



Application

70554 - Teacher Leadership and Compensation (TLC) System

73616 - Sioux City School District's TLC Grant Application

Teacher Leadership and Compensation System

Status: Under Review  
Submitted Date: 01/29/2014 3:03 PM

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## Primary Contact

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<b>Program Area of Interest</b>	Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)		
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<b>Agency</b>			

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## Organization Information

<b>Organization Name:</b>	Sioux City Community School District
<b>Organization Type:</b>	K-12 Education
<b>Tax ID:</b>	

**DUNS:**

**Organization Website:**

**Address:** 627 4th St.

Sioux City      Iowa      51101  
City      State/Province      Postal Code/Zip

**Phone:**

712-279-6822  
Ext.

**Fax:**

712-279-6081

**Benefactor**

**Vendor Number**

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## Recipient Information

**District** Sioux City Community School District

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

**County-District Number** 97-6039

*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** Dr.

**Name of Superintendent** Paul Gausman

**Telephone Number** 712-279-6643

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**Street Address** 627 4th St.

**City** Sioux City

**State** Iowa

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

**Zip Code** 51101

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## TLC Application Contact

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City

Sioux City

State

Iowa

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

Zip Code

51101

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## **Abstract/ Executive Summary**

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

## **Executive Summary**

### **Sioux City School District, TLC Proposal**

The Sioux City School District (SCSD) will transform the leadership structure through the Teacher Leadership and Compensation (TLC) system. No longer will the 1940's model of Head Teachers be the pinnacle for teacher leaders in our District, but we will have multiple, differentiated teacher leadership positions infused into our structure. Our focus will be on instruction for learning; student and adult learning. SCSD will implement Model 3 for the TLC system. All teacher leadership positions will have job descriptions to provide clear job responsibilities. Over 25% of our 980 teachers in the school district will serve in a teacher leadership role.

On a recent survey, 51% of SCSD teachers reported that they were interested in holding leadership positions in the District. The TLC system will provide the opportunity for teachers to assume leadership roles. Effective teachers will work with their peers to improve the quality of instruction. This leadership will increase job satisfaction among teachers because we will provide them leadership opportunities to increase student achievement. Rather than effective teachers just being scattered throughout our system, we will affect the quality of instruction in all buildings and classrooms with purpose. We will move from pockets of excellence to a system of excellence.

Through the TLC system, SCSD will be able to move in the direction we have set as our target more quickly with deeper implementation to reach every building. Imagine the SCSD as a rowing team. Through the TLC system, we will figuratively place more oars in the water to row with more power and speed toward our goal of increased student achievement. All teacher leaders will row in the same direction in a synchronized manner, moving the whole system forward. The power of teacher leader collaboration will be supported through a strategic communication plan to ensure the synchronized progress of the system.

Even though we will transform the leadership structure in SCSD, we will not diverge from our path we have set as our direction through the District Strategic Plan or what we call our "Gold Sheet Roadmap for Student Achievement". Our Gold Sheet identifies and prioritizes the steps that will be taken to increase student achievement at all levels. Our Gold Sheet explains the key areas of focus that use leadership at all levels of the organization to deliver:

- High quality professional development including the use of collaboration to focus on the implementation of differentiated instruction and the Iowa Core throughout the district.
- A consistent focus on instructional methodology as a means of bringing about heightened student achievement. Instructional strategies will be strengthened through high quality professional development and instructional coaching to implement effective teaching practices in the classroom with integrity and fidelity.
- The design and implementation of common formative and summative assessments district wide to measure the success of our students as they are assessed on what they know, understand and are able to do related to the content and skills in each subject area.
- Use of data to drive all decisions related to the engagement of student academic progress including, but not limited to, data gathered through electronic walk-throughs, common formative and summative assessments, the Iowa Assessments, other classroom based assessments, use of technology in the classroom, data gathered through our technology software suite, and community and customer surveys.

The teacher leadership positions of the TLC system will support and strengthen the areas of focus contained in our Gold Sheet. The teacher leadership roles included in the TLC system are:

- 6 Program Coordinators. They will each have 20 days extended contract with a \$10,000 stipend.
- 40 Instructional coaches. They will each have 10 days extended contract with a \$5,000 stipend.
- Anticipated 110 mentors for 1<sup>st</sup> and 2<sup>nd</sup> year teachers. Each mentor will receive a \$1,000 stipend.
- 220 Professional Learning Community Leaders. Full time teachers; allowed release time for collaboration.
- 132 Building Leadership Team Members. Full time teachers; allowed release time for collaboration and extra pay for time spent outside of the contract day serving in this capacity.

Our TLC system will exhibit success because of the design of the system, our capacity to implement the system, and the two-tiered monitoring process built into the system. Our system will also be successful due to the buy in from stakeholders. In a district our size, it was critical to design this system based on input from stakeholders. In order to gain this support, input was received through a number of venues. We held focus group meetings, conducted surveys and created a wiki (a website that allows collaborative editing of its content by its members) to solicit input. The Sioux City Education Association was a vital partner and involved in our planning process. Association members were selected to participate in the focus group meetings

and to participate as members of the TLC Stakeholder Committee. Meetings were also held with the Director of the ISEA Sioux City Regional Office who said, "The Sioux City Education Association believes the Teacher Leadership Grant will allow the District and the Association an opportunity to launch an innovative approach to increasing student achievement. We do not regard this grant as 'add on,' but rather as a vital part of our design for a world class school system."

We firmly believe that our comprehensive planning process, stakeholder buy-in, and research based design has yielded a synchronized systems approach to recognize and capitalize on the power of teacher leadership to improve student achievement.

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

TLC Model Number

Model 3 Comparable Plan

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## **Narrative**

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

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan
- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan
- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

The funds received through the Teacher Leadership and Compensation (TLC) Planning Grant were used to create and design a high quality TLC system for Sioux City School District (SCSD) while building commitment and support for the system. We (TLC Stakeholder Committee) discussed the current structure of leadership, studied successful models of school leadership within the nation and world, studied effective schools research and we then designed a stronger leadership system that builds on our current strengths and incorporates best practices found in other systems into our newly designed structure for teacher leadership. The planning grant funds allowed teachers to come together to engage in discussions and learning opportunities. Currently there are 980 teachers working in SCSD. In order to solicit input from a large representation of the teachers, it was necessary to move beyond a single committee to plan and write the TLC grant application. SCSD held focus group meetings, conducted surveys and created a wiki to solicit input. The TLC Planning Grant was used to pay for substitute teachers to allow teachers to attend focus group meetings during the school day. The TLC Stakeholder Committee, comprised of teachers, administrators and parents, attended the focus group meetings, reviewed the survey results and synthesized the information to complete the TLC application.

The Sioux City Education Association was a vital partner and involved in the planning process. Association members were selected to participate in the focus group meetings and to participate as members of the TLC Stakeholder Committee. Meetings were also held with the Director of the ISEA Sioux City Regional Office.

TLC Stakeholder Committee members:

C. Hoberg	Association President, HS Teacher
J. Vanderloo	Director of Secondary Ed
A. Tidwell	Head Science Teacher, HS Teacher
B. Burnight	Director of Elementary Ed
T. Gardner	Association Exec Board Member, Elementary Teacher
C. Washinowski	MS Principal
J. Ryan	MS Instructional Coach
K. Buryanek	Director of Curriculum, Instruction, Assessment
Y. Church	Association Member, Elementary Teacher
S. Kolbe	Parent
J. Craighead	Parent

### Stakeholder Focus Groups

Focus group meetings were held for all stakeholder groups that included elementary, middle school, and high school teachers; community members, parents and students; elementary, middle school, and high school principals; head teachers; instructional coaches and SAMs. The eleven focus groups spent over 31 hours in discussions. Minutes were taken at each of the meetings. The TLC Stakeholder Committee received the minutes.

Focus groups, according to Esterberg (2002), are a way to involve a larger voice in the conversation. More stakeholders can be reached with the use of focus groups. Each focus group was provided information about the TLC grant and questions were discussed by the focus group members. The focus groups were limited to 10, as recommended by Esterberg (2002).

During the focus group meetings, the structure of the TLC system evolved. Teachers identified the need for support in the areas of:

- Literacy instructional strategies
- Math instructional strategies
- Behavioral management strategies
- Integration of technology into instruction

The building principals supported the teachers, identifying the same topics as areas of needed support for teachers. The need for a leader to increase parent involvement and coordinate outreach activities was identified as a need from the community stakeholder group and three other focus groups. The current Building Leadership Team and Professional Learning Community structures were referenced at every meeting and identified as strong leadership structures that could be utilized to greater capacity. The current mentoring program was identified as an area of strength within the District for not only new teachers, but also veteran teachers.

### Surveys

Three surveys were created and distributed to personnel within the District. The surveys ensured that input could be collected from as many stakeholders as possible as the TLC system was designed. The first survey was sent to all the teachers that had been hired in the last five years and were still working in the District. The survey questions were tailored to the mentoring program. The second survey was sent to all staff members within the District. The survey had a large number of questions and included questions specific to leadership within the District. Building principals completed the third survey that contained questions specific to the current building leadership team and professional learning community structures.

### **Wiki**

In order to reach teachers beyond the teachers that participated in the focus group discussions, a wiki was developed. All staff members in the SCSD were sent information about the wiki, explaining how to request membership. The wiki information was also shared with the community stakeholder group. There were pages on the wiki that requested stakeholder input. The input that was received on the wiki was incorporated into the TLC grant application. Vision and goals were areas that received the most input and revisions to the vision and goals were conducted from feedback received through the wiki.

The TLC Stakeholder Committee members attended focus group meetings and training workshops sponsored by School Administrators of Iowa, Department of Education, ISEA and AEA. The TLC Stakeholder Committee spent time, after all of the focus group meetings, completing the TLC application. The costs, such as substitute teachers and training expenses for the TLC Stakeholder Committee, were paid from the TLC Planning Grant.

School board members received information regarding the TLC grant application throughout the process. On January 13, 2014 the Sioux City School Board approved the TLC Grant application with a 7-0 vote.

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## **Narrative**

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

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

The primary focus of Sioux City School District (SCSD) can be seen in the goals contained in the Comprehensive School Improvement Plan:

1. All K-12 students will achieve at the proficient level in reading comprehension, prepared for success beyond high school.
2. All K-12 students will achieve at the proficient level in mathematics, prepared for success beyond high school.
3. All K-12 students will achieve at the proficient level in science, prepared for success beyond high school.

To achieve the goals, the District has developed a strategic plan or what we call our "Gold Sheet". The Gold Sheet, which can be found in the Executive Summary, was developed to identify and prioritize our actions to increase student achievement at all levels. The four key areas within the Gold Sheet depend on collaborative leadership at all levels of our organization:

- High quality professional development
- Consistent focus on instructional methodology
- Design and implement common formative and summative assessments
- Use data to drive all decisions

District data, including student achievement and demographic data, graduation and dropout rates, were discussed by the TLC Stakeholder Committee as the grant was written. Currently, SCSD is identified as DINA 7 in reading and math. There are 14 of the 24 buildings that have SINA 1 or higher status in reading and/or math. On the fall universal reading screener, 58% of the TK-5 students in the District were proficient, which indicates that 58% of our students have a high probability of reaching proficiency in reading at the end of the school year. More than 62% of the students qualify for free or reduced lunch. Three buildings have 90% or more of the students that qualify for free or reduced lunch. We know that mobility rate of students has a high effect on their achievement (Hattie, 2009). There is a 17% mobility rate within the District with one building having a mobility rate of 41%. The graduation and dropout rates have improved. The graduation rate has increased by 2.6% since 2008-09. The 2011-12 graduation rate was 84.7%. The high school dropout rate has decreased from 4% in 2008-09 to 3.27% in 2011-12.

The teacher leadership positions will support and strengthen the areas of focus contained in the Gold Sheet and will cause increased student achievement. It is anticipated that most buildings will identify their greatest needs in the areas of literacy and math and hire teacher leaders to help improve student achievement in those two areas.

As the TLC Stakeholder Committee discussed the TLC system, the focus always remained on increasing student achievement and following the strategies contained within the Gold Sheet. The TLC system will allow the District to deepen the support for teachers which will cause improved instruction in our classrooms, thus increasing student achievement. Focus groups were utilized to help design the TLC system. Each focus group engaged in a discussion regarding the vision and goals for the SCSD TLC system. A wiki was also created and all focus group members, as well as all staff in the District, were invited to become members of the wiki. Revisions to the vision and goals were conducted collaboratively from feedback received via the wiki. Our TLC system vision and goals are modeled after the state-wide TLC system's vision and goals as described by both the legislation and the task force. Our TLC vision is stated in an "If-Then" statement, modeled after Elmore's (2010) "Theory of Action" strategy:

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

Our TLC goals, which are aligned to the state-wide goals, are in bold, followed by an explanation of connection to Gold Sheet:

- Attract able and promising new teachers by continuing to offer competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.** (Our mentoring program provides professional development to beginning teachers. Professional development is a focus area contained in the Gold Sheet)
- Retain effective teachers by providing enhanced career opportunities and competitive salaries.** (Teacher leaders will receive professional development to support them in their new role. Professional development is contained in the Gold Sheet)
- Promote collaboration by developing and supporting opportunities for teachers in schools to learn from one another.** (During collaboration teachers learn instructional methodologies, which is a focus area in the Gold Sheet)
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.** (Teacher leaders will receive professional

development to support them in their new role. Professional development is in the Gold Sheet)

- Implement quality professional development for all teachers by designing a plan that includes support for instructional leaders and provides appropriate necessary resources.** (Professional development is contained in the Gold Sheet)
- Improve student achievement for all students by strengthening instruction.** (Measured through data analysis of common formative and summative assessment results, which are focus areas in the Gold Sheet)

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

The Teacher Leadership and Compensation (TLC) Grant will allow the Sioux City School District (SCSD) to deepen the support for teachers which will cause improved instruction in our classrooms. SCSD has a number of initiatives being implemented in the District and the TLC grant compliments the initiatives and will cause a deeper implementation resulting in increased success. The initiatives being implemented are aligned to our District Strategic Plan or "Gold Sheet".

### **District Gold Sheet**

The SCSD will be successful in the TLC implementation because of our laser-like focus that has been maintained over the past five years on the Gold Sheet. The Gold Sheet was developed to identify and prioritize the steps that will be taken to increase student achievement. The Gold Sheet, which can be found in its entirety in the Executive Summary, explains the key areas of focus that use leadership at all levels of the organization to deliver:

- High quality professional development
- Consistent focus on instructional methodology
- The design and implementation of common formative and summative assessments
- Use of data to drive all decisions

Teacher leadership positions will support and strengthen the areas of focus contained in the Gold Sheet by providing a consistent, coordinated effort throughout our District.

### **Rtl**

SCSD spent time during professional development and cadre meetings held with the building leadership teams during 2012-13 school year studying and learning about Response to Intervention (Rtl). During the summer of 2013, the Summer Leadership Academy focused training on Professional Learning Communities (PLC) and Rtl in PLCs. The training was provided by Solution Tree. There were over 600 District teachers who attended the two-day Leadership Academy. The foundational information was shared with a large number of teachers in order for buildings to move forward with PLC and Rtl implementation. All elementary and middle schools successfully integrated time dedicated for interventions into the 2013-14 schedule.

All seventeen elementary buildings were selected to participate with the Collaborating for Iowa's Kids Rtl initiative in the first round. As the largest school district in the state of Iowa to participate, we value our role as leaders in the state to work with the Iowa Dept. of Ed. (IDE) and AEAs to successfully implement the Rtl initiative. Our experiences will help the IDE successfully roll the initiative out during the next phase to a broader audience. Due to the scope of SCSD involvement, the initiative can be brought to scale on a statewide level.

It is expected that a large number of the teacher leaders selected will focus on literacy. The results from the FAST assessments and intervention progress monitoring will be important for the teacher leaders to use to focus professional development on successful strategies and interventions. Our Rtl initiatives align with all four key areas contained in the Gold Sheet.

### **Iowa Core Implementation**

Iowa Core Curriculum implementation has been an ongoing process. Language arts and math departments for elementary, middle and high schools have developed curriculum maps aligned to the Iowa Core standards and developed common quarterly assessments across all grade levels. Common assessments, aligned to the Iowa Core standards, have been developed using Skills Iowa for grades 3-8 in reading and math. Locally developed common quarterly assessments have been developed for all grades and content areas that are aligned to standards. The elementary buildings have developed a standards-based report card that aligns to the Iowa Core standards. The final phase of the elementary standards-based report card development will be completed in the spring of 2014. Standards-based report cards will be extended into the middle school in 2014-15 school year. Iowa Core and Next Generation Science Standards will be implemented for grades 6-12 in the 2014-15 school year with implementation for grades K-5 to follow in the 2015-16 school year.

Teacher leaders will study the unwrapping the standards process to ensure deep understanding and will lead PD in the first year of the TLC grant, focused on unwrapping the standards to ensure a deeper understanding of the standards by all teachers in the District. Iowa Core implementation is strongly aligned to the four key areas in the Gold Sheet.

### **STEM**

Sioux City Schools are actively involved in the state's STEM initiative and have been the recipient of thirteen STEM grants in the current school year. Teacher leadership will guide the STEM initiative within the District and work to incorporate STEM awareness within the curriculum across all content areas. Student engagement will increase as STEM is integrated within the curriculum.

### **Career Academy**

The three high schools are implementing Career Academies. As courses continue to incorporate a stronger career strand,

increasing the course's relevance, a strong leader needs to work to coordinate and expand the career academies.

### **Technology**

The three high schools are 1:1 environments. Each student has been issued a laptop for use 24:7 during the school year. Teachers use Canvas as the learning platform to deliver course content and administer assessments. The use of technology within classrooms will continue to increase, which will increase student engagement. The 1:1 environment will advance into the middle school and elementary buildings. Teacher leaders that work in the high school will need to support the use of technology within the classroom to embed the use of technology into teacher's daily classroom use. Teacher leaders that work in the middle school and elementary buildings will need to provide support and training to classroom teachers as more devices are provided for student use.

The last three initiatives are strongly aligned to the instructional methodology focus area contained in the Gold Sheet.

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

The TLC system will include a component that ensures that entry into the teaching profession by new teachers is supported and informative. Based on the feedback from the focus groups and survey results, increased contact between the mentor and the mentee is needed. The TLC system will train more teachers to be mentors so the mentors and mentees can be in the same building and content area, if possible, which will allow for increased contact between the mentor and mentee.

The Sioux City School District (SCSD) offers a competitive starting salary that attracts promising new teachers and effective experienced teachers. The minimum salary for the 2013-14 school year in SCSD is \$37,594, including TSS. First year initial teachers will be offered a contract that is five days longer than the contract for career teachers. The extended contract will provide training for the initial teachers that includes explanations of the curriculum expectations, student management system, Iowa Teaching Standards, evaluation and assessment procedures. Initial teachers will receive \$1,000 for five additional days worked.

Teachers new to the profession participate in the District's mentoring and induction program, including collaborating with an assigned mentor, observing in classrooms, and completing "Journey to Excellence" learning projects connected to each teaching standard. These components will be preserved in the TLC system. Mentors will be paid \$1,000 each year to work with beginning professionals. Training and release time for observations will also be included in the TLC system. This will be in addition to the weekly professional development and structured collaboration activities that occur at the building level.

The goal of the mentoring program is to provide teachers with a supportive learning environment that encourages them to become reflective practitioners who are able to make data-based decisions about teaching and learning embracing continuous improvement. Through the mentoring program, all teachers will meet expectations as defined in the Iowa Teaching Standards and Criteria, and there will be continued increase in retention of high quality, promising teachers.

SCSD has a strong history of supporting beginning teachers. Thirteen years ago, SCSD partnered with the Sioux City Education Association, who had received a NEA Grant from the Center for the Revitalization of Urban Education, to create an induction program for beginning professionals in the District. In 2000, 14 beginning teachers and mentors entered the program on a voluntary basis. In 2002, the state enacted legislation that required induction as a requirement for teacher licensure. In 2012-13, a total of 80 beginning educators participated in the SCSD induction program.

The SCSD Beginning Educator Induction Program was started in an effort to promote the professional growth of new educators through orientation, acculturation and mentoring. The program recognized that it was important to create a climate that would promote professional growth resulting in higher student achievement and professional standards. The beliefs on which the program was based:

- New professionals bring valuable attitudes and aptitudes to the teaching experience
- Added value is given to longevity and experience when professional growth is ongoing
- Professional conversation is a dialogue among colleagues that results in action and application of "best teaching practices"
- Professional conversation must take place in an encouraging and nurturing environment

Our induction program has earned recognition at the national and state levels, including:

2003 Partnership/Collaboration Award (Top 5 national finalist)

SCSD-SCEA-UWA-SATURN-NEA

2007 Teacher Induction Leadership Award

New Teacher Center Focus Group

2007 Mildred Meddleton Award for Outstanding Mentoring Leadership

Iowa Department of Education/Iowa State Education Association

2009 Mildred Meddleton Outstanding Mentor of the Year Award

Iowa Department of Education/Iowa State Education Association

The success of our current system can be measured. The October, 2013 issue of *Educational Leadership* reported that according to the National Center for Education Statistics (2008), half of all urban teachers leave the profession within the first three to five years. There were 258 teachers hired by SCSD in the last five years. Of those hired, 86% remain employed in SCSD. Even though 14% have left the District, most have not left the teaching profession, but are working in other school districts. It appears that most of the teachers that are hired by SCSD choose to stay in the District for the long term.

During the focus group meetings that were held to discuss the design of the TLC system, it was evident that teachers and administrators saw value in our current mentoring program. Although the SCSD mentoring and induction program is strong, there are improvements that can be made. One suggestion that was made repeatedly during the focus group meetings was that the mentor should, whenever possible, work in the same building as the mentee. This strategy would be conducive to a

stronger supportive relationship. The survey that was administered to teachers that had participated in the mentoring program in the last five years revealed that 60% of the mentees had contact with their mentor less than two times per month. Over 85% of the mentees feel their mentor has been a valuable resource as they transitioned into the District. Over 86% of the mentees feel that teachers at their school have helped them make a smooth transition into the teaching profession. By increasing the number of teachers that are trained to be mentors, we'll be able to increase the likelihood that the mentor and mentee are in the same building and content area and increase the support the mentee receives from the mentor.

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## **Narrative**

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

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

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

The formal teacher leadership roles that will be utilized in the Sioux City School District's (SCSD) TLC system will include program coordinators, instructional coaches, mentors, professional learning community (PLC) leaders and building leadership team (BLT) members. We will implement Model 3. All teacher leadership positions will have job descriptions that will provide clear job responsibilities. Over 25% of the 980 teachers in the school district will be serving in a teacher leadership role and will have a positive impact on classrooms that meet the educational needs of over 14,000 students each year.

#### **Six Program Coordinators**

- Some programs span across content areas and departments and require extensive coordination. The programs are **Student Services** including TAG, counseling and At-Risk programs; **Career Academy** including all vocational and career and technical education departments and is working to expand to all content areas; **STEM and Project-Based/Cross-Curricular Learning**; **Digital Learning** that includes media centers as well as digital learning opportunities; **World Language** that includes English Language Learners program, foreign language department and dual language program; and **Community Outreach** that includes increasing parent involvement, coordinating fine and performing arts programs while working with activities coordinators and other community activities
- Managerial and leadership responsibilities. Study data, effective schools and best practices, and trends to assist with program development and expansion
- Support teachers as they implement programs and strategies
- Mentor beginning teachers within department
- 100% of the time will be engaged in program coordination. Of this time, 80% will be spent in buildings observing programs, supporting and coaching teachers; 20% will be spent analyzing data, researching best practices and trends and preparing professional development opportunities
- Work day is eight hours with 30 minute duty free lunch
- Contracts will include 20 days beyond a career teacher contract and a \$10,000 stipend

#### **40 Instructional Coaches**

- New role for many buildings, identified as a high priority through focus group discussions. The TLC system will significantly expand the number of instructional coaches within the District, supporting all classroom teachers
- Focus on instructional strategies and improving instruction
- One dedicated to each building, with two dedicated for buildings with enrollment over 700, and one additional for buildings with free and reduced percentage that is at or above 90%
- Seven coaches will serve multiple buildings and provide the same specialized service to all buildings assigned. These coaches will specialize in technology integration and data analysis
- Roles include collaborative planning, demonstration lessons, co-teaching, observation, debriefing, and self-reflection by both the teacher and the coach. Coaches are responsible for providing high quality support, professional development, assisting with new program implementation, and serving as mentors while building professional relationships with teachers
- Buildings will determine priority area of support by coach. The building priority area will align to District-level priorities contained in the District Strategic Plan or Gold Sheet
- Site based selection team will select the building instructional coach and make recommendation to the superintendent for the final hiring decision
- Coaches will have a District level focus in addition to working within an assigned building. The District level focus will be based on needs within the District, such as curriculum development or assessment needs
- 100% of the time will be engaged as an instructional coach. Of this time, 80% will be spent in classrooms observing, modeling and co-teaching; 10% will be spent addressing district-level responsibilities; 10% will be spent in preparation for professional development or lesson development
- Work day is eight hours with 30 minute duty free lunch
- Contracts will include 10 days beyond a career teacher contract and a \$5,000 stipend

#### **110 Mentors**

- Provide guidance and support to first and second year teachers
- Number of mentors will be determined by the number of new teachers in the District each year
- Will attend District training prior to starting mentor role
- Full time teachers, but allowed release time for observations and collaboration
- Paid a \$1,000 stipend each year when selected to work with a first or second year teacher

- Will attend two-day summer Leadership Academy and be paid per diem through Teacher Quality funds for attendance

### **220 Professional Learning Community (PLC) Leaders**

- Each building has professional learning communities. The PLC feature was identified through focus group discussions as an important structural component within the buildings that needs to be preserved and strengthened within the TLC system
- Number of PLC leaders depends on the size of the building
- Full time teachers, allowed release time for collaboration
- Will attend two-day summer Leadership Academy and be paid per diem through Teacher Quality funds for attendance

### **132 Building Leadership Team (BLT) Members**

- Each building has a BLT. The BLT structure was identified through a survey of administrators and focus group discussions as an important leadership structure that needs to be preserved and refined through the TLC system
  - Size of the building will determine the number of members on the BLT and number of hours that are allocated for BLT meetings that are held outside of the contract day
  - BLT members will be supportive of and leaders of professional development in the building, as well as supportive of and leaders of initiatives that are implemented in the building
  - Teachers at each building will be able to apply for vacant BLT positions that will be internally posted. BLT members will be selected by the building principal
  - Full time teachers, allowed release time for collaboration and extra hourly pay for time spent outside of the contract day serving in this capacity
  - Will attend two-day summer Leadership Academy and be paid per diem through Teacher Quality funds for attendance
- Even though the teacher leadership positions are autonomous, the positions will also be collaborative. Imagine the SCSD as a rowing team. Through the TLC system, we will be placing more oars in the water to row with more power and speed toward our goal of increased student achievement. All teacher leaders will be rowing in the same direction in a very synchronized manner. Effective communication will be an important factor to ensure that efforts are synchronized.

### **Coherent System**

**Program Coordinators** will work closely with the Directors of Elementary Education, Secondary Education, Curriculum, Instruction and Assessment, Communication and Technology to ensure that they receive support and guidance as they advance their programs to which they are assigned. The program coordinators will recommend and help design professional development that will be included in the cadre meetings for BLT members. Cadre meetings are professional development for BLT members and administrators that are held three times during the school year. Cadre meetings bring the BLT and building administrators together to learn together, plan together and move initiatives forward. Program coordinators will also provide program specific training to individual teachers and/or buildings.

**Instructional Coaches** will meet as a group monthly to support one another in the coaching role. The instructional coaches will also attend the three cadre meetings annually to keep abreast of initiatives being implemented at the building level and to provide BLT members feedback regarding professional development needs. SCSD releases students early every Monday in order for teachers to advance their knowledge through professional development. Instructional coaches, in cooperation with the building administrators, will lead many of the professional development opportunities. Instructional coaches will be focusing on instructional strategies and improving instruction. By meeting monthly, the instructional coaches will be able to support one another and provide assistance to other buildings as professional development needs are addressed.

Instructional coaches will also be assigned a District-level initiative that they will discuss on a monthly basis. Instructional coaches will be the contact for teachers regarding content area questions and District-level initiatives, such as the FAST/TIERS initiative, standards-based grading, or the student management system. The assignment of District-level initiatives to instructional coaches will streamline communication. The instructional coach will not have to be an expert on every aspect within the District. The coach can refer teacher's questions to another instructional coach and share the load of responsibilities. A communication tree will be shared with all staff in the District to show the instructional coaches' District-level assignments. The Director of Curriculum, Instruction and Assessment will coordinate the monthly instructional coaches' meetings and the District-level assignments.

**Mentors** will provide individual support for beginning teachers, as well as to ensure they implement the Iowa Teaching Standards and Criteria. Mentors will have completed mentor training provided by the District. Mentors will communicate with instructional coaches and program coordinators to ensure that beginning teachers have effective instructional strategies modeled for them and have the opportunity for other educators to collaborate with them to improve instruction. Mentors will

observe the beginning teacher. The beginning teacher will observe in District classrooms. Time for reflection and discussion will be built into the observation periods.

**Building Leadership Team** members, working closely with the building administration, will maintain the balcony view of the building and develop the building professional development plan that will advance the District and building goals and initiatives. The BLT members will analyze data, study best practices, review and evaluate the building professional development plan, and receive input from PLC leaders and instructional coaches during cadre meetings held three times each school year. BLT members will be provided release time to attend cadre meetings. BLT members will have additional hours outside of the contract day to work as a BLT to develop the annual professional development plan.

**Professional Learning Community** leaders will meet with grade level or content area teams on a regular basis. The focus will be on student data analysis, determining what students should be learning, if they are learning it, what to do when they are not learning it and how to proceed when students have learned it. The PLC leaders will receive additional training regarding the implementation of PLCs. The PLC leaders will meet with the building administrators and BLT members during one cadre meeting at the beginning of each school year. The administrators and BLT members will include the PLC leaders in the discussion regarding the building goals for the year and the plan to accomplish the goals. Release from classes will be provided for BLT members and PLC leaders. Instructional coaches will be engaged in PLC meetings and will provide feedback to BLT members regarding training needs that arise during the PLC discussions.

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

**a)Measures of effectiveness**

**b)Professional growth**

The selection of the teacher leaders is recognized as a critical component within the Teacher Leadership and Compensation (TLC) system. The selection of the teacher leaders was discussed at each of the focus groups that was held as part of the planning for the application. Through the conversations a general consensus evolved:

### **Application**

- There will be different teacher leadership positions that will be posted and open to all teachers in the District who have at least three years teaching experience and one year experience working within the District
- There will be a District application
- On the application, there will be a box for teachers to indicate if they want to be considered for a leadership position in a single building, for a specific leadership position within the District or for any leadership position within the District
- On the application, there will be questions that ask applicants to provide evidence of student growth. These questions will constitute 20% of the points on the scoring rubric
- On the application, there will be questions that ask applicants to provide scores contained on their most recent Career Teacher Evaluation. Scores will be required from Standards and Criteria:
  - 2.4 Demonstrates Knowledge of Content and Pedagogy
  - 3.1 Assesses Student Learning: Assessment Used for Planning
  - 3.6 Designs Coherent Instruction: Aligns Learning Activities to Meet Benchmarks and Standards
  - 4.6 Engages Students in Learning Using Activities and Assignments
  - 4.7 Engages Students in Learning Using Suitable Instructional Materials and Resources
  - 7.1 Enhances Content Knowledge and Pedagogical Skill Through Professional Development
  - 7.2 Contributes to the Profession

The Career Teacher Evaluation uses a Likert Scale. Scores on the individual standards and criteria will receive 0 points if scored below "Proficient"; 1 point if scored at "Proficient"; 2 points if scored above "Proficient". These questions will constitute 14% of the points on the scoring rubric

- On the application, there will be questions that ask the applicant to provide evidence of professional growth, such as additional coursework or training taken. These questions will constitute 6% of the points on the scoring rubric
- On the application, there will be questions that ask applicants to provide examples of leadership roles that have been assumed by the applicant. These questions will constitute 20% of the points on the scoring rubric
- The applicant will be asked to include letters of recommendation from peers that support the applicant's ability to assume a leadership role and work with adult learners. These questions will constitute 20% of the points on the scoring rubric
- Applicants will be asked to include the current year's Individual Professional Development Plan (IPDP). A score for the IPDP will be included on the application rubric based on the rigor of the goal. This component will constitute 20% of the points on the scoring rubric
- Buildings will be allowed to add two additional questions to the District application that pin-point areas of need to help refine the selection process

### **Interview**

- Applicants will be screened using a rubric aligned to the application. At least three applicants will be interviewed, unless there are less than three applicants for the position
- Site-based selection committees comprised of administrators and teachers will conduct interviews. Not all applicants must be interviewed. The three applicants that have the highest points on the application rubric will be interviewed
- A rubric will be used to score interviews. The applicant that has the highest score on the interview rubric will be offered the position. If there is a tie on the interview rubric score, the applicant with the highest score on the interview and application rubrics will be offered the position. If there is still a tie, the applicant with the highest seniority will be offered the position
- The application for the program coordinator will be the same as described above, however, the program coordinator applicants will be interviewed by a District-level selection committee comprised of administrators and teachers
- Site-based and District-level selection committees will make a recommendation to the superintendent of whom to hire for each teacher leadership position

### **Evaluation**

- Teacher leaders will be evaluated annually. The evaluation will include a peer review component that addresses the goal(s) outlined for the teacher leader when they accepted the position. Peers/teachers will have input into the evaluation. The teacher leader will maintain a log of their time to submit as part of the annual evaluation. The building principal will complete the formal

annual evaluation of coaches working in their building. Program coordinators will be evaluated annually by District-level administrators

### **Ensuing Years**

- Teacher leaders may reapply to continue to serve in the current leadership role in the same building. The reapplication will consist of a letter of interest provided to the building principal. If the evaluation showed the teacher leader was accomplishing the goal(s) established and the goal(s) within the building remain the same, the building principal can choose to rehire the teacher leader for the same position and an interview will not be required
- Teacher leaders may also choose to apply for a different leadership role and will need to complete the application process as described above by completing a District application and going through the selection and interview process
- The District will determine annually, based on the budget and District needs, the number and type of teacher leadership positions that will be available for the following year. All teacher leaders will be notified that they have the option of re-applying for their current position in the designated building, if the job will continue

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## **Narrative**

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

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

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

*Click here To access the Iowa Professional Development Model page.*

The District will spend time training the teachers selected for new leadership positions during the summer, as well as during the school year. Time will be spent during the current school year and during the August inservice training to educate the entire District staff about the new roles, responsibilities, design and expectations for the various leadership positions.

**Building Leadership Team** members, working closely with the building administration, will maintain the balcony view of the building and develop the building professional development plan that will advance the District and building goals and initiatives. The BLT members will review data, review the PD plan, and receive input from PLC leaders and instructional coaches during cadre meetings held three times each school year. BLT will be the group primarily responsible for sharing data with building staff that shows subgroup performance and offers an analysis of overall results. BLT members will be trained in data-analysis and study best practices. BLT members will be provided release time in order to attend cadre meetings and will have additional hours to work as a BLT to analyze building level data and develop the annual PD plan. Cadre meetings are professional development for BLT members and building administrators.

**Professional Learning Community** leaders will meet with grade level or content area teams on a regular basis. The focus will be on student data analysis, determining what students should be learning, if they are learning it, what to do when they aren't learning it and what to do when students have learned it. The PLC leaders will receive additional training regarding the implementation of PLCs. The PLC leaders will meet with the building administrators and BLT members during one cadre meeting at the beginning of the school year. Release from classes will be provided for PLC members. The BLT will ensure that the PLC leaders understand the goals of the building for the year and the steps to take to accomplish the goals. With this understanding, the PLC leaders will be able to move the initiatives forward through grade level or content area PLC conversations. PLC leaders will also support implementation of instructional strategies shared with teachers by the instructional coaches.

**Mentors** will provide individual support for beginning teachers, as well as ensure they understand the Iowa Teaching Standards and Criteria. Mentors will have completed mentor training provided by the District. Mentors will communicate with instructional coaches and program coordinators to ensure that beginning teachers have effective instructional strategies modeled for them and have the opportunity for other educators to collaborate with them in an effort to improve their instruction. Mentors will observe the beginning teacher. The beginning teacher will observe in District classrooms. Time for reflection and discussion will be built into the observation period.

The **Instructional Coaches** will focus on instructional strategies and improving instruction. The instructional coaches, in cooperation with the building administrators, will lead many of the professional development opportunities on Mondays. SCSD releases students early every Monday in order for teachers to advance their knowledge through professional development opportunities. The coaches will meet as a group monthly to support one another in the coaching role. The instructional coaches will also attend the three cadre meetings during the school year to keep abreast of the initiatives being implemented at the building level and provide BLT members feedback regarding professional development needs. By meeting monthly, the instructional coaches will be able to support one another and provide assistance to other buildings as professional development needs are discussed and addressed.

The **Program Coordinators** will work closely with the Directors of Elementary and Secondary Education, Curriculum, Instruction and Assessment and Technology to ensure that they are receiving support and guidance as they work to advance their programs. The program coordinators will recommend and help design professional development that will be included in the cadre meetings for BLT members. Program coordinators will also share program specific data that may drive professional development needs within buildings.

The TLC System and the Iowa Professional Development Model are directly aligned. Student learning is at the center of both systems. Within the cycle of professional development, the BLT is responsible for collecting and analyzing student data and sharing this information with teachers in the building. The BLT establishes annual goals and action steps to take to accomplish the goals. The BLT shares goals and steps with PLC leaders and instructional coaches at a cadre meeting early in the school year. During this meeting, a discussion and consensus regarding the content delivery occurs. Student learning forms the basis on which professional development is planned. The instructional coaches, supported by the BLT, building administrators, and PLC leaders design the process for professional development and provide training and learning opportunities. This is a continuous cycle that can occur in individual classrooms as well as with large groups during Monday professional development. Extra attention and learning opportunities will be given to beginning teachers' learning needs through support from mentors, program coordinators and instructional coaches. The PLC leaders engage teachers in collaboration and implementation of strategies that are brought forward by instructional coaches. Formative and summative evaluations are conducted during the

year. The BLT reviews the formative and summative evaluation results, analyzes student data and shares information in an ongoing cycle.

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

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

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

The Sioux City School District (SCSD) TLC system will be closely monitored and evaluated using a two-tiered approach. The TLC Stakeholder Committee has agreed to a three-year commitment that would involve monitoring and evaluating the TLC system and providing reports to District-level leaders. The second-tier of the evaluation for the TLC system will be the responsibility of District-level leaders.

As student achievement increases, goals will be adjusted at the building and District levels. This is likely to cause teacher leadership roles and/or leadership categories to change and new categories may be created. District leaders will make adjustments to the TLC system when data shows changes are necessary.

The TLC system goals developed by the District will be the focus for monitoring and evaluation. The goals are:

Goal 1: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities

Goal 2: Retain effective teachers by providing enhanced career opportunities and competitive salaries

Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools to learn from one another

Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation

Goal 5: Implement quality professional development for all teachers by designing a plan that includes support for instructional leaders and provides appropriate necessary resources

Goal 6: Improve student achievement for all students by strengthening instruction

The table shows the evaluation action steps for each of the goals and the District-level leaders responsible for monitoring, evaluating and making adjustments:

Goals	Evaluation Action Steps	Responsible Parties
Goals 1 and 2	<p>Salaries of area schools will be monitored through an annual survey to ensure SCSD continues to offer an attractive, competitive salary. TLC grant requires a minimum salary of \$33,500. SCSD minimum salary is \$37,594 including TSS</p> <p>If SCSD's minimum salary is not competitive, evidence will be brought to the superintendent for negotiation purposes</p>	Director of Human Resources
Goal 2	<p>Teacher retention rates will be monitored. 86% of the teachers hired over the past five years have remained in SCSD. Increase this rate to 92% in the next 7 years</p> <p>Survey teachers to monitor job satisfaction</p> <p>If teacher retention does not increase, develop an action plan to increase job satisfaction and teacher retention rate</p>	Associate Superintendent

<p>Goal 3</p>	<p>Level of collaboration will be continually monitored within buildings through teacher surveys, collection of PLC agendas, PD plans and PD agendas, collection of teacher leader logs and observation of PLC meetings</p> <p>Support will be provided to PLCs that are not functioning in an optimal manner to increase collaboration</p> <p>A PLC program review will be conducted in 2015 and every five years. Areas of weakness will be addressed by providing additional support, training and/or coaching</p>	<p>Director of Curriculum, Instruction and Assessment</p>
<p>Goals 2 and 4</p>	<p>New, additional teacher leadership opportunities will be created through the TLC system. Job descriptions, application forms, screening and interview scoring rubrics will be developed. There will be an annual report provided to the superintendent that includes the number of teachers serving in teacher leader roles and the number of teacher leaders that are recommended for subsequent year within the leadership position</p> <p>Records of reasons teachers do not remain in leadership position for subsequent year will be maintained</p> <p>TLC system will be improved to ensure that teacher leaders have necessary support to be successful in the role. Necessary support will be identified through analysis of the record of reasons teachers do not remain in leadership positions</p>	<p>Director of Human Resources and Director of Curriculum, Instruction and Assessment</p> <p>Associate Superintendent</p>

Goal 5	<p>Annual PD plan and training schedule for teacher leaders will show extended contract days for teacher leaders that will provide quality training to ensure job skills and expectations are understood</p> <p>Teachers will be surveyed annually to determine their perceived level of support from teacher leaders</p> <p>If survey results indicate that teachers need additional or different support from teacher leaders, the training within the extended contract days will focus on identified teacher needs</p>	Director of Curriculum, Instruction and Assessment
Goal 6	<p>Each building will conduct annual data analysis and provide a summary of annual disaggregated student achievement. The building goals for increasing student achievement will be set and teacher leader roles will be identified that will support the building goals</p> <p>Match between building goals and expertise of teacher leader selected will be analyzed and monitored. Buildings will be expected to select teacher leaders that target building goals</p>	Directors of Elementary and Secondary Education

Based on focus group discussions, there is interest in the future expansion of teacher leadership roles to include consulting teachers and model teachers. The teacher leadership roles that are included in this application are the highest priority leadership roles that were identified through focus group discussions and studying other successful systems nationally and internationally.

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

The Sioux City School District (SCSD) TLC system will be successfully implemented and sustained due to several factors. First, the District has focused on goals and developed a strategic plan or Gold Sheet to achieve the goals. The TLC system is aligned to the Gold Sheet. Second, the district-level leadership is able and committed to accomplishing the goals set forth in the TLC system. The District is led by Dr. Paul Gausman, Iowa Superintendent of the Year. Dr. Gausman was a member of the governor appointed Task Force on Teacher Leadership and Compensation. Dr. Gausman is currently a member of the Commission on Educator Leadership and Compensation. His vision of the TLC system, leadership ability and commitment will ensure the success of the TLC system. Finally, the process that we have used has built capacity and sustainability. It is important to realize that the TLC system will cause a change in the SCSD. It is also important to realize that change is difficult for people. There are many models of change and many contain similar steps. SCSD leadership has studied the change process and has followed John Kotter's (2005) eight-step process to use to implement a successful change from *Our Iceberg Is Melting*. Kotter's model is similar to the change model found in Kouzes and Posner's *The Leadership Challenge* and in *Breaking Ranks*, which are both change models that the SCSD leadership have studied. Because the change process is understood and steps in the process are being followed, the TLC system will be successfully implemented and sustained and will cause a change in the culture that will elicit improved student achievement. The eight steps that we are following to initiate successful change are (Kotter, 2005):

1. **Create a sense of urgency:** The need for change needs to be clearly identified. Identification is done by collecting and analyzing data. SCSD is not meeting annual yearly progress expectations. There are buildings in the District with SINA levels as high as 9.
2. **Assemble a guiding team or a leadership team:** Each building has a building leadership team that analyzes the data and problems, theories and ideas and possible solutions to the problems. The TLC Committee members have been members of BLT. The TLC Committee members are well aware of the current status of student achievement within the District. The committee members are committed and engaged in the study and development of the TLC system in an effort to improve student achievement.
3. **Develop the change vision and strategy:** During the focus group discussions, attendees were encouraged to get on the balcony. A shared vision and goals were developed collaboratively.
4. **Communicate for understanding and buy-in:** Staff, students, and the community will understand and accept the vision and the TLC system. The School Board of Education knows about the initiative and will be kept informed of the progress (Dayton, 2001). As community members raise questions about the direction the district is heading, the school board will be armed with accurate and timely information. If the school board members possess accurate knowledge, they will be more supportive of the changes and the direction the school is heading and respond to concerns as they arise (Dayton, 2001). The TLC system evolved through focus group discussions with teachers, community members and principals, thus creating buy-in and understanding from the very beginning. Staff members were invited to join a wiki. Additional information regarding the TLC Grant and system were contained on the wiki. Meetings were held with the staff, school board, and community to inform the various stakeholders of the TLC system and seek their input.
5. **Empower others to act:** Barriers need to be removed as others work to make the vision a reality. The TLC system will have support for teacher leaders built into it. The leadership within the district will be distributed among teachers and teachers will be empowered.
6. **Produce short-term wins:** It will be important to create obvious, visible successes as soon as possible. SCSD will create press releases, newsletters home to parents, and articles on the school website to share the information regarding short-term wins. The short-term wins will be based on data results. It is hard to argue with data.
7. **Don't let up:** When the commitment to institute a reform initiative has been made, the leadership team needs to "be relentless with initiating change after change until the vision is a reality" (Kotter, 2005, p. 131). Change is difficult for people. Marzano, Waters, and McNulty (2005) studied leadership and the effects of change. They explained that there are two types of change: First-order change and second-order change. The TLC system will be a second-order change for many people. According to Marzano et al., there are four things that will happen when initiating a second-order change. There will be perceptions that:
  - The culture at the school is deteriorating
  - Communication has deteriorated because of the change
  - Order and routine has deteriorated because of implementing a reform initiative
  - The level of input from all members of the staff has deteriorated because of the change

The four perceptions of the second-order change are inevitable (Marzano et al., 2005).

**Create a new culture:** The school must hold on to the new ways of operating until they are strong enough to replace the old traditions.

By following these eight steps as described by Kotter, we will successfully implement change that has a positive effect on our culture. The process we have used builds capacity within the system that will solidify the sustainability. Also, we have the capacity to fill both teacher leadership positions and vacant classroom positions.

In the future, the TLC system will be expanded to include consulting teachers and model teachers, but the new culture needs to be established in order to introduce the next phase of the TLC system.

## Grant Allocation

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

<b>Certified Enrollment Number</b>	14132.2
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$4,364,306.00
<b>Total Allocation</b>	\$4,364,306.00

## Part 10 - Budget Items

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$439,300.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers)	\$3,674,840.00
Amount used to provide professional development related to the leadership pathways	\$170,166.00
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>	\$80,000.00
<b>Totals</b>	<b>\$4,364,306.00</b>

## Other Budgeted Uses - Description

<b>Item description</b>	<b>Amount budgeted</b>
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First year teacher stipend	\$70,000.00
TLC Committee Evaluation expenses	\$10,000.00
	<b>\$80,000.00</b>

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## Total Allocation Budgeted

Total Projected Amount to be Expended	\$4,364,306.00
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*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
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## Budget Alignment

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

The budget for the Sioux City School District (SCSD) TLC system was built on the following guidelines:

- SCSD minimum salary is above \$33,500 and TLC funds will not be used to raise the minimum teacher salary
- Each building will have at least one instructional coach working in the building
- Buildings with enrollment over 700 will have a second instructional coach
- Buildings with free or reduced lunch rates at or over 90% will receive one additional instructional coach
- Technology coaches will work in multiple buildings
- Program coordinators will serve all buildings
- Data manager/coach will serve all buildings
- Instructional coaches will be included with the BLT during cadre meetings. Cadre meetings are professional development for BLT members and administrators held three times each year
- Substitute teachers will be acquired to release BLT members from classrooms to attend cadre meetings
- Buildings with enrollment that exceeds 600 will be allocated 120 hours each year for BLT meetings that are held outside of the contract day. Buildings with enrollment below 600 will be allocated 60 hours each year for BLT meetings that are held outside of the contract day
- BLT members are paid according to the negotiated hourly rate for the additional hours that are worked beyond the contract day
- All teacher leaders will attend the two-day summer Leadership Academy and receive compensation through Teacher Quality funds
- Program coordinators will have 20 days extended contract with a \$10,000 stipend
- Instructional coaches will have 10 days extended contract with a \$5,000 stipend
- Mentors assigned to first and second year beginning teachers will receive a \$1,000 stipend each year they work with a beginning teacher
- First year teachers will have 5 days extended contract with a \$1,000 stipend
- Substitute teachers will be acquired to release mentors and mentees from classrooms to conduct classroom observations
- Substitute teachers will be acquired to release TLC Committee members from classrooms to conduct observations and to attend meetings in order to monitor and evaluate the TLC system
- Mentoring, coaching, and skill training will be provided to teacher leaders during the extended contract to ensure the success of the teacher leaders in their role
- District level administration will determine annually if data indicates that adjustments need to be made to the teacher leader roles and responsibilities

**TLC System Budget**

Position	Description	Estimated Cost
Program Coordinators	6 Program Coordinators will be hired. They will each have 20 days extended contract with \$10,000 stipend	Salaries \$461,560 Stipend \$60,000
Instructional Coaches	40 Instructional coaches will be hired. They will each have 10 days extended contract with \$5,000 stipend	Salaries \$3,090,080 Stipend \$200,000
Mentors	Anticipated 110 mentors for 1 <sup>st</sup> and 2 <sup>nd</sup> year teachers. Each mentor will receive \$1,000 stipend	Stipend \$110,000
1 <sup>st</sup> year teachers	Anticipated 70 1 <sup>st</sup> year teachers will be hired. 1 <sup>st</sup> year teachers will have 5 days extended contract with \$1,000 stipend	Stipend \$70,000
Mentoring expenses	Substitute teachers will be acquired to provide release time from classrooms for mentors and mentees to conduct classroom observations and time to meet during the year	\$42,000

BLT hours	Each building will be allocated hours to be paid to BLT members for meetings and planning conducted outside the contract day	\$69,300
Cadre expenses	Substitute teachers will be acquired to release BLT members to attend cadre meetings during the school year	\$81,200
Leadership training	Training will be provided to mentors, PLC leaders, BLT members, program coordinators, administrators and instructional coaches annually that train and support teachers in the leadership roles. Costs associated with the training, such as contracts with trainers, registration fees to attend training, substitute teacher costs, and travel expenses to attend training will be funded through the TLC grant	\$170,166
TLC Committee	Substitute teachers will be acquired to release TLC Committee members to conduct observations and attend meetings to monitor and evaluate the TLC system	\$10,000
		<b>Estimated Total \$4,364,306</b>

## 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