



Application

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

96192 - Oskaloosa TLC Grant

Teacher Leadership and Compensation System

Status: Under Review
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Program Area of Interest	Energy Efficiency Conservation Block Grant		
Fax:			
Agency			

Organization Information

Organization Name:	Oskaloosa Community School District
Organization Type:	K-12 Education
Tax ID:	42-6040432
DUNS:	07-807-3517

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Use the drop-down menu to select the district name.
County-District Number 62-5013
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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)

Executive Summary or Abstract

Oskaloosa's planning process was a strong collaboration of teachers from all levels, passionate and dedicated parent representatives, and administrators from the building and district level. The TLC committee analyzed current practices and chose a plan to maximize the potential to increase student achievement across the district. Being in total congruence with the TLC plan's vision, we chose plan three (3). The TLC committee met eight times to discuss all parts of the plan, to make decisions related to our focused needs, and to address each of the questions methodically. 100% of teachers and parents were in agreement with the plan chosen and agreed on the need to increase Instructional Coaches and build on the shared leadership already being implemented.

TLC Goals - aligned with State's TLC System and district goals

The district's vision and mission statements demonstrate the district's commitment to academic excellence. The goals of the Teacher Leadership Program are intended to

- *Actively and intentionally develop teacher leadership in order to increase teacher and student performance*
- *Provide sustained improvement over time*
- *Retain highly qualified teachers*

Oskaloosa's TLC plan includes three teacher leader pathways to increasing student achievement. The first pathway is **Lead Teacher** - either as a PLC Facilitator or as a Vertical Team Facilitator 100% of time in the classroom. **Lead Teachers** (PLC facilitators) will have forty hours (five days) added onto their contract and will receive an additional sum of \$1,500. **Lead Teachers** (Vertical Team Facilitators) will have twenty hours (2.5 days) added to their contract and will receive an additional sum of \$750.00. Extended contracts of five and 2.5 respectively will be given to Lead Teachers.

The second pathway is **Mentor Teachers** - working 95% of time in the classroom and 5% out of the classroom. **Mentor Teachers** will receive an additional 3 days added onto their contract and will receive an additional sum of \$1000.

The third pathway is **Instructional Coach**. **Instructional coaches** will have an additional forty hours (five days) added onto their contract and will receive an additional sum of \$6,000. We will add a total of eight coaches - three at the elementary, two at the middle school and two at the high school who will be 100% out of the classroom with eight additional contract days.

Professional learning is a high priority in Oskaloosa and shared leadership/decision-making. To illustrate this, our TLC Plan is focused on **shared leadership and sustained, continuous improvement in the classroom and for students**. We use PLCs to deliver focused, teacher-selected learning and **Lead Teachers** (PLC Facilitators) plan and organize that collaborative learning. **Instructional Coaches** will deliver targeted building-level professional development in alignment with building level needs. **Instructional Coaches** will also work with individual teachers to develop skills and best practice in the classroom.

Lead Teachers (Vertical Team Facilitators) will provide building-level content professional development as well. **Mentor Teachers** provide targeted individually focused learning opportunities for new teachers to the district.

Knowing if our efforts are making an impact is important.

As a result, we have a comprehensive **Program evaluation** already established in Oskaloosa. We have developed a **matrix for evaluating the effectiveness** of teacher leaders – from Lead Teachers, Mentor Teachers to Instructional Coaches. We will align SMART goals to the program goal as well as the district goals and mission. We will gather both qualitative and quantitative data, along with formative and summative data to analyze and evaluate. In addition, coaches and facilitators will meet weekly to monitor work and monthly to discuss progress toward their goals.

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).

A Teacher Leadership Committee was established in the fall of 2013, forming collaboration between administrators, teachers, and parents from every level. This included:

- 2 Elementary teachers and an administrator
- 1 Middle School teacher, 2 parents and an administrator
- 2 Senior High School teachers, 2 parents and an administrator
- The Superintendent
- The Director of Curriculum and Instruction
- 2 Education Association representatives

Careful consideration was also given to include a mixture of new and veteran teachers and administrators from multiple buildings, including those with prior leadership roles and those with less experience. This committee began meeting in November and continued to meet through January, on average twice each month for a total of 8 meetings. The Planning Grant dollars were used to compensate participants for their time outside of the school day. An hourly rate of \$35 per hour was paid to planning committee members. The planning committee met from 6:00-8:00 each time they met to allow parents member's participation.

Meeting Focuses – each meeting was 2-hours in length

1. Meeting 1: Educating all members in current practices and what the Teacher Leadership would entail for students and staff.
2. Meeting 2: Discussions centered on best practices and current initiatives as well as how current teacher leaders and the instructional coach model would best fit the needs of our district
3. Meeting 3: TLC Models were reviewed and discussed in small groups. The question was “which model should we pursue and why?” Model 3 was chosen after much debate and discussion through a consensus activity. Once the model was selected the committee began to draft what the TLC program would look like in our district and how that plan would encompass existing programs and various leadership roles. The committee broke into smaller groups- by building level, by profession (i.e., administrators, parents, and teachers), and cross interests to develop the “big picture” and establish a plan to meet all stakeholder interests.
4. Meeting 4: Committee members reviewed the identified list of instructional needs. They shared out whole group by building needs and how they would utilize teacher leaders. We reviewed the leadership pathways and the amount of teacher leaders we could invest with our allotted grant dollars.
5. Meeting 5: The committee reviewed the grant questions and what needed to be described in each question. Small groups began working on crafting answers to questions 1-5.
6. Meeting 6: Questions 7-10 were worked on by the committee
7. Meeting 7: The rough draft was edited using the questions and the rubric to finalize questions 1-3.
8. Meeting 8: Committee members reviewed each question before final submission.

Within the stakeholder groups, teachers passionately advocated for **Mentor Teachers** and **Instructional Coaches**, having experienced how those positions have positively impacted student achievement already in their building. 100% of teachers in the district favored the addition of more coaches in each building. Additional pathways of teacher leadership using **Lead Teachers (PLC Facilitators and Vertical Team Facilitators)** were outlined and how they would contribute to collaboration around student learning and developing shared leadership. Initially, 10% of staff at each building expressed deep interest in leaving the classroom to become an Instructional Coach, but 90% of staff supported the expansion of the existing Lead Teacher pathway currently in the district. Parents focused on the goal of increasing student achievement at all levels. 100% of parents on the planning committee felt the addition of experienced and expert teacher leaders would assist in district goals of improving student achievement. Working together, these stakeholders used their time together to establish a plan that will meet all of those needs.

Once a model was decided upon (Model 3), the stakeholders communicated to the district and community through:

1. District Advisory Committee (DAC) meetings
2. Professional Learning Community (PLC) discussions in each building and

3. Discussions across curricular areas through both formal meetings and informal discussions.
4. Sent a message to all parents in the district through the online parent portal (Student Management System)
5. Updated the community in School Board meetings twice each month.
6. An article was sent to the local newspaper and placed on the school website discussing the intent of the TLC Grant Program and the decisions the school district made regarding the grant dollars.
7. Monthly updates in the district newsletter "The Syllabus"
8. Shared information at School Board meetings.
9. Parent members had conversations with other parents and business leaders throughout the community.

Parents, teachers, and administrators felt strongly about the benefits of the plan and the role it would play in increasing student achievement and how it would extend current initiatives. Each group feels passionately that the model we created will best fit our district needs. Amy Blythe, classroom teacher, remarked "Having an instructional coach model in my classroom would benefit me and my students."

Dr. Mary Cooksley, Director of Curriculum and Instruction stated, "With our current PLCs in place, we are prepared to increase teacher leadership responsibilities. We have 40% of our staff in leadership positions and we are ready to hit the ground running once the grant is approved".

Reference:

Short Guide to Consensus. Retrieved on January 12, 2014, from http://web.mit.edu/publicdisputes/practice/cbh_ch1.html

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.

TLC Vision: “To inspire and challenge students via high-performance teaching made possible by a system of support, time and professional development from one teacher leader to another”.

District Vision “*Believe, Achieve, and Create with Pride*”

District Mission “*Engaging ALL Students to Embrace the Power of Learning*”

District TLC Goals - aligned with State's TLC System

The district's goals for the Teacher Leadership Program are to

- Actively and intentionally develop teacher leadership in order to increase teacher and student performance
- Provide sustained improvement over time
- Retain highly qualified teachers

We believe our goals and the goals of the Teacher Leadership Compensation (TLC) plan are in complete congruence. Research shows creating a collaborative environment is the single most important factor for successful school improvement initiatives and the first thing to implement for those seeking to enhance the effectiveness of their school (DuFour, 2004). In addition, the TLC Plan is founded on the premise that teacher leadership, focused on quality instruction, will result in increased rates of sustained student learning and student achievement.

Current assessment data in our district indicates a large number of students (25%-30%) are not attaining proficiency on standardized tests. In addition, Measures of Academic Progress (MAP) data suggests we are making growth from fall to spring, but students are still scoring below their grade-level norms. Screening data indicates 45% of students are not reading on grade level.

As we observed classroom instruction, we noted disconnect between the rigor of the written curriculum and delivered instruction. A focus on quality universal tier instruction is our focus across the district. All teachers are utilizing our “Tool for Improvement” aligned to the Characteristics of Effective Instruction to ensure quality instructional planning and delivery. We believe strongly the intentional commitment to collaboration and teacher leadership will assist with increased student achievement across our district. This matches directly with the goals of the TLC plan.

Knowing that building teacher leadership capacity will assist with implementation of quality instruction we have developed **multiple leadership pathways** across a variety of settings.

- 1. Lead Teachers (PLC facilitators)**. The Lead Teacher is responsible for facilitating the development of norms, SMART goals, and action plans, as well as quality agenda items focusing on student learning and professional growth. **Lead Teachers** currently are required to meet outside of contract time five times per year to collaborate and have district-level professional development about quality facilitation, the use of data walls, etc. Each facilitator also meets outside of contract time monthly with his or her building-level colleagues. **Lead Teachers** assist with the TLC program goal of 1) Actively and intentionally develop teacher leadership in order to increase teacher and student performance 2) Provide sustained improvement over time and 3) Retain highly qualified teachers.
- 2. Lead Teachers (Vertical Team Facilitators)**. The Lead Teacher is responsible for facilitating and collaborating with other teachers based on the Vertical Team assignment. Vertical Teams may be teacher teams focused on building specific issues. **Lead Teachers** assist with the TLC program goal of 1) Actively and intentionally develop teacher leadership in order to increase teacher and student performance 2) Provide sustained improvement over time and 3) Retain highly qualified teachers.
- 3. Mentor Teachers** work closely with new teachers to the district for two years. Part of mentoring includes peer observations, and weekly meetings related to the Teaching Standards and Criteria. **Mentor Teachers** assist with the TLC program goal of 1) Actively and intentionally develop teacher leadership in order to increase teacher and student performance 2) Provide sustained improvement over time and 3) Retain highly qualified teachers.
- 4. Instructional Coaches** are the last pathway for teacher leadership. Coaches collaborate directly with teachers using the ***Coaching Continuous Improvement Cycle aligned to the Iowa Professional Development Model (IPDM)***. Instructional Coaches assist with the TLC program goal of 1) Actively and intentionally develop teacher leadership in order to increase teacher and student performance 2) Provide sustained improvement over time and 3) Retain highly qualified teachers.

Each pathway was clearly created to address the district's TLC goal of 1) Actively and intentionally develop teacher leadership in order to increase teacher and student performance 2) Provide sustained improvement over time and 3) Retain highly qualified teachers. The increased focus on teacher leadership and the focus on improving instruction will enable Oskaloosa to achieve our local and state goals.

Reference:

DuFour, Richard. (2004). What Is a Professional Learning Community? *Schools as Learning Communities*. 61(8), 6-11.

Using Part 3 application narrative from Year 1?

No

Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts 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: Describe how the TLC Plan will connect to, support and strengthen the district’s key school improvement structures, processes, and initiatives (5,000 Characters)**

The TLC grant will connect to, support and strengthen three significant district plans to improve student learning:

1. Implementation of Quality Universal Tier Instruction
2. Technology Integration
3. Problem-Based Learning

Each of the areas of focus will assist in reaching the TLC Program goals of:

- Increased student learning
- Increased leadership capacity/shared leadership
- Sustained, continuous systemic improvement for students
- Sustained, continuous improvement in classroom instruction
- Recruitment and retention of high quality teachers

<p>Quality Universal Tier Instruction</p> <p>Area of Focus Supported: <i>Increased student learning, Shared Leadership, Sustained, continuous systemic improvement for students and classroom instruction and retention of high quality teachers</i></p>
<p>Leadership Pathway Supporting Goals</p>
<p>How teacher leaders will connect, support and/or strengthen our goals:</p>
<p>Lead Teachers (PLC Facilitators)</p>
<ul style="list-style-type: none"> • PLC collaboration’s focus is on data analysis to improve instructional practices. Instructional techniques are discussed and implemented as a result of collaborative conversations to strengthen universal tier instruction.
<p>Mentor Teachers</p>
<p>Mentors work directly with new teachers to the profession, identifying one or more of the 8 teaching standard areas to focus on during the year to build confidence and quality teaching practices. Modeling, peer observations, weekly conversations support the integration of high quality classroom instruction.</p>
<p>Instructional Coaches</p>
<p>Instructional Coaches, using a Coaching Continuous Improvement Cycle, work directly with teachers on the integration of quality instructional techniques as their primary focus. In addition, they support the building focus areas to improve universal tier instruction.</p>
<p>Technology Integration</p> <p>Area of Focus Supported: <i>Increased student learning, Shared Leadership, Sustained, continuous systemic improvement for students and classroom instruction and retention of high quality teachers</i></p>
<p>Leadership Pathway Supporting Goals</p>
<p>How teacher leaders will connect, support and/or strengthen our goals:</p>
<p>Lead Teachers (Vertical Team Facilitators)</p>
<ul style="list-style-type: none"> • One Vertical Team is Technology. This team provides the planning and organizing all professional learning around technology. Individual Technology Learning Plans drive all technology learning needs this team monitors.
<p>Mentor Teachers</p>
<ul style="list-style-type: none"> • Mentor Teachers work directly with new teachers to the profession around the 8 Iowa Teaching Standards – one being the integration and use of technology in universal tier instruction.
<p>Instructional Coaches</p>

<ul style="list-style-type: none"> Instructional Coaches, using a Coaching Continuous Improvement Cycle, work directly with teachers on the integration of technology integration at the MS and HS where they have a 1:1 computer initiative. The Elementary Instructional Coaches support teachers with increasing technology integration to improve universal tier instruction.
Problem-Based Learning (PBL)
Area of Focus Supported: <i>Increased student learning, Shared Leadership, Sustained, continuous systemic improvement for students and classroom instruction and retention of high quality teachers</i>
Leadership Pathway Supporting Goals
How teacher leaders will connect, support and/or strengthen our goals:
Lead Teachers (PLC Facilitators)
<ul style="list-style-type: none"> PLC Facilitators at the MS and HS design custom processes to critique and tune PBL units created by PLC team members. End result/outcome is high quality, rigorous instruction.
Lead Teachers (Vertical Team Facilitators)
<ul style="list-style-type: none"> One Vertical Team is Problem-Based Learning (PBL) at the MS and HS. This team provides the planning and organizing all professional learning around PBL in their building.
Instructional Coaches
<ul style="list-style-type: none"> Instructional Coaches, using a Coaching Continuous Improvement Cycle, work directly with teachers on the integration of problem-based learning (PBL) at the MS and HS as part of their focus on quality instruction.

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)

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.

The Teacher Leadership Compensation (TLC) planning committee collaborated extensively and sought consensus on how to assist with school improvement. The TLC Committee identified four distinct roles for the Oskaloosa Community School District (OSCD) Teacher Leadership Program to meet district needs. Data collected on student achievement (Iowa Assessments) shows we currently have 35% to 40% of our student not meeting proficiency levels in grades 3-11. Other data suggests a discrepancy between our intended curriculum and our enacted curriculum. With the addition of the outlined teacher leadership pathways, we feel we have the ability to target student and teacher needs specifically. The roles are highly interconnected and meet our district goals of:

- Increased student learning
- Increased leadership capacity/shared leadership
- Sustained, continuous systemic improvement for students
- Sustained, continuous improvement in classroom instruction
- Recruitment and retention of high quality teachers

The following summarizes each teacher leadership role and responsibilities.

25 Lead Teachers (PLC Facilitators) – 100% in the classroom - will work an additional 5 days with a \$1,500 salary supplement. Responsibilities will include:

- Follow the **seven steps of the cycle of continuous improvement (IPDM)**
- Engages colleagues in conversations about the impact of collective inquiry and learning on student achievement
- Assess knowledge, skills and dispositions to identify areas of strength and areas for improvement
- Adopts collaborative learning as approach to solving challenges related to student learning
- Assists in reflection around effective practices, designs and outcomes
- Provide ongoing facilitation and support of their PLC
- Coordinate the development of quality school-improvement-aligned goals
- Develop collaborative norms, SMART goals and action plans
- Promotes high quality learning opportunities to increase student learning
- Create quality agendas outlining meeting purpose and provide minutes of the collaboration
- Participates in learning community focused on leadership development
- Meet as a District Facilitator Team five times during the school year
- Meet as a Building Facilitator Team monthly

23 Lead Teachers (Vertical Team Facilitators) – 100% in the classroom - will work an additional 2.5 days with a \$750 salary supplement. Responsibilities will include:

- Follow the **seven steps of the cycle of continuous improvement (IPDM)**
- Engages colleagues in conversations about the impact of collective inquiry and learning on student achievement
- Assess knowledge, skills and dispositions to identify areas of strength and areas for improvement
- Adopts collaborative learning as approach to solving building-wide challenges
- Assists in reflection around effective practices, designs and outcomes
- Provide ongoing facilitation and support of their Vertical Team
- Coordinate the development of quality school-improvement-aligned goals
- Create purposeful agendas outlining and provide minutes of the collaboration
- Participates in learning community focused on leadership development

Mentor Teachers – 95% in classroom and will work 3 additional days with a \$1000 salary supplement. Responsibilities will include:

- Provide on-going support to new teachers in the implementation of effective instruction through modeling and demonstrating

effective teaching practices

- Provide on-going support to new teachers around building resources and procedures
- Provide assistance in the use of quality instructional techniques to improve instruction and increase student learning
- Conduct regular classroom observations of assigned teachers and reflect through regular feedback
- Meet weekly with new teachers to provide on-going support emotionally as well as instructionally
- Assist with locating additional instructional resources such as Instructional Coaches assigned to the building

9 Instructional Coaches –Instructional Coaches will be math, literacy, quality instruction, and technology integration focused at the Elementary, Middle School and the High School. 7 Coaches will be 100% out of the classroom and will work an additional 10 days with a \$6,000 salary supplement. 2 Coaches will be 50% out of the classroom and will work an additional 5 days with a \$3,000 salary supplement. Responsibilities will include, and are outlined in a job description:

- Follow the **seven step cycle of continuous improvement**
- Work with teachers to develop instructional goals and an action plan to improve
- Provide on-going support to new teachers through the coaching cycle of continuous improvement
- Coordinate with building leaders, plan, and deliver on-going professional development focused on district/building goals
- Collaborate with PLCs to provide support with data analysis and quality instructional techniques
- Support teachers in the implementation of the Iowa Core
- Support teachers in areas related to content, instruction, and assessment implementation
- Develop capacity of staff to use the seven step continuous improvement cycle
- Engage colleagues in conversations to increase student learning and achievement
- Develop own and others' professional learning by staying up-to-date with research and best practices

The roles and responsibilities reflect the intentional efforts by the committee to build interconnected positions all focused on increasing the leadership capacity/shared leadership and build instructional capacity of the teaching staff. The teacher leadership pathways across the district provide leadership opportunities for over 40% of teachers and have the capacity to strengthen instruction in all teachers. In addition, roles and responsibilities outlined follow the “Standards Into Practice: School-based roles innovation configuration maps for Standards for professional learning”. Annual goals and evaluations of each teacher leader are aligned with these standards.

Lead Teacher (PLC Facilitators) This shared leadership role assists with collaboration, data collection and analysis, along with instructional decision-making. The Facilitators are provided with extensive facilitation training, along with how to develop custom design processes. PLC Facilitators work with the Instructional Coaches and utilize them to assist with analyzing data and informing instruction around best practice. The roles are interconnected and cannot function without on-going collaboration.

Lead Teacher (Vertical Team Facilitators) This teacher leadership role determines building needs and makes decisions based on building-level initiatives and challenges. Vertical Team Facilitators work collaboratively with PLCs and the Instructional Coaches as they analyze data to make decisions around student learning. Decisions made in these teams will be implemented at the PLC level and supported by the Instructional Coaches so on-going collaboration is critical.

Mentor Teachers work with new teachers in the district for two years. The support provided is to build the capacity of new teachers as well as retain them in the district beyond their first years of employment. Instructional Coaches collaborate and work closely with new teachers along with their Mentors to establish relationships. The level of support needed to ensure we strengthen teacher instruction is essential to retaining and training high quality teachers in our district.

Instructional Coaches work strategically with all the roles to build capacity for quality instruction and improved student learning. All Coaches will work with the established **Coaching Continuous Improvement Cycle** to provide assistance with best practices of instruction and assessment. Instructional Coaches also work closely with all new teachers. In addition to working with their Mentor, new teachers are required to work through the continuous improvement cycle their first year with an Instructional Coach. Furthermore, Instructional Coaches work collaboratively with each PLC, providing on-going instructional

support as needed.

Each **leadership role** is interconnected through the goal of increased student learning and student achievement. The roles and responsibilities of each **teacher leader** is to increase the capacity of the teaching staff to provide quality instruction through the analysis of data relating back to curriculum (content), instruction, and assessment. Each role has an intended purpose, but all **function together cohesively to provide diversity of support** to the teaching staff. Support for this plan has come from the Learning Forward's Standards into Practice along with tools and resources the Instructional Coaches have gained through the New Teacher Center, the Kansas Coaching Project and All Things PLC.

Resources:

1. *Jim Knight and the Kansas Coaching Project* -<http://www.instructionalcoach.org/>
2. *All Things PLC* -<http://www.allthingsplc.info/>
3. *Learning Forward – Standards for Professional Learning* - <http://learningforward.org/standards-for-professional-learning#.VDf6vOfAKfI>

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 selection process for determining teacher leader position in Oskaloosa has five basic phases: 1) *Posting and recruitment* 2) *Application* 3) *Screening/Interviewing* 4) *Selection* and 5) *Notification*. Each are outlined in the following Sections: **Selection Criteria/Experience, Selection Process, and Annual Review of Assignment**

Selection Criteria/Experience

Posting and Recruitment

Recruitment and Posting of teacher leaders is a critical phase to ensure the most qualified and expert people are chosen for the established roles. Job descriptions will be provided for all staff members so choices and informed decisions can be made.

Teacher leaders who possess the following **knowledge, skills and dispositions** will be recruited and/or encouraged to apply:

- Strong oral and written communication
- Ability to work with adults
- Demonstrated on-going professional learning
- Prior proven leadership experience in the district
- Demonstration of content and skills related to position
- Strong classroom management
- Collection, organization, and analysis of data
- Evidence of quality implementation of the 8 Teaching Standards and 42 Criteria evidenced by a teaching portfolio
- Demonstrated Facilitating shared learning
- Understanding of the seven-step continuous improvement model

Site-Based Council

Oskaloosa will use a combined site-based council to select qualified personnel. The combined site-based review council is comprised of the director of curriculum and instruction, one administrator from each building, and one teacher representative from each grade-level band (K-2, 3-5, 6-8 and 9-12) who shall accept and review applications to a teacher leadership role and shall make recommendations to the superintendent of the district. The site-based council has equal numbers of teachers and administrators across the buildings. Should a member of the site-based council be an applicant, that member may not participate in the selection process.

Selection Process/Notification

The application process is open to any persons who are interested and qualified for the position. Oskaloosa will be using a combined site-based council to select applicants. The council will accept and review applications submitted to the district office. In determining the qualified candidates to interview, the council will review summative teacher evaluations and how a candidate demonstrates continual professional learning. Additionally, the council will review the needs of the district and the candidate's success in meeting the criteria of the eight teaching standards as set forth in section 284.3

Screening

1. Applicant must have at least 3 years teaching experience and at least 1 year of experience in the school district.
2. Applicants must submit a current résumé, credentials and letters of recommendation.
3. Applicants will provide evidence of high-quality teaching experience related to the focus of the job description - Summative evaluation demonstrating specific evidence of successful implementation of each of the eight teaching standards and forty-two criteria
4. Applicants will answer a question(s) focused on pedagogy, skills related to the position, leadership experience and/or situational scenarios.

Interview

5. Applicants who have demonstrated the criteria will be interviewed using developed questions based on the teacher leadership role. There are interview questions tailored to the Lead Teacher, Mentor Teacher and Instructional Coach. The same questions will be used for all applicants of that position.

Selection and Notification

6. After the interviews have taken place, answers will be reviewed by the council and teacher leaders will be determined.
7. The site-based council will recommend to the superintendent the applicants who best satisfy the required knowledge, skills and dispositions.
8. The chosen applicants will then be approved by the Board of Education
9. The chosen teacher leader will meet to discuss roles and responsibilities, annual review and evaluation process of the position.

Annual Review of Assignment

Annual review and evaluation of each Teacher Leadership position will consist of 1) goal setting and 2) formal evaluation. The goal setting will be focused on the Standards for Professional Learning and the Innovation and Configuration Maps for Teacher Leaders and Instructional Coaches. The Standards are aligned with the seven-step cycle of continuous improvement (IPDM) used as part of the school improvement process across the district.

1. **Goal Setting** - Each teacher leader will choose two focused goals for the school year. A detailed Action Plan will describe the steps they need to take to achieve those goals.
2. **Formal Evaluation** – Based on the Standards for Professional Learning a matrix describing the standard and the description based on the teacher leader role will be provided to each teacher leader. The Director of Curriculum and Instruction, along with the assigned building Principal, will provide evidence to the teacher leader regarding meeting the standards pertaining to their role.

The Standards for Professional Learning define continual professional learning. Leaders must assist in the preparation and support of colleagues to develop collaborative skills and maintain the collaborative culture. The teacher leader should know the link between professional learning and student achievement and advocate school-wide professional learning. We recognize the importance of continual professional learning and its importance in choosing a qualified candidate.

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

Click here To access the Iowa Professional Development Model page.

The Teacher Leadership Plan in Oskaloosa is designed around a seven-step continuous improvement model or the Iowa Professional Development Model (IPDM). Professional Learning is concentrated during weekly 60-minute early release time. In addition, there is an extended hour of professional learning each week. The structure used for professional learning is outlined in **Table 1**. Early Release Schedule for Professional Learning. All Professional Learning is aligned with a continuous improvement model - The Iowa Professional Development Model (IPDM).

Table 1. Early Release Calendar and Schedule for Professional Learning

Building	1st Wednesday	2nd Wednesday	3rd Wednesday	4th Wednesday	5th Wednesday
Elementary	<u>PLC</u> Collaboration and extended time is <u>PLC</u> Collaboration	<u>Vertical Teams</u> and Extended time is <u>PLC</u> Collaboration	<u>PLC</u> Collaboration and extended time is <u>PLC</u> Collaboration	<u>Professional Development</u> and Extended time is <u>PLC</u> Collaboration	<u>Building Choice</u> and Extended time is <u>PLC</u> Collaboration
Middle School	<u>PLC</u> Collaboration and extended time is <u>PLC</u> Collaboration	<u>Vertical Teams</u> and Extended time is <u>PLC</u> Collaboration	<u>PLC</u> Collaboration and extended time is <u>PLC</u> Collaboration	<u>Building Choice</u> and Extended time is <u>PLC</u> Collaboration	<u>Vertical Teams</u> and Extended time is <u>PLC</u> Collaboration
High School	<u>PLC</u> Collaboration and extended time is <u>PLC</u> Collaboration	<u>Vertical Teams</u> and Extended time is <u>PLC</u> Collaboration	<u>PLC</u> Collaboration and extended time is <u>PLC</u> Collaboration	<u>Building Choice</u> and Extended time is <u>PLC</u> Collaboration	<u>Vertical Teams</u> and Extended time is <u>PLC</u> Collaboration

Professional Learning is structured mostly through Professional Learning Communities (PLC), Vertical Teams, and building professional development.

Building level professional development's focus - following the IPDM as well:

- K-12 – Implementation of Quality Instruction
- 6-12 - Project-Based Learning (PBL) to increase capacity in all content areas
- K-12 – Technology Integration

A detailed look at how the IPDM will be utilized by Lead Teachers, Mentoring Teachers, and Instructional Coaches.

IPDM Planning Component	How the teacher leaders support and deliver Professional Learning
1. 1. Collect/ Analyze Student Data	<p>Lead Teachers (PLC Facilitators) will gather and analyze data from multiple sources (triangulation) with their colleagues to determine student needs.</p> <p>Lead Teachers (Vertical Team Facilitators) will gather and analyze data from multiple sources (triangulation) with their colleagues to determine areas of need in their building to target.</p> <p>Instructional Coaches will assist teachers with gathering and analysis of data from multiple sources. Based on this data, design processes will be created to deliver school-based professional development.</p>

<p>1. 2. Goal Setting and Student Learning</p>	<p>Lead Teachers (PLC and Vertical Team Facilitators) will collaborate to determine and create a SMART Goal and Action Plans aligned with the needs illustrated by the data collection. They will gather and analyze data from multiple sources (triangulation) with their colleagues to determine areas of need in their building to target for professional learning.</p> <p>Instructional Coaches will assist teachers with gathering and analysis of data from multiple sources. They will determine and create a SMART Goal and Action Plan for the year based on the multiple sources of data collected.</p> <p>Mentor Teachers will collaborate with new teachers to develop goals based on the 8 Teaching Standards. Data points are determined as evidence of meeting the established goal.</p>
<p>1. 3. Selecting Content and Designing Processes for Professional Learning</p>	<p>Lead Teachers (PLC and Vertical Team Facilitators) and Instructional Coaches determine, based on multiple data sources, what the specific content or learning targets will make the greatest impact on student learning and student achievement. Instructional Coaches meet with teachers using the Coaching Continuous Improvement Cycle to provide on-going quality instructional support.</p>
<p>1. 4. Training/Learning Opportunities</p>	<p>Lead Teachers (PLC and Vertical Team Facilitators) and Instructional Coaches will study appropriate <i>effective design processes</i> to implement based on area of need - keeping in mind adult learning theory. Agendas will be developed with a meeting purpose focused on product/evidence of collaboration. Collaborating with other building leaders, building professional development will be designed to maximize learning by teachers.</p>
<p>1. 5. Collaboration/ Implementation</p>	<p>Lead Teachers (PLC and Vertical Team Facilitators) work collaboratively within the PLC structure. Lead Teachers facilitate the meetings. Lead Teachers design the action plan for implementation.</p> <p>Instructional Coaches provide support to all PLCs as needed. Instructional Coaches also meet on an on-going basis each new teacher to provide instructional support for implementation.</p> <p>Mentor Teachers meet with the new teacher weekly to either model, provide feedback, or provide support around student learning and quality instruction.</p>
<p>1. 6. On-going Data Collection (Formative Assessment)</p>	<p>Lead Teachers (PLC Facilitators) collaborate with their team to develop a Data Wall and it is analyze monthly at a minimum. Instructional decisions are made from the data-impacting student learning. This addresses the question "How do we know if students are learning?"</p> <p>Instructional Coaches collect data with the teachers they utilize the Coaching Continuous Improvement Cycle with – how many meetings and type of collaboration. Collaboration summary data is analyzed weekly.</p>

<p>1. 7. Program Evaluation (Summative)</p>	<p>Lead Teachers (PLC and Vertical Team Facilitators) Data collected on an on-going basis is analyzed to measure SMART Goal attainment at the end of the school year. All staff members are surveyed to measure the impact of PLC work. Instructional Coaches survey teachers and collect and analyze all coaching data in the spring to measure impact. A matrix for program evaluation to analyze the impact of teacher leaders has been established.</p>
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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.

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 districts 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)

Current Infrastructure:

The district is fully capable and ready to implement and sustain the Teacher Leadership and Compensation Plan. Many of the pieces necessary to implement the plan are already in place. The current infrastructure includes:

- **The district already employs two full-time Instructional Coaches.** We utilize Title I and general fund dollars to fund the literacy instructional coaches. Hiring additional instructional coaches demonstrates the commitment to providing professional development to implement and sustain programs. Our staff currently supports having literacy instructional coaches in place and will embrace the impact of additional instructional coaches.
- **The current instructional coaches already participate in the development and implementation of professional development** targeting specific needs according to data and professional growth plans.
- **Stipends allocated to teacher leaders are from multiple sources.** We are currently using Teacher Quality funds to provide a minimal stipend to the PLC facilitators in our district. In addition, mentoring dollars from the state are used to provide compensation to mentors.

Needed Infrastructure:

Building the capacity of teacher leadership has been a commitment. We have been creative in the way we fund our current coaches, and we want to alleviate the burden on general fund expenditures as much as we can. The TLC plan we have in place commits dollars to a model we feel is critical to the success of our current plan.

People Responsible:

Superintendent - The superintendent will provide the vision for the Teacher Leadership Program. Keeping lines of communication open amongst all leaders will be critical as everyone adjust to the new leadership model.

Director of Curriculum and Instruction -The D.O.C will oversee the training/professional development and monitoring goals and evaluation. The Director of Curriculum attends weekly meetings with the Coaches and oversee lines of communication. We would continue to have monthly meetings with the director of curriculum and instruction as we currently do.

Principals - Principals will be essential in the development of teacher leadership by working with teacher leaders on a regular basis. Principals will continue to have weekly meetings with the coaches and the director of curriculum and instruction.

Teacher Leadership - Meeting monthly with each group supports the stability of each position; the superintendent, curriculum director, and building principals must oversee the most critical element of sustainability so that we will continue to have quality teacher leaders. Each instructional coach would need basic training in adult learning theory, conflict resolution skills, collaborative conversations/fierce conversations, and adjusting to a teacher leader role, etc. The district will utilize the Eastern Iowa Network of Instructional Coaches, AEA classes, and book studies for the teacher leaders.

Future Sustainability

Our district has the ability to sustain the program into the future by already having teacher leaders and instructional coaches in place. Training would be sought out from organizations such as School Administrators of Iowa, the local AEA, Learning Forward Iowa, or even from the Iowa Association for the Supervision of Curriculum Development (ASCD), from the University of Northern Iowa Center for Teaching and Learning, and/or through articles about quality instructional coaching models and methods from authors like Jim Knight. The best learning will be from our existing coaches and sharing their experiences in the field.

We could certainly enrich our current paradigm with the grant dollars available through the TLC plan. Our goal remains one of building teacher leadership capacity to increase both staff and student learning/achievement and to sustain the school improvement initiatives designed to meet those goals.

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	2424.1
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$748,610.56
Total Allocation	\$748,610.56

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.	\$734,500.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$0.00
Amount used to provide professional development related to the leadership pathways.	\$15,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$749,500.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$749,500.00
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted	(\$889.44)
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Budget Alignment

Using Part 10 application narrative from Year 1?

No

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

The Oskaloosa Community School District is committed to supporting the Teacher Leadership and Compensation system. The following budget is directly aligned to our district goals and TLC plan. The Goals of the Teacher Leadership Program are intended to:

- Actively and intentionally develop teacher leadership in order to increase teacher and student performance.
- Provide sustained improvement over time
- Retain highly qualified teachers

Budget Narrative

The district's certified enrollment for the 2014-15 school year stands at 2,424.10 and will generate approximately \$748,610 to be used towards implementation. The district's current base salary is \$33,615 and therefore meets the minimum standard set forth by the legislature. No TLC funds will be allocated for new teachers into the district.

Instructional Coaches

Our plan will hire seven (7) instructional coaches with a stipend of \$6,000 per coach. An additional ten days will be added to the contract of those certified staff members who are hired to fill these positions. Two (2) additional coaches will be hired at a .5 and be paid \$3,000 stipends with 5 days added to their contract. The district is budgeting approximately \$82,500 per teacher for the eight (8) full time positions. This number is based on our expectations of the salary schedule, teacher experience, and benefits. (\$660,000)

Lead Teachers (PLC Facilitators)

Professional Learning Communities have been a part of the Oskaloosa School District since the 2010-11 school year. PLC facilitators have a critical role in facilitating professional collaboration, assessing student data, and improving classroom instruction. The district currently compensates its PLC facilitators with a small stipend of \$500. We recognize this is inadequate compensation for such an important position but lack the funds to properly compensate these professionals. The district's plan will increase compensation for our 25 PLC facilitators to \$1,500. We will add an additional 5 days to the contract of each PLC facilitator for this commitment. (\$45,000)

Lead Teachers (Vertical Team Facilitators)

The Oskaloosa District has utilized building-level vertical teams for over five years. There are 23 vertical team facilitators who assist building-level teams for curricular needs. The collaborative time allows teachers to share across content areas in the building along with enhancing building initiatives. Our vertical teams meet and collaborate on a monthly basis, and they monitor progress towards the completion of individual SMART goals. Vertical team facilitators will be compensated with a stipend of \$750 for an additional 2.5 days added to their contract. The district will budget \$19,500 for this added contractual responsibility. (\$19,500)

Mentor Teachers

It's essential to provide support for the new teachers hired into our district. On average, ten (10) new teachers are added to the district each year. Mentor teachers will have 3 days added to their contract for professional development and collaboration time with their new teacher. Mentors will be compensated with a \$1,000 stipend.

Professional Development

As discussed throughout the grant and executive summary, Oskaloosa will utilize the allocated funds to prepare our teachers for these leadership roles. Professional Development opportunities mentioned below will continue to strengthen instruction and enhance student learning.

- Content Instructional Strategies

- Technology Integration
- Iowa Core Training
- Project Based Learning Instruction
- PLC Training / DeFoor
- “Fresh Start” Mentor Training

TLC Overview

Teacher Leadership Roles	# of Positions	Extended Contract	Salary Supplement	Total
FT Instructional Coaches	7	10 Days	\$6,000	\$660,000
PT Instructional Coaches	2	5 Days	\$3,000	
Lead Teachers PLC Facilitators	25	5 Days	\$1,500	\$45,000
Lead Teachers Vertical Team Facilitators	23	2.5 Days	\$750	\$19,500
Mentor Teachers	10	3 Days	\$1,000	\$10,000
Professional Development				\$15,000
TOTAL				\$749,500

Assurances

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

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

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

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

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

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