Application

70554 - Teacher Leadership and Compensation (TLC) System

73235 - Teacher Leadership and Compensation Program Application

Teacher Leadership and Compensation System

Status:	Under Review
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Organization Information

Organization Name:	Panorama School District
Organization Type:	K-12 Education
Tax ID:	42-0865843

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Recipient Information

District	Panorama Community School District

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

County-District Number	39-5121

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

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TLC Application Contact

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Abstract/ Executive Summary

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

Planning process: 4 teachers, 3 parents, & 3 administrators, developed Panorama's TLC Plan. 7 meetings were held with stakeholders. All groups supported the plan; the board gave formal approval Jan 23. Survey results indicated 80% of teachers were interested in serving as a teacher leader. Stakeholder feedback was used in developing the plan.

Context, goals, impact: 6 teachers currently serve as AIW coaches to support collaborative teams. Teachers support PD focus on implementing Iowa Core & AIW. Strong teacher leaders coaching peers would address 3 needs:

• Proficiency levels have not increased. PK-5 building identified as SINA Fall 2013, creating urgency to improve

•District plans & designs PD but must increase accountability & measure progress

•Losing 4 new teachers & 11 veteran teachers in 3 years shows a need for more support & chances to grow to retain good teachers

6 goals address needs & will be monitored for impact:

Goals	Measures of Impact
25% of teachers (14) hired as teacher leaders	Selection & hiring completed
7 teacher leaders/building support teachers' professional growth	Training completed; duties fulfilled; effectiveness & professional growth monitored
Teachers receive feedback, support	Coaching supports; peer surveys
Increase teacher retention	Retention data; system supports
Increase PD implementation	Walkthroughs; coaching supports
Increase student achievement	Achievement & growth data

TLC plan connecting & strengthening initiatives: PD is focused on implementing Iowa Core using AIW criteria & process to improve instruction & assessments. The district has invested time & resources in curriculum revision & training. Weekly PD structure in collaborative teams with coaches provides support for teacher learning. AIW coaches plan PD based on teacher needs. However, the district has not set measurable goals or evaluated implementation & program effectiveness. Having teacher leaders support & monitor implementation & progam evaluation will strengthen instruction & increase academic growth.

Improving mentoring program: Currently, job-alike mentors are assigned to mentees. Their role has been to provide survival tips with little emphasis on moving instructional practice forward. No structured time is provided for observations, coaching, feedback, or modeling. The TLC plan includes 2 mentors/building with 20% release time to support mentees in meeting teaching standards & implementing district initiatives. Mentors will model & observe instruction, collect data, & provide feedback.. They will help mentee set & monitor progress on learning goals based on individual needs.

Roles/Responsibilities: 14 of 56 teachers (25%) will be in a teacher leader role:

Positions	# in district	instruction	leader duties	+ days	Supp Salary/ position
Instructional Coach	2	0%	100%	15	$7,500
Professional Learning Coach	6	90%	10%	10	$5,000
Mentor Teacher	4	80%	20%	10	$5,000
Model Teacher	2	100%	0%	5	$2,000

The **4 Teacher Leader roles** are designed to each play a significant & specific role in ensuring all components of the **Iowa Professional Development Model** are in place. Having teacher leaders will allow the district to build upon strengths in the current PD structure.

Instructional Coach is involved in all components of IPDM: analyzing data; setting goals; planning, designing & providing PD; guiding collaboration; supporting & monitoring implementation; evaluating program impact. Daily responsibilities include facilitating PD planning with other teacher leaders & modeling instruction, observing, giving feedback & coaching teachers.

Professional Learning Coach focuses on the ongoing cycle in IPDM: collaboration, implementation & using formative data to plan PD. Supporting growth of individuals on collaborative team is a priority.

Mentor Teacher supports teachers new to the profession & career teachers needing support in meeting teaching standards & implementing PD initiatives successfully.

Model Teacher serves as a model of exemplary teaching practices, demonstrating how to implement PD content with fidelity..

Selection Criteria & Process: Teacher leader effectiveness is based on working with adult learners; collaborative work; communication; knowledge of content/pedagogy; systems thinking. Professional growth criteria include education/training, participation in initiatives; leadership; growth mindset. School Board will appoint 2 teachers & 2 administrators to serve on building Review Committees. Effectiveness & professional growth criteria is used to screen, interview, & recommend applicants for leader positions. Positions will be left open if no qualified candidate is found. Annually teacher leaders may be reassigned to a position or to another position if they demonstrate effectiveness & professional growth. At the end of 3 years all positions will be open for full selection process.

Monitoring: Annually DLT, including administration, will revise job descriptions & role responsibilities based on identified needs. District will monitor & make adjustments to the following based on feedback & data collected: effectiveness of teacher leaders; impact of TLC program & PD plan; & district support for TLC program.
Funding: TLS funds will be used to pay supplemental salaries for Teacher Leaders ($80,440.20); to hire 2.8 FTE Teachers to replace teacher leaders ($126,025.20), & to train Teacher Leaders ($18,077.62). In addition district funds already budgeted to hire substitutes & provide training for teacher leaders will be used to ensure the TLC system is fully supported.
System Supports: Effective PD structure & content are in place; district & teachers have long-term commitment to initiatives; shared leadership is the norm; a strong supportive culture is evident. The following criteria will be used to assess the TLC system: supportive environment; system vision/alignment; PD for teacher leaders; district support for TLC.
Panorama has strong capacity to implement & sustain the TLC system. Adoption of the TLC plan is the next logical step in making significant improvements to instruction & student learning.

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

TLC Model Number Model 3 Comparable Plan

Narrative

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

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

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

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

The superintendent, elem principal/school improv director, an elementary teacher, and a secondary teacher, attended Heartland's TLC session Oct 30. After this meeting, the team decided to apply for TLC funding in 2014-15. They determined the planning grant funds would be used to pay participants for extra time to be involved in planning during off contract time and for substitute teachers during the contract day. A 10-member planning committee was formed:

Michele Rogers, Parent
Josh Arganbright, Parent
Tom Arganbright, Parent & Board Member
Brian Bahrenfuss, HS Soc Studies Teacher & PEA President
Deb Smith, 6th Grade Teacher
Amy Block, Elem Music Teacher
Liz Labath, 2nd Grade Teacher & PEA Member
Kathy Elliott, Superintendent
Mary Breyfogle, Elem Principal/School Improv Director
Mark Johnston, MS/HS Principal

The committee met every other Wed 7-9 pm, Nov through Jan, developing all components of the application. They held 7 meetings with stakeholder groups to receive input on plan details to make needed adjustments:

Date	Meeting Type	Teachers & Staff	Parents & Community	Students
12/11, 2:30	Leadership Teams mtg (DLT, RtI, SINA, AIW Lead)	X		
12/18, 1:30	Support Staff Advisory Cmte mtg	X		
12/18, 3:30	PK-5 Staff mtg	X		
12/18, 7:00	Joint mtg SIAC & School Board	X	X	X
12/19, 9:30	MS/HS Staff mtg	X		
1/08, 6:00	Parent Forum (open invitation; 50 families sent letters)	X	X	
1/23, 6:00	Special Board Mtg on TLC	X	X	

The teachers & administrators on the committee and parent Michele Rogers attended sessions hosted by Heartland on Nov 13, Dec 2, & Jan 13 for assistance in developing the application. Information was shared with the full committee on Wed evenings. Members also met on Dec 18 & 30, and Jan 13, 14, & 20 to work on the proposal. At least 1 parent, 2 teachers, & 1 administrator were present at each session.

Essential to planning was feedback from stakeholder groups. Input received helped the committee refine & design the plan along the way.

Comments from stakeholders:

- *Student at SIAC/School Board mtg:* "If we could have someone like Ms __ showing other teachers how to teach the way she does, we could have the same experience in ALL classrooms, not just hers!"
- *Parent at Forum:* "This is a huge plus for the teaching profession. It breaks the isolation of teachers in the classroom."
- *Parent at SIAC/School Board mtg:* "Teachers don't have enough support due to recent budget cuts and we need new teachers to stay. The solution is THIS. It's nice to have local control over how it looks and spend the funds."
- *Board Member at special TLC mtg:* "It's important to help teachers improve as well as retain good ones. This plan will make teachers better, which will benefit students."

On Jan 10, 55 of 56 district teachers responded to a survey on TLC plan. Results show strong support. **Survey questions:**

1) Indicate your level of agreement with TLC goals.

- Responses ranged from 87% - 91% agreeing with the state's five TLC goals

2) Check any leadership positions you might be interested in & would like to know more about.

- 80% of teachers checked interest in at least 1 leadership position.

3) Potential benefits to you as a teacher of a strong teacher leadership system?

Responses:

- Being able to hear improvements from someone outside my classroom will hopefully develop me into the type of teacher I want to become.
- Teachers will become more metacognitive about their instruction leading to improved student performance.

4) Potential benefits to students of a strong teacher leadership system?
Responses:
• They will get a better education if we set higher standards for staff.
•They can begin to connect what they're learning in 1 class with what they're learning in other classes & outside of school.
•This will help provide more authentic learning opportunities for students.
5) Questions about proposed TLC system?
6) Suggestions to improve proposed TLC system?
7) Additional information you need?
Support from parents, staff, & teachers has been consistently strong & positive. Three areas of emphasis expressed by stakeholders helped in making adjustments during the planning process:
1) How will you cover teacher leaders' classrooms when they are absent & serving as a coach or mentor without having a negative impact on student learning? This dilemma generated hours of discussion & resulted in deciding to hire 2 part time Partner Teachers in each building, possibly teachers emeriti, who would be part of the system & consistently available to continue teaching the lesson when the coach or mentor is absent. The budget was adjusted to include these costs. Because the district has made staffing cuts in the general fund due to declining enrollment, it was essential to address all funding requirements within the TLC budget.
2) It is important to hire back full-time teachers to fill the spots left open by teachers reassigned as Instructional Coaches. Based on feedback from board members & staff, the committee funded 2 full time teaching positions for those stepping into Instructional Coach role. Previous plans to have multiple part-time Instructional Coaches in each building by cutting sections & not replacing teachers was viewed as detrimental to coaching responsibilities, teaching loads, & student learning.
3) Continue to communicate with parents and staff members so they are kept informed along the way. This feedback came from both parents and teachers. The committee will have regular building meetings to share information & seek input. SIAC & school board will be involved during implementation to be sure everyone has clear understanding of student benefits of TLC system. The district bi-monthly newsletter & local newspaper will be used to communicate regularly, both on the rationale and process for implementation of TLC.
School Board gave formal approval Jan 23 to submit the district's TLC application.

Narrative

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

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

Current Initiatives & Leadership Roles: Panorama has been involved in Authentic Intellectual Work (AIW) for 4 years. 2013-14 is the 2nd year of district-wide implementation. 2 teachers have been or currently are in being certified as AIW coaches (3 per bldg). Teachers widely support AIW as the PD focus, as highlighted in Jan 2013 DE site visit. 4 teachers serve as CRISS trainers for all teachers. With training & time to support teachers' growth, necessary factors are in place for leaders to improve student learning & instruction.

Student Achievement Needs:

2013-14 Achievement Goals (based on Ia Assessments): The % of students proficient (grades 3-11) will increase by 5%. **Reading:** 75.7% to 80.7%; **Math:** 78.6% to 83.6%; **Science:** 79.9% to 84.9%

2013-14 District Growth Goal: All students will grow in at least 2 areas on MAP Fall 2013 to Spring 2014

SINA Designation: Multiple years of lack of AYP on Iowa Assessments in grades 3-5 placed the elementary on the SINA list Fall 2013. We urgently need to improve instruction & fully implement Iowa Core to improve students' academic growth.

Teacher Professional Development Needs:

1) Teachers do not widely use student achievement trend data to make instructional decisions, as noted during Jan 2013 DE site visit.

2) Teachers need coaching on how to ensure every student grows academically.

3) After AIW scoring during collaboration time, teachers need support to incorporate AIW components successfully into teacher tasks & instruction to improve student performance.

4) Data collected using Classroom Implementation Profile (CIP) indicates teachers need help on how to increase teaching conceptually & how to create student-centered classrooms.

5) Results of a recent district self-analysis of PD implementation (77 of 104) using the District/Building Profile of IPDM rubric indicate the need to strengthen implementation of PD training, ongoing data collection (formative evaluation) & program evaluation (summative evaluation).

Teacher Retention Needs: Panorama has young teachers. In 2012, 4 teachers new to the profession left after 1-2 years. Although no exit interviews were conducted, there was concern that inadequate supports were in place during their 1st challenging years as new teachers. During 2011-13, 11 career teachers left to take positions in other districts. A strong mentoring program for new teachers & leadership/compensation opportunities to retain veteran teachers are needed.

A strong TLC system will improve student achievement, increase teachers' effectiveness through the PD process, & increase retention of new & veteran teachers.

District Theory of Action:

If we…

- Establish a teacher leadership system that ensures effective instructional practices are present in all classrooms
- Promote attractive compensation opportunities & provide appropriate levels of training & support for teacher leaders
- Create avenues of growth for teachers to lead & support other teachers in a collaborative learning environment
- Provide opportunities for teachers to receive ongoing feedback & meaningful support

Then…

- Student achievement will increase
- Students will be engaged in a rigorous & relevant learning environment, learn at high levels, & be prepared for a globally competitive environment
- We create a strong, collaborative culture that supports the learning & growth of students & educators
- We build respect for the teaching profession that will attract & retain highly effective educators

District Program Goals	Measures/Sources of Evidence
Goal 1: *By June 2014 Panorama CSD will offer enhanced career opportunities to all eligible teachers, & 25% of teaching staff (14) will be selected to serve in teacher leader roles using stakeholder-generated criteria & processes.*	Job descriptions & application process in place Advertisement for new positions Review Committee appointed Selection criteria used to hire leaders Leader training plan in place Contracts offered at intended compensation level
Goal 2: *During 2014-15 each building will have 7 teacher leaders in place, trained in role responsibilities & supporting teachers' professional growth:* *• 1 Instructional Coach (100% coach)* *•3 Professional Learning Coaches (90% teach/10% coach)* *•2 Mentor teachers (80% teach/20% mentor)* *•1 Model Teacher (100% teach)*	Attendance at teacher leader trainings Minutes from PD planning, teacher leader, & DLT meetings PD designed based on student learning needs determined from data analysis Frequency & type of collaboration with teachers (individuals & teams) & mentees Self-evaluation of teachers' professional growth using AIW Innovation Configuration Map beginning, middle, end of year Self-evaluation of leaders' professional growth 3 times/year using Teacher Leadership Skills Framework (CSTP)

Goal 3: *During 2014-15 all career teachers & mentees will receive ongoing feedback & meaningful support through the TLC system*	Frequency & type of collaboration with teachers (individuals & teams) & mentees Self-evaluation of teachers' professional growth using AIW Innovation Configuration Map beginning, middle, end of year Mentee survey data on perception of effectiveness of mentoring for own professional growth Teacher survey data on perception of effectiveness of TLC program for own professional growth
Goal 4: *The % of teachers (new & veteran) retained by district will increase during 2014-16 biennium compared to 2012-14 biennium*	District teacher retention biennium data comparing 2014-16 to 2012-14 Exit interview data detailing reason for leaving district
Goal 5: *Teachers' implementation of training components of PD plan will increase from Fall 2014 to Spring 2015*	Classroom Implementation Profile walkthroughs (3 times/year) Teacher participation in Group Processing Summary during PD Self-evaluation of teachers' professional growth using AIW Innovation Configuration Map beginning, middle, end of year
Goal 6: *Student achievement in reading, math science will increase during 2014-16 biennium compared to 2012-14 biennium*	District student achievement biennium data comparing 2014-16 to 2012-14. AYP/SINA status

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

The following are the district's current initiatives:
1) Strengthen implementation of Iowa Core
2) Increase academic rigor, conceptual understanding, & value beyond school through Authentic Intellectual Work
3) Respond to students' academic needs through Multi-Tiered System of Supports
4) Promote a healthy learning culture through Positive Behavior Intervention Supports
These initiatives help teachers improve instruction to ensure all students learn at high levels.
Current PD Focus: The current district-wide PD focus is implementation of Iowa Core, using AIW criteria & process to implement both the concepts/skills & Elements of Effective Instruction. Teachers meet each Wednesday 7:30 - 9:00 a.m. to score teacher tasks, instruction, & student performance in order to strengthen instruction & assessments. This has created a strong culture of collaboration, common language, & shared understanding of quality teaching & learning.
Strengthening & Sustaining Current Initiatives: We conducted a self-assessment of our PD using DE's District Profile of IPDM rubric. Results (77 of 104) indicate PD is close to being fully established (79 of 104).
IPDM components strong/in place:
• Collect/Analyze Student Data
•Goal setting
•Select Content
•Design
•Ongoing Cycle - all teachers in structured, collaborative groups; PD time available weekly; learning adjusted based on teacher needs;
IPDM components weak/missing:
• Ongoing Cycle - No implementation plan; few formative assessments identified; no feedback/coaching provided
•Summative Evaluation - Implementation data not formally collected/used
Teacher Leaders would sustain IPDM components already in place & strengthen missing components.
Implementation Efforts: The district has spent considerable time, effort, & resources to increase teacher understanding & implementation of Core concepts/skills in 2 ways:
1) Curriculum revision process: The district adopted a 5-year curriculum cycle 4 years ago. Significant PD training & resources have been provided in literacy, science, math (grades PK-12) & social studies (6-12). Outside experts have increased teachers' understanding of instructional shifts in the Core. Resources aligned to concepts/skills have helped. Teachers still need additional coaching to make curriculum revisions.
2) Workshops & Trainings: Large numbers of teachers have attended 1 to 2 day workshops during past 3 years. Teachers have attended multi-year AEA trainings on Iowa Core in science & math. The district frequently hires substitute teachers during their absence. Teachers' knowledge has increased through exposure to theory & demonstration but has not led to widespread implementation. Teachers & parents have expressed concern that teachers' frequent absence has had a negative impact on student learning.
Implementation Research: Based on seminal research from Joyce & Showers (2002) on efficacy of staff training on knowledge & skills & their transfer to the classroom, we know teachers will not effectively implement new knowledge without opportunities to practice & have coaching available in district. Teachers collaborate to deepen understanding of what needs to be improved (theory & knowledge), but they need access to coaching in how to make improvements (practice & coaching). Teachers must:
• see quality instruction modeled
•practice new skills
•receive feedback on instruction
•use formative data to make ongoing instructional decisions
•assess impact of PD efforts on student learning (summative data)
Teacher leaders would provide the missing training components IPDM.
Connection of teacher leaders to current initiatives:
Instructional Coaches would design & plan PD based on formative & summative data. They would provide modeling, feedback & coaching in classrooms on an on-going basis and connect teachers to needed resources. They would coach teachers how to align their instruction more closely to AIW criteria & design assessment tasks that would assess multiple Iowa Core standards at one time.
Professional Learning Coaches would design & provide PD to deepen understanding of Iowa Core & AIW. They would monitor and guide the work of their collaborative team and be a resource to the team they are responsible for.
Professional Learning Coaches & Instructional Coaches both would provide ongoing feedback to teachers on their implementation of initiatives & the quality of instruction, & use that information to design learning opportunities for teachers based on their learning needs.
Mentor Teachers would work closely with teachers new to the profession & specified career teachers to support their implementation of district initiatives, helping them make connections between initiatives & Iowa Teaching Standards.
Model teachers would provide quality examples of how to approach planning, implementing high quality instruction & reflection after a lesson to support continuous improvement.
Teacher leaders would provide the ongoing, work-embedded modeling, coaching & descriptive feedback necessary for teachers to make lasting improvements in their instruction.
Abandoning Ineffective Practices: Time & resources previously spent sending teachers out of district to get information (theory &

knowledge) has not been effective & and will be abandoned. While teachers' knowledge on Iowa Core has increased, they do not have sufficient support to practice & implement Core concepts/skills & EEI successfully. Career teachers & mentees will stay in the classroom & access teacher leaders to support their implementation of Iowa Core. Pushing coaching resources into the classroom rather than pulling teachers out benefits learning for both teachers and students.

Making Connections: The following graph illustrates how the different teacher leader roles are connected to & support implementation of district's PD cycle:

ERROR: Infinite table loop

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

Summary of Current Program:

The district's current mentoring and induction program provides the teacher new to the profession with a mentor who has job-alike responsibilities. Both are required to attend training provided by the AEA that is designed for the new teachers and the mentors. Currently, data-driven conversations between new teachers and their mentors are sporadic and focused more on survival tips rather than on moving the teaching practice forward to meet state professional teaching standards.

Gaps in Current Program:

• No feedback on current teaching practices
•No guidance on how to move their current teaching practice forward to meet state professional teaching strategies
•No structured time established to meet, plan or collaborate
•No support to meet district's initiatives
•No coaching support focused on increased student performance
•No expectations for peer observation beyond what is expected of all teachers through professional development time
•No training, direction and guidance in collecting and analyzing student assessment data to be used to increase student achievement
•No data on mentees teaching practices
•No training in peer observation and reflection
•No ongoing professional development for mentors or mentees

At the end of the 2011-2012 school year, the district lost four beginning teachers who had the potential of being very strong educators. The loss of good teachers means that our students also lose out. Our goal is not to lose any additional beginning teachers and having a strong mentoring program would ensure that beginning teachers would have the learning opportunities and support needed. We have incorporated exit interviews in to our process to evaluate effectiveness of our mentoring and induction program and to use information from the exit interview to make any necessary adjustments in order to retain quality teachers new to the profession.

New Mentoring & Induction Program:

Each building will have 2 Mentor Teachers who are responsible for supporting the individual learning needs of teachers new to the profession and specified career teachers who need assistance in meeting Iowa's teaching standards and support their implementation of district initiatives, helping them make connections between initiatives & Iowa Teaching Standards. The Mentor Teachers will acquire the needed training for their leadership role in coaching their Mentees.

Role responsibilities include:

• Identify Learning Opportunities for Mentee (Model instruction, help plan lessons)
•Collaborate with Mentee (& provide collaboration with other Teacher Leaders
•Monitor mentee's implementation of new learning: strategies, methods, curriculum
•Collect formative data: AIW tasks, instruction, student performance
•Help mentee set SMART Goals and Select Content for PD
•Design Process for providing PD for Mentee
•Evaluate mentee's progress toward SMART goals
•Collect/Analyze Classroom Student Data and Data on Mentee's Teaching Practices

In addition, the Mentor Teacher will provide coaching support to beginning and career teachers focused on increasing student performance. The Mentor Teacher will improve teacher effectiveness by providing ideas for differentiating instruction and planning lessons. The Mentor Teachers will be given 20% release time to be able to consistently observe and provide feedback to mentees and career teachers. While the Mentor Teacher is out of the classroom, the district intends to hire a Partner Teacher for each attendance center to be available two days per week. This addition will ensure consistent release time for the Mentor Teachers.

The Mentor Teacher will work inside the Mentee's classroom to improve teacher effectiveness and increase student performance through demonstrating best instructional practices, co-teaching, observing, giving feedback, and advising new teachers about instruction, curriculum, procedures, and practices. In addition, the Mentor Teacher will model classroom management, learning strategies, questioning techniques, use of assessment data to guide instruction, and relevant best practices.

The Mentor Teachers will be responsible for guiding the Mentee through the steps of the Iowa Professional Development Model. The Mentor Teachers will work with the Instructional Coach to provide Professional Development for the Mentee as well as opportunities to observe and practice effective instruction.

They will follow the same cycle as the District Professional Development Plan with mentees to design and implement their Individual Professional Development Plan. The Mentor Teacher along with DLT, administrators, & other Teacher Leaders will work with teams to collect and analyze formative and summative data to make decisions related to professional growth and school-wide action research.

Under this improved program, the mentees, in each attendance center, would have access to not only their mentor but to six additional teacher leaders including an Instructional Coach, three Professional Learning Coaches, an additional Mentor and one Model Teacher. This access to these additional highly skilled and effective teacher leaders will reinforce and enhance the mentees learning opportunities, ensure support and give them the network to become highly skilled and effective teacher leaders of the future.

The desired outcome of providing a strong mentoring program will be retaining good teachers, building confidence in teaching practices, and providing quality instruction for students.

Narrative

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

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

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

The Panorama TLC system will have 14 of 56 teachers in a leadership role, which is 25% of district teachers:

Leadership Positions	# in district	% of time engaged in student instruction	% of time performing teacher leader duties
Inst Coach	2	0%	100%
Pro Lrng Coach	6	90%	10%
Mentor Teacher	4	80%	20%
Model Teacher	2	100%	0%

The 4 Leader roles are designed to each play a significant & specific role in ensuring all components of the IPDM are in place. Having leaders in the district will allow us to build upon the strengths in our current PD structure. Already in place: district-wide PD focus, collaborative team mtg each week, peer reviews, RTI/MTSS & PBIS teams, PD planning with the DLT, leader team mtgs, & 90 hours of PD time.

Adding Leader roles will ensure that formative & summative data guides district PD, increases implementation of PD initiatives, & supports teachers' progress on individual prof learning goals. By having annual evaluations Leaders will be able to reflect on strengths & areas for improvement in order to improve student learning & achievement.

Support for Leaders: TLS funds will be used to hire 2 teachers to replace the 2 Inst Coaches serving in a coaching capacity. Funds also will be used to hire 1 part-time Partner Teacher for each bldg. It is anticipated these will be teachers emeriti who have been & will continue to be part of our PD learning. They will partner with leaders to continue instruction. Partner Teachers will be available equivalent of 2 days each week providing support for Leaders so learning & instruction can continue.

The following chart shows how the Leadership responsibilities are linked to the IPDM:

Leader Positions	Components of PD	Job Responsibilities
Inst Coach	*Collect/Analyze Data*	Collect & organize student achievement & implementation data
	Goal Setting & Student Learning	Meet w/DLT & admin to review test data & establish goals
	Select PD Content	Choose PD content
	Design Process for PD	Meet & collaborate w/leaders & admin to design & set up the PD for the following year Attend conferences, mtgs, & classes to gain knowledge on leadership & implementing programs such as AIW, Core, PBIS, MTSS
	Collaborate/Implement	Work inside classrooms helping teachers by gathering resources, demonstrating best practices, observing, & giving feedback Coordinate bi-weekly mtgs held w/ bldg Leaders & admin to review, plan, & coordinate PD activities
	Data Collection/Formative Eval	Help organize student testing, CIP walkthroughs, Group Processing Data, collaboration data, & TLC annual evals
	Program Eval	Co-facilitators w/DLT & Admin

Pro Lrng Coach	*Training/Learning Opportunities*	Attend conferences, mtgs, & classes to gain knowledge on leadership & implementing PD Attend bi-weekly mtgs held w/bldg Leaders & admin to review, plan, & coordinate PD activities
	Collaborate/Implement	Support collaborative team & work w/ teachers to address learning needs based on formative data
	Ongoing Data Collection/Formative Eval	Help collect student achievement data, Group Processing Data from AIW scoring sessions, collaboration data, & TLC annual evals
	Program Eval	Help to collect & analyze implementation & teacher feedback data
Mentor Teacher	*Collect/Analyze Data*	Help collect/analyze student data & data on mentee's teaching practices
	Goal Setting & Student Learning	Help mentee set SMART goals
	Training/Learning Opportunities	Attend conferences, mtgs, & classes to gain knowledge on leadership & implementing PD Identify learning opportunities for Mentee Attend bi-weekly mtgs held w/bldg Leaders & admin to review, plan, & coordinate PD activities as well as learning opportunities for Mentee
	Collaborate/Implement	Work inside classrooms helping Mentee by gathering resources, demonstrating best practices, observing, & giving feedback
	Ongoing Data Collection/Formative Eval	Collect student achievement data, Group Processing Data from AIW scoring sessions, collaboration data, & TLC annual evals
Model Teacher	*Training/Learning Opportunities*	Design & implement lessons that showcase characteristics of effective instruction to be observed by other teachers
	Collaborate/ Implement	Collaborate with the Inst Coach to schedule times for teacher to observe Hold a post conference with the observer to support best practices

Instructional Coach

The Inst Coach is responsible for delivery, training, implementation & monitoring of the IPDM.

The Inst Coach will also serve as co-facilitator with DLT & Admin to help organize student testing, CIP walkthroughs, Group

Processing Data, & collaboration data.
They will analyze data for trends to determine root causes & assist in goal setting at the district/bldg levels. They will assist teachers in setting SMART goals, connect PD to classroom implementation & student learning, & help teachers to implement the Iowa Core.
They will meet & collaborate with leaders & admin to design & set up PD for the following year & work closely with admin to determine how PD will be carried out. They will coordinate bi-weekly mtgs held with bldg Leaders & admin to review, plan, & coordinate PD.
Inst Coach will attend conferences, mtgs, & classes to gain knowledge on leadership & implementing new strategies with programs. With admin, they will coordinate the bldg PD plans, participate in weekly PD mtgs, & coordinate peer review process.
They will work inside classrooms helping teachers by gathering resources, demonstrating best practices, observing, & giving descriptive feedback. The Inst Coach will assist teachers in planning, implementing new strategies, & coordinate observing of Model Teachers.
Inst Coach is responsible for filling out the Woodruff's Instructional Coaching Scale, keeping records of collaboration with admin & staff, completing a Teacher Leader Self-Assessment annually.

Professional Learning Coach

The Prof Lrng Coach will attend conferences, mtgs, & classes to gain knowledge on leadership & implementing PD. Attend bi-weekly mtgs held with bldg. Teacher Leaders & admin to review, plan, & coordinate PD activities. Coach collaborative teams on PD processes & implementation, & provide coaching to teams to deepen understanding of PD content.
Prof Lrng Coach will work with the Inst Coach to design/provide PD for the district. They will coach collaborative teams keeping the focus on PD learning, implementation, & using strategies more effectively. The Pro Lrng Coach will support their collaborative team & work to address learning needs based on formative data.
Prof Lrng Coach will work inside classrooms demonstrating best practices, observing, & giving descriptive feedback. They will facilitate conversations at weekly mtgs to deepen understanding of PD content, & provide data on barriers to implementation.
Prof Lrng Coach will work with teams to collect & analyze formative & summative data to make decisions related to prof growth & schoolwide action research.
They will assist in collecting student achievement data, Group Processing, & collaboration data. Within collaborative teams, they will collect & analyze implementation & student learning data to determine upcoming learning opportunities for teachers.
Each Pro Lrng Coach is responsible for filling out the Teacher Leader Self-Assessment & keeping records of collaboration with admin and staff.

Mentor Teacher

The Mentor Teachers will guide Mentees through the steps of the IPDM.
The Mentor will collect/analyze classroom student data and data on mentee's teaching practices & will collaborate with mentees to analyze data for trends & determine root causes.
They will help mentees set SMART goals to connect PD, teaching standards, classroom implementation & student learning.
The Mentor Teachers will work with the Inst Coach to provide PD for the Mentee. Coordinates PD experiences to address needs of mentees.
The Mentor will attend conferences, mtgs, & classes to gain knowledge
on leadership & implementing PD, identify learning opportunities for Mentee, attend bi-weekly mtgs held with bldg Leaders & admin to review, plan, & coordinate PD activities as well as learning opportunities for Mentee.
The Mentor Teacher will work inside the Mentee's classroom to improve teacher effectiveness & increase student performance through demonstrating best practices, co-teaching, observing, & giving descriptive feedback. They will assist mentees in planning & implementing new strategies, provide demonstration for mentees in their own classrooms and/or mentees' classrooms & coordinate teachers observing Model Teachers. Assist mentees in determining necessary learning & to address root causes. They will also provide new teachers with direction about instruction, curriculum, procedures, & practices aligned with the Iowa Teaching Standards.
Mentors will assist mentees in ongoing collection of student learning & achievement data, Group Processing Data, & collaboration data.
Each Mentor Teacher is responsible for filling out the Teacher Leader Self-Assessment & keeping records of collaboration with admin and staff.

Model Teacher

They will support other teachers' learning & demonstrate how to implement what is being learned in PD with fidelity.

The Model Teacher will collaborate with the Inst Coach to schedule times for teacher to observe. They will design & implement lessons that showcase characteristics of effective instruction. A post conference will be held with the observer to support the observers in instructional practices & coach teacher in how to plan, implement & be reflective about PD content & classroom practice.

Each Model Teacher is responsible for filling out the Teacher Leader Self- Assessment & keeping records of collaboration with Leaders and admin.

Making Connections

PD is focused on implementing Iowa Core using AIW criteria & process to improve instruction & assessments. Weekly PD structure in collaborative teams with coaches provides support for teacher learning. AIW coaches plan PD based on teacher needs. The district has not set measurable goals or evaluated implementation & program effectiveness. Having teacher leaders support & monitor implementation would strengthen instruction & increase academic growth. Career teachers & mentees will stay in the classroom & access teacher leaders to support their implementation of Iowa Core. Pushing coaching resources into the classroom rather than pulling teachers out benefits learning for both teachers & students.

This graph illustrates how the different leader roles are connected to & support implementation of district's PD cycle:

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

a)Measures of effectiveness

b)Professional growth

Selection & Evaluation Criteria: Criteria provided in *Teacher Leadership Skills Framework (CSTP)* will serve as district's *Teacher Leader Measures of Effectiveness* to select and evaluate teacher leaders:

Effectiveness Criteria	Knowledge/Skills	Dispositions
1) Working with adult learners	*Building trusting relationships* *Facilitating professional learning for teachers*	Belief teacher learning & student learning is interwoven Value work of learners Accept & act on constructive feedback Take risks
2) Communication	*Building relationships through communication* *Technical communication skills* *• facilitation* *•feedback* *•listening* *•questioning* *•mediation* *•written* *•meeting prep*	Reliable Honor all perspectives Believe all are working in best interest of students Value professional expertise Foster community Know when to compromise Can read the group
3) Collaboration	*Collaborative skills* *Organizational skills*	Admit when wrong/don't know Honest and courageous Desire to work with adults Passion motivates others
4) Knowledge of Content, Pedagogy	*Subject matter knowledge* *Use of assessment & pedagogical strategies in classroom* *Ability to assist others to increase knowledge & classroom application*	Life long learner Reflective Committed to supporting growth of others Enjoy challenge
5) Systems Thinking	*Working effectively within system* *Advocacy skills*	Interested in Big Picture Attuned to relationships Ability to read people, situations Enjoy diverse views

The following *Professional Growth* criteria will be used to select & evaluate teacher leaders:

Professional Growth Criteria	Examples
Education/Training	Advanced degree in educational field
	Additional coursework within discipline
	Training to deepen pedagogical skills
Participation in District Initiatives	Engaged & supportive during PD & collaboration time
	Implement evidence-based strategies/methods
	Voluntarily attend trainings aligned to initiatives
Leadership	Make changes to support alignment of curriculum
	Serve on building/district committees
	Participate in leadership role in or out of district
	Serve as AIW anchor or local coach for collaborative team
Growth Mindset	Provide training for other teachers
	Willing to take risks & persevere despite failure
	Continually adapt instruction & curriculum based on new knowledge & learning needs of stud

Both sets of criteria (*Measures of Effectiveness* & *Professional Development*) will be used to develop application, screening, interview, job description, self-assessment, & evaluation documents for teacher leader positions.

Review Committees: Each building will have a Review Committee, selected annually, composed of 2 administrators & 2 teachers not applying for a leadership position that year. Teachers must have taught at least 3 years & 1 year in district to be eligible. The principal will ask teachers interested to sign up to serve in this role. All teachers will complete a confidential survey indicating 2 teachers they feel would be best in selecting teacher leaders. The superintendent will use teachers' preference in recommending 2 teachers to the School Board for the committee. The Board will appoint Review Committee members annually.

Selection Process: Review Committee will screen applications & interview applicants using *Teacher Leader Measures of Effectiveness* & *Professional Growth* criteria. After full consideration of all applicants, the committee will recommend to the superintendent teachers for assignment to teacher leader positions based on the criteria & demonstrated competency on Iowa Teaching Standards. If the committee does not feel any applicant is qualified to fill a particular teacher leader position, the recommendation will be to leave the position unfilled. The School Board will hire teachers to fill teacher leader positions based on the superintendent's recommendation.

Annual Review of Assignment:

Teacher leaders' Effectiveness will be evaluated 4 ways:

- Documented compliance with job responsibilities (e.g., frequency & type of collaboration with teachers; attendance at trainings/meetings; PD delivered based on learning needs)
- Data from AIW Classroom Implementation Profile (CIP) or other implementation data
- Results of survey of peer feedback on job performance based on effectiveness criteria specific to teacher leader role
- Performance evaluation with principal based on *Teacher Evaluation System & Teacher Leader Measures of Effectiveness*.

Teacher leaders' Professional Growth will be evaluated 3 ways:

- Develop 2 to 3 SMART goals on *Individual Professional Development Plan* identifying areas for growth based on both Iowa Teaching Standards & Teacher Leader Measures of Effectiveness; measure progress made as part of district teacher evaluation system
- Complete Innovation Configuration Map (Center for AIW) 3 times/year, documenting growth on implementing AIW practices & identifying area for future growth
- Complete *Teacher Leadership Skills Self-Assessment (CSTP)* 3 times/year, documenting growth on leadership & reflecting on area for future growth.

As a part of the district's responsibility to meet the needs of teacher leaders, both leaders & administrators will complete *Establishing A*

Supportive Environment Self-Assessment (CSTP) 3 times/year to ensure that the necessary supports are in place, with flexibility to make changes needed on an ongoing basis. Annual evaluation of the effectiveness of teacher leaders also will include review/revision of job descriptions and inclusion of additional district supports for teacher leaders.

Teachers who successfully complete the time period of an assignment to a teacher leader role may apply for assignment to a new teacher leader role, or for reassignment to the same role. Annually the Review Committee will make recommendations to the superintendent on assignment or reassignment of each teacher leader based on his/her evaluation on the Measures of Effectiveness & Professional Growth criteria. At the end of three years, all positions will be opened for the full selection process to allow other teachers the opportunity to serve as a teacher leader in the district.

Narrative

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

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

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

Click here To access the Iowa Professional Development Model page.

The Panorama TLC committee used the IPDM District/Building Profile to assess the PD process. Overall, the committee rated the district at 77 out of 104 points possible. According to the Iowa Core Implementation Handbook, a score of 79 or higher indicates processes are established for quality PD. District scored high in areas of collecting & analyzing student data, goal setting, & selecting content. Scores were weakest in the areas of summative evaluation & ongoing cycle, specifically implementation, scheduling & using formative assessments to provide training & student supports. Teacher Leaders will support each component of the IPDM emphasizing areas needing improvement:

Components of IPDM	Teacher Leader Positions	Support for IPDM
Collecting/Analyzing Student Data	Instructional Coaches	Collect & format achievement data for DLT to analyze Serve as facilitators of DLT to analyze trend data & determine root causes
	Mentor Teachers	Collect & format data for mentees to analyze Collaborate with mentees to analyze trend data & determine root causes
Goal Setting & Student Learning	Instructional Coaches	Facilitate DLT setting goals at district/ building levels Help teachers set SMART goals to connect PD, implementation & student learning
	Mentor Teachers	Help mentees set SMART goals to connect PD, teaching standards, implementation & student learning
Selecting Content	Instructional Coaches	Facilitate DLT selecting PD content to address root causes based on data analysis
	Mentor Teachers	Help mentees set learning goals to address root causes
Designing Process for PD	Instructional Coaches	Facilitate DLT developing PD schedule/plan
Training/Learning Opportunities	Instructional Coaches	Coordinate building PD plans with Professional Learning Coaches & principal Participate on collaborative team in weekly PD Provide training to increase understanding & implementation Coordinate teacher peer reviews (AIW scoring instruction)
	Professional Learning Coaches	Coach collaborative teams on PD processes & implementation Provide training to increase understanding & implementation Coach teams on PD content
	Model Teachers	Model planning, implementation & reflective practice
	Mentor Teachers	Coordinate PD experiences to address needs of mentees (co-observing Model Teachers, coaching conversations on Teaching Standards)
Collaboration/ Implementation	Instructional Coaches	Help teachers design lessons & assessment tasks & practice instructional strategies Demonstrate instruction Coordinate teachers observing Model Teacher demonstrate strategies

	Professional Learning Coaches	Provide descriptive feedback on implementing strategies Facilitate conversations to deepen collaborative team's understanding of PD
	Model Teachers	After modeling, coach teachers in how to plan, implement & be reflective about practice
	Mentor Teachers	Help mentees plan & implement strategies Demonstrate strategies in own and/or mentee's classroom Coordinate mentee observing Model Teachers demonstrate strategies
Ongoing Data Collection (Formative Evaluation)	Instructional Coaches	Provide descriptive feedback to teachers on implementing strategies Collect implementation data Assist teachers in ongoing collection of student learning data Use implementation & student data to plan learning opportunities
	Professional Learning Coaches	Collect implementation data With collaborative team collect data on barriers to implementation & gaps in understanding Use implementation & student data to plan learning opportunities
	Mentor Teachers	Provide descriptive feedback to mentees during observation on implementation & meeting Teaching Standards Help mentees collect student data
Program Evaluation (Summative)	Instructional Coaches	Help collect & format implementation, teacher feedback & achievement data for DLT analysis Serve as members of DLT to analyze data to determine effectiveness of PD
	Professional Learning Coaches	Help collect & analyze implementation & teacher feedback data

One **Instructional Coach** will be available per building 100% of the time to support all components of the IPDM: collecting & analyzing data; goal setting based on student needs; selecting PD content, process, & learning opportunities; providing/coordinating training; supporting collaboration & implementation; collecting formative data & adjusting PD based on teachers' learning needs; & evaluating impact of PD on teacher & student learning. The Instructional Coach has an additional 15 days' contract & $7,500 supplemental salary.

Each building will have 3 **Professional Learning Coaches** to help plan & deliver training, support collaborative teams & implementation of PD in classrooms, & help adjust PD as needed. They are available 10% of the time for planning & support of collaborative teams & have an additional 10 days' contract & $5,000 supplemental salary.

Each building will have 2 **Mentor Teachers** whose main responsibility is to support teachers new to the profession & career teachers who need assistance in meeting teaching standards & support implementing district initiatives. The Mentor Teacher is available 20% of the time & has 10 additional days' contract & $5,000 supplemental salary.

1Model Teacher **per building will provide quality examples of how to approach planning, implementing high quality instruction & re**flection after a lesson to support continuous improvement. The Model Teacher is in the classroom 100% of the time & has 5 additional days' contract & $2,000 supplemental salary.

The District PD plan will be strengthened by the presence of Teacher Leaders. Increased support provided to teachers will further our implementation, improve instruction & increase student achievement.

This template illustrates the alignment of the Teacher Leader positions with IPDM:

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

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

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

The following measures will be used to monitor impact/effectiveness of District Program Goals:

District Program Goals	Short Term Measures of Impact/Effectiveness	Long Term Measures of Impact/Effectiveness
Goal 1: *By June 2014 Panorama CSD will offer enhanced career opportunities to all eligible teachers, & 25% of teaching staff (14) will be selected to serve in teacher leader roles using stakeholder- generated criteria & processes.*	Job descriptions compiled Selection criteria established Training plan for positions in place Review Committee appointed Application process in place Leader positions posted Interviews scheduled Hiring process completed	# of teachers serving in a leader role each year Type of leader training provided based on identified prof growth needs Job descriptions & selection criteria revised based on feedback Salaries paid at intended levels
Goal 2: *During 2014-15 each building will have 7 teacher leaders in place, trained in role responsibilities & supporting teachers' professional growth:* *• 1 Instructional Coach* *•3 Professional Learning Coaches* *•2 Mentor teachers* *•1 Model Teacher*	Teacher leaders hired Teacher leader trainings completed Minutes from PD planning, teacher leader, & DLT meetings PD designed to meet learning needs based on data Frequency & type of collaboration with teachers & mentees using Woodruff Instructional Coaching Scale Self-evaluation of teachers' prof growth using AIW Innovation Configuration Map 3 times/yr Self-evaluation of leaders' professional growth 3 times/yr using Teacher Leadership Skills Framework (CSTP)	Teacher leaders' Effectiveness will be evaluated annually 4 ways: 1) Documented compliance with job responsibilities 2) Data from AIW Classroom Implementation Profile 3) Results of survey of teachers providing feedback on job performance based on criteria 4) Performance evaluation with principal based on district Teacher Evaluation System & Teacher Leader Measures of Effectiveness. Teacher leaders' Professional Growth will be evaluated annually 3 ways: 1) Develop 2 - 3 SMART goals on Individual Professional Development Plan identifying areas for growth based on both Iowa Teaching Standards & Teacher Leader Measures of Effectiveness; measure progress made as part of district teacher evaluation system 2) Complete Innovation Configuration Map 3 times/yr, measuring growth on AIW implementation 3) Complete Teacher Leadership Skills Self-Assessment (CSTP) 3 times/yr Teacher leaders & Administrators complete School & District Capacity to Support Teacher Leadership Assessment 3 times/year Annual district evaluation of TLC with DLT to include review of job descriptions & leader responsibilities
Goal 3: *During 2014-15 all career teachers & mentees will receive ongoing feedback & meaningful support through the TLC system*	Frequency & type of collaboration with teachers & mentees using Woodruff Instructional Coaching Scale Self-evaluation of teachers' prof growth using AIW Innovation Configuration Map 3 times/yr	Mentee survey data on perception of effectiveness of mentoring Teacher survey data on perception of effectiveness of TLC program
Goal 4: *The % of teachers (new & veteran) retained by district will increase during 2014-16 biennium compared to 2012-14 biennium*	Principal formative assessment of mentees' feeling of support & increased confidence in teaching abilities # of veteran teachers in teacher leader roles	District teacher retention biennium data comparing 2014-16 to 2012-14 Exit interview data detailing reason(s) for leaving district Results of School & District Capacity to Support Teacher Leadership Assessment

Goal 5: *Teachers' implementation of training components of PD plan will increase from Fall 2014 to Spring 2015*	AIW Classroom Implementation Profile walkthroughs 3 times/yr Teacher participation in Group Processing Summary during PD Frequency & type of collaboration with teachers & mentees using Woodruff Instructional Coaching Scale Self-evaluation of teachers' professional growth using AIW Innovation Configuration Map 3 times/yr	# of teachers creating & assessing AIW units that bundle teacher tasks, instruction, student performance # of teachers increasing type of collaboration with coach using Woodruff's Instructional Coaching Scale Teacher survey data on perception of effectiveness of TLC program
Goal 6: *Student achievement in reading, math science will increase during 2014-16 biennium compared to 2012-14 biennium*	Annual Iowa Assessment achievement and growth data Fall to Spring MAP growth data Other district formative & summative assessments	Iowa Assessment achievement data comparing 2014-16 to 2012-14. AYP/SINA status

Annual performance evaluations will measure teacher leaders' effectiveness & growth. Monthly & bi-monthly meetings & ongoing data collection ensure TLC goals are aligned with changing needs.
TLC system goals will be revised annually based on data gathered from student achievement results, self-assessments, implementation walkthroughs, recruitment & retention information, surveys, & minutes from meetings with stakeholders.
Annually DLT, including administration, will revise job descriptions & responsibilities for teacher leader roles based on identified needs.
Teacher surveys on the effectiveness of the leader positions & teacher leaders' feedback on School & District Capacity to Support Teacher Leadership Assessment (CSTP) will inform DLT on needed changes as system grows & develops.
Monitoring will take place through ongoing communication between teacher leaders & administrators. District administrators will monitor the needs of teacher leaders & provide supports to ensure their success. Documentation of the frequency & type of collaboration with teachers & mentees will drive these data-based conversations along with reflection, observation, & a continuous dialogue regarding the effectiveness of the TLC plan.
Feedback received from informal conversations, surveys, & scheduled meetings with teachers & stakeholders will help to measure the impact & effectiveness of the TLC program.

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

District has strong capacity to implement & sustain TLC system. These supports are in place &make adoption of the TLC plan the next logical step:

Sustained commitment to initiatives:

• 10+yr focus on CRISS; 4 tchrs & 2 admin are CRISS trainers for all tchrs
•4 yr PD focus on AIW; 2 yr district-wide implementation; 6 tchrs & 2 admin are AIW coaches; 2 tchrs trained in AIW unit planning; all tchrs & admin attend 3 district Site Visits & 1 Regional Collaboration Day; AIW lead team attended Summer Academy past 3 yrs
•Tchr commitment strong, resistance minimal; know PD focus ongoing

Effective PD structures:

• DLT meets 3 times/year to analyze data, set goals, establish PD focus
•AIW Lead Team (admin & coaches) meets 4 times/yr to design PD, monitor collaborative teams, make adjustments
•PD Wednesdays 7:30 - 9:00 am; TQ funds used to extend learning time
•5 full & 5 early release days for in-depth & distributed PD
•Collaborative teams established & functioning well; high trust & collegiality
•AIW criteria & scoring process embeds Iowa Core into instruction & assessments

Shared leadership:

• Supt & principals involved in all PD, score with teams
•6 tchrs & 2 admin are AIW coaches: design, deliver PD & support collaborative teams
•16 tchrs & 3 admin trained to collect implementation data 3 times/yr

Supportive culture:

• Tchr & admin support for PD focus highlighted during DE site visit
•Cultural norm: Belief that PD efforts will strengthen instruction & improve learning
•SIAC & School Board support PD focus & schedule
•Stakeholders support TLC program during 7 planning meetings
•TLC survey results from 55/56 teachers: 91% support TLC goals; 80% interested in teacher leader role

The necessary infrastructures are firmly in place to support addition of teacher leaders. Having teacher leaders support implementation of Iowa Core & AIW; monitor impact of PD on teacher & student learning; & use data to make continuous improvements will greatly benefit entire system.

Improved Data Analysis, Goal Setting & Accountability System

Teachers & administrators work hard to make improvements but do not have clear goals & ways to measure progress on achievement & PD initiatives. Achievement data is analyzed & used for district goal setting, but teachers don't see how their efforts impact district data. At a joint meeting the DLT & AIW Lead Team decided to require SMART goals to increase accountability & monitor progress:

Level of Accountability	Description of Goals, Accountability	Responsible for Monitoring
Building	Bldg data analyzed & used to set student achieve & growth goals at bldg level	DLT; SINA Team
Dept/ Grade	Dept/grade level data analyzed & used to set student achieve & growth goals at dept/grade level	DLT; MTSS
Collaborative Team	Teams set focus & goals for PD learning & implementation. May focus on team goal for support & coaching from tchr leaders	PD Leaders
Individual	Tchrs & admin set goals through eval systems based on indiv learning needs in addition to collab team goals. Individual may choose (but not required) as focus for support & coaching from tchr leaders	Administrator
Individual	Tchrs required to use tchr leader supports min 4 times/yr as part of IPDP	Administrator
Individual	Tchr leaders set goals through eval system based on indiv learning needs as tchr & coach. Based on Iowa Teaching Standards & Teacher Leader Measures of Effectiveness	AdministratorTLC System Assessment

TLC System Assessment

School & District Capacity to Support Teacher Leadership Assessment (CSTP) will be used 3 times/yr by teacher leaders & administrators to

Standards	Criteria	Indicators
Supportive Environment	*Clear goals, rules, expectations*	Flexible use of tchr leader based on talents Job description; clear expectations Prioritize workload, match duties to expertise
	Professional Culture	Collab learning culture Focus on teaching/learning 3 times/yr feedback on job performance Safeguard peer relationships Confidentiality Advance expertise & goals Data used to grow profess.
	Leadership Collaboration	Tchr Leaders meet 2/month Tchr Leaders & admin meet 1/month Timely access to resources
	Human Relations/Personnel	Recruit new leaders Provide mentor; peer network Compensation Credits for prof. learning
System Vision & Alignment	*District Leadership*	Clear vision for TLC Growth mindset Success criteria Give authority, trust
	District Alignment	Support use of tchr leaders School Board orientation PEA involvement, support Oppty for regional, state work to bring to district Align tchr leader roles to district initiatives
	School Implementation	Support use of tchr leaders Align tchr leader roles to bldg initiatives
Professional Development	*Knowledge, Skills, Opportunities*	Working with adults Communication Collaboration Content, pedagogy, assessment Systems thinking
Access to Resources	*Data/Technology Support*	Multiple types of data Data system training Technology resources
	Collaboration	Facilitation & collaboration training Varied leadership options Time to collaborate, plan
	Materials	Adult learning protocols Leadership materials Recordkeeping tools

Planning, communication & feedback

1. DLT meet 3 times/yr & will monitor implementation of TLC system using survey data to make adjustments
2. AIW Lead team meet 4 times/yr & will monitor effectiveness of district PD plan using implementation data collected 3 times/yr
3. Principal & teacher leaders meet minimum 2 times/month to plan, monitor & make adjustments
4. Monthly communication to teachers from Principal, Instructional Coach, & Professional Learning Coaches on PD & coaching activities
5. Teacher leaders complete Teacher Leader Self-Assessment Tool 3 times/yr to identify personal strengths & areas for growth
6. DLT & Teacher Leaders complete School & District Capacity to Support Teacher Leadership Tool (CSTP) 3 times/yr to evaluate capacity to

support & sustain program. Annual action plan for improvement developed from survey results. Formative data used to make adjustments.
Financial Support: District funds already budgeted to hire substitutes & provide training for teacher leaders will be used to ensure TLC system is fully supported.

Grant Allocation

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

Certified Enrollment Number	727.1

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

District Enrollment-Based Allocation	$224,543.02
Total Allocation	$224,543.02

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to $33,500	$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	$80,440.20
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)	$126,025.20
Amount used to provide professional development related to the leadership pathways	$18,077.62
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. *These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.*	$0.00
Totals	**$224,543.02**

Other Budgeted Uses - Description

Item description	Amount budgeted
	$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	$224,543.02

*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

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

Use of TLS Funds: The budget includes:

1) Supplemental Salaries to compensate Teacher Leaders for increased responsibilities & time commitment
2) Salaries/benefits to hire teachers to replace 2 full-time Instructional Coaches
3) Salaries/benefits to hire part-time Partner Teachers to partner with Professional Learning Coaches & Mentor Teachers
4) Costs to provide training opportunities for Teacher Leaders

Minimum Salary of $33,500 for FT teachers: Beginning salary in 2013-14 is $35,468.46. No TLS funds need to be used to raise teacher salaries.

Fund salary supplements for teachers in a leadership role: $80,440 is budgeted for salary supplements to 14 of 56 teachers, which is 25% of the teaching staff. Salary supplements provided:

Teacher Leader Position	Extra Days	Time Allocation Classroom Leader	# Per Bldg	# Per Dist	Type of Expense	Amount per Leader	Total Amount Budgeted
Instructional Coach	10	0% Classroom 100% Leader	1	2	Salary Supplement	$7500.00	$15000.00
					FICA/IPERS	$1243.50	$2487.00
					TOTAL	$8743.50	$17487.00
Professional Learning Coach	5	90% Classroom 10% Leader	3	6	Salary Supplement	$5000.00	$30000.00
					FICA/IPERS	$829.00	$4974.00
					TOTAL	$5829.00	$34974.00
Mentor Teacher	5	80% Classroom 20% Leader	2	4	Salary Supplement	$5000.00	$20000.00
					FICA/IPERS	$829.00	$3316.00
					TOTAL	$5829.00	$23316.00
Model Teacher	5	100% Classroom	1	2	Salary Supplement	$2000.00	$4000.00
					FICA/IPERS	$331.60	$663.20
					TOTAL	$2331.60	$4663.20
TOTAL TCHR LEADERS			7	14			$80440.20

The **4 Teacher Leader roles** are designed to each play a significant & specific role in ensuring all components of **Iowa Professional Development Model** are in place.

Instructional Coach: Each building will have 1 FT Instructional Coach responsible for guiding the full cycle of District Professional Development Plan, from planning, to implementing, to evaluating impact of building or district PD. The Instructional Coach will serve 100% of time in the coach role, have 15 additional days & supplemental salary of $7,500 to

other Teacher Leaders at the building & district levels to design/deliver PD that strengthens instruction & increases achievement. They will spend much of their day working with individual teachers to support implementation of PD through observations, planning instruction, coaching, analyzing data, co-teaching, modeling instructional strategies, etc.

Professional Learning Coaches: Each building will have 3 Professional Learning Coaches supporting collaborative teams during PD learning time & individual teachers as they implement PD content. Having 3 building Professional Learning Coaches will allow each collaborative team of 6-7 teachers to have a coach available weekly to facilitate team learning & support team members' individual needs. The Professional Learning Coaches will be in the classroom 90% of the time & will model teaching strategies as needed. They have 10% release time, 10 additional days & supplemental salary of $5,000 to support a collaborative team & work with other Teacher Leaders to address learning needs based on formative data.

Mentor Teacher: Each building will have 2 Mentor Teachers responsible for supporting individual learning needs of teachers new to the profession & career teachers needing assistance in meeting teaching standards. They will be in the classroom 80% of the time. Mentor Teachers have 20% release time, 10 additional days & supplemental salary of $5,000 to support mentees. They will follow the same cycle as District Professional Development Plan with mentees to design & implement their Individual Professional Development Plan. Their primary responsibilities are to help mentees meet Iowa Teaching Standards & to implement district PD initiatives successfully.

Model Teacher: Each building will have 1 Model Teacher whose primary role is to serve as a model of exemplary teaching practices. They will support other teachers' learning & demonstrate how to implement what's learned in PD with fidelity. Model Teachers will be in the classroom 100% of the time, have 5 additional days & supplemental salary of $2,000.

Support for Teacher Leaders: $126,025.20 in TLS funds will be used to hire 2 teachers to replace the 2 Instructional Coaches serving in a coaching capacity full time. Funds also will be used to hire 1 part-time Partner Teacher for each building. It is anticipated these will be teachers emeriti who have been & will continue to be part of our PD learning. They will partner with teacher leaders to continue classroom instruction when they are serving as coaches/mentors & are out of the classroom. Partner Teachers will be available equivalent of 2 days each week (.4 FTE), providing consistent support for Teacher Leaders so that learning & instruction can continue without disruption.

Support for Teacher Leaders	FTE/ Bldg	FTE/ Dist	Amount per Building	Total Amount
Teacher Salary to replace Inst Coach	1.0	2.0	$35,000.00	$70,000.00
Insurance @ $685/month			$8,220.00	$16,440.00
Partner Teachers to support PL Coaches & Mentor Teachers	0.4	0.8	$12,000.00	$24,000.00
FICA/IPERS			$7,792.60	$15,585.20
SALARY/BENEFITS TOTAL	1.4	2.8	$63,012.60	$126,025.20
Leadership Training Costs				$18,077.62

District Financial Support for TLC: One important component to the success of the TLC program is ensuring a strong leadership training plan for all teacher leaders. Exact funding required for leader training has not been determined due to uncertainty of the type of training provided by AEAs & needed by leaders. $18,077 of TLS funds is budgeted for Teacher Leader training. District PD funding already budgeted will be used for training not covered by TLS funds:

PD Supplemental District Cost

•TQ Salary: extend teacher PD time ($26,330 FY14)

•PD Core: training for Teacher Leaders ($11,190 FY14)

District PD line item budget

•Substitutes for PD training ($34,216 spent FY13)
•PD training (spent FY13)
The district line item budget will fund necessary training for teacher leaders' success in leadership positions.

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