



Application

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

136230 - Sigourney CSD - Teacher Leadership Grant

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name: Sigourney CSD

Organization Type: K-12 Education

DUNS:

Organization Website: <http://www.sigourneyschools.com/>

Address: 909 E Pleasant Valley
Sigourney Iowa 52591
City State/Province Postal Code/Zip

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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Dave Harper
Title Superintendent
Organization Sigourney CSD

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

Address 909 E Pleasant Valley

City/State/Zip* Sigourney Iowa 52591
City State Zip

Telephone Number 641-622-2025

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Fiscal Officer/Agent

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

Name Sue Huls
Title Business Manager
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County(ies) Participating, Involved, or Affected by this Proposal	Keokuk County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	39
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	78
<i>District Map</i>	

Minority Impact Statement

Question # 1

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

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

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

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons. **No**

If YES, present the rationale for determining no impact.

Certification

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

Name of Person Submitting Certification. **Dave Harper**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District **Sigourney Community School District**

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

County-District Number 54-6012

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

Honorific Mr.

Name of Superintendent Dave Harper

Telephone Number 641-622-2025

E-mail Address dave.harper@sigourneyschools.com

Street Address 909 E Pleasant Valley

City Sigourney

State Iowa

Use the drop-down menu to select the state.

Zip Code 52591

TLC Application Contact

Honorific Mr.

Name of TLC Contact Dave Harper

Telephone Number 641-622-2025

E-mail Address dave.harper@sigourneyschools.com

Street Address 909 E Pleasant Valley

City Sigourney

State Iowa

Use the drop-down menu to select the state.

Zip Code 52591

Demographic Profile

October 2014 Certified Enrollment 544

October 2014 Free/ Reduced Lunch % 33

AEA Number 15

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

TLC Model Number Model 3 Comparable Plan

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)

The Sigourney CSD has 46 teachers who serve 544 students in 2 buildings (Elementary and JH/SR). This proposal, developed over the last year, allowed us to gather significant information from our stakeholders. Our AC included teachers, principals, the Supt., parents/community members, and the teacher's association. We worked with a consultant throughout this process to develop our TL program design. The consultant supported us as we developed and program and wrote detailed job descriptions for each TL roles. We worked with the consultant to design a budget that provides compensation for all TL roles. We have a clear understanding of what needs to happen, when it needs to happen, and who is responsible for each activity. We believe the clarity and detail of our TL program plan will allow us to implement a well-rounded program.

Our vision for our program is to continuously develop the skills of staff through multiple training and coaching opportunities, while allowing teachers to stretch their potential. Variety of leadership roles in our program will allow teachers to fit their time, talents, and interests within various opportunities.

Our program funds 9 clearly differentiated roles. Up to 31 teachers could hold a position at any time. Because we have 46 teachers, we will ensure that at least 25% of our teachers (N=12) are in TL roles at all times.

Our primary instructional improvement strategy is improved instruction through collaboration in our PLCs. With the support of the GPAEA, Sigourney has committed to using PLCs in grades PK-12. Our PLC Ldrs. will focus on assessing curriculum and teaching practices to improve student achievement. They will assist in developing PD to meet the needs of the teachers related to our current implementation of the Core. Our Mentors will provide support for our first/second year teachers as they work to master their content areas and instructional practices. Our IA Core Specialists will provide support to Tier I/II teachers to implement the Core. Our Data Specialists will support teachers by reviewing assessments, analyzing data, and matching instructional strategies to student needs. Our STEM coaches will support the staff with implementation of additional opportunities and initiatives that support students pursuing careers in these fields. Cooperating Teachers will support student teachers. These leaders will help Student Teachers learn to apply the methods/skills they have learned at college in an actual classroom setting.

All stakeholder groups are clearly in support of this plan. Teachers provided input through surveys and demonstrated their commitment to the project during meetings held on PD days. During the meetings, teachers verbally affirmed their support of the project, and many teachers expressed an interest in holding one of the leadership positions. The SEA was represented in all planning sessions and has endorsed the proposal. Parents provided input through participation on the AC. We had two parents who were very involved in the process and provided a parent perspective on how to improve student achievement. Our principals have demonstrated an exceptional commitment to the program. Our stakeholders are all committed, focused, and passionate about supporting students through the implementation of a network of TLs committed to improving student achievement.

Interested candidates will submit an application packet to be reviewed by our selection committee that consists of administration and teachers. The Building Administrators and one teacher from each building will review the applications. The review committee will select applicants for interviews.

While collection of data is an important aspect of the overall project evaluation, we are most concerned about how we use our data to adjust program performance.

The AC will have quarterly conversations to review project data. We will review and reflect on the data through the following 7 questions:

Who have we targeted for services/support?

What are the outcomes they were expected to attain?

What does our data tell us about their success in attaining outcomes?

What other data do we need?

What could we change to do better?

Do we need any new partners?

How will we adjust programming in response to current data?

In addition to continued TLC funding from the state, we can sustain our program using multiple strategies. A strong evaluation of the program will allow us to share results about the impact. As we demonstrate how TL activities strengthen instructional practices, we can help our board and our community maintain their commitment to program. Second, we are focusing significant time on building the capacity of existing staff through many different individual and group PD activities.. Once we have used our TLC funds to increase the capacity of all staff to implement evidence-based instructional practices, we will require fewer funds to keep the program going.

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 previous application? **No**

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

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Use of Planning Grant - The Sigourney Teacher Leader (TL) proposal was developed over the last year with the support of a consultant who had extensive experience with the Teacher Leadership and Compensation process. This advisory committee was made up of four teachers, two of whom represented the teachers' association, two principals, the Superintendent/Curriculum Director, and two parents. The advisory committee met as a whole group four times during the planning period. Smaller groups met as needed to gather information from stakeholders, analyze data, review survey results, and make final decisions based on feedback. The committee met with the entire teaching staff to discuss the TL program and the implications to the district to gain support from staff. The committee also met with a consultant for guidance and direction. Various team members attended informational meetings and webinars to help determine how to best meet the needs of the district. Our district administrators also encouraged staff members to participate by asking for feedback on each of the proposed TL positions for the district. Stakeholder engagement – Our Advisory Committee (AC) gathered input from stakeholders through surveys, leadership committee meetings, presentations to district staff, school board presentations and updates, and large group discussions. Initial review of the TLC guideline and district data by our stakeholder groups helped us understand:

- Sigourney could only support one full time position with the TL funding.
- Our district needed to raise our minimum salary to meet Criteria 1 (\$33,500 for all teachers).
- Our district has a mentor program (Criteria 2 new teacher mentoring). We aligned our program closely with the AEA and its Mentoring and Induction program to better support beginning teachers.
- Our district does not meet Criteria 3 (differentiated, multiple, meaningful teacher leadership roles); Criteria 4 (rigorous selection process); or Criteria 5 (aligned professional development).

Sigourney chose to base its plan on Model 3 – The Comparable Plan Model. The consensus was that the flexibility of Model 3 best supports our district's size, goals, and current professional development focus.

What we learned from stakeholders – Our three key stakeholder groups (parents, teachers, and administrators express the following wishes with our advisory committee.

Parents want....

1. Everything we do in the program to help increase student learning.
2. To make sure we have the ability to sustain what we implement.

Teachers want...

1. support for instruction and resources for learning.
2. opportunities to serve in a variety of leadership roles.
3. opportunities to serve our district without having to leave the classroom.
4. assistance in reflecting and using data to improve instruction.
5. opportunities to observe successful teachers and mentors.
6. opportunities for collaboration and reflection to establish professional relationships that support improving student achievement.
7. professional development that best suits individual needs of educators.

Administrators want...

1. The TL Teacher Leadership program to support the development of our PLCs district wide

Commitment – Sigourney's TLC plan incorporated feedback from all teachers and administrators in our district, and parents from our community. All stakeholder groups are clearly in support of this plan. Teachers provided input through surveys and demonstrated their commitment to the project during a meeting held on a recent PD day. During that meeting, they verbally affirmed their support of the project. Many teachers expressed an interest in holding one or more of the new leadership positions. The Association was represented in all planning sessions and has officially endorsed this proposal. Parents provided input through participation on our Advisory Committee. Like the other groups, our parents have voiced their commitment to the project. Our administrators have demonstrated an exceptional commitment to the program. Our stakeholders are all committed, focused, and passionate about supporting students through the implementation of a teacher leadership network aimed at improving student achievement.

Narrative

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

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

State Goals:

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

Sigourney Community School District is committed to Preparing Today's Students for Tomorrow's World. We create the foundation for student growth by fostering a positive culture, providing all students with engaging and relevant learning experiences, and ensuring high quality instruction. We must give teachers opportunities to reflect and improve their professional practices. We will build this foundation through our PK-12 Professional Learning Community teams. The vision of our TL program is to continuously develop the skills of all staff through multiple training and collaboration opportunities, while allowing teachers to stretch their potential as leaders. The variety of leadership roles in our TL program will allow teachers to align their time, talents, and interests within various leadership roles.

To achieve our vision we created four goals for our TL program.

Goal 1 is to create a positive atmosphere where collaboration drives our professional discussions on improving student achievement. Our TLC Program will foster a culture of trusting relationships that encourage collaboration around teaching practices to meet the needs of our students. The availability of PLC Leaders, Model Teachers, Mentors, a STEM Coaches, a SPED Coaches, an IA Core Specialists, and Data Specialists will provide opportunities for teachers to observe, reflect, and discuss their current practices. Our TL selection process will bring forth candidates who work well with others, maintain a positive attitude, are able to inspire others, and have the knowledge and skills to successfully coach their peers.

Goal 2 is to encourage collaboration among teachers. TLs and classroom teachers will collaborate weekly in grade level PLC teams to improve student achievement. The teachers will share successful interventions and practices along with high quality student work samples. As a group they will analyze student data. PLC leaders will work to create a safe environment for candid conversations. They will also present and model teaching strategies that are responsive to student needs. Our TL program will encourage all teachers to apply for leadership opportunities at least once during their time in the district.

Goal 3 is to recruit and retain quality teachers. By increasing the base pay and providing multiple instructional supports, we will recruit and retain quality educators. Better compensation, paid TL opportunities, and teacher empowerment will help us retain educators who may otherwise have been lost to other districts. We believe the financial incentives will encourage many teachers to apply for TL roles. Those who are not ready to leave the classroom will have the opportunity to remain in the classroom and still work as a TL.

Goal 4 is to promote teacher empowerment. The Sigourney TL program will foster a shared leadership approach for planning and facilitating district PD and curriculum design. To foster this sense of empowerment, all TLs will participate in yearly PD and coaching from administrators and outside experts.

Local Context – We will include 25% of our staff in TL roles to help us attain our goals. The 31 new TL positions offer opportunities in 9 different roles.

The PLC leaders will provide timely feedback, reflection, assistance with continuous improvement, and ongoing PD to our staff. The other roles will provide leadership for special education, new teachers, STEM alignment of curriculum, instruction, and assessment. Together, the 31 teachers working the 9 different TL roles will work collaboratively with district administrators to achieve all TL goals.

State Context - Our plan clearly aligns with the State of Iowa's five TLC program goals.

- With TLC funding all teachers will be paid at least \$33,500.
- Discussions with current teachers indicate that they will be more likely to stay in the district because of the opportunities to hold one of the 31 TLC positions. They will be more likely to stay because of the additional pay, the chance to work as a leader, and opportunities to improve their practices through comprehensive PD and individual and group support.
- All aspects of our TL program will foster collaboration among teachers, especially through the use of PLCs and during all PD. Our TL advisory committee will regularly review the level of collaboration in the program and seek additional ways to support collaborative efforts.
- Helping teachers grow professionally is an important part of Goal 4. As teachers grow, we will encourage them to seek leadership positions as a reward for this growth. We will also reward the growth of our TLs through additional compensation and through increased responsibilities.
- The ultimate purpose of all TL program activities is to increase student learning. We believe that supporting all Sigourney teachers to work collaboratively to analyze student data and implement effective instructional strategies,

that are responsive to student needs, will have an enormous positive impact on achievement levels in our district.

Using Part 3 application narrative from previous submission? No

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

The Sigourney CSD is committed to Preparing Today's Students for Tomorrow's World. All of our TLC efforts to improve student learning are tied directly to our Iowa Core Plan.

We have been a PLC district for the last four years and we continue to improve our communities by collaborating amongst the PLCs and with the AEA staff. With the support of the Great Prairie AEA, Sigourney has committed to using the PLC model PK-12. The PLC teacher leaders will be critically important to the successful implementation of our PLCs. Leaders will focus on leading discussions within the PLCs on how we can improve student achievement. Leaders will regularly observe teachers and provide debriefing and feedback on how effectively each teacher is using the collaboration data from the PLC to guide instruction in the classroom. Our mentors will provide additional support for our first and second year teachers as they work on understanding the PLCs and using the data to drive instruction. The mentors will observe their mentee once a month and will follow up with a debriefing session.

Special Education Coaches at each building will provide support to the SPED teachers to enhance their ability to instruct struggling learners and better prepare them for tomorrow's world. These teachers will collaborate with the SPED teachers to understand each individual student's needs and match the best instructional strategies to that student. The coaches will also support new teachers in the implementation and understanding of IEP/504 Plans and demonstrate how to be an advocate for our SPED students.

Cooperating Teachers will work to enhance and evaluate the progress of each student teacher on a continuing basis by gathering and recording information and conferring with each student teacher for purpose of analysis, feedback, and guidance. The cooperating teachers will model the PLCs, will model appropriate and meaningful use of technology, and will act as a strong, professional mentor to the student teachers.

The Data Specialists and Iowa Core Specialists will work with all teachers in the district to utilize student data that will drive instruction and ensure that the Iowa Core Standards are understood and met. These specialists will work with Tier I and II teachers to build a knowledge base in their specific content area in regards to the Iowa Core and student achievement data.

Our STEM Coaches in each building will support the teachers in the science, technology engineering and math fields to promote more students pursuing these fields. The coaches will work with these teachers to discuss how the district can implement strategies that will promote the STEM field.

We are a one to one technology school from grades 5th through 12th with significant access to technology in our PK-4 grades. We have utilized technology to enhance the instructional practices in the classroom that follow the Characteristics of Effective Instruction. Our TLs will collaborate with all Sigourney teachers to focus on ways to effectively and fully utilize technology in the learning environment for each and every student.

To ensure student learning improves, our TLs will provide PD for their peers on strategies to:

Connect all students to the world's learning resources through technology

Model the actions and behavior they want to see in everyone's classroom

Support the design of an ongoing and embedded PD program that helps embed technology into effective instructional practices

Move into the role of system analyst to ensure that technology literacy is aligned with the Iowa Core

Ensure that technology is seen not as another initiative, but as integral to curriculum

Our teachers have good foundational skills for integrating technology as part of an effective instructional process.

The PLC, STEM, and IA Core coaches will have the opportunity to observe how well teachers are able to embed technology as part of their instruction. Coaches and mentors will compile data from their classroom observations to help them give individual feedback and support to teachers as well as design and implement new PD experiences that will help teachers improve technology integration in ways that support increased student learning.

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

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

Improving entry

Our TL program will fund 3 Induction Coaches/Mentors who are responsible for mentoring the growth and development of all 1st and 2nd year (new or recently returning) PK-12 teachers. Mentors will act as models and guides to help new teachers develop competence and confidence more quickly. They will provide opportunities for new teachers to observe, discuss and practice quality instruction. Mentors will partner with the new teachers in ways that help all new teachers develop a “growth” mindset. In addition to mentoring, coaches will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting students with special needs.

Mentors will serve our 1st and 2nd year teachers to help accelerate their effectiveness. Mentors will conference with all new teachers once a week and will follow up their observation with a debriefing session. During each meeting and classroom visit, they will discuss classroom successes, identify and prioritize challenges, and commit to specific next steps. After each debriefing session, the new teachers will add information to their portfolio.

Though we have had a mentoring program, we would like to see it continue to improve. We have a District Mentor Facilitator along with several trained mentors who are assigned to new teachers. Overall collaborative time between mentor and mentee has been minimal due to the fact that our lead mentor and mentors teach full time. The model we used in the past few years has only allowed mentors and mentees to meet once a month to discuss concerns and to complete projects in the Journey to Excellence booklet. The mentors have not had as many opportunities to observe new teachers since they have no release time. Mentees have often been left to search for answers from someone else. The assignments and activities have been “extras” added on to their already busy schedules and to-do lists. Teacher turnover has been a concern for our district and we believe our strong new induction program will provide new teachers with the foundation they need to thrive in the classroom and feel connected to our district. Our new induction program will support all new teachers with guidance on lesson planning, grading practices, effective instructional practices, and classroom management.

Professional Development Days

Professional Development Days serve as an opportunity for TLs to provide whole group or small group support to teachers based on their particular needs. Currently we provide whole group PD for most of our staff with limited small group PD. The ability to tailor support to the applicable content area will be more impactful and will provide for greater opportunity to transfer, apply and generalize strategies learned in PD.

SINA Plan

Our elementary school has a SINA plan. Implementation is dependent upon grade level teams & special teachers. TLs will provide expertise & support to ensure more consistent implementation across grade level teams and the district. With this intentional and intensive support we will impact our SINA status positively.

Narrative

Using Part 5 application narrative from previous submission? **No**

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

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

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Differentiated TL Roles—Our program consists of 9 clearly differentiated Teacher Leader (TL) roles. The following table lists each role along with the number of positions, whether the position is full time or extra duty, and the stipend for each TL. Up to 29 teachers could hold a TL position at any time. Because we only have 46 teaching staff, some teachers may hold more than 1 role at a time. We will ensure that at least 25% of our teachers (N=12) are in TL roles at all times.

Title	Salary Per Position	# of Positions	Salary	FICA/ IPERS	Teacher Leadership Time	Total
STEM Coaches	\$4,200	2	\$8,400	\$1,392.72	Extra	\$9,792.72
District Mentor Facilitator	\$4,200	1	\$4,200	\$696.36	Extra	\$4,896.36
Mentors	\$4,200	2	\$8,400	\$1,392.72	Extra	\$9,792.72
SPED Lead	\$4,200	2	\$8,400	\$1,392.72	Extra	\$9,792.72
ELEM PLC Leaders	\$4,200	8	\$33,600	\$5,570.88	Extra	\$39,170.88
SEC PLC Leaders	\$4,200	8	\$33,600	\$5,570.88	Extra	\$39,170.88
Cooperating Teachers	\$4,200	2	\$8,400	\$1,392.72	Extra	\$9,792.72
Data Specialists	\$4,200	2	\$8,400	\$1,392.72	Extra	\$9,792.72
Iowa Core Specialists	\$4,200	2	\$8,400	\$1,392.72	Extra	\$9,792.72

Our TL program will provide 3 District Mentor Facilitator/Mentors who are responsible for mentoring the growth and development of all 1st and 2nd year (new or recently returning) PK-12 teachers. We will have one District Mentor Facilitator, with each building having a designated mentor. Mentors will act as models and guides to help new teachers develop competence and confidence more quickly. They will provide opportunities for new teachers to observe, discuss and practice quality instruction. Each mentor will partner with the new teachers in ways that help all new teachers develop a “growth” mindset. In addition to mentoring, coaches will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting students with special needs.

TLC funds will support 16 Professional Learning Community Leaders to work outside of classroom time as partners with our administration in collaborative efforts that will strengthen our PLCs at each building through the use of student data, positive and solution oriented culture to improve student achievement. During meetings, PLC Leaders collaborate with teachers and administrators to ensure the three big ideas are met:

1. Ensuring that Students Learn,
2. Develop a Culture of Collaboration and Trust,
3. Focus on Results to improve our instruction and student achievement.

Our TL program will include 2 Special Education Leader positions (SPED Lead). They will support families, teachers, and students with the IEP process by providing training for families and staff regarding 504 plans and IEPs. The Special Education Leaders will help the special education teachers with the compliance process, facilitate conversations with general education teachers, and create meeting protocols district wide. They will also review edit, and finalize all IEPs after the Prior Written Notice is completed and the meeting has been held. The Special Education Leaders will also assist with locating and establishing connections with community resources available to build

quality transition plans.

Cooperating Teachers in our district will support Student Teachers for either 9 weeks or 18 weeks. Every year, these 2 teacher leaders will help Student Teachers learn to apply the methods and skills they have learned at college in an actual K-12 classroom setting. Each building will have a Cooperating Teacher to better support the needs of student teachers.

The district will have 4 teachers who spend extra time aligning content, instruction, and assessments with the Iowa Core Curriculum will use TLC funds to work outside of class time as our Iowa Core Lead Teacher and Data Specialist. These TLs will examine curriculum in specific grades to determine if they are meeting the Iowa Core standards. They will also determine what kind of training must be provided to address the areas of weakness noted. Both buildings will have a Iowa Core Lead and a Data Specialist to be subject matter experts in each of those areas. The Data Specialists will work with classroom teachers to break down and analysis the student assessment data to be able to refine instructional practices to meet the needs of the teacher. The Iowa Core Lead will work with classroom teachers to help better align the Iowa Core with instruction at each building to ensure the standards are being taught and there are no gaps.

These Teacher Leaders will meet as a whole group with the Administration five times a year to aligned the TL positions to fully support classroom teachers and to reduce redundancy of curriculum and work. The team will meet in August prior to the start of school, end of each Trimester and in June after the school year is completed. These discussion will center around aligning resources and professional development opportunities to improve the quality of instruction in the classroom. Each position will have additional four additional days during the summer that are already built into their stipend.

Using Part 6 application narrative from previous submission? **No**

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Determining Effectiveness—To ensure we have the largest pool of highly qualified TL candidates, we will begin our recruitment efforts by informing all teachers of the TL openings through multiple methods—presentations, school email, and paper postings in each building. We will hold a TL informational session in January 2016 during which we will describe each position to all staff members. We will also review the application process during this PD. We have already held informational meetings regarding the TL and the process the district is following for the grant. We will develop a TL website that provides information about the TL program, each position, and the application/selection process.

Upon receiving notification of the TLC grant a general information session for TL positions will occur:

The session will include an explanation of:

- Alignment to district vision & goals
- Key actions & responsibilities
- Examples/non-examples of TL roles
- TL evaluation tools

Interested candidates will submit:

- Letter of Application
- Resume
- Letter of Recommendation from a Certified Colleague
- Artifacts showing effective instruction & student growth (written, video, etc...)
- Artifacts showing strong command of the curriculum
- Skill in facilitating peer learning
- Artifacts showing lifelong investment in their own professional growth behaviors

Applications will be scored using a TL rubric. This rubric will be shared with candidates prior to submittal.

Candidates who score above the cut score will be invited to interview with:

Two Teachers

Two Administrators

The Building Administrators and one teacher from each building will jointly review the position questionnaires, the peer reference letters, and any other artifacts the candidates submit. Together, the four members of the review committee will select applicants for interviews.

During the interview, candidates will:

- Answer questions directly related to TL roles
- Reflect upon their professional growth
- Further explain examples, artifacts & reflections of personal TL qualities
- Iowa Core LEAD/Data Specialist candidates will facilitate a mock coaching session
- PLC Leader candidates will facilitate a mock PD session

A rubric based on TL Model Standards (Teacher Leadership Exploratory Consortium) will be developed to score each component of the interview process. The rubric will measure the candidate's ability to:

- 1) Foster a collaborative culture to support educational development & student learning
- 2) Access & use research to improve practice & student learning
- 3) Promote professional learning for continuous improvement
- 4) Facilitate improvement in instruction & student learning
- 5) Promote the use of assessments & data for school & district improvement
- 6) Improve outreach & collaboration with families & the community
- 7) Advocate for student learning & the profession

The committee will recommend viable candidates to TL roles who demonstrate strong ability to effectively carry out district's goals & vision. In line with the current district hiring process, final hiring recommendations will be made by the Superintendent to the Board.

The following table lists the minimum years of teaching experience required along with the minimum years TLs must have worked in our district.

TL Role	Minimum Years of Experience	Minimum Years in Sigourney
STEM Coach	3	1
District Mentor Facilitator	3	1
Mentor	3	1
Spec Ed Leader	3	1
ELEM PLC Leader	3	1
SEC PLC Leader	3	1
Cooperating Teacher	3	1
Iowa Core Specialist	3	1
Data Specialist	3	1

Evaluating Professional Growth—For the annual assessment, TLs and their supervisors will collect data through reflections, observations, and anonymous surveys of those the TLs support. We will design rubrics that rate TLs on a continuum using 3 levels—(1) emerging; (2) applying; and (3) integrating. The rubrics will assess professional growth in 5 areas—working with adults, communication, collaboration, content and pedagogical knowledge, and systems thinking. Shortly after being selected, each of our 29 TLs will use the knowledge, skills, and dispositions outlined in their position rubric to create their Individual Professional Development Plan.

Every trimester, TLs will complete a self-evaluation and reflection on his/her effectiveness in the assigned position. Every trimester, administrators will observe all TLs as they perform their TL work and then complete an assessment of the TL using the position rubric. During the 2nd and 3rd trimester, all teachers who have been supported by a TL will complete an anonymous online survey that describes how helpful the TL has been. TLs and administrators will meet the 2nd and 3rd trimester to review the personal reflections, the administrator’s observations, data from the anonymous peer surveys, and student learning data to document the TL’s effectiveness. Though all TL positions will require annual reapplication, TLs will be able to maintain their positions (if desired) through the successful completion of the review process. Successful completion of the review process includes showing growth on the continuum of development along with positive feedback from the position supervisor and the teachers who are served by the TL.

Narrative

Using Part 7 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

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

[Click here To access the Iowa Professional Development Model page.](#)

Building-based PD—One advantage of having a small district is that we can develop and deliver PD that is clearly and carefully aligned across all grades PK-12. In Sigourney we have two separate schools one elementary and one junior/senior high school—housed in a single building. In total we have 46 instructional staff that meet as part of multiple building PLC teams. Each building is responsible for developing a building improvement plan that is customized to the needs of their students and based on input from the PLC teams. The improvement plans for both buildings carefully outline what PD is needed to support both individual teachers and groups of teachers as they work to address identified student-learning needs. The plans for both buildings are combined to form the district school improvement plan.

Our TLs are key to both the identification of necessary PD as well as the provision of building-based and district-wide PD. Teacher Leaders, in collaboration with building administration and the AEA, will deliver PD at the building and the district levels during our full-day PD sessions, in the summer, during teacher pre-service days, and throughout the school year in the form of courses and seminars. With TLC funding, both the elementary and the secondary school will have access to PLC Leaders leading PD efforts. Building-based PD allows TLs to be close to the daily work of teachers, giving them the ability to adapt and adjust PD “in real time.” To ensure the continuous improvement and appropriateness of PD, all PD participants regularly provide feedback to their Building Leadership Teams.

Alignment of TLC Plan with Iowa PD Model— Our TLC plan incorporates the 12 essential elements of the Iowa PD model described in the Iowa PD Model Technical Guide.

(1) **Leadership Team**— We have multiple instructional data PLCs in both buildings. There is one lead teacher from each one of these teams who meets as a part of the building leadership team. The leadership teams from both buildings will meet together to form the district leadership team.

(2) **Collecting and analyzing student data**— Our Data Specialist and Iowa Core Specialist will provide support for both the building PLCs and individual teachers to collect and analyze student data. The building teams are split by content area in the secondary building and by grade-alike groups in the elementary. These teams come together on district PD days to analyze data vertically K-12 under the guidance of our PLC Leader Data Specialists.

(3) **Goal setting**—Our Data Specialists will assist the building teams to set SMART goals for the building, content area, and groups of students using data collected by the PLC as part of the building improvement planning process. All PD is intended to building teacher knowledge and skills to impact student learning.

(4) **Selecting content**—All PD content is chosen initially by the administrative team supported by TL input. Once the school year starts and we collect PD surveys, we will monitor and change content as needed, in response to teacher feedback and requests. Additional changes may be made in response to student performance.

(5) **Designing PD**—We will have a PD calendar team led by our superintendent. The team meets and decides on the PD calendar for the year. Key members on this team include building administrators and PLC Leaders. (6) **Training opportunities**—Our PD is both building and classroom-based. Teachers participate in group training opportunities.

(7) **Collaboration**— Building-based PD supports teachers in learning collaboratively while district level PD fosters collaboration among teachers from both buildings who address common issues/content.

(8) **Implementation**— Participants in all building and district level PD provide feedback to the building teams and the district team regarding the effectiveness of the PD following each session through anonymous online surveys.

(9) **Formative PD program evaluation & (10) Summative PD program evaluation**—PD data collected through surveys and walk-through observations are analyzed by the district level team to determine effectiveness. One important task of the district level team is to make adjustments in how the PD is delivered and what content is covered based on the input of our 46 instructional staff.

(11) **Individual teacher PD plans**— Each building principal ensures that teachers complete individual PD plans. The building principal reviews these with the teachers, and then the evaluation (if on cycle) is centered on this plan.

(12) **Building PD plans**— Each building is responsible for developing a building improvement plan that is customized to the needs of students. The improvement plans carefully outline what PD is needed to support both individual teachers and groups of teachers as they work to impact student learning. The development of the building plan is led by the administrator in each building and PLC Leaders.

Sigourney CSD's long-range PD plan focuses on two goal areas:

- Iowa Core and its implementation

•Professional Learning Communities

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

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

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

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

To determine the effectiveness and impact of our TLC plan we will collect both process and outcome evaluation data for the TL program. Our process evaluation data will help us understand if we are implementing all planned activities with fidelity. Our outcome evaluation data will help us determine if our services have worked to improve the knowledge and skills of teachers and teacher leaders. If our program is successful, ultimately we should also see improvements in both student engagement and student learning.

In the initial stages of our TL program we will concentrate on implementation. Using monitoring data from multiple sources we will:

- (1) determine if all services were implemented as planned
- (2) track the number of teachers and TLs served
- (3) document the quality of the services we provided through the TL program.

The following table lists our initial process evaluation indicators along with how and when the data will be collected. We will review and finalize this list prior to program startup in July 2016.

Process Evaluation

Indicator of Success	Measurement	Timeline
TL positions are filled with qualified staff	HR Records	1X year
TLs understand job requirements	TL Survey	2X year
District mentor facilitator and mentors meet with all staff 1x every month	TL Logs	Monthly
Coaching includes modeling lessons, planning assistance, co-teaching, and 1 on 1 collaboration	TL Logs	Monthly
SPED Lead work with all SPED teachers monthly	TL Logs	Monthly
Coop. Teachers have student teachers	HR Records	2X Year
Iowa Core Specialist align content, instruction and assessment with the Iowa Core	Core Teachers Logs	2X Year
Data Specialists analyze student assessment data with core classroom teachers monthly.	Data Teacher Logs	Monthly

Outcome Evaluation—Once all components of our TL program are running smoothly we can focus on the impact of our activities. Our Instructional Coach will record all outcome data. The outcome evaluation will allow us to answer the question, “Are teachers and students better off as a result of our services?” The following 4 tables list our initial outcome evaluation indicators for the 4 program goals. We will review and finalize this list prior to program startup in July 2016.

Goal 1 – Create a positive atmosphere

Indicator	Measurement	Timeline
Students are increasingly engaged in learning	Walk Through Data	3X year

All teachers are confident in PLC model	Teacher Survey	2X Year
PLC members describe how their efforts have improved climate	Team Survey	1X Year
Goal 2 – Encourage Collaboration		
Indicators	Measurement	Timeline
Teachers report they have sufficient time for collaboration		
K-12 Staff report that instructional coaching is provided in a collaborative way	Teacher Survey	2X Year
Student teachers can describe the collaborative nature of their work with cooperating teachers		
Teachers work collaboratively to integrate technology	Team Survey	Each Trimester
Goal 3 – Recruit/retrain teachers		
Indicators	Measurement	Timeline
The number of new teachers who stay in the district increases	HR Data	1X Year
The number of teachers who remain in the district increases	HR Data	1X Year
Goal 4 - Empower Teachers		
Indicators	Measurement	Timeline
Teachers report they felt empowered through work with one of the coaches/leaders	Teacher Survey	1X Year
Student teachers report their experience empowered them to become an effective teacher		
The % of teachers who feel comfortable with the PLC process increases	Walk Through Data, Teacher Survey	Each Trimester
The % of teachers who successfully integrate technology in instruction increases		

Continuous Improvement—While collection of data is an important aspect of the overall project evaluation, we are most concerned about how we use our data to adjust TL Program performance. Through this project we will help staff

The TL Advisory Committee (AC) will have quarterly conversations to review project data. During these conversations, our TLs will present summative data to track progress over time for key measures. They will help the AC review and reflect on the data through the use of the following 7 questions: (1) Who have we targeted for services/support?; (2) What are the outcomes they were expected to attain?; (3) What does our data tell us about their success in attaining outcomes?; (4) What other data do we need?; (5) What could we change to do better?; (6) Do we need any new partners?; and (7) How will we adjust programming in response to current data (action plan adjustments)? These monitoring meetings are not just about reporting data. Instead, they will help us understand the “story behind the data” so we can reflect on how well current TL strategies are working. All of the monitoring meetings will end with clear action steps that call for adjusting current methods or implementing new activities. Project information will be posted to the district web site where we will share monthly updates about project activities, general project information, and reports documenting activities and successes. At the end of each year, we will produce a report summarizing who was served, along with improvements in teacher and student performance.

Using Part 9 application narrative from previous submission? **No**

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

Capacity—We are confident we have the capacity to implement this project quickly, efficiently, and successfully. We took important steps to build our capacity to plan and implement a TL program when we decided to apply for the TLC. First, we worked with an external consultant during the past 6 months who helped our Advisory Committee analyze and improve our TL program design. The consultant supported us as we created a TLC program that includes all TLs in the district. With his assistance we wrote detailed job descriptions for each of the 9 TL roles. We also worked hard to clarify our mentoring and induction activities. Finally, we worked with the consultant to design a budget that provides compensation for all TL roles. As a result, we have a much clearer of understanding of what needs to happen, when it needs to happen, who is responsible for each activity, and how we will pay for all TL efforts. We believe the clarity and detail of our current TL program plan will allow us to “hit the ground running” when we receive funding from the DE.

Following the submission of this grant, we will take a third step to increase our capacity to implement the TL program effectively. Beginning in October our Advisory Committee (4 teachers, 2 principals, the Superintendent, 2 community members, 2 of the teachers are representatives of the teachers’ association) will meet monthly. During these meetings our AC will finalize all job descriptions, develop assessment rubrics for each TL position, create recruiting/application materials, inform all staff about TL opportunities, screen all applications, and select candidates for interviews. These monthly meetings will help ensure that Sigourney is ready to begin full implementation of our TL Program on July 1, 2016.

Key staff—The PLC Leaders will have a critical role in ensure a successful implementation of our TL Program. The building principals will provide supervision for our Coaches, Mentor/Induction Coaches, our Special Education Lead, Cooperating Teachers, STEM Coach, Data Specialists and the Iowa Core Specialists in their buildings. The Superintendent will supervise members of the AC and meet with the PLC Leaders each Trimester. Our 6 - member AC will meet quarterly to provide guidance and support to the Superintendent as the committee coordinates TL activities across the district.

Sustainability—In addition to continued TLC funding from the state, we believe we can sustain our TL program using multiple strategies. A strong evaluation of the TL program will allow us to share results about the program’s impact on teachers and students. As we demonstrate how TL activities strengthen instructional practices and impact student learning, we can help our board and our community maintain their commitment to our TL efforts. Second, we are focusing significant time on building the capacity of existing staff through many different individual and group PD activities. An emphasis on strong PD is a cost-effective way to support sustainability. Once we have used our TLC funds to increase the capacity of all staff to implement evidence-based instructional practices, we will require fewer funds to keep the program going. Because the majority of our staff stays in the district, we will need fewer dollars for their continued PD, which allows us to concentrate our efforts on building the instructional skills of the teachers who are new to our district.

Grant Allocation

Certified Enrollment Number* 544.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68

District Enrollment-Based Allocation \$170,097.92

Assurances

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

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

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

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

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

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

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$3,497.40
Amount designated to fund the salary supplements for teachers in leadership roles.	\$141,994.44
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).	\$3,000.00
Amount used to provide professional development related to the leadership pathways.	\$12,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$160,491.84

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

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

Certified Enrollment Number **544.0**

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation **\$170,097.92**

Total Allocation **\$170,097.92**

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$160,491.84**

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 **\$9,606.08**

Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

Title	Salary per Position	# of Positions	Salary	FICA/ IPERS	Professional Development - Substitutes	Total
Amount to bring salaries to \$33,500	\$1,000	2	\$3000	\$497.40		\$3,497.40
STEM Coaches	\$4,200	2	\$8,400	\$1,392.72		\$9792.72
District Mentor Facilitator	\$4,200	1	\$4,200	\$696.36		\$4,896.36
Mentors	\$4,200	2	\$8,400	\$1,392.72		\$9,792.72
SPED Lead	\$4,200	2	\$8,400	\$1,392.72		\$9,792.72
ELEM PLC Leaders	\$4,200	8	\$33,600	\$5,570.88		\$39,170.88
SEC PLC Leaders	\$4,200	8	\$33,600	\$5,570.88		\$39,170.88
Cooperating Teachers	\$4,200	2	\$8,400	\$1,392.72		\$9,792.72
Data Specialists	\$4,200	2	\$8,400	\$1,392.72		\$9,792.72
Iowa Core Specialists	\$4,200	2	\$8,400	\$1,392.72		\$9,792.72
Professional Development	0	0	0	0	\$15,000	\$15,000
		31	\$124,800	\$20,691.84	\$15,000	\$160,491.84

Use of TLC Funds Amount Budgeted

- Amount used to raise the minimum salary to \$33,500.00. \$3,497.40
- Amount designated to fund the salary supplements for teachers in leadership roles. \$141,994.44
- Amount used to provide professional development/subs related to the leadership pathways. \$15,000.

Connections between costs, roles, and goals—

TL funds will support 3 Induction Coaches/Mentors to work outside of class time to mentor the growth and development of all 1st and 2nd year (new or recently returning) PK-12 teachers. Mentors will act as models and guides to help new teachers develop competence and confidence more quickly. They will provide opportunities for new teachers to observe, discuss and practice quality instruction. In addition to mentoring, coaches will provide PD in areas such as classroom management, instructional strategies, and supporting students with special needs.

Our TL program will fund 2 special education positions to work outside of classroom time. The Special Education Leaders will support families, teachers, and students with the IEP process by providing training for families and staff regarding 504 plans and IEPs. The Special Education Leaders will help special education teachers with the compliance process, facilitate conversations with general education teachers, and create meeting protocols district wide. They will also review edit, and finalize all IEPs after the Prior Written Notice is completed and the meeting has been held. The

Special Education Leaders will also assist with locating and establishing connections with community resources available to build quality transition plans.

TLC funds will support 16 Professional Learning Community Leaders to work outside of classroom time as partners with our administration in collaborative efforts that will strengthen our PLCs at each building through the use of student data, positive and solution oriented culture to improve student achievement. During meetings, PLC Leaders collaborate with teachers and administrators to ensure the three big ideas are met:

1. Ensuring that Students Learn
2. Develop a Culture of Collaboration and Trust
3. Focus on Results to improve our instruction and student achievement

Cooperating Teachers will receive TLC support to have Student Teachers. Every year, these 2 teacher leaders will help Student Teachers learn to apply the methods and skills they have learned at college in an actual PK-12 classroom setting.

The 4 teachers who spend extra time aligning content, instruction, and assessments with the Iowa Core Curriculum will use TLC funds to work outside of class time as our Iowa Core Specialists and Data Specialists. These TLs will examine curriculum in specific grades to determine if they are meeting the Iowa Core standards. They will also determine what kind of training must be provided to address the areas of weakness noted.

Approximately \$15,000 will be used for PD costs, materials & supplies as well as substitute costs. To successfully implement TLs, several fundamental trainings will occur. These include but are not limited to:

- Professional Learning Communities Institute (Solution Tree)
- Cognitive Coaching (AEA)
- Mid Iowa School Improvement Consortium Leadership & Curriculum Meetings/Workshops (MISIC)
- Content specific training or workshops

Resources & Supplies

TLs will have access to a variety of resources, beyond current resources, to support their work. Some examples include:

- Learning by Doing (DuFour)
- Leading by Design: An action framework for PLC at work (Erkens, Twadell)
- Visible Learning for Teachers (Hattie)
- Instructional Coaching: A partnership approach to improving instruction (Knight)
- Coaching: Perspectives & approaches (Knight)
- Leading Professional Development Teams (Sather)
- Protocols for Professional Learning (Easton)
- Transformative Assessment (Popham)
- Better Learning Through Structured Teaching (Fisher & Frey)

Substitute Costs

Daily time for teacher support is built within our system; however, some substitute costs for initial & career teachers may occur. Examples include:

- Initial teacher release time to observe colleagues at work
- Teacher training & support sessions

TLs will help us:

- Develop a shared commitment

- **Clearly articulate essential knowledge & skills for students**
- **Develop clarity & consistency among teachers**
- **Utilize formative assessments to monitor learning**
- **Provide systematic interventions for those who need it**
- **Achieve goals by working interdependently**