



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

138649 - Ensuring Learning through Teacher Leadership at Perry Community School District

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/16/2015 8:35 AM

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## Primary Contact

AnA User Id	KEVIN.VIDERGAR@IOWAID		
First Name*	Kevin		Vidergar
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:	Director of Teaching and Learning		
Email:	kevin.vidergar@perry.k12.ia.us		
Address:	1200 18th Street		
City*	Perry	Iowa	50220
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	515-465-3503		8556
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Teacher Leadership and Compensation System		
Fax:	515-465-5977		
Agency			

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## Organization Information

Organization Name:	Perry Community School District
Organization Type:	K-12 Education
DUNS:	
Organization Website:	

**Address:** 1200 18th St.  
  
Perry Iowa 50220  
City State/Province Postal Code/Zip  
**Phone:** 515-465-8391  
Ext.  
**Fax:**  
**Benefactor**  
**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Kevin Vidergar  
**Title** Director of Teaching and Learning  
**Organization** Perry Community School District

*If you are an individual, please provide your First and Last Name.*

**Address** 1102 Willis Avenue, Suite 200

**City/State/Zip\*** Perry Iowa 50220  
City State Zip

**Telephone Number** 515-465-4656

**E-Mail** kevin.vidergar@perry.k12.ia.us

### Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.  
If you are an individual, please provide your First and Last Name.*

**Name** Kent Bultman  
**Title** Director of Finance  
**Organization** Perry Community School District

**Address** 1102 Willis Avenue, Suite 200

**City/State/Zip** Perry Iowa 50220  
City State Zip

**Telephone Number** 515-465-4656

**E-Mail** kent.bultman@perry.k12.ia.us

County(ies) Participating, Involved, or Affected by this Proposal	Dallas County
Congressional District(s) Involved or Affected by this Proposal	3rd - Rep David Young (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	10
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	19
<i>District Map</i>	

## Minority Impact Statement

### Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

### Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **No**

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

### Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons. **Yes**

If YES, present the rationale for determining no impact.

**Teacher leaders will be selected from all candidates that apply, regardless of minority status. Teacher leaders hired through this grant will work with all teachers and students regardless of minority status.**

### Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge. **Yes**

Name of Person Submitting Certification. **Kevin Vidergar**

## Recipient Information

District **Perry Community School District**

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

County-District Number **25-5184**

*This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.*

Honorific **Mrs.**

Name of Superintendent **Lynn Ubben**

Telephone Number **515-465-4656**

E-mail Address **lynn.ubben@perry.k12.ia.us**

Street Address **1102 Willis Avenue, Suite 200**

City **Perry**

State **Iowa**

*Use the drop-down menu to select the state.*

Zip Code **50220**

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## TLC Application Contact

Honorific **Mr.**

Name of TLC Contact **Kevin Vidergar**

Telephone Number **515-465-4655**

E-mail Address **kevin.vidergar@perry.k12.ia.us**

Street Address **1102 Willis Avenue, Suite 200**

City **Perry**

State **Iowa**

*Use the drop-down menu to select the state.*

Zip Code **50220**

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## Demographic Profile

October 2014 Certified Enrollment **1834**

October 2014 Free/ Reduced Lunch % **72**

AEA Number **11**

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

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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)**

## **TLC Vision**

The Perry Teacher Leadership System will use a systematic approach to recruit, develop and retain trusted and respected teacher leaders. Teacher leaders will have clearly defined roles and will be given multiple opportunities to learn and grow throughout each school year. Perry Community Schools will continue to develop a collaborative school culture that is sustainable over time. Within the collaborative culture, all individuals will take ownership of one common goal: ensuring learning of all students PK-12. We will agree to give, accept and use any feedback that is aimed at positively impacting student achievement.

## **TLC Goals**

1. Recruit, develop, and retain effective teachers.
2. Clearly define roles & responsibilities for teacher leaders.
3. Develop a collaborative culture throughout the district, including giving, accepting, and using any feedback to improve learning and teaching.
4. Ensure learning for each student & positively impact student achievement.
5. Provide effective mentoring for new teachers.
6. Promote teachers moving into leadership roles

Planning for Perry Community School District's Teacher Leadership & Compensation Grant began April 2014 with an overview of the grant and creating a Teacher Leadership & Compensation (TLC) committee. This committee included elementary, middle, and high school teachers and principals, the Director of Teaching & Learning, Superintendent, and our AEA regional director. Parents participating in Perry SIAC meetings as well as parents serving as elected members of the School Board shared feedback several times during the development of the plan.

The TLC worked collaboratively with staff while developing our plan. Members of the TLC shared progress, asked and responded to questions, and collected feedback from district and building leadership teams, and used surveys and focus groups to do the same with teachers across the district. TLC members shared information with and collected feedback from the School Board, Perry SIAC, and Perry Rotary. The roles and responsibilities indicated most frequently by these groups became the starting point for determining specific teacher leadership roles and responsibilities that appear in our plan: Teacher Leadership & Mentor Coordinator, Instructional Coach, Mentor Teacher, Model Teacher, and Professional Learning Community Leader.

After identifying and revising each teacher leadership role and responsibilities, the TLC organized the application and selection processes. The application process encourages all teachers who have served at least three years in teaching and one year in the district to apply for leadership positions. Selection committees are composed of a majority of teachers, and teachers serving on the selection committees are voted on by the teaching staff (if more teachers apply to serve on the selection committee than are needed). This will ensure that teacher leaders are selected by their peers thus addressing one of the concerns raised by teachers—that there is a good 'match' between each teacher leader and the teachers with whom he/she will serve.

Teachers and administrators are excited about the possibilities that teacher leaders will bring to efforts for ensuring learning at high levels for all students. Perry has been creating a foundation during the previous three years to shift from a teaching-centered system to a learning-centered one. The comprehensive system of teacher leadership positions identified in our program will significantly accelerate the pace of this transition by providing personalized support for every teacher. Our TLC program creates a continuous improvement cycle using qualitative and quantitative evidence to assist all teachers in improving their craft.

The District TLC Team will meet monthly to review Teacher Leader logs and have conversations about how roles are impacting student learning and increasing teacher effectiveness. In addition, at least once a semester all certified staff will meet with building principals and/or Director of Teaching & Learning to discuss how the teacher leadership program is going. This feedback, along with the information mentioned previously will assist in determining effectiveness of the program and what improvements might be tried.

At least once each semester and more often initially, the District TLC Team will share updates with all staff, School Board, and Perry SIAC. This update will include areas of success and celebration as well as areas that teacher leaders are seeking to improve. Our goal is to communicate often and positively how the teacher leadership program is progressing, and ways that we can continue to adjust it in order to increase effectiveness.

The Teacher Leadership Plan was shared with all teachers in August 2015 and included a review of the vision and

goals, each of the leadership roles and responsibilities, selection process, and evaluation process. Teachers were encouraged to ask questions. At the conclusion, teachers anonymously indicated their level of support for the plan. 100% of teachers support the district's plan, although 41% did so with reservations. Reservations focused on how/whether the state will continue to fund this initiative and ensuring that teacher leaders are a good 'match' with the teachers that they would serve.

The plan was presented to administrators during a September 2015 admin team meeting and 100% of administrators support this plan. They shared similar concerns about continued state funding. The plan was presented to the School Board in October and they also indicated support for the plan.

Perry has a history of sustaining rigorous professional learning, supporting teacher collaboration, and celebrating student achievement—thanks to teachers who have been willing to work endless hours for no additional compensation. This grant will provide an opportunity for the district to reward these teachers for their continual dedication and expertise. Perry is confident that its TLC plan, implemented with fidelity, will positively impact student learning and achievement.

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

TLC Model Number

Model 3 Comparable Plan

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## Narrative

Using Part 1 application narrative from previous application? **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).

**1a** Planning for Perry Community School District’s Teacher Leadership & Compensation Grant began April 2014 with an overview of the grant and creating a Teacher Leadership & Compensation (TLC) committee. This committee included elementary, middle, and high school teachers and principals, the Director of Teaching & Learning, Superintendent, and our AEA regional director. Parents participating in Perry SIAC meetings as well as parents serving as elected members of the School Board shared feedback several times during the development of the plan.

<b>Teacher Leadership Committee</b>
<b>High School</b>
Dan Marburger, Principal Teachers: Eddie Diaz & Matt Hardy
<b>Middle School</b>
Shaun Kruger, Principal Teachers Nathan Krohn & Ned Menke
<b>Elementary School</b>
Trevor Miller, Principal Teachers Kim Herrera, Kristi Amstutz, Genna Kinley & Janna Bjork
<b>District</b>
Kevin Videgar, Director of Teaching & Learning Lynn Ubben, Superintendent
<b>Heartland AEA</b>
Tinna Wahlberg, Regional Director

The TLC began by discussing the current structure of leadership in our district and district needs based on student achievement data. Next the TLC learned about teacher leadership and teacher leader roles through articles, websites, and webinars. Four TLC members attended AEA workshops in August and September 2014 and reported back to the whole group. A timeline and outline of necessary steps for grant writing was created. The group met 7 full days during the 2014-15 school year. During these meetings, the group read through exemplar grant applications, and had purposeful conversations with other districts about their grant writing process. The group also had a panel discussion with the superintendent and Instructional Coach from Panorama CSD. Some committee members visited Southeast Polk to see their Teacher Leadership Plan in operation.

The district received \$11,857.12 from the Planning Grant. Funds allowed the committee to meet and engage in discussions and learning opportunities. Funds supported day-long committee meetings, covered costs for attending teacher leadership trainings, and compensated committee members for time spent beyond contract time. The table below shows how funds were spent as of Sept. 9, 2015. Remaining funds will be spent preparing for and implementing the application and selection process. Funds remaining after that will be divided equally among all committee members.

<b>Planning Grant Funds</b>	<b>Amount</b>
<b>Starting Amount</b>	<b>\$11,857.12</b>
Substitutes for teachers to attend planning meetings during the school day	\$6,295.32
Meals during full day meetings	\$684.93
Registration for two members to attend a conference (Leading the Change)	\$210.00
<b>Amount left to be divided among committee members</b>	<b>\$4,666.87</b>

**1b** The TLC engaged teachers throughout the process of developing the plan. For example, the TLC developed three surveys to determine teacher leadership roles and responsibilities. Two surveys, one for new teachers and one for mentors, helped the TLC identify areas of strength and need for the existing district mentoring program. Responses indicated a need for more support in the area of classroom management as well as more peer observation, both of which are incorporated into responsibilities for the mentor role. Another survey asked all teachers to indicate roles they felt might positively impact student achievement for students. The roles indicated most frequently by

respondents became the starting point for determining roles for the plan.

TLC teacher representatives met with small groups of teachers to gather feedback about each potential teacher leadership role. Teacher representatives asked their colleagues what they liked about each role and how they felt the role might benefit teachers and students. They also asked teachers to share any concerns as well as ideas that might better clarify each role. Feedback was used to revise the roles. The plan initially included two coordinator roles. However, teachers indicated that they felt these roles could be combined. The Model Teacher role was revised to better convey how this role will support district initiatives. More examples were added to clarify this role. Teachers expressed concern about having time to observe a Model Teacher. The Instructional Coach role was revised to include covering a teacher's class while he/she is observing a Model Teacher.

Administrators shared updates and gathered feedback from Building Leadership Teams, District Leadership Team, and School Board. The DLT suggested changing the title of the coordinator position to Teacher Leadership and Mentor Coordinator (formerly Teacher Leadership Coordinator) to better reflect the responsibilities of this role. The plan was also shared with the Perry SIAC and Perry Rotary. Feedback was used to improve the plan, including revising the language in the vision statement to indicate taking action to impact student achievement rather than agreeing to support efforts aimed at impacting student achievement.

**1c** The Perry Teacher Leadership Committee Plan was presented to all teachers in August 2015. The presentation began with a review of the vision and goals. The responsibilities for all positions, selection process, and evaluation process were also shared. Teachers were encouraged to ask questions. At the conclusion of the presentation, teachers anonymously indicated their level of support for the plan. 100% of teachers support the district's plan (see table below). The majority of reservations are related to funding and whether the state will sustain this initiative.

August 2015 Survey of Teachers	Percentage	Number
Teachers who completely support this plan	59%	81
Teachers who support this plan with reservations	41%	57
Teachers who cannot support this plan	0%	0

The plan was also presented to administrators during a September 2015 admin team meeting. 100% of administrators support this plan. They shared the same concerns about state funding mentioned by the teachers.

Members of the TLC shared the final plan with the Perry SIAC and School Board at their Sept. 2015 meetings. The Board approved the plan at the Oct. 2015 meeting.

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## Narrative

Using Part 2 application narrative from previous submission? **No**

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

State Goals:

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

The Teacher Leadership and Compensation (TLC) plan is founded on the principle that teacher leadership and coaching of peers will result in increased application of research-based practices, higher student achievement, and improved teacher job satisfaction. Perry CSD recognizes the need for teacher leadership to impact student learning. Currently, teacher leaders support a variety of district initiatives that, in turn, support student learning. Examples include facilitating authentic Professional Learning Communities (PLCs), integrating content and language objectives in every lesson, using formative assessment and providing effective feedback, and other strategies that will be learned during the 2015-16 school year to promote student engagement. Current teacher leadership roles support PLCs as they gather, evaluate, and respond to formative assessment data. Mentors work with individual teachers to improve instructional practices. Some teachers serve on a District or Building Leadership Team (DLT & BLT) to help design, facilitate, and evaluate professional learning to support building and district goals.

The Perry Community School District is unified in its commitment to develop knowledgeable, skilled, and productive citizens of character. In order to achieve this desired outcome and improve student learning, the following vision and goals were established:

**TLC Vision**

The Perry Teacher Leadership System will use a systematic approach to recruit, develop and retain trusted and respected teacher leaders. Teacher leaders will have clearly defined roles and will be given multiple opportunities to learn and grow throughout each school year. Perry Community Schools will continue to develop a collaborative school culture that is sustainable over time. Within the collaborative culture, all individuals will take ownership of one common goal: ensuring learning of all students PK-12. We will agree to give, accept and use any feedback that is aimed at positively impacting student achievement.

**TLC Goals**

1. Recruit, develop, and retain effective teachers.
2. Clearly define roles & responsibilities for teacher leaders.
3. Develop a collaborative culture throughout the district, including giving, accepting, and using any feedback to improve learning and teaching.
4. Ensure learning for each student & positively impact student achievement.
5. Provide effective mentoring for new teachers.
6. Promote teachers moving into leadership roles.

**District Goals**

In addition to the TLC goals, the district is striving to meet the following academic goals, through targeted professional development, for the 2015-2016 school year:

1. Reading: The percent of full academic year students in grades 3-8 and 11 who test as proficient or higher using the national standard score that is appropriate for their grade level on the Iowa Assessment Reading Test in 2015-16 will increase when compared to the full academic year students in grades 3-8 and 11 in 2014-15. The base line in 2014-15 was 67.2%.
2. The percent of full academic year students in grades 3-8 and 11 who test as proficient or higher using the national standard score that is appropriate for their grade level on the Iowa Assessment Mathematics Test in 2015-16 will increase when compared to the full academic year students in grades 3-8 and 11 in 2014-15. The base line in 2013-14 was 73.8%

**Iowa Assessment Percentages for the 2014-2015 school year:**

	3rd	4th	5th	6th	7th	8th	9th	10th	11th
Reading	57.7	65.3	67.4	58.7	70.7	72.4	78.3	76.3	75.6
Math	62.1	80.4	70.4	74.3	86.0	68.1	63.2	65.2	74.1

**Improving learning goal area:**

If teachers fully unpack the Iowa Core for literacy and mathematics in grades K-12 and for all other content areas in grades 6-12, and teachers learn and apply evidence-based assessment practices and strategies in daily lessons, then the number of students testing as proficient or above in reading, mathematics, and science (grades 3-11) will increase as measured by the Iowa Assessments when compared to the previous school year.

**Closing an achievement gap goal area:**

If teachers fully implement each of the actions found in the district corrective action plan for the English as a Second

Language program, then the gap between the percent of English Learners (ELs) testing as proficient or above in reading and mathematics and the percent of non-English Learners testing in the same categories on the Iowa Assessments will decrease when compared to the previous school year.

The district continues to focus on improving student achievement in the subgroups of socio-economic status, EL and special education. The following is the collapsed Iowa Assessment data for grades 3 -- 11:

Reading Proficiency: Low SES: 65%, EL: 25%, IEP: 28%

Math Proficiency: Low SES: 66%, EL: 35%, IEP: 33%

The district goals and the TLC goals are connected by a strong emphasis on student achievement.

Using Part 3 application narrative from previous submission?      **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)**

The Perry TLC plan was designed to enhance current district initiatives supporting three goal areas listed in the District Professional Learning Plan. The Teacher Leadership and Mentor Coordinator will ensure that the work of teacher leaders supports district and building goals. Instructional Coaches will monitor the implementation of instructional strategies and use this information to collaborate with the Teacher Leadership & Mentor Coordinator and Director of Teaching & Learning to design professional learning tailored to teachers' needs and teacher leaders' needs.

One district goal area is improving learning. The district began introducing teachers to Professional Learning Communities (PLCs), a structure to support a focus on learning, in the fall of 2014. The district assigned teachers to serve as PLC Leaders to facilitate PLC meetings with grade level and department teams. PLCs create a venue for teachers to work collaboratively to implement district initiatives related to student learning, including unpacking the Iowa Core, developing and analyzing common formative assessments, and instructional strategies aimed at improving the learning of students who are English Learners (ELs). The TLC plan will support teachers in implementing PLCs in several ways. First, the plan augments the role of PLC Leaders by including additional training for these teachers to become more effective facilitators as they work with colleagues to determine what students need to learn, how to assess learning, and how to respond when students struggle or need extensions. PLC Leaders will collaborate with teachers to implement a cyclical formative assessment process and effective instructional strategies and practices. The TLC plan also provides support for teachers beyond the PLC meetings. Model Teachers will model implementation of these strategies and practices, and Instructional Coaches will support teachers as they apply these strategies and practices. In addition, they will coach teachers on strategies to differentiate instruction as part of our multi-tiered system of supports. Mentor Teachers will engage in conversations and peer observations with their mentees to ensure they feel supported as they implement the strategies and practices discussed in PLC meetings. Another district goal area is to close the achievement gap between students who are English Learners (ELs) and students who are native speakers of English. Approximately 37.4% of the students in the district are ELs. Teachers have participated in professional learning focusing on using strategies aimed at helping EL students learn content and language simultaneously, such as discussing content and language objectives with students. However, 2014-15 walkthrough data indicates that 55% of teachers are consistently using content and language objectives despite three years of focusing on this strategy during district and building professional learning. As a result, the district has not yet proceeded to helping all teachers learn to effectively teach academic vocabulary, the next identified strategy in the District Action Plan. Therefore, while presentations during inservice meetings may be helpful for providing an overview and rationale for using a particular strategy, it is apparent teachers need more support to successfully implement these strategies.

The teacher leader roles will support teachers as they integrate content and language objectives in every lesson. For example, Model Teachers will model effective ESL strategies and have conversations about these strategies with their colleagues. PLC Leaders will be able to facilitate discussions about essential learning targets and then guide teachers to determine content and language objectives. In addition, PLC Leaders will guide teachers to look at formative assessment data through an ESL lens to identify how these students are progressing. Instructional Coaches will be able to assist teachers in selecting and implementing effective teaching strategies to help ELs learn.

A third district goal area is creating a safe environment for learning. The TLC plan will support teachers as they implement strategies to help all students feel successful and feel some level of control over their learning. During the 2014-15 school year, Perry PLCs studied the importance of giving effective and frequent feedback to students. PLC Leaders will continue to lead their colleagues in this work so that all teachers use feedback to help students feel confident that they can meet learning targets.

Each building is implementing a plan that best suits the building needs for maintaining a safe learning environment. Since 2013 Perry Elementary School has been using the PBIS (Positive Behavior Intervention Support) framework to create a safe learning environment for students. Perry High School and Middle School have implemented a connections advisory model in which all teachers implement lessons that help create a safe learning environment by building positive relationships between teachers and students. The TLC plan would require that Mentor Teachers guide new teachers to understand why the Perry Community School District uses the frameworks above, and Mentor Teachers would provide guidance on classroom management strategies that foster safe learning environments. Model Teachers will demonstrate how important and helpful behavior expectations are when used as part of their classroom

**management styles.**

Using Part 4 application narrative from previous submission? **No**

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

In order to customize a TLC plan that meets the needs of the Perry Community School District (PCSD) and its educators, the planning committee first had to analyze the effectiveness of the district's current teacher Mentoring and Induction plan. We gathered data through a survey conducted in the fall of 2014 to identify areas of effectiveness in our current plan as well as areas for improvement.

**Current Areas of Effectiveness:**

PCSD participates in the Heartland AEA mentoring program and has asked that mentors attend Mentoring Matters at least once. The purpose of these programs is to help new teachers transition successfully into the teaching profession by preparing participants with strategies to address the various demands and issues that first few years of teaching present and to teach veteran teachers strategies for serving as effective mentors.

PCSD assigns a mentor teacher to all teachers who are new to the district. Currently, the Director of Teaching and Learning and the Director of Learning Supports organize professional development for mentors and new teachers to become acquainted and start their mentorship. This occurs prior to the start of the school year. One change resulting from implementing the TLC plan is that developing these activities will become the responsibility of a much larger group that includes, in addition to the two mentioned previously, the Teacher Leader and Mentor Coordinator and several mentor teachers.

PCSD requires mentors to send documentation of meeting times and dates with new teachers to appropriate school administration. Mentors meet with teachers new to the district as follows:

First Year Teachers	Meet weekly throughout the school year.
Second Year Teachers	Meet weekly during 1st quarter and then bi-monthly during the remainder of the school year.
Veteran Teachers	Meet weekly during the 1st quarter, bi-monthly during the 2nd quarter, and then monthly the remainder of the school year.

**Targeted Areas of Improvement:**

We surveyed all mentors and mentees in the PCSD to gauge the effectiveness of our current mentoring program. Our survey showed that 40% of mentor/mentee pairs were not meeting weekly. We also lacked a consistent form for documenting meetings. Nearly half of the mentors felt that they did not receive enough information to successfully provide mentorship to new teachers. Our data showed that mentor/mentee pairs were not consistently working on differentiated instruction, formative/summative assessments, implementing the Iowa Teaching Standards, lesson planning, and interpreting summative assessment data. This data provides evidence that a new mentor program is needed in the PCSD.

**Strategies to Improve Teacher Entry**

Our new mentoring program will help the district meet our vision statement. Effectively supporting new teachers will help them develop as educators and increase their retention. We will provide each of our new teachers with the support of a mentor. We will support the mentors and new teachers with a Teacher Leadership & Mentor Coordinator.

**Role and Responsibilities for Teacher Leadership & Mentor Coordinator**

- Design and coordinate the district mentoring program, including facilitating class sessions for mentees, ensuring consistency of sessions across buildings, identifying core curriculum for this program, purchasing needed materials, etc.
- Follow criteria for identifying mentors and then lead selection & hiring of mentors.
- Arrange training for mentors, especially for mentors in their first or second year, as needed.
- Match mentee needs with mentors and other teachers in the district.
- Meet regularly with mentors to provide support and coaching as needed.
- Ensure mentors and mentees are meeting as expected; identify how mentors will document these meetings.
- Ensure that mentors and mentees observe each other as outlined in the description of mentoring responsibilities.
- Assist with recruiting new teachers to serve in the district at local, regional, and national teacher fairs.
- Meet regularly with building principals to discuss progress of mentors and mentees, how mentors are doing, and other concerns such as if a mentor/mentee do not get along, are not meeting regularly, etc.

**Roles and Responsibilities for Mentor**

- Provide coaching/training for mentees about effective classroom instructional and assessment practices, and school

district policies and procedures

- Hold formal/informal meetings at least once a week with at least one meeting being face-to-face.
- Participate in trainings as arranged by the district Teacher Leadership & Mentor Coordinator and/or the Director of Teaching & Learning.
- Participate in peer observations (mentor observes mentee and mentee observes mentor) as outlined by the Teacher Leadership & Mentor Coordinator and/or the Director of Teaching and Learning.
- Share successes of new teacher; encourage new teacher, coach and support as the new teacher works toward his/her goals, etc.

By implementing a new mentor program the TLC is confident that we will obtain higher quality of teaching from our new teachers and self-efficacy that will translate to higher levels of teacher retention. In addition to support from Mentors, new teachers will also receive support from Instructional Coaches and Model Teachers as well as be part of PLCs. Instructional Coaches will visit new teacher's classrooms to observe and share feedback as well as arrange for new teachers to visit classrooms of Model Teachers to observe effective classroom management and instructional practices.

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## Narrative

Using Part 5 application narrative from previous submission?      **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.

## Leadership Roles

The Teacher Leadership & Compensation committee worked collaboratively with staff through district and building leadership team meetings and through staff surveys to create and revise these leadership positions. Teacher leadership positions include a Teacher Leadership & Mentor Coordinator, Instructional Coach, Mentor Teacher, Model Teacher, and Professional Learning Community (PLC) Leader.

### Teacher Leadership and Mentor Coordinator

- Full time position with no teaching responsibilities, 15 days.
- May serve as Instructional Coach and work directly with teachers
- Report to the Director of Teaching & Learning.

### Roles & Responsibilities

Support professional learning throughout the district.

- Collaborate with administrative team to develop and implement professional learning and training for model teachers on effective strategies, PLC leaders, and Instructional Coaches.
- Document meetings with and provide coaching for leadership teams. (i.e., PLC leaders, Instructional Coaches, Mentors, Model teachers).
- Assist Instructional Coaches in coaching teachers as they develop and implement Individual Teacher Professional Development Plans.

### Program Evaluation

- Collaborate with Director of Teaching & Learning to design and implement a system for assessing impact of the teacher leadership program on student learning and achievement.
- Develop surveys on effectiveness of program for teachers and administrators to complete.
- Communicate with community, Board, Perry SIAC, etc. on progress of the district in implementing the teacher leadership system.

### Coordinate the district mentor program

- Design and coordinate the district mentoring program, facilitate class sessions for mentees, ensure consistency of sessions, identify core curriculum, purchase needed materials, etc.
- Follow criteria for identifying mentors and lead selection & hiring of mentors.
- Arrange training for mentors, especially for those in their first or second year.
- Match mentee needs with mentors.
- Meet regularly with mentors to provide support and coaching.
- Ensure mentors and mentees are meeting as expected; identify how mentors will document these meetings.
- Ensure that mentors and mentees observe each other as outlined in the description of mentoring responsibilities.
- Assist with recruiting new teachers to serve in the district.
- Meet regularly with building principals to discuss progress of mentors, mentees, and Instructional Coaches.

### Mentor

- This position will be an extra duty with extended contract for a full time teacher.
- There will be up to 15 mentors throughout the district, each working with one to four teachers in their first or second year of teaching, veteran teachers new to the district, and teachers assigned a mentor by the principal (e.g., a teacher needing intensive assistance).
- Reports to the Teacher Leadership & Mentor Coordinator.

### Roles and Responsibilities

Provide coaching/training for mentees about

- effective strategies for classroom management and managing student behaviors.
- school and district policies and procedures (e.g., how to call in for a substitute, make copies, create a requisition, who to contact in the business office with a question, etc.)
- developing an effective Individual Teacher Professional Development Plan.
- coaching mentee on effective ways to build parent and community partnerships.
- analyzing student work and whether it meets the standard or learning targets.
- developing and using formative and summative assessments as well as interpreting evidence from these assessments.

- the Iowa Core and associated effective instructional practices.
- the Iowa Teaching Standards, ethics, and using social media responsibly.
- effective strategies for teaching English Learners and students from a low socio economic background.
- how to design and implement effective lessons (e.g., lesson planning, selecting effective instructional strategies, differentiating instruction, etc.).
- setting goals for growth and then assisting the mentee as he/she works toward those goals.
- Hold formal/informal meetings at least once a week with at least one meeting being face-to-face.
- Participate in trainings arranged by the district Teacher Leadership & Mentor Coordinator and/or the Director of Teaching & Learning.
- Participate in peer observations (mentor observes mentee and mentee observes mentor) as outlined by the Teacher Leadership & Mentor Coordinator and/or the Director of Teaching & Learning.
- Share successes of new teacher; encourage new teacher, coach and support as the new teacher works toward his/her goals, etc.

#### Instructional Coach

- Full time position with no teaching responsibilities, extended contract up to 10 additional days.
- Up to 6 coaches with 3 at elementary and 3 at secondary
- Reports to the Teacher Leadership & Mentor Coordinator.

#### Role and Responsibilities

##### Instruction and Differentiation

- Coach teachers on designing effective lessons (e.g., assist with designing effective literacy blocks, integrating science & social studies into literacy, integrating technology, etc.).
- Assist colleagues with differentiating instruction for all learners.
- Assist colleagues with selecting and implementing effective teaching strategies.
- Share instructional/professional resources to meet the needs of individual teachers.
- Monitor consistency of instruction across grade levels and buildings through observations, analyzing data from the Instructional Practices Inventory, conversations with administrators, etc.
- Model instructional strategies and arrange for teachers to observe specific model teachers.
- Teach a lesson for a teacher so s/he can observe model teachers, mentors, or mentees.
- Assist teachers as they develop and implement the Individual Teacher Professional Development Plan.
- Identify and direct the work of the model Teacher.
- Collaborate with Teacher Leadership & Mentor Coordinator and Director of Teaching & Learning to plan and facilitate PLC leader meetings.

##### Assessment

- Engage peers in analyzing and using data to make instructional decisions.
- Facilitate implementation of multi-tiered systems of supports in order to ensure all students are learning at high levels.
- Assist with analyzing assessment data to determine students needing interventions and potential interventions.
- Work with teachers to develop and implement intervention plans such as reteaching, modeling, integrating technology, etc.
- Lead development of benchmark assessments (e.g., pre-assessments and post assessments) for all grade levels and content areas.

##### Professional Growth

- Collaborate with administrators to design and/or lead professional learning for all staff.
- Build an understanding of Iowa Core and learning progressions, and use this knowledge to provide coaching for all teachers.
- Actively participate in professional learning on academic coaching as identified by the Teacher Leadership & Mentor Coordinator and/or the Director of Teaching & Learning.
- Continues to grow as a professional through training, research on best practices, etc.

#### Model Teacher

- This position will be an extra duty with extended contract for a full time teacher. Model teachers earn \$30/hour.

- All teachers in the district have the potential to be Model Teachers. The Director of Teaching & Learning, Teacher Leadership & Mentor Coordinator, building principals, and Instructional Coaches will identify and direct the work of the Model Teacher.

#### Roles and Responsibilities

- Meet as appropriate with Instructional Coaches to plan visits with other teachers.
- Model effective teaching demonstrating effective classroom instructional and management techniques in support of district and building goals.
- Meet with observing teachers before a visit to plan as well as debrief the observation afterwards.
- Examples of activities for a model teacher include:
  - Open classroom to new teachers, their mentors, and veteran teachers; conversations with teachers about the observation may occur before or after school or planning may occur before or after school because model teacher is meeting with observing teachers during school.
  - Research and implement innovative curriculum practices (i.e., be an early adopter).
  - Videotape instruction and share videos with staff.
  - Share instructional resources with all staff, including web sites, instructional materials, texts, or other resources to use with students. In addition, model teachers will share professional resources such as articles, books, lesson or unit plans, and assessment tools.

#### Professional Learning Community (PLC) Leaders

- This position will be an extra duty with extended contract for a full time teacher.
- There will be up to 32 PLC leaders throughout the district (teachers determined two facilitators per PLC), with a goal of having them equitably distributed at each building.
- Reports to the Teacher Leadership & Mentor Coordinator.

#### Roles and Responsibilities

PLC leaders will work with members of their PLC to:

- ensure that the PLC sets norms and follows them.
- cultivate a professional culture of shared ownership for ensuring all students experience success.
- set learning targets, determine methods for collecting evidence of learning based on the targets.
- review data, identify interventions, monitor effectiveness of lessons and interventions, etc.
- support creation and consistent use of common formative and summative assessments.
- facilitate discussions about ways to improve/differentiate instructional practices to more effectively meet the learning needs of students.
- support group collection and analysis of evidence of student learning, including analyzing strengths and weaknesses of student work in relation to established learning targets from the Iowa Core.
- create agendas centered on student and teacher growth.
- facilitate collaborative decision making and reaching consensus in order to further the PLC's work.
- facilitate ongoing discussions to help teachers to agree on standards, define what evidence constitutes levels of mastery, how to most effectively follow the district curriculum (Iowa Core) and ensure high levels of learning for all students, contribute to reaching district and building-level goals, use learning progressions to scaffold learning experiences for students, etc.
- PLC Leaders will enhance professional growth in the district through their guidance of PLCs. They will provide a channel for ongoing communication between PLCs, teacher leaders, and administrators. PLC Leaders are responsible for ensuring the work of PLCs centers on teaching and learning.
- PLC leaders will collaborate with other PLC leaders, Instructional Coaches, Model Teachers, building principals, Director of Teaching & Learning, and Teacher Leadership & Mentor Coordinator, to determine types of learning opportunities teachers' need.
- Actively participate in ongoing training in district curriculum, effective instructional practices, strategies for analyzing evidence of student learning, research-supported instructional models, etc.
- Be current on research-supported best practices.
- Attend conferences focused on professional learning communities while serving as a PLC Leader.

Part B:

**Mentors and PLC Leaders are already in place throughout the district. Teachers are serving in these positions as part of the district's plan for improving student learning and achievement through assisting teachers as they develop more effective instructional strategies. Instructional Coaches and Model Teachers will provide additional supports for all teachers throughout the district.**

**The Instructional Coaches, Mentors, PLC Leaders, and Model Teachers act as instructional leaders who share the responsibility of carrying out the vision, mission, and goals of the school community via the district and building professional learning plans. These teacher leaders work with district leadership to improve student learning and achievement. These positions will provide coaching, co-teaching, and job-embedded professional learning related to Iowa Core and school improvement plans. These positions support teachers in improving instructional practices which facilitate learning by modeling effective instructional practices and effective classroom management practices.**

**Using Part 6 application narrative from previous submission?      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 Teacher Leadership Committee organized the application and selection process for teacher leadership positions. The committee reviewed the application process with building leadership teams and the District Leadership Team to ensure input from a variety of stakeholders in addition to reviewing exemplars identified by the Iowa Department of Education.

**Step 1:** A teacher may apply for any position if s/he has taught at least three years and taught in Perry for at least one year. Applicants will complete a cover sheet and respond to a set of screening questions. On the cover sheet there is a place to indicate the position(s) that the applicant is applying for. Applications are submitted to the Teacher Leadership & Mentor Coordinator (except for year one or when hiring a new Teacher Leadership & Mentor Coordinator. When that happens, applications are submitted to the Superintendent). Only complete applications will be considered for Step 2. After the due date, completed applications for Mentors and PLC Leaders are given to the building principal and applications for Instructional Coaches are given to the Director of Teaching & Learning. Applicants will share evidence of their level of effectiveness and professional growth as part of the screening questions. Applicants will submit a copy of their Individual Teacher Professional Development Plan in which they share professional growth goals and steps taken toward those goals. Applicants will also share ongoing professional growth opportunities that they've attended and how they have implemented things that they've learned. Applicants will share their level of effectiveness during the interview with the selection committee. During this time selection committees are formed. The next section contains information on the composition of the selection committees and how they are formed.

#### Selection Committees

There will be 3 selection committees: one representing the elementary, one representing grades 6-12, and the third representing the district. The district committee will be composed of members of the two building-level committees. Each committee will consist of a simple majority of teachers with a minimum of 5 and maximum of 7 members (e.g., three to five teachers and one to two administrators).

Any teacher in the district, other than those applying for a teacher leadership position, will be invited to serve on a selection committee. After the sign-up period ends a list of interested teachers will be created for each committee. If there are more than five teachers interested in serving, all teachers at that level (i.e., elementary and secondary) will vote on which teachers will actually serve on the committee.

The selection committees will be:

- elementary or secondary-based for selecting PLC Leaders, Instructional Coaches that will work at that level, and mentors, and
- district-based for selecting the Teacher Leadership & Mentor Coordinator.

If a candidate is not selected for the Teacher Leadership & Mentor Coordinator and the committee determines that the person would serve well in another teacher leadership position, committee members will recommend that applicant to the appropriate building or level committee for a different position.

**Step 2:** Prior to the interviews, all committee members will review each candidate's application and score responses using a rubric.

**Step 3:** Applicants who score between a 19 and 21 on the rubric are interviewed. Interview questions include a core set plus questions tailored to each leadership position. Responses are scored using a rubric. During the interview, the committee can follow up with questions based on the written application.

**Step 4:** Consensus of the committee determines which candidates will be in each open position. If an applicant has applied for more than one position, the selection committee will recommend the applicant for the most appropriate position.

**Step 5.** Each committee will share recommendations with the Superintendent.

**Step 6:** The Superintendent will make final hiring recommendations to the Board of Education.

Order of positions to be hired:

1. Teacher Leadership & Mentor Coordinator
2. Instructional Coaches
3. Mentors
4. PLC Leaders

Model Teachers will be identified through observations by administrators and Instructional Coaches. Model Teachers

must display a demonstrable skill that relates to district or building improvement goals.

If a teacher leader (i.e., Teacher Leader/Mentor Coordinator or Instructional Coach) wishes to return to the classroom, that position is eliminated due to budget concerns, or that teacher is not successful in the leadership position as determined by evaluation, that teacher is promised a position in the district.

#### Evaluation

Teachers in leadership positions will be evaluated annually according to the Teacher Leadership Standards from Teacher Leader Model Standards ([teacherleaderstandards.org](http://teacherleaderstandards.org)). Evaluations will be completed by February 1 of each school year by a team including the building principals, Director of Teaching & Learning and Teacher Leadership & Mentoring Coordinator (except when this position is being evaluated). Evidence is gathered through

- surveying teachers and administrators each January; the survey will focus on effectiveness of each teacher leader position.
- a log kept by each teacher leader documenting how they spend their time fulfilling responsibilities. Note that this log is not needed for model teachers.
- self-reflection focused on what the teacher leader is learning about him or herself as a teacher leader.

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## Narrative

Using Part 7 application narrative from previous submission?      **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 description of the role teacher leaders will play in the creation and delivery of professional development.
- 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.](#)*

Perry Community School District's professional development (PD) has recently focused on aligning curriculum with the Iowa Core, integrating content and language objectives for every lesson, implementing authentic professional learning communities, implementing formative assessment and strategies for differentiating instruction based on the formative data, using the instructional practices inventory, and developing multi-tiered systems that provide targeted student interventions. The district's PD going forward will include a collaborative effort from building principals, district leadership team, and Director of Teaching & Learning to work with the Teacher Leadership & Mentoring Coordinator and Instructional Coaches to develop sustainable PD activities specific to district wide areas of need identified through analysis of student performance and instructional data. Teacher leaders will use the Iowa Professional Development Model (IPDM) to plan, deliver and implement professional learning. The Teacher Leadership & Mentor Coordinator will organize and support all teacher leadership positions in the identification, delivery, analysis and evaluation of current and future professional learning initiatives. The table below describes how each teacher leader's role pertains to professional development.

IPDM Component	How the District will use teacher leaders to create & deliver professional learning
Collect/Analyze Student Learning Data	<p>Instructional Coaches will collaborate with classroom teachers to gather and analyze student learning data, identify students' needs, analyze and prioritize trends, share this data with grade level teams, PLCs, and district leadership, and work collaboratively to make common assessments.</p> <p>Mentors will collaborate with mentees to gather, analyze, and review formative assessment data and classroom management evidence, identify student learning needs, and develop plans for addressing these needs.</p> <p>PLC Leaders will collaborate with Instructional Coaches and their team to use gather, analyze, and review formative assessment data, identify student learning needs, and develop plans for addressing these needs.</p> <p>Collected data will be used to inform the district and building professional learning plans.</p>
Goal Setting	<p>Instructional Coaches will lead goal-setting processes with individual teachers, grade level teams, PLC Leaders, and/or administration based on collected data.</p> <p>Mentors will collaborate with their mentees to set goals based on collected data and observations.</p> <p>PLC Leaders will engage their peers in analyzing and using data to set new short-term goals that strengthen instructional practices.</p>
Selecting Content	<p>Instructional Coaches will collaborate with the Teacher Leadership and Mentor Coordinator and Director of Teaching and Learning to study potential professional development content that appear likely to assist the team in meeting the identified goals.</p> <p>Mentors will collaborate and guide their mentees to participate in professional learning opportunities that will assist the mentee in reaching goals established earlier.</p> <p>PLC Leaders will help identify and select professional learning content for their PLC based on evidence collected by the team.</p>

<p><b>Designing Process for PD</b></p>	<p>Instructional Coaches, Mentors, PLC Leaders, Teacher Leadership and Mentor Coordinator, and Director of Teaching and Learning all play integral roles in this process. These leaders will work together as a team to design the delivery system for professional learning. This will include developing a timeline for delivery, selection of content providers, and evaluation of impact.</p> <p>Teacher Leadership and Mentor Coordinator and Instructional Coaches will provide oversight of effective instructional practices and interaction with PLC Leaders and Mentors.</p>
<p><b>Training/Learning Opportunities</b></p>	<p>Instructional Coaches, Mentors and Model Teachers will demonstrate effective instructional practices being studied during professional learning or as part of a teacher's Individual Professional Development Plan.</p> <p>PLC Leaders will work with their team to field questions regarding implementation of strategies that the team has decided to try using in response to formative assessment data.</p>
<p><b>Collaboration/ Implementation</b></p>	<p>Instructional Coaches, Mentors, and PLC Leaders will support their colleagues in the implementation of research-based practices that are determined to be areas of focus and need as identified through the earlier steps of the IPDM.</p> <p>Model Teachers will support their colleagues in the implementation of research-based practices as identified by the Instructional Coaches, the Teacher Leadership and Mentor Coordinator and administrators.</p>
<p><b>Ongoing Data Collection (Formative Evaluation)</b></p>	<p>Instructional Coaches and PLC Leaders will collect progress data on professional development implementation. This will be done with surveys, evaluation forms, student learning data, and observations. These same leaders will share summaries of this data with the Teacher Leadership and Mentor Coordinator, Director of Teaching and Learning, and the District Leadership Team at various times through the school year.</p> <p>Mentors will collaborate with their mentees to collect data as they work toward goals established by the pair.</p>
<p><b>Program Evaluation (Summative)</b></p>	<p>Instructional Coaches, Teacher Leadership and Mentor Coordinator, and the District Leadership Team will use ongoing data collected about professional learning to monitor progress and make changes as needed based upon the data. This group will ensure that the Iowa Professional Development Model is fully implemented.</p>

Using Part 8 application narrative from previous submission?      **No**

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

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

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

The District TLC Team, including the Director of Teaching & Learning, Teacher Leadership and Mentor Coordinator, Instructional Coaches, principals and superintendent, will initially meet monthly to discuss implementation and program effectiveness. During each monthly meeting, they will examine Teacher Leader logs, have conversations about how roles are impacting student learning and increasing teacher effectiveness. At least once each semester and more often initially, the team will share an update on the work of the various teacher leaders with all staff. This update will include both areas of success and celebration as well as areas that the teacher leaders are seeking to improve.

**Goal 1: Recruit, develop, and retain effective teachers.**

**Short-term:** The Teacher Leadership & Mentor Coordinator will collaborate with the Director of Teaching & Learning and the Mentors to develop and implement an effective mentoring program for all teachers new to the district.

**Long-term 1:** The Teacher Leadership & Mentor Coordinator will lead a group of school personnel to focus on recruiting quality educators by attending career fairs and reaching out to post-secondary teacher prep programs. Recruiting efforts will focus on increasing the diversity among staff.

**Long-term 2:** The Teacher Leadership & Mentor Coordinator will collaborate with the Director of Teaching & Learning and the Mentors to develop a system that will encourage and support current students at Perry who are interested in education as they pursue a degree so they may return to Perry CSD for their teaching careers.

**Goal 2: Clearly define roles & responsibilities for teacher leaders.**

**Short-term:** The TLC worked to clearly define roles and responsibilities during the 2014-15 planning process.

**Long-term:** Teacher Leaders will use a log to document how their time is used. The Teacher Leadership & Mentor Coordinator will lead a review process to determine what adjustments need to be made to ensure each teacher leader's responsibilities are clearly defined. This process will help to determine if each role is being implemented as intended and ensure a match between the written job description and the enacted job position.

**Goal 3: Develop a collaborative culture throughout the district, including giving, accepting, and using feedback to improve learning and teaching. Teacher leader logs will show what actions occur during interactions between teacher leaders and teachers as well as between teacher leaders and administrators.**

**Short-term:** Teacher leader logs will show evidence of teacher leaders performing their roles as intended.

**Long-term:** More collaboration over time as evidenced by an increased number of teachers working with the Instructional Coaches, more teachers observing in each other's classrooms, and increasing the size of the model teacher video library.

**Goal 4: Ensure learning for each student & positively impact student achievement.**

**Short-term:** The percentage of students in grades 3-11 who demonstrate growth on the Reading Comprehension, Math, and Science subtests of the Iowa Assessments will increase.

**Long-term:** The percentage of students in grades 3-11 who demonstrate growth on the Reading Comprehension, Math, and Science subtests of the Iowa Assessments will continue to increase with the goal of all students being proficient or above.

**Goal 5: Provide effective mentoring for new teachers.**

**Short-term:** Implement a mentoring program designed to meet the needs of teachers in the district.

**Long-term:** Increase in the number of first and second year teachers, and veteran teachers new to Perry reporting satisfaction with the district mentoring program.

**Goal 6: Promote teachers moving into leadership roles.**

**Short-term:** Up to 25% of teachers take on a leadership role.

**Long-term:** Retaining teachers in teacher leadership roles through developing and supporting their leadership skills.

Using Part 9 application narrative from previous submission?      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)**

Perry Community School District (PCSD) has a long tradition of successful implementation of other initiatives which include leadership opportunities for teachers. PCSD implemented a School in Need of Assistance restructuring plan in the fall of 2013 that included six major goal areas. Implementing this plan during the 2013-14 school year led to the elementary achieving 'delay' status for reading. PCSD continues to implement the Iowa Core, as well as integrate Sheltered Instruction (SIOP) as part of efforts to continually improve learning and teaching. For example, all staff were trained in the SIOP model during the 2010 school year and ongoing professional development is available to refresh and train new staff. Teachers engaged in unpacking the Iowa Core and identifying content and language objectives, which teachers post and discuss during lessons. The district will be implementing explicitly teaching academic vocabulary as part of daily lessons.

PCSD also sent 33 staff members to the Professional Learning Community (PLC) conference in Minneapolis to implement with fidelity the PLC model. In the summer of 2015 an additional 22 members attended to further support implementation of authentic PLCs. The district will ensure that all PLC Leaders attend this conference; in addition, the district will continue sending teachers and administrators until 100% of staff have attended. Further support for PLC Leaders includes a rotating team attending this conference, PLC Leaders meeting monthly to discuss leading their respective PLCs, and attending other leadership trainings identified by the Teacher Leadership & Mentor Coordinator, building principals, and the Director of Teaching & Learning.

PCSD is putting supports in place to implement and sustain the TLC Program including the following:

- AEA partnership providing teachers training on coaching (examples: interventions, instructional coaching, gradual release, student engagement strategies).
- Feedback from Mentors, mentees, Instructional Coaches, Teacher Leadership & Mentor Coordinator.
- Policies to ensure fair access to the positions and treatment of the staff who step into these roles.

#### **Sustainability Management**

The Superintendent and Director of Teaching & Learning will have the following roles to support sustainability.

- Establish and monitor the timeline for TLC staff and external replacement teachers.
- Training for newly created positions.
- Organize and conduct implementation meetings with new TLC staff.
- Create and review follow up data from surveys.
- Facilitate the evaluation system for each leadership position.
- Allocate and adjust funding with changes in leadership roles and state funding.

#### **Role of Building Principals**

Building principals are rapturous about the TLC plan and the possibilities it opens for real long term improvements in student and teacher learning. Each has expressed deep commitment to carrying out his/her roles. Building principals foster a climate of support for our teacher leaders. In addition, they will develop a schedule that allows faculty to take advantage of the new resources that will come with our teacher leaders. For example, faculty will need to be released from teaching duties in order to visit Model Teacher classrooms. Mentor and beginning teachers will need to be released from teaching duties in order to observe each other. Faculty will need to be given time to meet with Instructional Coaches.

#### **Hiring**

All staff members will be given equal opportunity to apply for open TLC positions on an annual basis. Staff members who accept full time positions will have their current position filled. The teacher who accepted the TLC position will be ensured a position within the district if they elect to return to the classroom or are asked to resign their leadership position. Teachers hired to replace the newly hired TLC positions will be subject to Master Contract conditions on transfers and retention. This will ensure getting the best possible candidates to replace our teachers who accept leadership positions.

Initial hiring will take place once we have been approved for the TLC Grant. We anticipate these hiring's to occur in February with training to be scheduled once the positions have been filled. The initial hiring order will be Teacher Leadership & Mentor Coordinator, followed by Instructional Coaches, Mentors, and PLC Leaders. Model Teachers will be contracted by the Teacher Leadership & Mentor Coordinator and the Director of Teaching & Learning as identified by the needs of the district.

#### **Ensuring the Success of the Plan**

At least once a semester, all certified staff will meet with building principals and/or Director of Teaching & Learning during collaborative team time to discuss how the teacher leadership program is going. This discussion will revolve around a pre-determined set of questions. Principals and/or Director of Teaching & Learning will bring gathered information back to the District TLC Team, which consists of the Director of Teaching & Learning, Teacher Leadership & Mentor Coordinator, Instructional Coaches, building principals and the superintendent. This will be part of data reviewed to determine effectiveness of the program and whether or not changes need to be made.

**Communication**

Building Leadership and District Leadership committees will continually communicate with staff. Administration will also update staff members during professional development time throughout the year. Administration will follow current protocols to be certain that everyone is up-to-date on what is taking place in the district.

Progress towards district goals will be communicated with all stakeholders through board meetings, website, and Perry Community School Advisory Committee. This will allow us to determine the public perception of how our resources are being allocated and to explain the positive impact that the TLC plan is having upon our students.

**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**

**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.	\$540,000.00

Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$0.00
Amount used to provide professional development related to the leadership pathways.	\$33,298.78
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
<b>Totals</b>	<b>\$573,298.78</b>

## Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 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	1833.5
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$573,298.78
Total Allocation	\$573,298.78

## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

## Total Allocation Budgeted

Total Projected Amount to be Expended	\$573,298.78
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

## Budget Alignment

Using Part 10 application narrative from previous application? **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 proposed TLC budget for Perry Community School District shown below outlines how the Teacher Leadership Supplement (TLS) Funds will be used to support PCSD TLC Plan.

The Perry Teacher Leadership System will use a systematic approach to recruiting, developing and retaining trusted and respected teacher leaders. Teacher leaders will have clearly defined roles and will be given multiple opportunities to learn and grow throughout each school year. Perry Community Schools will continue to develop a collaborative school culture that is sustainable over time. Within the collaborative culture, all individuals will take ownership of one common goal: ensuring learning of all students PK-12. We will give, accept and use any feedback that is aimed at positively impacting student achievement. Our budget clearly reflects how the funds will be used to support the PCSD TLC Plan and Vision.

1. PCSD starting salary for full-time certified staff is above the state required minimum of \$33,500. TLC funds will not be used to meet this goal.

The budget illustrated above outlines the plan for implementing and sustaining the PCSD Teacher Leadership programming and opportunities for up to 25% of the teacher workforce. The funding outlined will be used over the 2016-17 fiscal year. Perry Community School District's budget total is \$559,065 generated by our certified enrollment. Specifically, the TLC budget will fund Teacher Leadership and Mentor Coordinator, Instructional Coaches, PLC Leaders, Mentors, and Model Teachers.

Perry Community School District's proposed TLC budget reflects the overall approach to the Perry TLC vision that was established in the application process. Perry will utilize the allocated funds to create a high impact focus on the power of teachers in leadership roles, specifically, Teacher Leadership and Mentor Coordinator, Instructional Coaches, Mentors, PLC Leaders, and Model Teachers. In addition, the funds will be spent to the maximum benefit of our education system and achieve the goals set forth by the Teacher Leadership and Compensation System Grant.

•The budget for the TLC Plan exceeds the allotted amount through the State. The District plans to cover overages using monies from the General Fund.