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Application

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

96182 - Ogden Community School District Teacher Leadership and Compensation Grant
Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-30 03:54:41
Signature:	Bradley S. Jermeland	Submitted By:	Bradley Steven Jermeland

Applicant Information

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Program Area of Interest* Teacher Leadership and Compensation System
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 Agency Administrative Services, Iowa Department of

Organization Information

Organization Name:* Ogden Community School District
 Organization Type:* K-12 Education
 Tax ID:
 DUNS:
 Organization Website:
 Address:

Iowa
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 Phone: 515-275-4034
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 Benefactor Vendor Number

Recipient Information

District*	Ogden Community School District <small>Use the drop-down menu to select the district name.</small>
County-District Number*	08-4878 <small>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.</small>
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TLC Application Contact

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Narrative

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

Abstract/Executive Summary

"Within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change." (Katzenmeyer and Moller, 2001)

Twenty-first century learners deserve twenty-first-century instruction. Meeting the needs of contemporary students necessitates a concerted effort. High performing schools have cultures that promote collaboration and professional inquiry. Helping to create similar cultural shifts in all schools would allow teachers to reach their full potential. Instead of working in isolation, teachers would be able to collaborate in an environment that encourages creativity and innovation. Implementing such changes would require administrators and teachers to recalibrate their practice and way of thinking.

The Ogden Community School District (CSD) is dedicated to improving the learning of all students and elevating the education profession by enhancing the leadership skills of teachers. "Student engagement and curiosity could be addressed through stronger development of 21st century learning skills and well-being. We could call this the 'new entrepreneurial spirit' – a spirit characterized by innovation, risk-taking commitment, and skilled problem solving in the service of a better future." (Council of Ontario Directors of Education, 2013)

TLC funding will assist the Ogden CSD to meet the following five TLC state goals:

1. Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
2. Retain effective teachers by providing enhanced career opportunities.
3. Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
4. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
5. Improve student achievement by strengthening instruction.

The goal of the Teacher Leadership Compensation grant is to create a sustainable culture that embraces and values an evolving teacher leadership initiative system to continually increase student achievement.

TLC Vision

To create a sustainable model of 21st century skills incorporating shared leadership while supporting a culture of learning and collaboration built upon teacher strengths and improving student academic performance.

TLC Goals

The following six goals were designed to strengthen, enhance, and support the district's key TLC initiatives:

1. Hire and retain high quality teachers
2. Improve student achievement by modeling and focusing on 21st century skills
3. Provide beginning and new teachers additional quality induction and mentoring opportunities
4. Provide a culture of shared responsibility, collaboration, and leadership
5. Build on Professional Learning Communities (PLC) to enhance student achievement
6. Implement and align the Iowa Core Curriculum with consistency, integrity, and rigor

Connection of TLC Components

The Ogden CSD currently implements the following four initiatives: 1) Iowa Core Curriculum (ICC), 2) PK-4 Literacy (FAST Assessment), 3) Multi-Tiered Support System (MTSS), and 4) Professional Learning Communities (PLC). A system of shared teacher leadership will be essential to transform the district to one that meets the needs of the 21st century learner.

Allocation of TLC funding will be used to create and establish the following four teacher leadership roles:

1. Instructional Coach (2)
2. Professional Learning Community Leader (5)
3. Model Teacher (6)
4. Mentor Coach (3)

There will be a total of 16 teacher leaders, which comprises over 25% of the district's teaching staff. The following descriptions of teacher leadership roles provide an *overview* of their responsibilities within the TLC plan.

Instructional Coach (2 Positions)

The Instructional Coach will spend 100% of their time in a non-teaching position, who will work directly with teachers by coaching through reflection, modeling, and training. Coaches will collaborate with teachers to analyze formative and summative student achievement data to improve student learning. One coach will work with teachers at the PK-6th grade level and one at the 7th-12th grade level.

Professional Learning Community Leader (5 Positions)

The Professional Learning Community Leaders will continue to teach full time in the classroom. They will assist teachers with knowledge about implementation of the Iowa Core. Qualities of an effective Professional Learning Community Leader include effective communication skills, professional competence and experience and effective interpersonal skills.

Model Teacher (6 Positions)

The Model Teachers will continue to teach full time in the classroom. They will model best practice instructional strategies. Qualities of an effective model teacher will include preparedness, creativity, respectfulness, professional knowledge, high expectations for students, good communicator and enthusiasm.

Mentor Coach (3 Positions)

The Mentor Coaches will continue to teacher full time in the classroom. There will be a total of three Mentor Coaches, one located at each of the following buildings: elementary, middle, and high school. These coaches will serve as role models for beginning and new teachers. They will provide resources above and beyond the current mentoring program specific to the needs of each individual teacher.

It is important to note that all teacher leaders will spend time in professional development that is provided for them by the district, Heartland AEA, and TLC opportunities. Training will include competencies specific to successful leaders. Training will occur before and throughout implementation of the TLC system.

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

TLC Model Number Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from Year 1? No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Part 1

How the planning grant and time were used to develop a high-quality plan

In order to provide students with optimal learning opportunities, teacher leaders will become a critical component to collaborate and work one-on-one with teachers to improve instruction. In order to introduce the TLC grant, the Ogden CSD organized a meeting that included stakeholder groups comprised of administrators (2), teachers (9), community members (2), board members (2) and parents (8). The purpose of the initial meeting was to determine if moving

in the direction of change was plausible and if teachers showed enough interest and enthusiasm to implement a culture of shared teacher leadership responsibilities.

The district received \$7,259.39 in funding. The planning grant allocated monies to fund a grant writer, teacher grant writers, staff attendance at Heartland AEA trainings, meeting times for designated stakeholder groups, and substitute teachers; allowing classroom teachers to work collaboratively on the writing process. The teacher grant writers were paid a stipend of \$40.00 per hour, and grant meeting attendees were paid a stipend of \$25.00 per hour.

Dates	Meeting Type	Teachers	Administrators	Parents	Community Members	School Board Members
7/23/2014	Discussion of the new positions focusing on possible individuals and part-time or full-time classification	X	X	X	X	X
8/1/2014	Heartland AEA Grant Writing Session	X	X	X	X	X
9/5/2014	Ogden TLC Grant Writing session	X				
9/8/2014	Ogden TLC Grant Writing session	X				
9/9/2014	Ogden TLC Grant Writing session	X				
9/11/2014	Ogden TLC Grant Writing session	X				
9/12/2014	Ogden TLC Grant Writing session	X				
9/17/2014	Ogden TLC Grant Writing session	X				
9/18/2014	Ogden TLC Grant Writing session	X				
9/22/2014	Ogden TLC Grant Writing session	X				
9/25/2014	Ogden TLC Grant Writing session	X				
9/26/2014	Ogden TLC Grant Writing session	X				
10/1/2014	Ogden TLC Board Instruction Committee Meeting		X			X
10/13/2014	Ogden TLC Board Meeting		X			X
10/20/2014	Ogden TLC School Improvement Advisory Council		X			X
10/27/2014	Ogden TLC Final Writing/Rewrite Session	X	X	X	X	X
10/30/2014	Ogden TLC Final Grant Review Prior to Submission	X	X			

In order for the Ogden CSD to successfully implement a teacher leadership system, a thoughtful plan of how teacher leadership would impact teaching and learning was created. The plan included conversations that were structured around the following:

1. Vision
2. Goals
3. Involvement of all stakeholder groups
4. Data collection (survey)
5. Review of current research
6. Integration of teacher leadership into district culture
7. Commitment to professional development
8. Assurance of a sound infrastructure
9. Plan for ongoing monitoring, evaluation, and preparation for future

Engagement of Stakeholder Groups

Planning time was spent in conversations with stakeholder groups. Subgroups emerged from larger groups and conversations that actively engaged teachers and administrators who contributed to the TLC plan. The vision and goals were outlined and refined to align with the TLC state and district goals.

The Ogden CSD envisions a plan that encompasses adult learning that is collaborative, continuous and embedded in daily practice, keeping student achievement at the forefront of the vision. A teacher leadership system will build on and strengthen the successes already present in the district. In order to increase student achievement, students need to be provided with teachers that continually improve learning by deepening the educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and to prepare them to use classroom assessments appropriately.

Conversations were the most important component of formulating a plan. Perspectives from all stakeholders were essential to form a plan that would be sustainable and embraced by the district. Providing stakeholders the opportunity to create a vision and goals were important and beneficial for this process to move forward. Student achievement is the ultimate goal of implementing a teacher leader system.

Commitment and Support from Stakeholders

Without the commitment and support from all stakeholder groups, even the best intended plan is at risk of not being successful.

Parents faithfully attended meetings and actively engaged in relevant and meaningful conversations, which resulted in valuable feedback. Parents have a genuine vested interest in the TLC plan because they want their children to receive a quality education, which will ultimately enable their child to lead a successful and rewarding life. All parents expressed a high level of commitment.

Community members expressed a high degree of interest in the TLC plan. They demonstrate support for local schools to help kids achieve their goals by becoming productive members of the community.

Results from survey feedback indicated that **teachers** expressed a high level of commitment and support for the TLC plan. Teachers possess a strong desire to collaborate with colleagues. Teachers are committed to educating the whole child by guiding and nurturing them in becoming empowered, engaged, creative, critical thinking individuals who will contribute and thrive in our 21st century world.

Throughout the planning process, **administrators** have shown a high degree of commitment to the TLC plan. Administrators recognize that there is a direct correlation between excellent classroom instruction and increased student achievement. Establishing defined teacher leadership roles and fostering a culture of collaboration is a priority.

Participation of **school board members** was not a requirement of the TLC grant, however, two board members expressed a high degree of interest in serving as stakeholders. School board members will provide continued involvement through monthly teacher leadership reports at board meetings.

Narrative

Using Part 2 application narrative from Year 1?*

No

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

State Goals:

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

Part 2

The Ogden CSD envisions a shared teacher leadership system that strengthens teacher instruction through collaboration with colleagues to increase student achievement. A paradigm shift to a shared teacher leadership system will provide teachers with opportunities for students to learn 21st century skills from educators who consistently implement these skills with relevance and rigor.

TLC Vision

To create a sustainable model of 21st century skills incorporating shared leadership while supporting a culture of learning and collaboration built upon teacher strengths and improving student academic performance.

Ogden Goal 1: Hire and retain high quality teachers

- State Goal 1: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- State Goal 2: Retain effective teachers by providing enhanced career opportunities.
- State Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

The district will raise starting salaries to \$33,500. Resources will be allocated to develop career advancement opportunities aligned with the six district TLC goals. The TLC system will provide over 25% of district teachers opportunities to participate in a teacher leadership system utilizing the following four positions:

- 1) Instructional Coach
- 2) Professional Learning Community Leader
- 3) Model Teacher
- 4) Mentor Coach

These teacher leadership positions will provide teachers with a variety of opportunities to advance the skills of their colleagues, as well as their own. The promise of a shared teacher leader system built on collaboration will aid in retaining the district's best and brightest teachers.

Ogden Goal 2: Improve student achievement by modeling and focusing on 21st century skills

- State Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

- State Goal 5: Improve student achievement by strengthening instruction.

Strengthening implementation of the Iowa Core will provide expanded opportunities to utilize assessment data to drive classroom instruction. The district will work collaboratively with the AEA and districts that have received the TLC grant to improve student achievement. All four teacher leadership positions (**Instructional Coach, Professional Learning Community Leader, Model Teacher, and Mentor Coach**) encompass shared responsibility for the success of this goal.

Ogden Goal 3: Provide beginning and new teachers additional quality induction and mentoring opportunities

- State Goal 1: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- State Goal 2: Retain effective teachers by providing enhanced career opportunities.
- State Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

The first priority is to increase the minimum salary to \$33,500. The **Instructional Coach, Mentor Coach, and Model Teachers** will be instrumental in developing a system of support to beginning and new teachers in the district. It is imperative to establish a strong collaborative induction process, which will provide the district the opportunity to support teachers.

Teacher leaders and administrators will join the *Teacher Leadership and Compensation Online Community*, which brings together teacher leaders and administrators from across the State to collaborate about school improvement and the Teacher Leadership Compensation system.

Ogden Goal 4: Provide a culture of shared responsibility, collaboration, and leadership

- State Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

All four leadership positions (**Instructional Coach, Professional Learning Community Leader, Model Teacher, and Mentor Coach**) encompass shared responsibility for the success of this system. The district will provide enhanced opportunities for collaboration time.

The teacher leaders and administrators will enroll in the *Teacher Leadership and Compensation Online Community*, which brings together teacher leaders and administrators from across the State to collaborate about school improvement and the Teacher Leadership Compensation system.

Ogden Goal 5: Build on Professional Learning Communities to enhance student achievement

- State Goal 5: Improve student achievement by strengthening instruction.

Professional Learning Community Leaders will collaborate with vertical curriculum teams to review data, curriculum, and alignment to the Iowa Core.

Ogden Goal 6: Implement and align the Iowa Core with consistency, integrity, and rigor

- State Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- State Goal 5: Improve student achievement by strengthening instruction.

The teacher leaders and administrators will enroll in the *Teacher Leadership and Compensation Online Community*, which brings together teacher leaders and administrators from across the State to collaborate about school improvement and the Teacher Leadership Compensation system.

The district will utilize an online mapping tool to evaluate current curriculum gaps and redundancies in relation to the Iowa Core. **Professional Learning Community Leaders** will work collaboratively with **Instructional Coaches, Model Teachers and Mentor Coaches**.

Using Part 3 application narrative from Year 1?*

No

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

Part 3

The TLC plan will help support and strengthen the district's key school improvement initiatives, structures, and processes, by building and sustaining a culture that is rich with teacher leaders that are equipped to advance reforms by strengthening systems to improve teaching and learning.

The Ogden CSD currently implements the following four initiatives:

1. Iowa Core Curriculum (ICC)
2. Pre-K-4 Literacy (FAST Assessment)
3. Multi-Tiered Support System (MTSS)
4. Professional Learning Communities (PLC)

Initiatives

Key Initiative 1: Alignment of Iowa Core using Atlas Rubicon
This initiative has been implemented PK-12 to help assess district needs in regards to the Iowa Core. This tool strengthens the district's alignment to the core by locating possible redundancies and gaps, structuring guidelines for pacing, and evaluating current assessments while developing new assessments to demonstrate complete implementation of the Iowa Core.
Identified Teacher Leaders
<ul style="list-style-type: none"> • Professional Learning Community Leaders • Instructional Coaches
Connect Support Strengthen
Professional Learning Community Leaders and Instructional Coaches will provide a model for curriculum mapping to assist teachers with the alignment of the Iowa Core. They will study and review curriculum maps to monitor the implementation of the ICC and identify and address redundancies and gaps. Instructional Coaches and Professional Learning Community Leaders will facilitate reviews of the district's curriculum maps to improve the mapping process.

Key Initiative 2: PK-4 Literacy
Grades PK-4 utilize the Formative Assessment System for Teachers (FAST) to identify students that are performing above, on, or below proficiency levels. By identifying these students, teachers are able to implement research based data driven practices and strategies that meet individual student needs.
Identified Teacher Leaders
<ul style="list-style-type: none"> • Instructional Coaches • Mentor Coaches
Connect Support Strengthen
Instructional Coaches and Mentor Coaches will be an integral part of the implementation of the FAST system during screening assessments. These two positions will facilitate the review of FAST data at each grade level three times a year.

Key Initiative 3: Multi-Tiered Support System(MTSS)
MTSS is demonstrated at the elementary and middle school levels. Teachers assess and evaluate FAST data to plan and gather instructional resources in accordance with student's needs. This is evident in the grouping of students and the diversity of instructional techniques and strategies provided in these groupings.
Identified Teacher Leaders
<ul style="list-style-type: none"> • Professional Learning Community Leaders • Instructional Coaches
Connect Support Strengthen
Professional Learning Community Leaders and Instructional Coaches will assist in the design and implementation of interventions. They will provide support to the classroom teachers by monitoring and interpreting intervention data and making informed instructional decisions.

Key Initiative 4: Professional Learning Communities (PLC)
PLC Leaders implementation varies greatly throughout the district, dependent upon the grade level and/or the department. Implementation of the PLC's are currently in the development phase. Some grade levels and departments meet to complete requirements, while others are beginning to implement the PLC's. The district recognizes the need for leadership within PLCs, which will be provided by our PLC leaders.
Identified Teacher Leaders
• Professional Learning Community Leaders
Connect Support Strengthen
The PLC leader will assist the classroom teachers to focus on learning, creating a collaborative culture, and focus on results (DuFour et al., 2010). PLC Leaders will facilitate discussions centered on the four critical questions of the PLC's: 1) What is it we want our students to learn (essential, guaranteed, and viable curriculum), 2) How will we know if each student has learned it? (frequent, team-developed, common formative assessments), 3) How will we respond when some students don't learn it? (timely, directive, systematic intervention), 4) How can we extend and enrich the learning for students who have demonstrated proficiency?

Structures

The following three structures implement the process of school improvement.

Structure 1: School Improvement Advisory Committee(SIAC), (parents, community members, school board members, staff and administrators). This committee reviews student achievement information and school climate and provides suggestions for school improvement.

Connect, Support, Strengthen

*The PLC Leader will serve as the liaison between this committee and teachers/administrators in the district.

Structure 2: District Leadership Team (teachers and administrators) track district data, state initiatives, and set local initiatives and goals for district professional development.

Connect, Support, Strengthen

*PLC Leaders will facilitate team meetings, provide assistance with professional development, and ensure vertical alignment of curriculum.

*Instructional Coaches will assist the PLC leader with agendas, data organization, and research.

Structure 3: Building Leadership Team(BLT) (principals, teachers, and school counselors). This team is a decision and policy-making body that assists teachers to meet instructional and curricular goals.

Connect, Support, Strengthen

*PLC Leaders will facilitate team meetings, provide assistance with professional development, and ensure vertical alignment of curriculum.

*Instructional Coaches will be utilized as a resource for administrators and teachers to focus on teaching and learning.

Using Part 4 application narrative from Year 1?*

No

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

Part 4

"Induction programs to support new teachers have the potential to make a profound difference in the ability of new teachers to understand and work in the new school community, in the quality of teacher performance, and in the retention of new teachers and experienced teachers." (New York Government Publication, pg. 1, 2014) According to Moir (1999), if schools address the needs of new teachers as professionals and members of a learning community, schools will increase the number of teachers who end each year and look forward to returning the following year.

Analysis of the Effectiveness of the Current Induction and Mentoring Program

New teachers receive limited classroom experiences before certification and once in the classroom; they receive nominal support. It is imperative that new teachers receive quality mentoring provided by the school district. The Ogden Community School District provides a mentoring program that follows the Mentoring and Induction for Beginning Educators, which was created by the Iowa Department of Education. Mentors attend formal training provided by Heartland Area Education Agency (AEA), which includes training on district expectations based on Iowa's eight teaching standards. After formal training is completed, the newly trained mentors are assigned by the district to new and beginning teachers.

Evidence that supports the ineffectiveness of the current mentoring program include the lack of trained mentors (eight), which is a grossly ineffective number to fully implement a successful mentoring program; ineffective partnerships between mentor and mentee, which often result in these two individuals being located in different school buildings; a mentee who may be partnered with a mentor that teaches in a completely different content areas and/or grade level. Current expectations for the mentee require that they meet 10 hours per semester with their mentor as well as complete a meeting log, which is clearly not enough time to support new and beginning teachers. Due to inconsistent mentoring practices, mentees are often left feeling confused and frustrated. Over time, the mentoring program in the district has lost rigor and relevance.

How the TLC will Address Gaps in the Current Induction and Mentoring Program

The Ogden CSD recognizes the need to **improve** the current mentoring program by providing a culture built on shared responsibility and on-going collaborations between the mentor and mentee. This "team" also requires support at the district level to monitor and foster the relationship between these two individuals. Meeting for a mere 10 hours a semester will not accomplish this goal. Additionally, the mentor and mentee need to be provided additional time to meet for rich and meaningful discussions. New and beginning teachers often have a plethora of questions that need to be addressed in a timely manner.

The TLC funding will allow the district to provide three additional trained Mentor Coaches, which will increase the number from eight to eleven. As a result, there will be three mentors located at each of the three school buildings (elementary, middle, and high school). New and beginning teachers will have the advantage of being paired with a Mentor Coach that is grade level and/or content area specific to their new position, which ultimately should increase the likelihood for classroom success. Additional funding will also provide Mentor Coaches with opportunities for ongoing professional development to stay up-to-date with current educational practices.

How Teacher Leaders will be Utilized to Improve Entry into the Teaching Profession for Beginning Teachers

Mentor Coaches will provide expanded and additional support to the mentoring program by providing time, resources, and attention to current trends in research. Often, traditional "mentors" are responsible for their own teaching and can not readily attend to the needs of the mentees. Providing access to Mentor Coaches will mend the gap of receiving "just in time" information for the mentees. It is the intention of the TLC mentoring part of the plan to target teachers new to the system to increase retention, promotion, and professional growth.

Although the Mentor Coaches will be assigned specifically to all new and beginning teachers, the Instructional Coaches, Professional Learning Community Leaders, and Model Teachers will all play a vital role to assist these teachers to improve competencies. A complete outline of Mentor Coach expectations will be provided so that both the teacher and coach will be made aware of the role of the coach. Mentor Coaches will focus on learning needs, academic calendar year, unexpected situations and demands on the district, which are all factors that will determine the focus of conversations and observations.

Mentor Coaches will model lessons and strategies, assist with lesson plans, classroom management and organization, and differentiated learning. Additionally, Mentor Coaches will engage in reflective conversations with teachers to improve student learning.

Narrative

Using Part 5 application narrative from Year 1?

No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

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

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Part 5

According to Aguilar (2012), a teacher leader (e.g. Instructional Coach) is often uniquely positioned to see the big picture; the way in which educators work and the impact they have regarding the needs of students, teachers and administrators. Teacher Leaders can assist educators in viewing the big picture and work towards systemic changes. They can support the process of gathering data, information and resources so that changes can be implemented effectively. They can use an inquiry process approach to ask questions and explore root causes. Teacher Leaders often see the parts and the whole at the same time, which is an essential component in systemic change.

Educators, Joyce and Showers (1987) released the following findings, which are currently the primary movement behind instructional coaching.

- 5% of learners will transfer a new skill into their practice as a result of learning a theory
- 10% of learners will transfer a new skill into their practice as a result of learning a theory and seeing it demonstrated
- 20% of learners will transfer a new skill into their practice as a result of theory, demonstration, and practice during the training
- 25% of learners will transfer a new skill into their practice as a result of theory, demonstration, practice, and corrective feedback during the training
- 90% of learners will transfer a new skill into their practice as a result of theory, demonstration, practice, and corrective feedback during the training — when it is followed up with job-embedded coaching

The Ogden Community School District TLC plan will include the addition of the following four new teacher leadership positions:

- Instructional Coach (2)
- Professional Learning Community Leader (5)
- Model Teacher (6)
- Mentor Coach (3)

The overall goal of each teacher leadership position is to assist classroom teachers in creating optimal learning environments to increase student achievement.

Teacher Leader Connection

The primary component that will create cohesiveness between the Instructional Coaches, Professional Learning Community Leaders, Model Teachers and Mentor Coaches is based upon the work of Joyce and Showers (1987), which includes the following five components: theory, demonstration, practice, feedback and coaching. Teacher leaders, in conjunction with administrators, will present the **theory** behind these effective strategies as part of professional development.

During classroom instruction, Model Teachers will **demonstrate** effective teaching strategies for other teachers to observe. Teachers will then have the opportunity to **practice** specific effective teaching strategies. Mentor Coaches and Instructional Coaches will **observe** teachers and work closely with them as they practice the instructional strategies. They will provide **feedback** and conduct **coaching** conversations with teachers to help them modify and adjust current teaching strategies to improve upon and become more effective using them. Professional Learning Community Leaders will provide pedagogical knowledge to establish a basis for learning. A strong understand of content and instruction will ultimately lead to improved student achievement.

Description of Teacher Leader Positions

Instructional Coach (2 positions)

The Instructional Coach is an onsite teacher leader who assists classroom teachers with research based methods using a variety of techniques. These individuals are knowledgeable about adult learning and work closely with classroom teachers by providing supportive feedback regarding classroom observations. It is imperative that Instructional Coaches establish a level of trust with each teacher and that they adhere to confidentiality at the highest regard.

There will be a total of two full time Instructional Coaches (one at the PK-6th grade level and one at the 7-12th grade level). Instructional Coaches will spend 100% of their time engaged in teacher leader duties. These teachers will have a contract which includes \$10,000 in compensation for 10 extended days that include assigned responsibilities throughout the academic calendar year.

Instructional Coach

Qualities

- Flexible
- Creative
- Skilled at building relationships

Essential Responsibilities and Duties

1. Facilitate teacher's knowledge and implementation of the Iowa Core Curriculum
2. Create detailed coaching plans, which include focused goals and measures of success
3. Support teacher's achievement of goals by using coaching strategies that gradually release responsibility for implementing instructional practices to the teacher (e.g. co-planning, modeling, co-teaching, and observations)

- Knowledgeable about adult learning
 - Knowledgeable about 21st Century Skills
 - Respectful
 - Reflective
 - Catalyst for change
 - Lifelong learner
 - Resourceful
 - Leader
 - Adaptable
 - Teamwork
 - Dependable
 - Successful communicator
 - Problem solver
 - Data Driven
 - Innovative
4. Continually provide constructive feedback of teacher instruction through ongoing classroom observations, discussions with the teacher and data analysis
 5. Tracks student and teacher progress to assess the effectiveness of coaching
 6. Develops teacher's capacity to collect and analyze multiple sources of data to improve student learning
 7. Fosters collaboration and reflective practices
 8. Participates on the District Leadership Team (DLT)
 9. Attends professional development meetings, trainings, and conferences
 10. Facilitates teacher's knowledge and implementation of current district initiatives (Iowa Core Curriculum, PK-4 Literacy (FAST Assessment), Multi-Tiered Support System (MTSS), and Professional Learning Communities (PLC))

Professional Learning Community Leader (5 Positions)

The Professional Learning Community (PLC) Leader is a teacher who will spend 100% of his/her time teaching but will receive additional compensation and contract days to engage in teacher leadership duties throughout the academic school year. These teachers will be provided a contract which includes \$4,000 in compensation for 5 extended days that include assigned responsibilities throughout the academic calendar year. This teacher leader possess a complex understanding about how Professional Learning Communities function and are utilized in the Ogden CSD.

Professional Learning Community Leader

Qualities

- Flexible
- Creative
- Skilled at building relationships
- Knowledgeable about adult learning
- Knowledgeable about 21st Century Skills
- Respectful
- Reflective
- Catalyst for change
- Lifelong learner
- Resourceful
- Leader
- Adaptable
- Teamwork
- Dependable
- Successful communicator
- Problem solver
- Data Driven
- Innovative

Essential Responsibilities and Duties

1. Facilitate teacher's knowledge and implementation of Professional Learning Communities
2. Facilitates grade level and/or content area teams to create a vision and supporting goals
3. Support PLC team's creation of common formative and summative assessments
4. Create agendas centered on student and teacher growth
5. Develop a teacher's capacity to measure student achievement and collect data in an organized manner, examine and analyze student work, and modify instructional practices to meet the needs of their students
6. Works closely with Instructional Coaches, Model Teachers, and Mentor Coaches
7. Support implementation of Iowa Core to increase teacher's knowledge of content standards and implement instructional shift
8. Assures vertical alignment of the curriculum
9. Participates on the District Leadership Team (DLT)

Model Teachers (6 Positions)

The Model Teacher will spend 100% of his/her time teaching but will receive additional compensation and contract days to engage in teacher leadership duties throughout the academic school year. These teachers will be provided a contract which includes \$2,000 in compensation for 2 extended days that include assigned responsibilities throughout the academic calendar year. Model Teachers will model best practice instructional strategies. Teachers in the district will be encouraged to observe this teacher leader to gain a more comprehensive understanding of instructional strategies to practice and refine in their own classroom.

Model Teacher

Qualities

- Flexible
- Creative
- Skilled at building relationships
- Knowledgeable about adult learning
- Knowledgeable about 21st Century Skills
- Respectful
- Reflective
- Catalyst for change
- Lifelong learner

Essential Responsibilities and Duties

1. Provide an open classroom for colleagues to view best practice of teaching
2. Nurture a collegial exchange of ideas and promotes a level of trust
3. Provide opportunities for discussion and reflection of lessons with colleagues
4. Assist administrators and teachers to continually focus on teaching and learning

- Resourceful
 - Leader
 - Adaptable
 - Teamwork
 - Dependable
 - Successful communicator
 - Problem solver
 - Data Driven
 - Innovative
5. Lead conversations to engage peers in analysis and utilization of data to strengthen instruction
 6. Foster a collaborative culture to support teacher development
 7. Demonstrate classroom embedded professional development by modeling a variety of instructional strategies
 8. Serve as a valuable resource

Mentor Coach (3 Positions)

The Mentor Coach will spend 100% of his/her time teaching but will receive additional compensation and contract days to engage in teacher leadership duties throughout the academic school year. These teachers will be provided a contract which includes \$3,000 in compensation for 3 extended days that include assigned responsibilities throughout the academic calendar year. This teacher leader will provide beginning and teachers new to the district with additional opportunities beyond the Iowa Mentoring and Induction program that is currently being implemented. New and beginning teachers require systemic, intense mentoring to provide continuity and support.

Mentor Coach

Qualities	Essential Responsibilities and Duties
<ul style="list-style-type: none"> • Flexible • Creative • Skilled at building relationships • Knowledgeable about adult learning • Knowledgeable about 21st Century Skills • Respectful • Reflective • Catalyst for change • Lifelong learner • Resourceful • Leader • Adaptable • Teamwork • Dependable • Successful communicator • Problem solver • Data Driven • Innovative 	<ol style="list-style-type: none"> 1. Promote personal growth and development of new and beginning teacher to improve student learning 2. Guide new and beginning teachers to enhance planning, instruction, and content knowledge 3. Provide non evaluative classroom observations including reflective and constructive feedback 4. Establish a relationship built on trust 5. Provide continual support that is non-judgmental and confidential 6. Develop short and long term goals 7. Provide resources for differentiated instruction, classroom management, and lesson planning

Using Part 6 application narrative from Year 1? No

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

Part 6

Introduction

According to Knight (2008), in order for a system embedded with instructional leaders to work successfully, the right teachers need to be placed in these positions. The single most critical factor related to the success or failure of a coaching program may be the skills and attributes of the teacher leaders. Instructional Coaches must be excellent teachers who are flexible and skilled at building relationships. Simply put, if teachers do not like the instructional coach, they will resist even best teaching practices.

Teacher Leader Selection

A well planned, rigorous selection process positions teacher leaders to be successful in their work. The Ogden Community School District has identified four teacher leadership roles that will be integrated into the district: Instructional Coach, Model Teacher, Professional Learning Community Leader, and Mentor Coach. An eight member selection committee that will assist with teacher leader selection will be assembled. The selection committee comprises the following members:

- Teacher representatives from the District Leadership Team (3)
- One teacher selected from each level (PK-4, 5-8, 9-12) (3)
- Two administrators: superintendent/high school principal and elementary/middle school principal (2)

The 16 teacher leaders will be selected through a rigorous selection process. These teacher leaders will be hired to serve a renewable one-year term, based on positive formative and summative evaluations. It is important to note, teachers that apply for the full time Instructional Coach position will have the opportunity to return to the classroom if they deem this position is not a good fit for them. The district is committed to providing support through administration and professional development both in and out of the district. It is important for Instructional Coaches to feel supported in their roles to maintain consistency with persons that fill these positions. Teachers will build close relations with Instructional Coaches so consistency is imperative as these relationships will take years to develop. Additionally, the Professional Learning Community Leader, Model Teacher, and Mentor Coach will also be provided the opportunity to return to regular classroom teaching at the end of the academic school year.

Rigorous Selection Process

The minimum requirements for prospective teacher leaders are completion of three full years of successful teaching experience, with a minimum of one year as a teacher in the Ogden CSD.

Phase One

Applicants are required to submit the following documents to be considered for Phase Two of the selection process.

1. Resume Documenting:

- a. A minimum of three years of successful teaching experience (one year served in the Ogden CSD)
- b. Demonstrated ability to work effectively as part of a team
- c. List of professional organizations and sources of information that provide evidence of current relevance in the teaching profession

2. Letter of Interest Explaining:

- a. Training and knowledge in the area of coaching/teacher leadership
- b. Previous successful experience working with adult learners
- c. Vision for coach work and professional development
- d. Awareness and understanding of the Teacher Leadership and Compensation (TLC) grant

Phase Two

After the selection committee narrows the applicant pool from Phase One, prospective teacher leaders will submit:

1. A video component created on Spark Hire, an online video technology, to provide the selection committee an opportunity to review the applicant's communication skills and content knowledge relevant to the position for which they have applied.

Upon reviewing the video component, the selection committee will use a rubric (to be created) to select the most qualified teachers to participate in personal interviews that will be conducted during Phase Three.

Phase Three

Teacher candidates will conduct a behavior interview with the selection committee. According to Spencer and Spencer (1993), research suggests, that if developed and implemented correctly, behavioral interviews that ask candidates to describe past events in detail have a high potential to determine if a candidate has the competencies that are predictive of superior performance in a particular job. The past-event interviewing technique asks candidates to offer examples of how they thought, felt, and acted in the context of a specific, real-life, past situation, rather than asking for their opinions or philosophies about work success.

Phase Four

The selection committee will meet to finalize selection of the following teachers leaders: Instructional Coaches (2), Professional Learning Community Leaders (5), Model Teachers (6), and Mentor Coaches (3) and recommend these individuals to the school board, who will approve the recommendations.

Prior Demonstrated Measures of Effectiveness

The district will utilize a multi-methods approach to measure teacher effectiveness. Prospective teacher leaders will demonstrate their expertise and progress with students using a variety of measures. The following measurements include:

- Classroom observations
- Informal and formal assessments
- Video of classroom teaching
- Student created artifacts
- Teacher artifacts

Prior Demonstrated Measures of Growth

Teachers are provided with multiple opportunities to grow professionally to continually improve their practice enabling them to meet the diverse learning needs of all students. Teachers will be asked to provide the following measures of growth:

The following measurements include:

- Classroom observations
- Professional development participation
- Interviews
- Self-assessment
- Teacher artifacts

Narrative

Using Part 7 application narrative from Year 1? No

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

Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Part 7

The Ogden Community School District's Teacher Leadership plan will be at the forefront of the design and delivery of the district's professional development during 150 minute bi-weekly meetings. This will include Area Education Agency (AEA) activities that focus on district-wide professional development and curriculum planning. The goal of professional development is to provide opportunities to improve instructional practice that will increase student achievement. Professional development times are denoted to work on the following four district initiatives: The goal of professional development is to provide opportunities to improve instructional practice that will increase student achievement. Professional development times are denoted to work on the following four district initiatives:

- Iowa Core Curriculum (ICC)
- Pre-K-4 Literacy (FAST Assessment)
- Multi-Tiered Support System (MTSS)
- Professional Learning Communities (PLC)

The district affirms that the TLC plan will strengthen the professional development experience for teachers and administrators and will be instrumental in implementing and facilitating professional development that is focused on each individual teacher. Teacher leadership will drive professional development. The provided table outlines the roles and responsibilities for each teacher leader position as they relate to Iowa Professional Development Model (IPDM) components.

	How the Ogden District will utilize teacher leaders to
--	--

Iowa Professional Development Model Component	create and deliver professional development
Collecting/Analyzing Student Data (Formative Assessment)	<p>Instructional Coaches will gather data from district and classroom assessments to identify student need, analyze and prioritize trends, share this data with Professional Learning Community Leaders, and work together to make common assessments.</p> <p>Professional Learning Community Leaders will use current formative assessment data to make instructional decisions, including student interventions. All data will be used to drive the district's professional development plan.</p>
Goal Setting and Student Learning	<p>Instructional Coaches will lead a goal-setting process based on system data and will work with other teacher leaders and classroom teachers to assure the goals support the alignment of the Iowa Core Curriculum. This role is non-evaluative and offers an important opportunity to help and support in learning and implementing effective teaching strategies in the classroom.</p> <p>Professional Learning Community Leaders and Mentor Teachers will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices.</p>
Selecting Content	<p>Instructional Coaches will study potential professional development content to offer feedback on the Iowa Core Curriculum.</p> <p>Professional Learning Community Leaders will help identify and select learning strategies that will be helpful for teachers.</p> <p>Model Teachers will provide learning opportunities for classroom teachers who want to learn about various teaching strategies. Model Teachers will demonstrate requested strategies and engage in brief meetings to discuss, reflect and collaborate.</p>
Design Process for Professional Development	<p>Instructional Coaches and Professional Learning Community Leaders will play integral roles as they collaborate to design delivery of professional development, which will include the development of a timeline for delivery and the selection of content providers.</p> <p>Professional Learning Community Leaders will work to ensure the vertical articulation of instructional strategies in PK-6 and 7-12 and provide input on current district initiatives and how professional development aligns with the Iowa Core Curriculum.</p> <p>The Instructional Coaches interact with Professional Learning Community Leaders to provide knowledge on best instructional practices and interactions.</p>
Training/Learning Opportunities	<p>Instructional Coaches and Model Teachers will co-teach and model research based learning strategies.</p> <p>Professional Learning Community Leaders, Instructional Coaches, and Model Teachers will work collaboratively with teachers and co-teach with classroom teachers.</p> <p>Instructional Coaches and Professional Learning Community Leaders will provide feedback on implementation of professional development content.</p>
Collaboration/Implementation	<p>Instructional Coaches will work collaboratively with Professional Learning Community Leaders to determine successful implementation.</p> <p>Professional Learning Community Leaders will work with Professional Learning Communities and curriculum groups to create changes to implementation, based on feedback from observations and weekly professional development discussions.</p> <p>Model Teachers and Mentor Coaches will demonstrate and discuss implementation of strategies and techniques with individual and/or small groups of teachers. All leadership positions will serve on the District Leadership Team to analyze the impact of professional development.</p>
Ongoing Data Collection (Formative Evaluation)	<p>Instructional Coaches and Professional Learning Community Leaders will collect progress data on professional development implementation using survey data, evaluation forms, and student achievement data. Additionally, they will present a formative data set based on this information three times per year at the District Leadership Team meetings.</p>
Program Evaluation (Summative)	<p>The District Leadership Team (comprised of all leadership positions) will utilize ongoing data collected regarding professional development and align the data elements. Summative evaluation will be conducted annually to process, inform needs, adjustments and set new goals for the upcoming year.</p>

Using Part 8 application narrative from Year 1? No

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

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Part 8

As coaching is a relatively new approach to instructional capacity building, there is increasing demand for evidence that coaching improves instructional practices and increases student learning. Effective coaching structures use indicators to measure the changes in their practice and assess the effectiveness of their work. However, the time, knowledge, and investment required to systematically gather a range of evidence continue to be a challenge. The lack of documented examples of coaching allows districts to construct their own process and content, but these new models must then be tracked in order to share the lessons learned (Annenberg Institute for School Reform, 2012).

The overarching long-term goal of the TLC grant is to seamlessly embed teacher leaders into the district.

Impact/Effectiveness of the TLC plan

The Ogden CSD aims to assess the effectiveness of the teacher leadership system with quantitative and qualitative data. The district will determine the impact and effectiveness of the Ogden CSD TLC goals using the following measures:

Goal One: Hire and retain high quality teachers

- Percentage of beginning teachers who successfully complete mentoring and induction

- Retention rates of teachers after two years and five years of teaching in the district
- Job satisfaction surveys
- Exit interview surveys

Goal Two: Improve student achievement by modeling and focusing on 21st century skills

- Documentation of teachers effectively modeling 21st century skills (instructional coaches will use a checklist that identifies 21st century skills)
- Utilization of classroom walk-throughs (daily)
- Professional Development/Curriculum Implementation Data (monthly)

Goal Three: Provide beginning and new teachers additional quality induction and mentoring opportunities

- Number of documented contact hours spent with mentees
- Documented meeting topics that describe meetings with the mentees
- Retention rate of Mentor Coaches
- Number of teacher contact hours per teacher leader position

Goal Four: Provide a culture of shared responsibility, collaboration, and leadership

- Number of hours spent in professional development that is designed specifically for teacher leaders
- Coaching logs for each teacher leadership position
- Post coaching feedback tool (after each session)

Goal Five: Build on Professional Learning Communities (PLC) to enhance student achievement

- Professional Development Surveys
- Collaborative Team Meeting Logs
- Attendance of teacher leaders at teacher meetings (e.g. PLC meetings)
- PLC Continuum and Where Do We Go From Here? assessment form (Dufour et al., 2010)

Goal Six: Implement and align the Iowa Core Curriculum with consistency, integrity, and rigor

- Percentage of teachers that successfully implement the Iowa Core Curriculum
- Monthly and quarterly reviews of curriculum maps
- Completed curriculum maps in Atlas Rubicon

Monitor and Adjustment

Realistically, adjustments to the TLC plan will occur daily. Teacher Leaders will be asked to document deviations to the plan to be discussed at teacher leader meetings. Even the most orchestrated plan will require adjustments. There will be unforeseen circumstances that will require the TLC plan to be adjusted to ensure the plan is implemented with relevance and rigor. To be able to effectively monitor the TLC plan, a timeline, which includes benchmarks, will be created and discussed at monthly teacher leader meetings. At this time, teacher leaders and administrators will make informed decisions to adjust the timeline accordingly. The district is aware that adjustments will be necessary and will modify the TLC plan. Monitoring and adjustment of the TLC system will include a multitude of measures:

- Instructional Coaches will meet weekly to collaborate, reflect, and refine practices (½ day meetings)
- Teacher Leaders will meet monthly to collaborate, reflect, and refine practices (½ day meetings)
- Job satisfaction Surveys
- Staff retention data
- Exit interviews
- Professional Development Surveys
- Iowa Professional Development Model evaluation tool
- Professional Learning Community evaluations
- Walk-through evaluation data (Strategies, engagement, etc.)
- Standardized Test Results
- Item Analysis
- Survey of mentors
- Survey of mentees

A survey created by teacher leaders and administrators will be completed three times a year by all administrators. This instrument will focus on essential responsibilities and duties for each teacher leader role (Instructional Coach, Professional Learning Coach Leader, Model Teacher and Mentor Coach) as outlined in Part 5 of the TLC plan. The administrator will evaluate each teacher leader's responsibilities and roles by selecting beginning, emerging or established.

Using Part 9 application narrative from Year 1? No

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

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

Part 9

"Student learning depends first, last, and always on the quality of the teachers." (Institute for Educational Leadership, 2001, p.1). Viewing teachers as leaders requires a paradigm shift. The TLC plan will provide the Ogden Community School District (CSD) with an opportunity to grow and empower teacher leaders who will ultimately empower classroom teachers by providing learning experiences for their students that are effective, engaging, and challenging.

Capacity to Implement the TLC Plan

The Ogden CSD will implement a model created by the Association for Supervision and Curriculum Development (ASCD) that is a capacity building approach to professional development and school improvement. This model includes all the key stages of planning, implementing and sustaining a successful effort. The cycle included in this model will have teachers and administrators assess, plan, learn, implement, analyze, refine, and evaluate to continuously improve instructional practice and increase student achievement (ASCD, 2014).

The district will eagerly embrace the opportunities that the TLC grant will provide. Additionally, teacher leaders will become active decision-makers, coordinators of professional development, and leader in the effort to improve classroom instruction across the entire district.

Assurance of the Success of the TLC Plan

The success of a shared teacher leadership system should not be tied to a specific individual, but rather should be a cultural change within the school. A new initiative is only as good as the levels of commitment and support that it receives over time (Annenberg Institute for School Reform, 2004). Commitment must come in the form of word and practice at multiple levels throughout the district. An important way to embed teacher leaders throughout the district is to ensure that the administrators and teacher leaders articulate the same message about the purpose and expected outcomes.

Superintendent

- Inform school board about the TLC implementation process
- Send out regular correspondence to keep the community informed
- Aware of local and state conferences that include topics about teacher leaders
- Monitor TLC Budget

Principals

- Empower teacher leaders to become effective change agents in developing a culture of collaboration and collegiality
- Encourage teachers to observe model teachers
- Provide time for meaningful feedback to take advantage of the TLC Plan
- Serve as a mentor to teacher leaders, by providing opportunities for these individuals to work collaboratively with classroom teachers

District Leadership Team (DLT)

- Provide educational leadership using a systematic approach to increase learning for all students
- Increase communication
- Raise accountability
- Design and implement professional development

Teacher Leaders – Teacher leaders will build and nurture a culture of trust where all teachers work to provide enriched learning experiences based on data analysis, research-based instructional strategies, and collaboration.

Instructional Coaches- Will be proactive in understanding instructional strategies, serve as a resource for classroom teachers, research differentiated instruction strategies, plan lessons in cooperation with the classroom teacher, provide feedback, co-teach, and assist with the implementation of best practices.

PLC Leaders - Will be responsible for working with grade level and content area teams to help set learning targets, support creation of common formative and summative assessments for the professional learning team, create agendas centered on student and teacher growth, facilitate collaborative decision making in order to further work within groups, assist in measuring student achievement, collect data in an organized manner, examine and analyze student work, and modify instructional practices to meet the needs of their students.

Model Teachers -Will analyze formative and summative assessment data, assist teachers with use of data to improve student learning, support the implementation of instructional strategies, provide ideas for differentiating instruction and planning lessons, open classroom for observation by others, participate in reflective collaboration.

Mentor Coaches - Will model lessons and strategies, assist with lesson plans, classroom management and organization, and differentiated learning. Additionally, Mentor Coaches will help teachers using reflective conversations, improve student learning, instructional skills, learning goals and interact with the teacher as a trustworthy confidence builder.

Example of Successful Past Initiatives

Historically, the district has been able to successfully implement educational initiatives. The following successful initiative implementation example is provided:

Teachers and administrators engaged in a book study using the book Classroom Instruction that Works by Marzano et al. (2011). Teachers and administrators discussed and examined the implementation of instructional strategies as outlined in the book. Through the examination of these strategies, teachers and administrators gained a more thorough understanding. Teachers implemented strategies into classroom instruction, which provided them an opportunity to focus on improving teaching pedagogy that aligned to strategies that had the most impact on student learning.

Sustainability

The Ogden CSD will draw upon its experienced teachers and administrators to sustain and improve educational practices with a system of shared teacher leadership. The clearly defined rigorous selection process, defined teacher leadership roles, and reflection process will maintain a focused execution of the vision and goals. A cycle of continual evaluation of feedback and data and participation in professional development will ensure the success of the TLC plan.

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* 618.12

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

District Enrollment-Based Allocation \$190,887.82

Total Allocation \$190,887.82

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$1,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$61,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$126,000.00
Amount used to provide professional development related to the leadership pathways.	\$2,887.82
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	\$190,887.82

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$190,887.82

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

Part 10

Aligned Budget

The proposed TLC budget for the Ogden CSD outlines how the Teacher Leadership Supplement (TLS) Funds will be used to support the Ogden CSD TLC Plan. As stated in the Executive Summary, the Ogden Community School District's TLC vision is to create a sustainable model of 21st century skills incorporating shared leadership while supporting a culture of learning and collaboration built upon teacher strengths and improving student academic performance.

In addition to the vision the following six district TLC goals were designed to strengthen, enhance, and support key TLC initiatives.

1. Hire and retain high quality teachers
2. Improve student achievement by modeling and focusing on 21st century skills
3. Provide beginning and new teachers additional quality induction and mentoring opportunities
4. Provide a culture of shared responsibility, collaboration, and leadership
5. Build on Professional Learning Communities (PLC) to enhance student achievement
6. Implement and align the Iowa Core with consistency, integrity, and rigor

The budget clearly reflects how the designated grant monies will be utilized to support the vision and goals of the TLC Plan.

Compensation for Teacher Leaders

Required Component

A required component of the grant is a minimum base salary of \$33,500. The district has allotted \$1,000 to raising the minimum salary to \$33,500. There is one teacher in the district below this level, and it is anticipated that it will take approximately \$1000 to raise their salary to the required minimum.

Instructional Coach

The Instructional Coach is an onsite teacher leader who assists classroom teachers with research based methods using a variety of techniques. These individuals are knowledgeable about adult learning and work closely with classroom teachers by providing supportive feedback regarding classroom observations.

- Teacher Leadership duties and responsibilities 100% of the day.
- Calendar Contract, plus 10 additional days
- Paid \$10,000 in compensation for 5 extended days that include assigned responsibilities throughout the academic calendar year
- Two full time Instructional Coaches (PK-6 level & 7-12 grade level).

Teacher Leadership Role	Projected Salary	Extended Contract Days & Responsibilities	Additional Compensation	Total Compensation
Instructional Coach (PK-6)	\$63,000	10 Extended days & assigned responsibilities through calendar year	\$10,000	\$73,000
Instructional Coach (7-12)	\$63,000	10 Extended days & assigned responsibilities through calendar year	\$10,000	\$73,000

Professional Learning Community Leader

The Professional Learning Community (PLC) Leader is a teacher who will spend 100% of his/her time engaged in classroom instruction. The PLC Leader will receive additional compensation and contract days to engage in teacher leadership duties throughout the academic school year.

- Classroom responsibilities 100% of the day
- Calendar contract, plus 5 additional days
- Paid \$4,000 in compensation for 5 extended days that include assigned responsibilities throughout the academic calendar year
- Five positions in the district

Teacher Leadership Role	Extended Contract Days & Responsibilities	Approximate Compensation per Teacher	Total Amount Budgeted
Professional Learning Community Leader (5 positions)	5 Extended days & assigned responsibilities through calendar year	\$4,000	\$20,000

Mentor Coach

The Mentor Coach will spend 100% of his/her time teaching but will receive additional compensation and contract days to engage in teacher leadership duties throughout the academic school year. This teacher leader will provide beginning and teachers new to the district with additional opportunities beyond the Iowa Mentoring and Induction program that is currently being implemented.

- Classroom responsibilities 100% of the day
- Calendar contract, plus 3 additional days
- Paid \$3,000 in compensation for 5 extended days that include assigned responsibilities throughout the academic calendar year
- Three positions in the district

Teacher Leadership Role	Extended Contract Days & Responsibilities	Approximate Compensation per Teacher	Total Amount Budgeted
Mentor Coach (3 positions)	3 Extended days & assigned responsibilities through calendar year	\$3,000	\$9,000

Model Teachers Not the correct information.

The Model Teacher will spend 100% of his/her time teaching but will receive additional compensation and contract days to engage in teacher leadership duties throughout the academic school year. Model Teachers will model best practice instructional strategies.

- Classroom responsibilities 100% of the day
- Calendar contract, plus 2 additional days
- Paid \$2,000 in compensation for 5 extended days that include assigned responsibilities throughout the academic calendar year
- Six positions in the district

Teacher Leadership Role	Extended Contract Days & Responsibilities	Approximate Compensation per Teacher	Total Amount Budgeted
Model Teachers (6 positions)	2 Extended days & assigned responsibilities through calendar year	\$2,000	\$12,000

Professional Development

The remaining funds from the grant will be utilized for professional development. The district will provide the teacher leaders training utilizing the professional learning opportunities through Heartland AEA and statewide networks.

The proposed teacher leadership budget reflects the overall vision of the district's TLC plan. By utilizing the grant funds to implement the identified teacher leadership roles, the district will have a significant impact on strengthening initiatives that are currently in place. The district is confident that these changes will provide the necessary structures to meet the goals of the TLC plan.

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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