



Application

70554 - Teacher Leadership and Compensation (TLC) System

72849 - Teacher Leadership Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 01/30/2014 2:08 PM

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Organization Information

Organization Name:	Roland-Story Community School District
Organization Type:	K-12 Education
Tax ID:	42-0946175
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Recipient Information

District Roland-Story Community School District
Use the drop-down menu to select the district name.

County-District Number 85-5643
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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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)

The Executive Summary of the Roland-Story Community School District Grant

Local Context

Roland-Story Community School District is a school of 978.2 students ten miles north of Iowa State University. Proficiency on the Iowa Assessments reflects the relative affluence and academic focus of the community.

	% Proficient in the Elementary School	% Proficient in Middle School	% Proficient in 11th Grade
Reading	86.76	78.67	91
Math	86.76	78.22	88

Local Goals

Parents on the School Improvement Advisory Council decided to consider goals based on something besides proficiency. As one parent said, "Every student should count in our goal. We should be measuring if each child is learning." The committee chose the following long-term goal: *All students should grow at or above expected levels.*

The goal created complex conversations among teachers that paid off in an increase of 32% more students growing at or above expected levels in reading in 2013 than in 2012 using the Iowa Assessments scale score growth charts.

Vision Statement

A parent pointed out that Roland-Story's long-term goal and its mission statement already aligned with the TLC theory of action statement. The combined Roland-Story TLC vision follows: *The Roland-Story Community School District will establish a teacher leadership system that adequately compensates teachers who lay the foundation for collaboration with new teachers, show the way for substantial conversations with developing teachers, and seek out the best tools for success in a global society so all involved can help each student achieve at expected levels.*

Description of the Positions:

The TLC plan includes five levels of teacher development.

An **initial teacher** participates in the Teacher Induction Plan and implements local initiatives in order to help each student grow at expected rates.

A **career teacher** demonstrates competencies of evaluation and implements local initiatives to help each student grow at expected rates.

Model teachers demonstrate effective strategies and improved professional growth. They assist initial teachers, organize data, and implement and demonstrate initiatives in an exemplary way in order to help teachers help students grow at expected rates.

The learning coaches collaborate with teachers at least 30 hours per week and focus this work on two local initiatives targeted to help students grow at expected rates. They participate in all levels of professional development.

The district learning coordinator aligns local initiatives, compelling a data driven focus to help each student grow at expected rates and collaborating when possible. A primary duty is to coordinate all levels of professional development.

	Compensation Beyond Contract	# of FTE Positions	Work Beyond Contract	% of Total Staff (73 FTE)	Contract % Dedicated to Teaching Students
Initial Teacher	contract exceeds \$33,500	N/A	5 days	NA	100
Career Teacher	0	N/A	0 days	NA	100
Model Teacher	\$ 2000	15	5 days	20	100
Learning Coach	\$ 5000	3	10 days	4	may be 0
District Learning Coordinator	\$10,000	1	15 days	1	0

Focus of Leadership Support

The activities of each leader's first year were distributed and confined to 2 local initiatives and five improvement structures.

Initiatives

- Bundling peer reviews from Authentic Intellectual Work seek to improve the connection between outcome, assessment, teaching strategy, and student work.
- Multi-tiered Systems of Support uses research to alter strategies to help each child grow at expected levels.

Five Improvement Structures

- The School Improvement Advisory Council sets goals for the district.
- The School Improvement Team sets goals for buildings and designs district professional development.
- Building Level Teams designs professional development to meet goals.
- The Teacher Induction System assists teacher integration into the profession.
- The Teacher Evaluation Team helps each teacher implement lifetime learning.

The Integrated State/Local Goals

1. The Roland-Story School Board will adopt the local TLC plan, designating five levels of teacher participation, promoting and rewarding 25% of staff for effective teaching. The leadership positions will fulfill all state requirements, including a rigorous hiring process.
2. Teacher leaders will organize and implement the Authentic Intellectual Work skill called bundling. Each teacher will create four bundles a year and collaborate with complex discussions that reach the “strategic integration” and “focusing and adapting” levels to better insure teacher change that improves individual student achievement. Teachers will improve bundles to insure a better alignment of outcomes, teaching strategies, assessments, and student learning.
3. The Roland-Story District will designate 30 hours per building a week for teacher leaders and faculty to collaborate, plan with, and observe each other in classrooms in order to create complex conversations about learning involving local initiatives, like Multi-tiered Systems of Support, so each student can better grow at expected levels.
4. The district will support 100% of teachers entering the profession by providing access to a new Teacher Induction System in order to retain and train effective teachers.
5. Teacher leaders will be integrated into each phase of the Iowa Professional Development Model and will assist in data collection, goal setting, training, collaboration, and evaluation in order to improve student achievement.

The Selection Process

Each applicant will go through a rigorous selection process that uses equal numbers of administrators and teachers. The process will include

1. A letter of application addressing skills needed for the position
2. A portfolio demonstrating professional growth
3. A sample teaching lesson to demonstrate teacher effectiveness

Teacher effectiveness and professional growth will be determined with scoring rubrics.

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)

Description of Planning Process and Support

Planning Process Described

Deciding to Apply

In October the Teacher Leadership Compensation team (TLC), composed of four administrators, three teachers, and three parents, met to consider applying for the TLC grant. They studied the three options, attended AEA workshops, and contacted teacher leaders from other schools. Parents were most favorable. One said, "If this provides you with money and time to focus your efforts on improving how teachers work, why would you even hesitate to attempt this grant the first year?" Another parent felt teachers should appreciate the help teacher leaders provide. The group voted to apply on year one.

Choosing a Vision

Next, a parent noticed that the vision of the TLC task force and our school's mission statements were similar. The group unified the two documents to create Roland-Story's TLC vision: *The Roland-Story Community School District will establish a teacher leadership system that adequately compensates teachers who lay the foundation for collaboration with new teachers, show the way through complex conversations with developing teachers, and seek out the best tools for success in a global society so all involved can help each student grow at expected levels.*

Creating a Plan

To formulate the plan, the group attended AEA meetings, read articles, listened to teacher leaders, and discussed theoretical versus practical plans. Because the school is in a crucial phase of improving the link between assessments, student work, and teaching strategies, a model 3 plan based on research by Fred Newmann and Bruce King around Authentic Intellectual Work guided the construction of a local "learning" focus. Positions were renamed to reflect that goal. The grant provides for a **district learning coordinator**, 3 full-time equivalent **learning coaches**, and 15 **model teachers**.

Educating Staff

The TLC team then educated teaching staff and parents. Administrators led initial explanations. Teachers on the committee then held one-on-one conversations with these teachers to gauge concerns. Reeducation followed. This phase continued for three weeks.

Educating Stakeholder Groups

Administrators discussed the plan with parent advisory groups and the Parent Teacher Organization. Parents on the School Improvement Advisory Council were educated about the process and surveyed for input. Brian Sansgaard, a parent with business background, stated that the plan wasn't what he expected. He believed the plan would create a more productive workplace: "This mentoring system takes buy-in from younger and older teachers. Everyone will learn. Even the experienced teachers will need to learn new things because they need those new things to help new teachers. Mentoring is a good thing." All present believed the program would help students.

Surveying Teachers to Guide Future Steps

Next, a survey 1) further educated teachers about jobs and ways they could improve achievement, 2) asked what types of help teachers would appreciate, 3) weighed initial buy-in that the plan would help achievement, and 4) asked who might be interested in available positions. One hundred percent of the teachers who responded felt the plan could improve achievement. Over fifty percent expressed interest in one or more of the positions.

More staff education

Principals chose January activities based on teacher surveys. The elementary school took three different groups of teachers on school visits to watch teacher leader systems in person. Then, written interview responses were shared with all teachers. The high school sent teachers to visit schools with leaders and also hired another group of leaders to conduct an in-service. The middle school also visited schools with teacher leaders and held grade level meetings to review the job details and qualities necessary for good leaders.

Writing the grant

With positive momentum of approval, the grant was written and the team reviewed draft one on January 9. Changes were suggested by parents, teachers, and administrators. This meeting solidified the plan's format and the school's implementation focus. The grant was reviewed by the AEA team on January 11. Revisions focused leadership duties to two initiatives and five improvement structures.

Grant Supports the Plan: \$8585.23 Total

TLCS Team Meetings:

\$1000 substitutes

\$1000 meeting expenses

\$1160 grant writing salaries

Educating the staff:

\$5424 (speakers, substitutes, travel expenses)

Description of support and commitment

Teachers

Three teachers, including the education association president, attended meetings and helped formulate the plan. After a serious three-week focus of meetings and conversations, 100% of teachers expressed optimism the plan could help improve student learning. They also showed commitment when over 50% showed some interest in one or more of the positions. The grant supported their trips to visit other schools. Teachers began to ask how and when they could apply.

Administrators

Initial meetings and discussions moved administrator opinion from skeptical to enthusiastic. They shaped the plan and considered revisions from stakeholder groups. Support was demonstrated when their enthusiasm with staff resulted in over 50% of teachers showing interest in the positions. Commitment was shown by designing an interview process for implementation on April 1, 2014.

Stakeholder groups

Parents on the TLC team influenced the administrators to proceed. Administrators then discussed the idea with parent committees, the PTO organization, and community members in the School Improvement Advisory Council. Articles in the school newsletter educated the general public. Community members on the School Improvement Advisory Committee were educated and surveyed for support. All expressed optimism the plan would help more students grow at expected levels.

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).

Vision and Goals

The Roland-Story Teacher Leadership Compensation (TLC) team chose the following vision:

The Roland-Story Community School District will establish a teacher leadership system that adequately compensates teachers who lay the foundation for collaboration with new teachers, show the way for complex conversations with developing teachers, and seek out the best tools for success in a global society so all involved can help each student achieve at expected levels.

Local Goals

Roland-Story Community School District (978.2 students) is located ten miles north of Iowa State University. Proficiency on the Iowa Assessments reflects the relative affluence and academic focus of the community.

% Proficient	Elementary School	Middle School	11th Grade
Reading	86.76	78.67	91
Math	86.76	78.22	88

In 2012, parents on the School Improvement Advisory changed the focus of the district's goal. One parent said, "We need to look at each student's growth. We need to measure if each child is learning." The committee formed the following long-term goal: *All students should grow at or above expected levels.*

Expected growth was defined with scale score charts provided by Iowa Assessments (IA). This goal surprised teachers and created complex conversations, which paid off in an increase of 32% more students growing at expected levels on IA reading tests in 2013 than in 2012. This goal guides the TLC vision and goals.

Local Mission

A parent pointed out that Roland-Story's mission statement aligned with the TLC theory of action statement. Key alignments are underlined.

Laying the foundation and showing the way,

Shaping learners for today and tomorrow.

Providing the tools for success in a global society,

Building a foundation of lifetime learning for our students, families, and communities.

The team used this as the framework for the vision.

The TLC Theory of Action Statement

The team reviewed the TLC tasks force's action statement. Shared visions are underlined.

If we effectively compensate teachers, recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice, create the political will and understanding necessary to remake the status of the teaching profession, give highly effective teachers opportunities to grow, refine and share their expertise, and develop a clear system with quality implementation, then student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.

Local Initiatives

Authentic Intellectual Work (AIW)

An AIW skill called "bundling," designed by Fred Newmann and Bruce King, asks teachers to help teachers increase student learning. To create a bundle, a teacher chooses an Iowa Core outcome that students struggle to meet. The teacher creates/locates an assessment that measures that outcome, then prepares and films a teaching lesson targeting the skill. To complete the bundle, the teacher collects actual student work on the assessment. Groups of teachers then rank the alignment of the bundle on a shared scale and discuss how to improve student growth by adjusting assessments or strategies.

Research by Wendy Robinson (2014) says teacher leaders are most effective at changing teacher behavior to *improve student learning* when conversations reach the "strategic integration" and "focusing and adapting" levels. Bundling became a central goal.

Multi-Tiered Systems of Support (MTSS)

The TLC team designated the majority of collaboration time to the district wide *complex conversation* centered on *student growth*, called MTSS.

Other Structures

Three professional development structures and the new Teacher Induction System (TIS) will ask teacher leaders to increase *complex conversations* centered on *student learning*.

Local Teacher Leadership Compensation Goals are Decided

The following goals were created based on the vision and local initiatives discussed above.

1. The Roland-Story school board will adopt the local TLC plan designating five levels of teacher participation, promoting and rewarding 25% of staff for effective teaching. The leadership positions will fulfill all state requirements through its rigorous hiring process and implementation.
2. Teacher leaders will organize and implement the Authentic Intellectual Work skill called bundling. Each teacher will create four bundles a year and collaborate with complex discussions that reach the “strategic integration” and “focusing and adapting” levels in order to insure teacher change that improves individual student achievement. Teachers will improve bundles to insure a better alignment of outcomes, teaching strategies, assessments, and student learning.
3. The Roland-Story District will designate 30 hours per building per week for teacher leaders and faculty to collaborate, plan with, and observe each other in classrooms in order to create complex conversations about learning, involving local initiatives like Multi-tiered Systems of Support so each student can better grow at expected levels.
4. The district will support 100% of teachers entering the profession by providing access to a new Teacher Induction System in order to retain and train effective teachers.
5. Teacher leaders will be integrated into each phase of the Iowa Professional Development Model and will assist in data collection, goal setting, training, collaboration, and evaluation in order to improve student achievement.

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)

Connections to Existing Improvement Structures, Processes, and Initiatives

The Roland-Story Teacher Leadership Compensation (TLC) team will integrate teacher leaders into two existing initiatives and five improvement structures. The District Improvement Director (director), a position funded through general funds, will continue to guide others. New grant positions include a full-time **district learning coordinator** (coordinator), 3 full-time equivalent **learning coaches** (coach), and 15 **model teachers**.

Initiatives

Key Initiative 1: Complex Conversations

The initiative that best helps the district move to a higher level of preparation for the 2016 site visit is the improved implementation of a strategy called “bundling” from work by Fred Newmann and Bruce King for their Authentic Intellectual Work (AIW). Bundles include a filmed lesson, its follow-up assessments, the student work it produced, and an analysis of its alignment to Iowa Core theory.

Research by Wendy Robinson (2014) says teacher leaders are most effective at changing teacher behavior to *improve student learning* when conversations reach the “strategic integration” and “focusing and adapting” levels. Because of this research, and the initiative’s affect on a deeper alignment to the Iowa Core, the TLC team chose to focus teacher leadership duties on organizing and scheduling work throughout the year.

Connect, support, and strengthen

The **coordinator** and **coaches** will create examples of bundles with model teachers. They will educate teachers on the process of implementation and model the process. Then all leaders will work together to help teachers create bundles for peer review. The coordinator will schedule all buildings so each teacher will have four bundles throughout the year. Leaders will participate in the small group reviews in order to model upper-level conversations.

Key Initiative 2: Multi-Tiered Support Systems (MTSS)

All buildings use MTSS to move toward the district goal that all students should grow at or above expected levels on Iowa Assessments. Each building identifies students at risk, alters teaching strategies, and collects data on improvement. The elementary school implements the plan with the most fidelity, and the high school is just learning on year one.

Connect, support, and strengthen

Learning coaches will organize a more comprehensive collection of data on students who aren’t improving at expected levels. The team has chosen two sources to guide initial use of teacher leaders in the MTSS system. These include: *Teacher Leadership That Strengthens Professional Practice* by Charlotte Danielson and *Instructional Coaching A Partnership Approach* by Jim Knight. Using the philosophy in these books, teacher leaders may help teachers improve skills by working with teachers or with students. They will research best-practice skills and locate the best assessments, technology, and resources available. It will be the **coordinator’s** duty to schedule and organize this work.

Structures

Five structures implement the processes of school improvement.

The School Improvement Advisory Council (SIAC), facilitated by the District Improvement Director, includes community members, students, and the superintendent. They review data on achievement, bullying, and school climate. They suggest goals for improvement to the school board.

Connect, support, and strengthen

One **model teacher** from each building will become a member of *SIAC* and will serve as a liaison between the school and community. Mentors will help the director with two jobs: review of the Iowa Youth Survey and implementation of the community school climate surveys.

The School Improvement Team (SIT), also facilitated by the director, includes teachers and administrators. It tracks district data, state initiatives, and sets local initiatives and goals for District Professional Development (DPD).

Connect, support, and strengthen

The **district learning coordinator** will now facilitate the SIT team. **Learning coaches** from each building will serve as members and will assist the coordinator with agendas, data organization, and research. After seven years of director leadership, this change will mean four people can better fulfill complex duties.

Building Level Teams (BLT), including a building’s principal and SIT teachers, decide building goals and professional development.

Connect, support, and strengthen

The **learning coaches** will now organize the BLT meetings and spearhead a “just-in-time” building professional development

model that changes with teacher needs. One teacher stated in the survey, "I want someone who has readily available knowledge to help us rather than waiting for staff development."

The Teacher Evaluation Team is handled exclusively by the principals who review every teacher's Individual Learning Plan and conduct all on-cycle evaluations.

Connect, support, and strengthen

Teachers who want will be allowed to work with the **coordinator** or **coach** on an intensive improvement plan during off years in order to receive more personalized help with strategies and resources. Principals will then have more time to work with on-cycle teachers.

The Teacher Induction System is handled exclusively by the principals who assign each new teacher a mentor. The two participate in area meetings. No school time is scheduled for observation, modeling, or reflection.

Connect, support, and strengthen

Learning coaches will now find a series of teacher leaders to pair with new teachers for scheduled observation and reflection times. The learning coordinator will organize monthly district meetings and an introduction to school initiatives before school starts.

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)

How Teacher Leaders will Help with the Teacher Induction System

The Teacher Leadership Compensation (TLC) team identified a need for teacher leaders to improve the Teacher Induction System (TIS). The new leader positions will include a full-time **district learning coordinator**, 3 full-time equivalent **learning coaches**, and 15 **model teachers** (full-time teachers).

Roland-Story School District has excellent data on retention of new teachers. In the last ten years only one new teacher has left because of disillusionment with the profession. This retention is partly due to an excellent reputation in academics, athletics, and fine arts; a good location; and a **high starting salary that far exceeds the minimum salary required by the Teacher Leadership Compensation (TLC) system**. The school often ranks second in average salary for the state and tends to hire teachers with experience who move to our school as a type of "promotion."

Because the school hires excellent teachers from a large application pool, often with experience, the district has not developed specific mentoring goals. Data has not been collected on new teacher attitudes or the effectiveness of our existing system. New teachers were assigned excellent teachers as mentors and the mentor and the teacher attended meetings conducted by the area education association, but the plan lacks collaboration time. Neither the new teacher nor the mentor teacher is given time for modeling or observation.

When surveyed, all new teachers expressed a desire for more initial education about the district, including small details like the location of the pop machine and tours of other buildings in the district. They also wanted more important information about the curriculum mapper, master contract, and quicker access to outcomes and unit plans. The elementary school teachers provided excellent support in developing lessons, but there is no organized plan in place for any building. This TLC plan will utilize the new teacher leaders to develop a model mentoring program. The TLC team plans five levels of improvement to this system. First, the principals will work during the year to turn the leadership of the team over to teaching leaders. A task force facilitated by the **district learning coordinator** will include principals, **learning coaches**, and three new teachers from the last three years. The team will design an evaluation rubric and plan of action for new teachers to the district. The **district learning coordinator** (DLC) will guide research on existing evaluation programs, including work by Ellen Moir called *Mentoring Matters*, The Department of Education's *Technical Assistance Guide for Mentoring and Induction*, and *High Quality Mentoring and Induction Practices* published by the New Teacher Center. When the plan is in place, the DLT will assume leadership at the district level and LCs will assume building leadership.

Second, the TLC team decided that **learning coaches** would work with principals to pair up beginning teachers with **model teachers**. They will organize time for modeling so the new teacher can observe the model teacher. The **learning coaches** will collect formative data on a weekly basis during the first semester to see how the mentor/mentee relationship is developing and will arrange for time, material, and support to facilitate work progress. After the first semester, the learning coach will decide on a new mentee/mentor relationship for the second semester that will add another dimension of training for the new teacher. Third, the **district learning coordinator** will organize and conduct monthly meetings with all new teachers to educate them on the major school initiatives and school improvement processes. The **district learning coordinator** will create a checklist of items to be covered at the meetings and a schedule for the year. The education association president and principals will contribute to this plan. This would include information on the grade book, curriculum mapper, and the core curriculum development. It will include tours of all the buildings and a review of the master contract. New teachers expressed concerns about these issues.

Fourth, the teacher leadership team will help all teachers move outcomes, assessments, teaching strategies, and resources into the new curriculum mapper so future teachers will have immediate access to organized information.

Fifth, new teachers will be assigned a **model teacher** as a guide into two major school initiatives: an Authentic Intellectual Work skill called bundling and Multi-Tiered Systems of Support. In the week before teachers report to the building, new teachers will spend eight hours with the **director** and **model teachers**. The director will first introduce the theory specifics and schedule for district implementation of the two initiatives. Then model teachers will show examples of work in their own buildings and provide training on the technology that will accompany the initiatives. Finally, the day will end with a sample of a peer bundle review.

The leadership team will bring a much needed boost to a system the school has left unattended. While the school shows no gap in retention, this program will ensure a higher level plan is part of the district's Teacher Induction System.

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.

Teacher Leadership Duties

The Roland-Story Teacher Leadership (TLC) team designed an option three plan and named the leadership positions to reflect the local long-term goal that “every student should learn at or above expected levels.” The following describes the five roles and how each role connects in a coherent instruction improvement strategy to improve student achievement and student learning throughout the district.

	Compensation Beyond Contract	# of FTE Positions	Work Beyond Contract	% of Total Staff (73 FTE)	Contract % Dedicated to Teaching Students
Initial Teacher	contract exceeds \$33,500	N/A	5 days	N/A	100
Career Teacher	0	N/A	0 days	N/A	100
Model Teacher	\$2000	15	5 days	20	100
Learning Coach	\$5000	3	10 days	4	may be 0
District Learning Coordinator	\$10,000	1	15 days	1	0

1. The **Initial Teacher** is a teacher in the first year of employment within the district. The district starting salary exceeds the TLC minimum, so no grant money is needed. These teachers spend 40 hours beyond the district contract on the Teacher Induction System (TIS).

They will be expected to

- Use the new TIS system rubrics to guide decisions and conversations with model teachers.
- Spend eight hours before school starts learning how to implement Authentic Intellectual Work (AIW) bundles and Multi-Tiered Systems of Support (MTSS).
- Attend district meetings with the **learning coordinator** for education on contract issues, school history, curriculum mapping, and improvement structures.
- Work with one **model teacher** first semester and another second semester with a focus to help each student learn at expected rates.

2. **Career Teachers** are those no longer on an initial license or experienced teachers no longer in their first district year.

They will be expected to

- Demonstrate competencies of evaluation
- Participate in complex conversations focused on more students growing at expected levels
- Practice professional skills while implementing local initiatives of AIW bundling and MTSS
- Request, when needed, assistance from a teacher leader of their choice to help improve student achievement
- Request, if wanted, a teacher leader as a partner in off-cycle years. While on-cycle evaluations will be guided with the building principal, the other two years can be partnered with a teacher leader of their choice. These off-year partnerships allow the career teacher a non-threatening path for improvement on the Iowa Teaching Standards or a specific classroom goal that is more rewarding than a few conversations with the building principal.

3. **Model Teachers** (22% of faculty) teach full time. As many as 15 model teachers will be distributed among the three buildings. Model teachers work 40 hours beyond contract for the TLC program and receive \$2000 above contract.

They will be expected to

- Practice local initiatives of AIW bundling and MTLs with integrity
- Work with learning coaches to assist other teachers in the AIW bundling strategy
- Help career and beginning teachers increase student learning in the MTSS system
- Help career teachers in off-cycle evaluation years
- Guide initial teachers using the new Teacher Induction System
- Serve as members of the School Improvement Advisory Council
- Organize data from the Iowa Youth Survey and Community Surveys

4. **Learning Coaches** (4% of faculty) will be distributed equitably among the buildings. Each building will have one full-time equivalent. If the interview process shows that two half-time positions would better suit the building that can happen. This would reduce the number of teacher models for that building by one. These teachers work 80 hours beyond contract for the TLC

They will be expected to do the following:

- Organize the Authentic Intellectual Work bundling process in their buildings
- Collaborate to help teachers in the Multi-Tiered Systems of Support
- Spend at least 30 hours per week in collaboration with a teacher
- Schedule model teachers' collaboration times with career teachers and initial teachers
- Help off-cycle career teachers upon request
- Participate in professional development as members of the School Improvement Team and Building Level Teams
- Help organize and deliver professional development at the district and building level
- Schedule the Teacher Induction System within respective buildings

5. The **District Learning Coordinator** (DLC) (1% of faculty) has no teaching duties. One position exists for the district. This leader works 120 hours beyond contract for the TLC program and receives \$10000 above contract.

They will be expected to

- Oversee the Teacher Leadership Compensation plan.
- Facilitate the School Improvement Team and organize complex levels of data on students below expected rates
- Organize and provide building and district professional development
- Coordinate, schedule, and compel completion of Authentic Intellectual Work bundles throughout the district
- Coordinate the calendar and implementation of the Teacher Induction System, including meeting regularly with new teachers for education on contract issues, school history, curriculum mapping, and improvement structures
- Model for teachers on district initiatives when available

The TLC plan calls for teacher integration into two local initiatives and five improvement structures, much in the fashion described by the 2010 National Comprehensive Center for Teacher Quality and the 2010 Commission of Effective Teachers and Teaching.

Key Initiative 1: Substantive Conversations

The TLC plan asks teacher leaders to organize and implement an Authentic Intellectual Work strategy called bundling from work by Fred Newmann and Bruce King. Teachers organize learning bundles for peer review. A bundle includes an outcome targeted for improvement, an assessment that measures that outcome, a film of the teaching strategy targeting the outcome, and the actual student work on the assessment. This bundle will be reviewed by a group of teachers who will suggest improvements.

The Woodruff Instructional Coaching Scale (2014 Robinson, Wendy) indicates that student work has the best chance to improve when teacher discussions with other teachers reach the "strategic integration" and "focusing and adapting" focused on shared improvement goals. This initiative seeks to raise the discussion quality to best ensure improvements in student growth. Interaction between the leaders will work as follows: The **coordinator** will organize the program, train teachers, and create the first example that will be modeled at all three buildings. When all teachers understand the goal and the process, the **learning coaches** will work with the **model teachers** to create the first bundles for each building. The **model teachers** will have their bundles reviewed in small groups, with each group containing initial teachers, career teachers, and a learning coach for guidance. After this round of bundles, **model teachers** and **learning coaches** will help all teachers create bundles and reach higher levels of substantive conversations.

The TLC team felt this initiative had the best chance of ensuring that the TLC climate began with a research-based success initiative focused on student growth.

Key Initiative 2: Multi-Tiered Systems of Support (MTSS)

All buildings use MTSS to insure students grow at or above expected levels. Each building now identifies students most at risk, alters teaching strategies, and collects data on improvement.

In the improved system, the **coordinator** will organize district data and identify students from all achievement levels who aren't showing expected growth. The list will be shared with **learning coaches** who will then work with the principal and **model teachers** to review the lists for accuracy. The **coaches** will then work with students and teachers to document a plan, implement changes, and record the results of those changes. They will work with **model teachers** to research best-practice skills and locate the best assessments, technology, and resources available. The **coach** will also schedule time for mentor teachers or the **coordinator** to work with these students and/or their teachers to discover plans for growth.

Structures

Roland-Story uses five main structures to implement the processes of school improvement.

1. The School Improvement Advisory Council (SIAC), facilitated by the district improvement director, includes community members, students, and the superintendent. They review data on achievement, bullying, and school climate and suggests goals to the school board. One **model teacher** from each building will become a member of SIAC and will serve as a liaison between the school and community. Model teachers will help the director with two jobs: *review of the Iowa Youth Survey and implementation of the community school climate surveys*.
2. The School Improvement Team (SIT) tracks district data and state initiatives and sets local initiatives and goals for district professional development (DPD). The **district learning coordinator** will now facilitate the SIT team. **Learning coaches** will serve as members and will assist the **coordinator** with agendas, data organization, and research. They will work with team members (administrators, teachers, school board members, and the president of the education association) to build a plan that will now better reflect the results of the initiatives listed above by tracking student data more effectively.
3. Building Level Teams (BLT) decide building goals and professional development and consist of the principal, the coach, and the building teachers from SIT. The **coach** and principal will meet weekly to monitor the school's progress on the above initiatives and the initial implementation of the TLC program. The entire team will meet monthly, or as needed, to spearhead a "just-in-time" building professional development model that changes with teacher needs. The **coach** will work with the principal and the Area Education Association (AEA) to plan for professional development that meets shifting needs in helping students grow at expected levels.
4. The Teacher Evaluation Team is headed by the principals who review on-cycle teachers every three years against the Iowa Teaching Standards. Off-year teachers can request to work with the **coordinator** or **coach** on individual improvement plans during off years. The **coordinator** or **coach** will deliver personalized help with strategies and resources to help students grow at expected levels. Principals will devote more time to work with on-cycle teachers.
5. The Teacher Induction System allows the principals and **learning coaches** to establish and shift mentor/mentee relationships. The **learning coach** will make initial contact with the new teachers and then schedule a **model teacher** as the mentor. They will be given scheduled release time for observations and discussions. The coach will also schedule **model teachers** for discussion and/or demonstration when needed. New teachers do not have these opportunities at present. In addition, the **coordinator** will conduct monthly meetings with all new teachers to educate them on school processes, contract review, building tours, and curriculum checks.

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

The Application Process

The Teacher Leadership Compensation (TLC) plan states that Roland-Story will hire 19 teacher leaders for 2014: 1 **district learning coordinator**, 3 full-time equivalent **learning coaches**, and 15 **model teachers**. The team reviewed *Teacher Leader Model Standards* by the Teacher Leadership Exploratory Consortium and a rubric evaluating teacher qualities by the Center for Strengthening the Teaching Profession. Eight qualities were chosen for leadership. The application will consist of 1) a written application and a letter of recommendation, 2) a portfolio demonstrating professional growth, and 3) effectiveness on an instructional task.

The Application Process

1. *Written response and letter of application.*

All applicants will be asked to write a paragraph response to each characteristic listed for their desired jobs. They will be given a copy of the rubric the committee will use for scoring.

The eight teacher leader qualities include the ability to

1. Work with adult learners and foster a collaborative culture to support educator development and student learning
2. Work collaboratively with others to facilitate improvements in instruction and student learning
3. Demonstrate knowledge of content and pedagogy and the ability to combine outcomes, core-friendly teaching strategies, and assessments into excellent units of instruction
4. Access and use research to improve practice and student learning
5. Promote professional learning for continuous improvement
6. Communicate effectively within the school and in outreach and collaboration with families and the community
7. Promote the use of assessments and data for school and district improvement
8. Practice systems thinking and a strong advocate for student learning and the profession

The district learning coordinator will be asked to demonstrate **all eight**.

The learning coaches will be asked to demonstrate **the first seven**.

The model teachers will be asked to demonstrate **the first five**.

In addition, letters of recommendation will be required for the learning coaches and the district learning coordinator.

The rubric for these written documents will include a category for each quality and one for writing ability.

2. *Professional Growth*

In order to prove professional growth, applicants will be asked to create a portfolio demonstrating four levels of growth:

- Education of self
- Education of others
- Outreach and multidisciplinary work
- Efficacy

Applicants will be given a rubric before applying.

Continued professional growth could include work toward a master's degree; courses taken for professional development; participation in workshops, building committees, of work with colleagues; technology training; help with professional development; participation in optional in-service work; leadership in committees; leadership in student events; mentoring of new teachers; buiding a student-teacher; and organization or assistance with school/community events.

Note: Due to privacy issues, no teacher will be required to provide information that violates privacy, such as evaluation documents or student data changes from their own classroom. However, they may provide them if they choose.

3. *Professional Effectiveness*

All candidates will demonstrate professional effectiveness by creating a lesson plan based on a task the evaluation team presents the night before their interview. Candidates will prepare a lesson overnight and perform it for the committee.. After the lesson plan, they will stand ready to answer questions. A scoring rubric, adapted from the *Teacherpreneur Rubric* (Center for Teaching Quality 2012), will be shared before the application. Some headings include

- A well-crafted lesson plan
- Engagement of the audience
- Clear communication skills
- Strong questioning and discussion techniques
- Effective use of research to guide decisions
- Effective assessment choices to guide instruction

- Articulation of effective teaching
- Ability to synthesize and use evidence
- Articulation of expertise

Selection Teams

The TLC team chose a tiered hiring process: beginning with the **district learning coordinator**, then **learning coaches**, and then **model teachers**. Each committee will contain equal numbers of administrators and teachers. One teacher on each committee will be chosen by the education association.

First, the school will hire the **district learning coordinator**. The team will include

4 administrators (the superintendent, 3 principals),

4 teachers (1 chosen by each building principal and 1 chosen by the education association).

None of the teacher members can be applying for the position.

After hiring the coordinator, the **learning coach** team will include

3 administrators (the building principal, and 2 other available administrators)

3 teachers (the newly chosen **district learning coordinator**, one teacher chosen by the education association, one by the principal).

After the learning coach is hired, the **model teacher** team will include

2 administrators (the building principal, and 1 other available administrator) and

2 teachers (one teacher chosen by the education association and one by the principal)

Selection Process

Each committee member will use the rubric to score

1. The written application and letter of recommendation
2. Proof of professional growth shown in a portfolio
3. Evidence of effectiveness on an instructional task

The superintendent will organize the scores and the committee will then discuss the top candidates and reach consensus on a choice for each position.

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.

Integration into the Iowa Professional Development Model

This Teacher Leadership Compensation (TLC) section is organized in the structure of the Iowa District and Building Level Professional Development Plan. It explains alignment, the restructuring of duties, and accompanying improvements. A full-time **district learning coordinator** (coordinator), 3 full-time equivalent **learning coaches** (coaches), and 15 **model teachers** (models) will be compensated by the grant, while general funds will continue to employ a halftime district improvement director (director).

Data Evaluation

The Roland-Story TLC plan ensures an improved data collection process. The last site visit from the Education Department noted a weakness in data collection. Certain data were not used efficiently (Iowa Youth Survey, English Language Learner data, and course data), used well (the community surveys), or collected at all (program evaluation data).

The **coordinator** will organize new in-depth data folders on students not growing at expected levels. They will include scoring history, grades (broken down by types of assignments), Iowa Assessment item analysis, and teacher and student surveys. This improvement becomes the cornerstone to guide individual teacher decisions on collaboration and implementation (below), while the director will continue to organize district and building-level data on the Iowa Assessments.

Coaches will collect building course data and review gender, race, and low socio-economic discriminators. They will organize program evaluation data (such as talented and gifted surveys, English language learners, extracurricular participation, effectiveness of at-risk plans, and career and technical evaluations).

Models will review the Iowa Youth Survey and spearhead the five-year community survey.

Goal Setting

Goal setting is conducted in three structures. Improvements include redistribution of committee members and the new duty to create a list of concerns to guide professional development (PD) targets.

The **director** will continue to facilitate the *School Improvement Advisory Council* (SIAC). One **model teacher** from each building will join community and student members deciding district academic and climate goals.

These district goals will guide the *School Improvement Team* (SIT) in the creation of building professional development goals.

The **coordinator** will facilitate this committee of teachers, administrators, and the new **learning coaches** to create a list of concerns stemming from data surveys and district goals.

The Building Level Team (BLT)--including the building's principal, **learning coach**, and **model teachers**--will now be asked to take the goal and the list of concerns created in SIT and fine tune them on a monthly basis in order to alter professional development to meet teacher needs.

PD Targets and Content

The new leaders allow the school to select complex targets and content.

For example, the TLC team studied the Woodruff Instructional Coaching Scale shared by Wendy Robinson and found that teacher leaders were most likely to be successful *in improving student outcomes* if substantive conversations between teachers reached the level of "strategic integration" and "focusing and adapting" behaviors. With that in mind, the TLC team chose the content of bundling, modeled after Authentic Intellectual Work by Fred Newmann and Bruce King, as the focus of the new teacher leader initiative.

Training/Learning Opportunities

The **coordinator** will identify strengths and weaknesses of district professional development around target weaknesses. For example, in the initiative mentioned above, the director will model an initial bundle. S/he will choose one problem area (identified by the new data list) and make a plan for changed student learning. S/he will choose a teaching strategy to address the deficiency, film its implementation, then share the matching assessment, and resulting student achievement level. A filmed peer review of this bundle will model a conversation that discusses the intended Iowa Core outcome, effectiveness of the teaching strategy, alignment with assessment, and resulting improvements in student learning. Conversations should model "strategic integration," and "focusing and adapting" conversation levels. This labor-intensive focus impels teachers to target a weakness, try a solution, consider complex connections, and measure changed student learning. It would not be possible without the new positions.

Collaboration/Implementation

The new coordinator sets collaboration schedules and organizes implementation and reflection data. This will be new for all buildings. In 2014 the coaches and model teachers will begin their work by helping teachers create at least four bundles for peer review during the year. A model teacher will be present for each small group review and will facilitate the high-level

conversations. After review, coaches will work with teachers to improve the bundles and collect data to weigh improved student learning results. The process intensifies what can be discussed and increases opportunity for the discussion.

Formative Evaluation

To address a weakness noted in the last site visit, coaches will track teacher opinion and changed student performance based on implementation of professional development. Coaches will survey the staff and track requests for training, observation, or modeling. Specifically, each building will track student-learning improvement based on bundle improvement following peer review. They will provide additional training on the bundling process based on teacher input.

Summative Evaluation

At the end of the year, the **coordinator** and **coaches** will organize results of collaborations, bundles, outcomes of the Iowa Assessments, and teacher surveys. These will be shared with SIT, SIAC, and the school board, and will guide the beginning of the next year's cycle.

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.

How the School will Measure the Impact and Adjust the Plan when Needed.

Roland-Story will use an intensive evaluation/adjustment program for the first semester of implementation of the Teacher Leadership Compensation (TLC) plan.

The hierarchy of reporting concerns is as follows:

- Initial concerns in the first semester need to be reported to the district improvement director.
- Small concerns along the way can be shared with the principal, learning coach, or a School Improvement Team teacher.
- The yearly review and adjustment of goals will be the duty of the School Improvement Team.
- All teachers in the system need to participate in surveys that guide adjustments when necessary.

Below is a more detailed explanation of the process.

1. Just-In-Time adjustments

In first semester, teachers will voice early concerns about implementation to the district improvement director (an existing position funded outside the grant). In addition to one-on-one conversations, s/he will conduct monthly surveys. The director will share information with administrators and teacher leaders so adjustments can be made from week one.

2. Two month review

After two months, the **coaches** and the **coordinator** will complete a self-assessment rubric provided by the Center for Strengthening the Teaching Profession (2010). The **learning coaches** and **district learning coordinator** will review data with the building principal and discuss needed adjustments in the plan.

3. First semester review

After the first semester, teachers and administrators will complete a survey to direct changes in the leadership program for the second semester. The questions will be directed at improving interactions and increasing percentage of positive results. The **district learning coordinator** and the district improvement director will organize the information and share it with the School Improvement Team. The team will discuss the district-wide problems and suggest improvements. Then the Building Level Teams will discuss the building-level needs and set goals for semester two.

4. Adjusting work on initiatives

After each visit with a teacher, the **learning coach** will create a short-term goal for the next teacher visit. The goal will assign a specified number of repetitions of a certain technology, resource, and/or teaching strategy, and require at least one measure of student growth. The **learning coach** will collect this information from all teachers after the first semester and the School Improvement Team will review results. Based on these results, the team will discuss 1) which goals work best; 2) if job duties are realistic; and 3) what types of help provide the biggest increase in observable student growth. New goals and adjustments will be made by the School Improvement Team.

Review of the Program with Plans for Adjusting Goals and Plans

At the end of the 2015 school year SIT will

- Check school's teacher leader climate with a rubric of an effective mentor program (Adjusted from the Q Comp Program Rubric)
- Complete the Iowa Department of Education Technical Assistance Guide of 2013: "Mentoring and Induction Program Survey Supportive Organizational Structure with Examples"
- Review Iowa Assessment data to mark progress toward the local goal
- Complete a goal-by-goal review of the TLC plan. Below is a list of goals with data to be reviewed for each area

Integrated Local/State Goals

1. The Roland-Story School Board will adopt the local TLC plan, designating five levels of teacher participation and promoting and rewarding 25% of staff for effective teaching. The leadership positions will fulfill all state requirements through its rigorous hiring process and implementation. *SIT will review teacher leader schedules, survey results, and student data.*

2. Teacher leaders will organize and implement the Authentic Intellectual Work skill called bundling. Each teacher will create four bundles a year and collaborate with complex discussions that reach the "strategic integration" and "focusing and adapting" levels in order to facilitate teacher change that improves individual student achievement. Teachers will improve bundles to insure a better alignment of outcomes, teaching strategies, assessments, and student learning.

SIT will review teacher surveys, data on student improvement, and counts of actual bundle completions.

3. The Roland-Story District will designate 30 hours per building per week for teacher leaders and faculty to collaborate, plan with, and observe each other in classrooms in order to create complex conversations about learning involving local initiatives, like Multi-tiered Systems of Support, so each student can better grow at expected levels.

SIT will review teacher leader schedules, survey results, and student data.

4. The district will support 100% of teachers entering the profession by providing access to a new Teacher Induction System in order to retain and train effective teachers.

SIT will review a survey of new teachers, rubric outcomes, minutes of induction meetings, and logs of collaboration.

5. Teacher leaders will be integrated into each phase of the Iowa Professional Development Model and will assist in data collection, goal setting, training, collaboration, and evaluation in order to improve student achievement.

SIT will evaluate survey results, team minutes, and will examine how data were used to set goals and guide initiatives.

This comprehensive overview will be organized by the district improvement director. SIT discussion will follow each item.

Changes will be made with a majority vote of SIT members.

For example, perhaps coaches will find it difficult to collaborate 30 hours per week. After reviewing data, the SIT team can move to adjust that number. If an initiative needs to be replaced with something that better meets the needs of the school, the team can alter that goal.

Year two will begin with the new goals in place.

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)

Capacity to Sustain the Program

Roland-Story School District is in an excellent position to implement the Teacher Leadership Compensation plan and to sustain it over time.

1. The district partners with Heartland Area Education Association to create a capacity to implement

The regional director, Kristi Upah, assures us that coach training is already being developed. Teachers feel connected to our professional development partner, Kathy Scebold, so much so that one teacher said, "I feel Kathy is our learning coach." Heartland will provide primary training for our new teacher leaders, and this enables us to sustain their growth over time. Upah has stated the training will come in "layers."

Additionally, the plan calls for continued collaboration with Heartland to provide professional development to the entire staff. This is a long-standing partnership and teacher leaders will not negate the need. In fact, teacher leaders will need more support than we've received in the past, as they will have time to research best practice and best teaching strategies, technology suggestions, and curriculum materials. The school depends on this partnership for sustaining the program.

2. A receptive climate will help create a capacity to implement

Our teachers support teacher leadership. For the last eight years fellow-teachers have guided the staff through different types of professional development at the district level. In addition, all buildings are familiar with teams of teachers working together to solve problems. The high school is in year six of Authentic Intellectual Work. The elementary and middle school have been involved in Professional Learning Communities for multiple years. In a show of support, 100% of teachers voted that teacher leaders would probably help student achievement. In an even stronger vote of support, over 50% of teachers expressed some interest in actually applying for one or more TLC positions. This instills confidence and creates a favorable climate.

3. The school will provide funding for needed purchases to sustain implementation

The learning coach and the district learning coordinator will be provided with necessary technology and furniture. The school board voted to approve the plan and has stated intent to fund the technology and furniture needed for the new teacher leaders (computer, phones, Ipads, desks, and chairs). Discussions have begun about "housing" for these new positions, with the intent to provide rooms before the start of the 2015 school year.

4. The Roland-Story Education Association will work to sustain implementation

Association members have been involved in every part of the plan. They also choose a teacher for each interview committee. Several contract issues are in place that help guide the system. First the district improvement director already establishes teacher leaders in the master contract under a regular teaching contract with extended contract pay. The contract also allows for an altered day for some teachers. Changes would have to identify the positions, pay, extended contracts boundaries, and guarantee that teacher leaders serve willingly and do not lose seniority for their original teaching positions upon return to the classroom.

5. The district improvement director will sustain the process over time

The board intends to continue funding this position through general funds. After seven years of teaching and directing, she has already established trust with the staff. The director will collect feedback on the teacher leadership system in order to make just-in-time adjustments with leaders. Much time was spent developing a roll-out in year one that guaranteed teachers a way to request immediate changes. The director will help new leaders discover state initiatives, curriculum meetings, and Chapter 12 regulations.

6. Existing technology will sustain the process over time

Roland-Story supplies every student in grades one through eight with Ipads, and every student in grades nine through twelve with Mac Book Air laptops. Bandwidth has been increased and delivery of the Internet upgraded in all buildings. This guarantees that teacher leaders can explore the latest educational resources. The rollout of technology was introduced over a three-year period so that all teachers were grounded in philosophy and best practices before implementation, a help for teacher leaders.

7. Proximity to Iowa State University will help sustain the process over time

Substitutes are plentiful because of a highly educated public and our proximity to Iowa State University. The elementary found seven substitutes so teachers could visit a school with teacher leaders. Substitutes are crucial for the plan. In addition, the university is training ground for excellent new teachers able to assume positions that will be vacated by the teacher leaders. Roland-Story also partners with Iowa State University in placing paid technology interns in the district. The interns provide technology assistance, but also have opportunities to partner with classroom teachers in implementing new technology.

8. The TLC plan will sustain success over time

This plan carefully limits teacher leader duties in year one to two initiatives and five improvement structures. In addition, reviews throughout the first year allow for redistribution of work. Another part of the plan provides research-based success. A study of the Woodruff Instructional Coaching Scale showed that teacher leaders were most likely to be successful in improving student outcomes if the conversation between teacher leaders reached the level of “strategic integration,” and “focusing and adapting” behaviors. Because of this, the TLC plan specifically plans for this level of integration in its key initiative. If this level of discussion can become a habit, all levels of student growth should improve because teachers will improve.

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	978.2
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$302,087.72
Total Allocation	\$302,087.72

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	\$64,125.00
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)	\$230,800.00
Amount used to provide professional development related to the leadership pathways	\$7,162.72
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$302,087.72

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$302,087.72

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)

The Budget Aligns with Goals

Budget Aligns with State Mandates

First, money was budgeted to meet the guidance of the state mandate. No money is necessary to fund starting salaries. Our salary schedule already exceeds this amount at \$38,264 for a starting teacher.

To fulfill state mandates, the Roland-Story Community School District must fund 19 positions in order to use 25% of teaching staff in our leadership program. To do so, the school will advertise 19 positions: **15 model teachers, 3 learning coaches, and 1 district learning coordinator**. The cost of these 19 positions is \$64,125. The goal is listed below.

1. The Roland-Story School Board will adopt the local TLC plan, designating five levels of teacher participation and promoting and rewarding 25% of staff for effective teaching. The plan for these leadership positions will fulfill all state requirements and include a rigorous hiring process and implementation. Leadership positions include **15 model teachers, 3 learning coaches, and 1 district learning coordinator**.

This table shows the budget for salary supplements for teachers in leadership roles

	Number of Jobs Available		Cost per Teacher		Total
Model Teachers	15	x	\$2332	=	\$34,980
Learning Coaches	3	x	\$5829	=	\$17,487
District Learning Coordinator	1	x	\$11,658	=	\$11,658
Total	20				\$64,125

Budget Provides for Replacement of the Learning Coaches in Their Classrooms

In order for **learning coaches** and the **district learning coordinator** to accomplish goals 2, 3, 4, and 5 (listed below), they must leave existing teaching duties. To replace them, the school will be hiring four full-time equivalent teachers with benefits. In our school, a new teacher will cost around \$55,000, including benefits, depending on years of experience.

This table shows the budget to cover the costs to replace the teaching positions left vacant by the district learning coordinator and the learning coaches

1 District Learning Coordinator	1	x	\$55,000 (cost of full time replacement with benefits)	=	\$55,000
3 Full-Time equivalent Learning Coaches	3	x	\$55,000	=	\$165,000
100 Days of Substitutes (to allow for collaboration)	90	x	\$120 (cost of 1 day)	=	\$10,800
Total					\$230800

The goals that are fulfilled by these full-time positions include the work on Authentic Intellectual Work, the work on Multi-tiered Systems of Support, the new plan for helping retain and train new teachers, and the integrated leadership roles in all levels of professional development. The goals are listed below. In order to dedicate 30 hours per week per building for collaboration, others must assume their teaching duties. The expected cost is \$220,000.

Goals 2, 3, 4, and 5 are below.

2. Teacher leaders will organize and implement the Authentic Intellectual Work skill called bundling. Each teacher will create four bundles a year and collaborate with complex discussions that reach the “strategic integration” and “focusing and adapting” levels in order to insure teacher change that improves individual student achievement. Teachers will improve bundles to insure a better alignment of outcomes, teaching strategies, assessments, and student learning.

3. The Roland-Story District will designate 30 hours per building a week for teacher leaders and faculty to collaborate, plan with, and observe each other in classrooms in order to create complex conversations about learning involving local initiatives like Multi-tiered Systems of Support, so each student can better grow at expected levels.

4. The district will support 100% of teachers entering the profession by providing access to a new Teacher Induction System in order to retain and train effective teachers.

5. Teacher leaders will be integrated into each phase of the Iowa Professional Development Model and will assist in data collection, goal setting, training, collaboration, and evaluation in order to improve student achievement.

Budget Provides for Teachers to Collaborate with Leaders

In addition, in order to fulfill goals 2-5, the district will also need substitutes so teacher leaders can schedule collaboration time with teachers and/or students. On the visits that teachers took to other schools, it became clear that the work of a coach was most efficient when a time was scheduled for a visit before the class, a demonstration lesson, and then a discussion afterwards. The TLC plan allows for 100 days. The cost of 100 days of substitutes will be \$10,800 (see table above).

Budget Provides for Professional Development for Teachers and Staff

To best insure the program succeeds, the TLC team has partnered with Heartland Area Education Association. They will provide training for the coaches and are designing several levels of this training. In addition, our relative proximity to schools with already established leadership programs provide observation and discussion opportunities. In addition, \$7,162.72 has been set aside to cover additional professional development opportunities, hopefully covering the ideas in *Teacher Leadership That Strengthens Professional Practice* by Charlotte Danielson and *Instructional Coaching A Partnership Approach* by Jim Knight.

Other Costs to Help Implement the Plan will be Absorbed with Regular Budget Spending

The school board has agreed to continue to fund a half-time position for the district improvement director with general funds. This position will implement the just-in-time adjustments for school leaders in the first semester. This position will also help leaders with technical issue of curriculum, Chapter 12 implementation, and community outreach.

In addition, the school board is covering the cost of computers, furniture, phones and offices for these new 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