a challenging profession.
4. Provide avenues to implement school reform priorities within the district, by expanding the roles of teacher leaders to support these efforts.
5. Reward experienced teachers with opportunities to share their knowledge in leadership positions that fosters the growth in learning, inquiry, and reflective practice of all teachers.

In developing our Pathway to Instructional Support, we have defined the following interconnected roles:

**Elementary:** PCL Instructional Coach, Model Classroom, and Induction Mentor

**Secondary:** TLC Coordinator, Instructional Coach, Instructional Coach with Tech Focus, Content Leader, and Induction Mentor

Since our minimum salary exceeds the minimum (\$37,630), the District is able to use the funds to implement the TL roles as outlined below.

|   | Budget Amount       | Number of TL Positions    | % of Staff |
|---|---------------------|---------------------------|------------|
| TLC Coordinator   | \$81,658.00         | 1                         | <1%        |
| Instructional Coaches   | \$678,937.60        | 12                        | 5%         |
| <ul style="list-style-type: none"> <li>• PCL Instr. Coach</li> <li>• Instr. Coach &amp; Instr. Coach w/ Tech Focus</li> </ul> |                     |                           |            |
| Content Leaders   | \$43,717.50         | 15                        | 7%         |
| Model Classrooms  | \$46,632.00         | 16                        | 7%         |
| Induction Mentor  | \$25,647.60         | 22                        | 10%        |
| Substitute Teachers   | \$13,574.25         |                           |            |
| <ul style="list-style-type: none"> <li>• Beginning Teachers</li> <li>• Career Teacher new to the District</li> </ul>          |                     |                           |            |
| Professional Development & PD Materials   | \$20,500.00         |                           |            |
| <b>Total</b>  | <b>\$910,666.95</b> | <b>66 Teacher Leaders</b> | <b>29%</b> |

**Allocation of Funds by Role**

**TLC Coordinator (7-12):** works (on behalf of teaching peers) in partnership with building and district administrators to assess current practices and initiatives that support or diminish a collaborative culture of share expertise; develops programs, coordinates resources, and prioritizes school reform efforts of all 7-12 teacher leaders to positively impact student achievement

| Level | # | FTE | Extra Days | Stipend     | Stipend FICA & IPERS | Salary + Benefits, FICA & IPERS | Training & Materials | Total       |
|-------|---|-----|------------|-------------|----------------------|---------------------------------|----------------------|-------------|
| 7-12  | 1 | 1.0 | 15         | \$10,000.00 | \$1658.00            | \$70,000.00                     | \$2700.00            | \$84,358.00 |

| Training & Materials  | Goal Focus   |
|---|--|
| <ul style="list-style-type: none"> <li>New Teacher Center—via AEA—instructional coaching PD</li> <li>Technology (1:1 Chromebooks @ 7-12)                             <ul style="list-style-type: none"> <li>Iowa 1:1 Institute</li> <li>IITEC Conference</li> <li>Materials (books, subscriptions, etc.)</li> </ul> </li> <li>Workshops &amp; seminars</li> </ul> | <ul style="list-style-type: none"> <li>Provide ongoing PD experiences</li> <li>Develop a culture of continuous learning</li> <li>Build strong collaborative teams</li> <li>Impact student achievement</li> <li>Use data to formulate effective instructional decisions</li> <li>Mentoring educators to improve confidence and skills</li> <li>Implement school reform priorities</li> <li>Provide opportunities for teachers to share knowledge to grow inquiry and reflective practice</li> </ul> |

**Instructional Coaches:** design and deliver embedded PD to individuals, small groups, and building-wide to develop the reflective practice and expertise of Career Teachers and Beginning Educators to positively impact student achievement

| Level     | # | FTE | Extra Days | Stipend   | Stipend FICA & IPERS | Salary + Benefits, FICA & IPERS | Training & Materials | Total (per person) |
|-----------|---|-----|------------|-----------|----------------------|---------------------------------|----------------------|--------------------|
| K-6*      | 3 | 2.5 | 10         | \$6000.00 | \$994.80             | \$70,000.00                     | \$2700.00/0          | \$79,694.80        |
| K-6**     | 3 | 2.5 | 10         | \$6000.00 | \$994.80             | NA                              | \$600.00             | \$6994.80          |
| 7-12      | 4 | 4.0 | 10         | \$6000.00 | \$994.80             | \$70,000.00                     | \$1700.00            | \$69,694.80        |
| 7-12 Tech | 2 | 2.0 | 10         | \$6000.00 | \$994.80             | \$70,000.00                     | \$2400.00            | \$79,394.80        |

| Training & Materials  | Goal Focus  |
|---|---|
| <ul style="list-style-type: none"> <li><b>K-6 (all):</b> Partnerships in Comprehensive Literacy—via UNI—literacy coaching PD</li> <li>Materials (books, subscriptions, etc.)</li> <li>Workshops &amp; seminars as need</li> <li><b>7-12 (all):</b> New Teacher Center—via AEA—instructional coaching PD</li> <li>Materials (books, subscriptions, etc.)</li> <li>Workshops &amp; seminars</li> <li><b>7-12 Tech</b> (1:1 Chromebooks @ 7-12):                             <ul style="list-style-type: none"> <li>Iowa 1:1 Institute</li> <li>IITEC</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Provide ongoing PD experiences</li> <li>Develop a culture of continuous learning</li> <li>Build strong collaborative teams</li> <li>Impact student achievement</li> <li>Use data to formulate effective instructional decisions</li> <li>Mentoring Career Teachers new to the district to support assimilation</li> <li>Implement school reform priorities</li> <li>Provide opportunities for teachers to share knowledge to grow inquiry and reflective practice</li> </ul> |

\* .5 FTE is an existing position that has been trained and met the rigorous selection process (2 to be filled/trained)

\*\*Salary & Benefits of 2.5 PCL Inst. Coaches will continue out of General Fund as positions have already been trained and met the rigorous selection process; supplemental stipends will be from TLC funds

**Content Leader (7-12) & Model Classroom (K-6):** implement PD as quickly and effectively as possible as a model of exemplary teaching practice; serve as a building/content leader

| Level | #  | FTE | Extra Days | Stipend   | Stipend FICA & IPERS | Salary + Benefits, FICA & IPERS | Training & Materials | Total     |
|-------|----|-----|------------|-----------|----------------------|---------------------------------|----------------------|-----------|
| K-6   | 16 | NA  | 4          | \$2500.00 | \$414.50             | NA                              | NA                   | \$2914.50 |
| 7-12  | 15 | NA  | 4          | \$2500.00 | \$414.50             | NA                              | NA                   | \$2914.50 |

Training & Materials—provided through Instructional Coaches

| Goal Focus   |
|--|
| <ul style="list-style-type: none"> <li>Develop a culture of continuous learning</li> <li>Build strong collaborative teams</li> <li>Impact student achievement</li> <li>Use data to formulate effective instructional decisions</li> <li>Implement school reform priorities</li> <li>Provide opportunities for teachers to share knowledge to grow inquiry and reflective practice</li> </ul> |

**Induction Mentor:** provide ongoing support to teachers new to the profession

| Level | #  | FTE | Extra Days | Stipend | Stipend FICA & IPERS | Salary + Benefits, FICA & IPERS | Training & Materials | Total     |
|-------|----|-----|------------|---------|----------------------|---------------------------------|----------------------|-----------|
| K-12  | 22 | NA  | 2          | \$1000  | \$165.80             | NA                              | As needed            | \$1165.80 |

Training & Materials—Journey to Excellence—District provided

| Goal Focus   |
|--|
| <ul style="list-style-type: none"> <li>Develop a culture of continuous learning</li> <li>Impact student achievement</li> <li>Mentoring Beginning Educators to improve confidence and skills</li> <li>Use data to formulate effective instructional decisions</li> <li>Provide opportunities for teachers to share knowledge to grow inquiry and reflective practice</li> </ul> |

**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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