



Menu | Help | Log Out | Back | Print | Add | Delete | Edit | Save

Application

Instructions

Annotations records internal notes/comments that are visible to internal staff only. Feedback appends a new section to the bottom of the application that is visible to the applicant and anyone viewing the application.

Application Details

Print to PDF | Negotiation | Annotations(0) | Versions | Feedback | Withdraw

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

94371 - RRRM TLC Application

Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-31 10:08:14
Signature:	Keith Turner	Submitted By:	Makaela Hoffman

Applicant Information

Project Officer

AnA User Id: **MAKAELA.HOFFMAN@IOWAID**
 First Name*: **Makaela Hoffman**
First Name Middle Name Last Name
 Title:
 Email*: **mhoffman@rockford.k12.ia.us**
 Address*: **1460 210th Street**

City*: **Rockford Iowa 50468**
City State/Province Postal Code/Zip
 Phone*: **641-756-3508**
Phone Ext.

Program Area of Interest*: **Teacher Leadership and Compensation System**
 Fax:
 Agency

Organization Information

Organization Name*: **Rudd-Rockford Marble Rock CSD**
 Organization Type*: **K-12 Education**
 Tax ID: **42-6025376**
 DUNS: **00-423-7835**
 Organization Website: **www.rockford.k12.ia.us**
 Address: **1460 210th Street PO Box 218**

City: **Rockford Iowa 50468-8192**
City State/Province Postal Code/Zip
 Phone: **641-756-3610**
Ext.

Fax: **641-756-2369**
 Benefactor Vendor Number

Recipient Information

District* **Rudd-Rockford-Marble Rock Community School District**
Use the drop-down menu to select the district name.

County-District Number* **34-5697**
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.

Honorific

Name of Superintendent* **Keith Turner**

Telephone Number* **641-756-3610**

E-mail Address* **kturner@rockford.k12.ia.us**

Street Address* **1460 210th Street**

City* **Rockford**

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

Zip Code* **50468**

TLC Application Contact

Honorific

Name of TLC Contact* Keith Turner

Telephone Number* 641-756-3610

E-mail Address* kturner@rockford.k12.ia.us

Street Address* 1460 210th Street

City* Rockford

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

Zip Code* 50468

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)

Student learning is and must continue to be the focus of school improvement and professional development at Rudd-Rockford-Marble Rock. Our goal is to increase student achievement through utilizing the TLC grant funds to expand our work in professional learning communities, implementation of the Iowa Core, and utilization of multi-tiered support systems. RRMR has already made a substantial philosophical and financial commitment toward systems change through attending formal training (Solution Tree) in the PLC process for two administrators and six teachers during the summer of 2013. Those teachers assumed leadership roles for the inaugural year of PLCs at RRMR. This past summer, all additional teachers were provided the opportunity to attend the same training and twenty-one participated. Thus, 75% of teachers at RRMR are fully trained in the PLC process. With the TLC grant funds, we will be able to deepen the implementation of that process during the school day through creating Building Team Leaders, PLC leaders, and model teachers, who will each play an integral role in providing leadership, modeling, and coaching for teachers at all stages of proficiency.

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

TLC Model Number Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from Year 1? No

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

Please include the following information in your narrative:

- A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- 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).

The Rudd-Rockford-Marble Rock (RRMR) district has selected a collaborative model to create a Teacher Leadership and Compensation Plan. The committee members represent elementary and secondary teachers appointed by the RRMR Education Association, including Association leadership (4), all district administration (3), a school board member (1), and parents representing different demographic groups of the community (3). As a small, rural school, our budget hasn't allowed for the provision of tiered leadership opportunities among our staff. This grant provides an opportunity for creating teacher leadership in order to positively affect classroom instruction and student achievement. Thus, our committee's focus was using the planning grant to develop a unique plan for the needs of our small district, emphasizing shared leadership, through strengthening professional communities, as it has the greatest impact on student learning. (Leithwood and Seashore-Louis, 2012)

- The planning committee convened during the 2013-2014 school year, as the district applied for the first round of TLC grant funding. The group devoted substantial time and commitment to the grant. In total, the group met together as a full committee for thirty hours in October thru December 2013, and January 2014 on seven different dates. Additionally, each group member had responsibilities assigned outside of group meeting times for collecting resources, surveying staff, contacting other districts, and writing drafts of the grant components. After learning our first attempt was marginally short of the grant cut score, we reconvened this past summer by sending team representatives to AEA 267 for two, full-day TLC Workshops on July 29, 2014, and August 25, 2014. Afterward, the team utilized this training, during five, two-hour long planning sessions in September and October 2014, to determine grant additions and revisions, with each member working on parts of the grant on their own between sessions. Additionally, the group sought feedback from the AEA 267 Educational Services Director, who read the grant and offered suggestions. When totaled, the group spent over three hundred hours in the creation of the grant. Without the funds provided for the planning stages of the grant, this process would not have been attainable, as it would have caused a financial burden for our district. The planning grant paid for substitute teachers to allow for collaboration during the school day, provided compensation for time spent for meetings outside the school day and in the summer, and paid for needed supplies.

- b) Each stakeholder group played a critical role in the planning and development of the plan. Each stakeholder group had "homework" assignments and brought forth important information, which allowed better utilization of collaborative time and strengthened the grant writing process. The administration took charge of collecting research-based materials about Professional Learning Communities and peer coaching to assist the team in sharpening the grant's focus. Teachers created a survey for their peers, which provided input on qualities of an effective teacher leader, input on the plan's focus, and sought questions and suggestions concerning the plan. Parents offered valuable input from the business community, providing real-world examples with applicability to a school setting. For instance, one parent provided this comment to the committee which helped shape our vision of teacher leaders, "I'm excited about the grant because it will help us move toward a collaborative environment with added career paths for our staff that wouldn't otherwise be possible. I think it will create a concept of flexibility and will excite and motivate people. As a 20-year veteran of a Fortune 500 company, using the practice of specialization and addition of career path dimensions, I have seen how this process helps people find a niche that is just right for them. Once the right people are in the roles right for their skills and personalities, the possibilities are endless." Additionally, the board member was a conduit for creating a flow of information between the school and the board and helped align the school's mission statement with the focus of our grant application.
- c) All stakeholder groups were fully committed to creating the grant plan for the benefit of the school district. Everyone participated in the committee meetings, had input concerning the plan's creation, and was involved in putting together a quality grant application. Commitment and support for the plan was achieved by providing a seat at the table for each group, and by assigning tasks to each group necessary for the successful creation of the plan. Administration demonstrated commitment determining to pursue the grant, attending training, arranging time and compensation for meetings and tasks, and through facilitating the group's work at meetings as ideas were brought together in the grant planning document. For the teachers, commitment and support was created by having the RRMR Education Association leadership join the team and through giving them ownership of a teacher survey used to make important determinations concerning the creation and roles of teacher leaders. Parents showed their commitment and support by attending grant workshops, meetings, and through pushing the conversation concerning the grant's work and its applicability to the 21st century workforce. The school board showed commitment by having a member participate in the grant process and by giving final grant approval. Additional support was gained as well, as the grant was shared with the Parent Teacher Organization and School Improvement Advisory Committee, and was approved by both groups.

Narrative

Using Part 2 application narrative from Year 1? No

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

State Goals:

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

The vision and goals of the Rudd-Rockford-Marble Rock's Teacher Leadership and Compensation plan will:

- A. Attract able and promising new teachers
- B. Assist and support new staff members
- C. Retain effective teachers
- D. Promote collaboration
- E. Reward professional growth
- F. Improve student achievement

A. The Teacher Leadership and Compensation Grant will allow us attract able and promising new teachers to the RRMR district by continuing to offer competitive starting salaries, offer short-term and long-term professional development as well as leadership opportunities to build capacity within the existing staff. This will allow additional career paths for veteran teachers that make our school more attractive than others. New teachers will be provided with continual, sustained coaching and support as they work to improve instruction, and therefore student achievement. By creating a collaborative experience every day, the 'team' aspect of the job adds camaraderie and a better overall experience for everyone involved.

B. By creating a mentoring/induction program designed for our small rural district, we will have a system in place to optimally assist and support our new staff members. We plan to collaborate with neighboring districts by inviting them to join a mentor/induction program at our local level. The impact of this collaboration will enable small rural districts access to a program focused on problem areas unique to their circumstances. This will be an on-going, multi-year, step-by-step approach for the creation of a supportive system for our new professionals, yet challenging for our existing mentor teachers. The Teacher Leadership funds will help us to establish this program. Once it is in place we plan to expand our program beyond our school to neighboring districts.

C. The Teacher Leadership and Compensation Grant will enable RRMR to retain effective teachers by providing enhanced career opportunities. Rudd-Rockford-Marble Rock is a small, rural school in Northern Iowa. Finding and retaining quality, effective teachers can prove challenging and this grant will provide those opportunities to effective staff members, as they can become teacher leaders, mentor teachers, and model teachers.

D. The Teacher Leadership and Compensation Grant will promote collaboration by developing and supporting opportunities for teachers in our own district and school districts statewide to learn from each other. Currently, as a pre-k/12 building all at one site, we have opportunities to collaborate throughout our district. Our PLC process is in its second year and has been effective model for collaboration as it meets each Wednesday morning and the majority of the staff has attended Solution Tree training. The entire process is based upon the principles of capacity building and group solutions. Teachers work collaboratively around the four following constant conversation questions: to identify the areas of need, pinpoint instructional changes, implement those changes, and measure the results. (DuFour, DuFour, Eaker and Mary, 2010). This grant

will enable the needed follow up, coaching, and reflection to better implement the targeted instructional strategies identified in the PLC process to impact student achievement. Geographical distance between other school districts in our area can be a challenge. By receiving this grant it is a hope that our district will make connections with many other districts through this process to strengthen what we can offer on our campus for the teachers and students of the RRRM district.

E. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

F. The grant will improve student achievement by strengthening instruction. Shared leadership, through strengthening professional communities, has the greatest impact on student learning. (Leithwood and Seashore-Louis, 2012) By strengthening instruction, students are most often engaged in what is taking place in the classroom and will have a common focus on what they will learn at each grade level.

The implementation of this plan will provide the opportunity for RRRM Schools to build capacity internally, allow staff members to deepen the process begun in professional learning communities, and provide targeted instruction so that "ALL KIDS CAN LEARN." It will allow our staff to focus on students' achievement of essential goals and ensure they have skills necessary needed to move onto the next grade level. This structure is necessary so that the work of the PLC process not only targets learning outcomes but also creates changes to instruction through observation, coaching, and feedback to meet the varied needs of students. The first step in making change is to create standard expectations with a high degree of fidelity.

By adopting the essential goals for every grade level, RRRM Schools will better be able to provide Response To Intervention/MTSS to focus and inform instruction. Although the school has pockets of excellence, there is a need "to create a systematic process that ensures every child receives support needed to achieve at high levels" (Buffam and Mattos, 2009). As a school, RRRM has invested a great deal of time and money into the PLC process. We've become significantly more results-oriented with increased collaboration. Several areas are still in need of improvement: identification of essential outcomes for each grade, creation of common assessments, and effective use of data. Teacher leaders, mentors, and model teachers will be key components in creating the proper amount of support and feedback to bring about the desired change.

Using Part 3 application narrative from Year 1? No

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

With student achievement as the central focus, the Rudd-Rockford-Marble Rock Teacher Leadership and Compensation plan will strengthen school improvement structures already in place:

1. Professional Learning Communities
2. Iowa Professional Development Model
3. Support for Students Performing Below Proficiency
4. Level of Instruction
5. Interventions
6. Iowa Core

1. Professional Learning Communities – RRRM is in its second year of utilizing PLCs for regular professional development focusing on Iowa Core implementation and Multi-tiered Systems of Support (MTSS) to impact the "what" and "how" of instruction, as well as student achievement. During July 2013, 6 teachers and 2 administrators had formal PLC training by Solution Tree, and became leaders in the PLC process for 2013-2014. The rationale for this investment was research identifying "defined autonomy" of staff as the key characteristic needed for significant, effective change (Waters and Marzano, 2006). By empowering teachers in professional development, the conversations deepened and teachers began assuming more ownership of student achievement. Fueled by this positive change, the same training was offered during the summer of 2014, and 21 additional teachers were trained. Less than 1/4 of RRRM, PK-12 teaching staff has yet to be trained. The TLC grant will enhance our PLC's as teacher leaders will facilitate the PLC process and provide follow-up and support, with mentor and model teachers, to ensure implementation of best practices and desired results within the classroom.
2. Iowa Professional Development Model – Utilizing the Iowa Professional Development Model on the classroom, grade level, and district level is fundamental to student achievement. By assessing needs through collecting and analyzing multiple sources of data, identifying root causes of needs and establishing a baseline, our district and teachers will be able to identify next steps. Through the TLC grant, teacher leaders will guide staff in the collection of classroom data through formative and summative assessments, assist in packaging the data for classroom and district purposes, and lead data analysis so that professional development and instructional changes are an outgrowth of its conclusions. In a small district with administrators and teachers assuming multiple roles, this will streamline the focus and provide designated individuals to lead the process.
3. Support for Students Performing Below Proficiency – Special attention will focus on providing support for students below proficiency in reading and math. Our first effort is preventative early intervention for students in grades K-3. There is a sense of urgency to provide students with appropriate interventions as soon as it is determined they need extra support. Each intervention will provide intensive, short-term instruction focusing on problem-solving strategies for reading and writing continuous texts. Data will be analyzed to determine appropriate interventions, with special consideration for intensity and duration of the interventions, as well as monitoring students' progress after implementation. "For schools that have already started down the road to being a PLC school, implementing (MTSS) will not be a new initiative, but instead a validation and deepening of their current practices." (Buffam and Matoos, 2009). Mentor teachers and Model teachers will be key components in this emphasis. Mentor teachers will work collaboratively with new professionals to examine assessment data, design interventions, and evaluate effectiveness of those interventions. Model teachers will provide videotaped exemplars of differentiated instruction, intensive instructional strategies, and formative assessments to utilize with staff needing additional supports.
4. Level of Instruction – To maximize learning, students must be instructed in their zone of proximal development, thereby necessitating the use of differentiated instruction in all classrooms. The second wave of literacy and math approaches occur at the 4-12 grade levels. Students' levels of achievement vary greatly and, thus, require educators to select the most appropriate instructional strategies, based on assessment data. In the area of reading, many students need extra support comprehending complex literary and/or non-fiction texts. To aid the teacher in developing appropriately differentiated lessons for various instructional levels, the teacher leader will provide consistent support for classroom teachers through observation, feedback, and coaching, as well as resource procurement, while the model teacher's videotaped exemplars will create a further level of instruction and support.
5. Interventions - A key feature of the PLC model is layered interventions. Students achieving below proficiency receive differentiated instruction from the classroom teacher and intervention instruction from a trained intervention teacher. There will be an alignment emphasis

among the core classroom, classroom differentiated interventions, and extra intervention lessons. The teacher leader will coordinate regular meetings of the classroom teacher and intervention teacher as they review data to inform instructional decisions.

6. Iowa Core – The building team leader will facilitate professional development on the Iowa Core English Language Arts standards. Embedded professional development, needed to instruct the standards, will be provided through weekly, grade-level/department meetings and large group sessions, culminating in development of units of study, using the Understanding By Design model (Wiggins & McTighe, 2005). Model teachers will provide exemplar units and videotaped lessons for those units to guide lesson design and implementation aimed at improved student achievement of the standards.

Using Part 4 application narrative from Year 1? Yes

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

Rudd-Rockford-Marble Rock's Teacher Leadership and Compensation plan includes an outline of our current mentoring and induction program as well as the improvements this plan will allow us to make.

Current Mentoring and Induction Program

The goals of the current mentoring and induction program are to:

1. Promote excellence in teaching
2. Promote continued professional learning through reflective practice and professional conversations about teaching
3. Build supportive environment within the school district
4. Increase retention of beginning teachers
5. Promote personal and professional well-being of classroom teachers
6. Support continuous improvement of staff for student learning

Mentor Training and analysis of current mentoring training

Our current mentoring and induction program is provided through the AEA to train and support mentors of beginning teachers. Rudd-Rockford-Marble Rock teachers attend classes and follow the protocol they have put together around each of the Eight Iowa Teaching Standards. The analysis of our current program shows mentee teachers spend very limited time in classrooms observing teachers. Using best teaching practices, mentors are trained for their role of supporting and guiding beginning teachers. The training also offers mentors the opportunity to reflect on their own practice as they provide guidance to beginning teachers and how to effectively structure conversations about teaching practice as related to the standards and criteria.

Selection

Qualifications to serve as a mentor include the following: current teacher in our school system with more than three years of successful teaching practice, principal acknowledgement, and a commitment to helping beginning teachers in the profession.

Support for Beginning Teachers

Mentors provide frequent interactions throughout the course of the school year, outside the school day, and additional unspecified number of hours during the contract day as well.

Supportive Organized Structure

The District provides one half day of release time per semester for both the mentor and the beginning teacher to observe successful/effective teaching practices and engage in planning and feedback sessions. Additionally, the district provides four half days of release time for mentors to be trained.

Program Evaluation

The district annually surveys members and beginning teachers and analyzes beginning teacher retention data to determine effectiveness of the program.

Gaps Identified in Current Program and Proposal for Improvement

Suggestions for improvements have been identified in two primary areas:

- Current Mentor Training Gap
- Support for Beginning Teachers and Mentors

Current Mentor Training Gap

Training being offered outside of our district doesn't fit the needs of our mentor and beginning teachers. On training days, one-fourth of our teaching staff is out of the building causing a disruption to the education of our students. We would like to customize our program to specifically fit our district needs rather than use a one-size-fits-all approach. The current program has a component for the second year of the program, which we feel could be improved. This will benefit mentors and beginning teachers alike and allow us flexibility to customize the program needed for each mentor and mentee. Addressing the gap will also allow the participation of administration in the process of assisting teachers within the district. Tailoring this program to the Rudd-Rockford-Marble Rock CSD will strengthen deficiencies of the current program and create more flexibility for our teachers.

Support for Beginning Teachers and Mentors

The Rudd-Rockford-Marble Rock Teacher Leadership and Compensation Grant will allow us many improvements. The proposed model, utilizing our Building Team Leaders, will allow us greater flexibility to meet the needs of our mentors and beginning teachers, minimize the time they are out of the classroom for full day workshops at the AEA, and improve the relationships of teachers within our district. It will provide immediate and ongoing support through multiple daily opportunities to interact as they plan, collaborate, and observe and/or model excellent teaching and engage in feedback sessions specifically designed for the beginning teacher.

The grant would also add five additional days for all beginning teachers in their first year of employment as a teacher. Our plan will include six one-half day components for mentor and beginning teacher working on goals of the school and district with the teacher leader. The beginning teacher and mentor will spend at least one day prior to school starting at the direction of the Building Team Leader and use PLC time for mentors and beginning teachers to connect during the school year. This will be a whole group situation led by the Building Team Leader and guided by the needs of the group.

The above will be in addition to any required components from the state level.

Narrative

Using Part 5 application narrative from Year 1? Yes

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.

Rudd-Rockford-Marble Rock's Teacher Leadership and Compensation plan will be a three-tiered plan that will include the following levels to assist the district to meet the vision and goals as set forth by this plan:

1. Attract able and promising new teachers.
2. Assist and support new staff members.
3. Retain effective teachers.
4. Promote collaboration.
5. Reward professional growth.
6. Improve student achievement.

Level #1 - Building Team Leader

- Will be paid an additional \$5000 and seven additional contract days
- Will maintain a part time classroom engaged in student instruction, not to exceed 50% of a teaching day
- One half of each day will be spent performing teacher leadership duties
- Will provide continuous and periodic observation and guidance in the classroom
- Will collaborate specifically with Level #2 Lead/PLC Teachers, Level #3 Model teacher, administration, and all other necessary stakeholders
- Will work with administration, curriculum coordinator, and technology integrationist to develop and provide professional development and assist teachers with carrying out the Iowa Professional Development Model (IPDM) by offering training and learning opportunities, collaboration and implementation, and ongoing data collection
- Will guide and assist the PLC leaders
- Will lead the district mentor/mentee program which will allow for teachers to visit other classrooms for observations
- Will work closely with the new teachers in the mentor/mentee program
- Will assist with parent nights on various topics
- Will be responsible for presenting information to the school board

Number of teachers in district

- 1 Elementary
- 1 High School

Additional requirements

- Must have an understanding of PLC and have attended training
- Must have training for mentor/mentee program to lead the district
- Must attend training to coach staff in the analysis of student data
- Must have an understanding of student achievement data and the ability to create an action plan based on the data from the IPDM
- Must have an understanding of the IPDM
- Must be able to offer support for students performing below proficiency
- Must have an understanding of students' levels of instruction and the knowledge of interventions or a multi-tiered system of support
- Must have a working knowledge of the Iowa Core

Length of assignment

- No time specified with a minimum of one year renewable if applicable

Level #2 Lead Teacher/PLC Leader

- Will be paid an additional \$2000 and three additional contract days
- Will maintain regular classroom load engaged in student instruction, with the addition of leading weekly PLC meetings
- Will assist teacher in adhering to team norms
- Will lead the PLC teams in a process of developing and monitoring the attainment of SMART goals
- Will help clarify and add meaning to essential learning outcomes for each subject or course
- Will collaborate with Model Teacher in the mentor/mentee program
- Will see out and share best practice
- Will guide teachers in the direction of classroom exemplary practices

Additional Requirements

- Must have an understanding of PLC and have attended training
- Must attend training to coach staff in the analysis of student data
- Must have an understanding of student achievement data and the ability to create an action plan based on the data from the IPDM
- Must have an understanding of the IPDM
- Must be able to offer support for students performing below proficiency
- Must have an understanding of students' levels of instruction and the knowledge of interventions or a multi-tiered system of support
- Must have a working knowledge of the Iowa Core
- Must be willing to assist with parent nights on various topics

Number of teachers

- 2 Elementary teachers (1 upper elementary (grades 4-6), 1 lower elementary (grades PK-3))
- 4 Secondary teachers

Length of assignment

- one year, can be renewable

Level #3 Model Teacher

- Will be paid an additional \$500 with no additional contract days
- Will maintain a regular classroom teaching load engaged in student instruction
- Will continually demonstrate exemplary classroom practices
- Will collaborate with other groups in the mentor/mentee program
- Will assist with parent nights on various topics

Additional Requirements

- Must be a self-directed learner
- Must be willing to open their classroom for teacher observation and instructional practices, this can include new or veteran teachers
- Must be confident and willing, when asked, to demonstrate or share lessons or strategies in weekly collaboration time
- May choose to attend PLC training for continued professional development

Number of Teachers

- Flexible

Length of assignment

- One year, can be renewable

How these roles fit together

The collaboration of these roles is key in the success of teacher and student learning. In our plan, Level One: Building Team Leader, Level Two: Lead Teacher/PLC Leader, and Level Three: Model Teacher will work together designing a mentor-mentee program at our district level. While the Building Team Leader will be facilitator of the group, the level two PLC leader will encourage the initiatives of the PLC groups throughout the mentoring process. Our Model Teachers will present best practices during mentoring sessions and at other times when needed for district teachers. All roles will work together to build a supportive and effective mentoring program.

Parent involvement is another area where all leadership roles will work together. Parent nights will be organized throughout the year to encourage a welcoming and supportive culture for our parent population. We are excited that these grant funds may allow us to break down barriers in our small rural school situation by opening our doors to parents in a pleasant, caring, and supportive atmosphere.

All roles will collaborate on Rudd-Rockford-Marble Rock PLC initiatives and analyze student assessment data to create a strong, supportive multi-tiered system of support. Analysis will include areas of student strengths and needs. By focusing on these areas, we will improve instructional strategies across the entire Rudd-Rockford-Marble Rock teaching staff.

Using Part 6 application narrative from Year 1? No

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

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

- Prior demonstrated measures of effectiveness.
- Prior demonstrated professional growth.

The Rudd-Rockford-Marble Rock school district has identified teacher leadership roles to be assigned by a selection committee comprised of two administrators, four teachers (two of which represent the teacher association), one board member, and one parent. There are three leadership roles that will be assigned through a rigorous selection process: Building Team Leader (2), Lead Teacher/PLC Leader (10), and Model Teacher (4). Each position will be one-year in duration and eligible for renewal upon positive evaluations.

A. Job Description Posting

The new teacher leader positions will be posted internally and current teachers will be invited to apply. The job descriptions will be attached to each posting so that interested applicants have a clear understanding of the job tasks assigned to each position and those for which they should expect to be held accountable, as well as the criteria the district will use to select the new teacher leaders.

B. Application Process

Interested candidates will complete an application, submit a current resume to include, but not be limited to, previous experience with a mentoring program, PLC dates of training, previous educational experiences, and a list of strengths corresponding with the position requirements. Candidates will also submit responses to the following three open-ended questions:

1. Why do you aspire to serve your colleagues as teacher leader?
2. Describe a leadership experience you have had in our District or Community, the role you played, and how you determined your effectiveness as a leader.
3. What is the process you use to ensure you continue to grow as a teacher? (Each response, to the above three questions, will be limited to one single-spaced page using 12 pt. Times New Roman and one-inch margins.)

C. Selection Process Criteria (to be considered by the hiring committee)

1. The applying teacher must have a minimum of three years of teaching experience (one in the RRMR district);
2. Peer Reference Check - Teaching colleagues from the same instructional level (elementary or secondary) will be surveyed to determine whether applicants possess the attributes to be a successful candidate.
3. District Personnel File Review - The purpose of this review process is to determine the applicants' past level of effectiveness as teachers as well as their predicted level of effectiveness as potential teacher leaders.
4. Teachers will submit a portfolio that will be reviewed by the selection committee. The portfolio will include exemplary lessons, examples of student work, and at least two professional growth plans from previous years.
5. Candidate interviews - phase of the selection process to narrow candidates for final positions.
6. Selection of candidates recommended to the Board of Education

D. Measures of Effectiveness

The impact and effectiveness of Rudd-Rockford-Marble Rock's Teacher Leadership Candidates will be determined in the following ways:

- A. Student achievement data, reporting gains on the Iowa Assessments as well as supplemental assessments that support classroom instruction.
- B. Teachers' feedback on program effectiveness as determined by surveys.
- C. Administrative rubric with clear criteria and levels of proficiency for supporting and empowering the school mission, peer coaching, continuous learning, and attainment of school improvement goals.

E. Professional Growth

The professional growth and the advancement of skills or expertise in the newly established roles will be determined and evaluated in following ways:

1. Teacher leaders will demonstrate continuous improvement and self-directed inquiry by engaging in ongoing learning opportunities through professional reading, development opportunities provided in district or from outside sources to enhance classroom performance and student achievement.
2. Teacher leaders will refine skills and practices to lead other teachers in continuous inquiry and practices.
3. Teacher leaders will demonstrate effective coaching of teaching practices in the classroom, encouraging continuous reflection and refinement of practices.
4. Teacher leaders will use data to assist in creating and analyzing SMART goals throughout the district to increase student achievement.

By combining all items mentioned above, the selected teacher leaders will provide the expertise and guidance needed to collectively strengthen teaching and learning in the RRMR school district. The rubric, which was created by the committee, will play a large part in measuring the effectiveness of candidates, which will promote and sustain the program over many years.

Narrative

Using Part 7 application narrative from Year 1? No

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

Please include the following information in your narrative:

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

Click here To access the Iowa Professional Development Model page.

Teacher Leaders and Professional Development

The TLC plan will utilize teacher leaders to improve the district's professional development program by having these individuals become the directors of data collection and analysis, facilitate goal setting, select content and design the processes for professional development, so that PLC collaboration leads to quality implementation and, ultimately, improved student learning. Structure is necessary so that the PLC's target outcomes encourage innovation and evolve to meet the varied needs of students. As such, the RRMR TLC plan deepens the district's utilization of the Iowa Professional Development Model by embedding the decision-making process at the grassroots level in the classrooms where the impact is being measured.

Focus on Curriculum, Instruction, and Assessment

A clear focus on instruction is essential for success in the Rudd-Rockford-Marble Rock Schools. RRMR has worked deliberately on the alignment of instruction, curriculum and assessment. With the addition of building leaders, teacher leaders, and model teachers, the support and accountability for this work will be greatly enhanced, with results manifested through improved classroom practices and measured by student achievement data.

Distributive Leadership

Building Leaders, Teacher Leaders, and Model Teachers, as envisioned by the RRMR TLC plan, establish the principle of distributive leadership, a key component of the Iowa Professional Development model. Through the collection and analysis of data, teachers will be more engaged in decision making and planning for professional development aligned with student needs. The involvement of teachers in a process that was once dictated administratively, will keep the focus on the classroom, student needs, and best practices to impact student achievement. The involvement of teacher leaders provides a classroom voice and also a layer of accountability, as teachers understand their own responsibility for implementation, and student achievement will be the focus of the ongoing professional development cycle.

Simultaneity

By selecting effective teacher leaders with a focus on student achievement gains, professional development focused on attaining those goals will be a logical extension. Simultaneity is a key component of the Iowa Professional Development Model and is the embodiment of RRMR's TLC plan, as the new leadership roles will enable the district to maintain previous initiatives, and strengthen staff focus on improved instruction and student achievement as the district moves deeper into the PLC process. Previously, human resources were at a minimum and the adoption of a new initiative often meant abandonment of a previous initiative or optional implementation without accountability. Teacher leadership roles provide the opportunity to support best classroom practices as an integral part of our PLC process. Through observation, coaching, and feedback, these leadership positions will provide teachers with research based, targeted professional development based on their instructional needs, so they can deliver targeted instruction to students based on their individual learning needs in order to improve student achievement.

Designing the Process

The professional development process will ensure teachers have adequate opportunities to learn and implement new curriculum, instructional strategies, and assessments. Teacher leaders will provide targeted instruction and workplace supports to develop theoretical understanding and improved practice. Professional development design will build in time for teachers to learn together and to collaborate with each other through PLCs and targeted individual interventions by Lead Teachers and Model Teachers. By having teachers learn and implement more effective instructional strategies, the investment in professional development will pay off in increased student learning.

Ongoing Cycle

At RRMR, professional development is a continuous process that will be strengthened by the work of TLC leadership roles. Teachers will be provided ongoing opportunities to see demonstrations, plan together, work out problems, rehearse new lessons, develop materials, engage in peer coaching, and observe one other. These supports will be planned, supported and monitored. Staff learning and its impact on student achievement will inform decisions regarding future training, the need for support, and adjustments in learning opportunities. Ongoing training will be offered for teachers and will be supported through PLC collaboration.

The natural progression from the first year of PLC implementation is to add student supports through Multi-Tiered Systems of Support (MTSS). The model RRMR will be using is "Pyramid Response to Intervention". Although the school has pockets of excellence, there is a need "to create a systematic process that ensures every child receives support needed to achieve at high levels" (Buffam and Mattos, 2009). As a school, RRMR has invested a great deal of time and money into the PLC process. The school has become significantly more results oriented with an increasingly collaborative culture. The TLC grant will further the work by creating a better structure for supporting interventions at the classroom level. Model teachers will create exemplar lessons that may be used to support teachers without the skills to implement interventions autonomously. Lead teachers will observe, provide feedback, and coach the reflective process of individual teachers as they implement the intervention strategies. Support and accountability are at the heart of the Iowa Professional Development Model, both of which are strengthened through the leadership provided by this grant.

Using Part 8 application narrative from Year 1? Yes

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

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

Measuring the Impact/Effectiveness

The impact and effectiveness of Rudd-Rockford-Marble Rock's Teacher Leadership and Compensation plan will be measured in the following ways:

1. Student achievement data
2. Classroom observations and walk through data
3. Teacher reflections on their teaching practices
4. Student perceptions of the classroom instruction environments
5. Teacher perceptions of working condition and instructional support
6. Rubric support for decision making

Monitor and adjust the effectiveness of the plan over time

A committee made up of the leadership team and administration will meet four times per year to monitor and make adjustments to the plan. Data will be collected concerning the above mentioned measures on an on-going basis. An action plan will be written to ensure the effectiveness of the plan and the need to make necessary adjustments.

1. Student achievement data will be collected throughout the district and will assist teachers in measuring the SMART goals. Data collected may include, but not be limited to, Iowa Assessments, Measures of Academic Progress (MAP), DIBELS, Observation Survey, ACT, unit assessments, and grade-level common formative assessments.
2. Classroom observations and walk through data: The Building Team Leader teacher provides structured peer coaching through modeling effective instruction and facilitating the work of the PLC leaders. The Building Team Leader regularly visits classrooms and weekly PLC leadership meetings.
3. Teachers will reflect on their teaching practices focusing on goals set forth by the Teacher Leadership and COmpensation Plan, supported through the PLC structure. Teachers will self-assess their contribution to improving the school community, using a survey created by the district to obtain input on the effectiveness of the Teacher Leadership and Compensation Plan.
4. Student perceptions of the classroom instructional environments: student classroom and overall feedback will be solicited through various methods, including but not limited to informal discussion and online surveys. This will allow the district to facilitate student experience improvements to better fulfill our school mission of creating impassioned lifelong learners.
5. In measuring teaching perceptions of the working conditions and instructional support, staff members will be instructed to give feedback to teacher leadership designees to ensure that there are opportunities for staff members to gain experiences to promote instructional support. Staff members will communicate instances such as opportunities to observe model classrooms, meetings with mentor teachers, and have the experience to see best instructional practices. A list of intended best instructional practices will be developed.
6. Rubrics have been created for evaluating the level of effectiveness of the teacher leaders. They are a valuable tool to identify the traits and behaviors of effective teacher leaders, can be used as a self-assessment tool, as formative assessment throughout the school year, and as a summative assessment tool to determine the level of effectiveness of the teacher leaders in moving the school toward better instructional practices and improved student achievement.

Using Part 9 application narrative from Year 1? No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

The Rudd-Rockford-Marble Rock District has existing capacity to implement the TLC plan for the 2014-2015 school year, as PLC and mentoring structures are already in place, which will be supported and enhanced by the TLC leadership positions. RRMR has put additional structures in place to aid in the implementation of the Teacher Leadership and Compensation plan and sustain it over time including key staff, delegation of responsibilities, enhanced curriculum plan, restructured mentoring program, quality professional development, regular evaluation, and communication with key stakeholders.

To incorporate key staff, the district will place staff members into roles titled Building Team Leader, Lead Teacher/PLC Leader, and Model Teacher to build the structure of teacher leadership practice. Our district will maintain this structure as part of our district's culture, allowing staff opportunities to assume leadership roles commensurate to their aptitudes and interests.

Through delegation of leadership responsibilities and collaborative efforts, the school district will be able to create a formal structure in support of student achievement. The system in place will create a balance of support and accountability toward a common goal. The leadership roles, coupled with the already established PLC model and Multi-Tiered Systems of Support, will work synergistically toward the attainment of individualized instruction and improved student achievement.

Through our multi-tiered leadership model a curriculum plan will be in place for educators to be able to review and develop a system of new essential goals each year. These goals will be revised annually.

By creating a mentoring/induction program that is designed for our small rural district, we will have a system in place that will create an environment for a mentor/induction program to flourish. Looking forward, we plan to collaborate with neighboring districts by inviting them to join our mentor/induction program. The impact of this collaboration will enable small rural districts access to a program focused on problem areas unique to their circumstances. This will be an on-going, multi-year, step-by-step approach for the creation of a supportive system for our new professionals, which will utilize the skills of our teacher leaders and model teachers. The Teacher Leadership funds will help establish this program, but once in place we plan to expand it beyond our school to neighboring districts.

Another key component of building capacity to implement the program is the adjustment of contract language. We will negotiate contract language through collective bargaining to create contracts, determine employment terms and seniority matters, and will include pay, benefits, contract length, and leave.

Once implemented, the TLC plan will be sustained through quality professional development for each position, regular evaluation and refinement, and communication with key stakeholders.

Quality Professional Development: To provide for the unique learning needs of our building leaders, teacher/PLC leaders, and model teachers, RRMR schools will provide quality professional development through accessing AEA resources, statewide resources available from the DE, colleges, and private providers, and attendance at conferences and trainings as needed to meet the job responsibilities required for each position.

Regular Evaluation: RRMR will utilize multiple evaluation tools for each position. These tools will include a rubric with clear goals and levels of proficiency for the competencies specific to each job description, a survey mechanism for teaching colleagues to provide feedback on effectiveness, and student achievement data that show the level of effect the leadership positions are having on learning targets. These evaluations will be utilized to make adjustments to the leadership positions and may be used as part of the administrator's annual summative evaluation in determining continuation in a teacher leadership role, which is a year-to-year position.

Communication with Key Stakeholders:

In order to effectively sustain the leadership roles established by the TLC plan, it is critical to communicate with the school board and community concerning the functions and effectiveness of these positions related to the school's student achievement goals. As such, the Building Teacher leaders will make quarterly reports to the school board entailing the work of the teacher leaders and annually share student achievement data with the board and community so that the impact of the TLC grant is evidenced for continued support.

 part 9 rubric

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number* 453.4

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

District Enrollment-Based Allocation \$140,018.99

Total Allocation \$140,018.99

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.	\$37,305.60
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).	\$80,660.38
Amount used to provide professional development related to the leadership pathways.	\$15,081.53
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>	\$6,971.48
Totals	\$140,018.99

Other Budgeted Uses - Description

Item description	Amount budgeted
Mentor/Mentee Program	\$6,971.48
	\$6,971.48

Total Allocation Budgeted

Total Projected Amount to be Expended \$140,018.99

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

Student learning is and must continue to be the focus of school improvement and professional development at Rudd-Rockford-Marble Rock. Our goal is to increase student achievement through utilizing the TLC grant funds to expand our work in professional learning communities, implementation of the Iowa Core, and utilization of multi-tiered support systems. RRMR has already made a substantial philosophical and financial commitment toward systems change through attending formal training (Solution Tree) in the PLC process for two administrators and six

teachers during the summer of 2013. Those teachers assumed leadership roles for the inaugural year of PLCs at RRMR. This past summer, all additional teachers were provided the opportunity to attend the same training and twenty-one participated. Thus, 75% of teachers at RRMR are fully trained in the PLC process. With the TLC grant funds, we will be able to deepen the implementation of that process during the school day through creating Building Team Leaders, PLC leaders, and model teachers, who will each play an integral role in providing leadership, modeling, and coaching for teachers at all stages of proficiency.

How these roles fit together

The collaboration of these roles is critical for success in impacting instructional practices and student learning. In our plan, Building Team Leaders, Lead Teachers/PLC Leaders, and Model Teachers will work together to design a mentor-mentee program at the district level. Additionally, they will observe and coach all staff members for effective instruction. While the Building Team Leader will facilitate mentoring, the PLC leaders will engage teachers in the work of the PLC groups throughout the mentoring process and beyond through identifying areas for targeted instructional. Model Teachers will demonstrate best practices for new professionals in the mentoring program and other teachers when needed. All roles will work together to build a supportive and effective instructional program based on student needs.

Our plan is created for 453.4 students at \$308.82 per student, which will provide RRMR \$140,018.99 in TLC funds.

Level #1 - 2 Building Team Leaders (.5 K-6 and .5 7-12 positions)- \$92,300

- \$5000 per position in increased compensation and 7 additional contract days.
- Provide part-time classroom, not to exceed 50% of a teaching day
- \$40,300 half time salary for each elementary and secondary teacher.
- Provide continuous and periodic observation and guidance in the classroom
- Collaborate with Level #2 Lead/PLC Teachers, Level #3 Model teacher, administration, and all other necessary stakeholders
- Collaborate with administration, curriculum coordinator, and technology integrationist to carry out the Iowa Professional Development Model (IPDM), through assisting teachers by offering training and learning opportunities, ongoing data collection, and collaboration time for improved implementation.
- Guide and assist the PLC leaders
- Facilitate the district mentor/mentee program which will allow for teachers to visit other classrooms for observations
- Provide periodic progress reports to the school board on TLC work and student achievement.

Level #2 Lead Teacher/PLC Leader (10 teachers) \$23,300

- \$2000 per position in increased compensation and three additional contract days
- Maintain regular classroom instruction responsibilities
- Lead weekly PLC group meetings
- Provide regular observation and instructional guidance
- Collaborate with Lead/PLC Teachers, Model teachers, administration, and all other necessary stakeholders
- Collaborate with administration, curriculum coordinator, and technology integrationist to carry out the Iowa Professional Development Model (IPDM), by assisting teachers by offering training and learning opportunities, ongoing data collection, and collaboration time for improved implementation.

Level #3 Model Teacher (4 teachers) \$2,300

- \$500 per position with no additional contract days
- Maintain a regular classroom teaching load engaged in student instruction
- Demonstrate exemplary classroom practices, which may be observed by other teachers to improve instruction and student achievement.
- Collaborate with building team leaders in the mentor/mentee program

Mentor/Mentee Program (approximately 6 teachers) \$7,000

- Provide probationary teachers with five additional professional development days
- \$2,700 substitute costs for six pullout days for four mentees and four mentors.
- Observe model teachers, reflect on instructional practices, and plan for improved instruction and learning.

Professional Development \$15,100

- Pay for registration fees and travel expenses to provide training for instructional leaders, PLC/RTI training, etc.
- Provide substitutes for teachers that attend professional development training.

Assurances

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

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

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

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

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

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

[Return to top](#)