TLC Exemplars

Schools with Fewer than 1000 Students

Year 1

Year 2

Year 3
Year 1 TLC Exemplars – More Than 1000 Students

This document includes the narratives from all school districts with more than 1,000 students that scored 9 or 10 on the listed part of the application. While the Commission on Educator Leadership and Compensation gave each of the parts below a high score, these examples should not be considered the full range of acceptable approaches to each part of the application; school districts could design an approach for each part of their application different from those described below. This document is simply a resource as school districts develop a Teacher Leadership and Compensation plan that is tailored to their local context and aligned with the statewide vision of Iowa’s TLC System.

Part 1 – Quality Planning Process

Pella
Sioux City
Linn-Mar
Mount Pleasant
Fort Dodge
Maquoketa

Part 2 – Connecting State and Local Vision and Goals

Burlington
Bettendorf
Ankeny
Part 3 – Connecting to Other Work

Dubuque
Norwalk
Humboldt/Twin Rivers

Part 3 – Connecting to Other Work (cont.)

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Chariton
Albia

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Dubuque
Johnston
Ottumwa
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North Polk
Saydel
Fairfield
MOC-Floyd Valley
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Ottumwa
Benton
Fort Dodge
Nevada

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Bettendorf
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Pella
North Polk
Ames
Knoxville
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Cedar Rapids
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Waterloo
Dubuque
West Des Moines
Council Bluffs
Johnston
Muscatine
Burlington
Des Moines
Urbandale

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Norwalk
Pella
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Indianola
Vinton-Shellsburg
Nevada
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Davenport

Waterloo

North Polk

Dallas Center-Grimes

Center Point-Urbana
Part 1 – Quality Planning Process

Pella

The district involved a great number of people in the planning process. All teachers were surveyed and each building’s staff was consulted in the proposed teacher leadership structure to get input on ways to improve it. Additionally, the School Improvement Advisory Committee, comprised of 45 parents, nine teachers, eight administrators, and ten students, also contributed by reviewing the draft application and offering feedback on two different occasions.

A steering committee was formed with 29 teachers from all grade levels and disciplines, eight parents and all eight of the district’s administrators. Parents on the steering committee have children in each building in the district. The steering committee held four meetings with varied purposes. Parents, teachers and administrators were equal contributing members on each activity during the meetings.

We started the process with applying for the TLC planning grant funds. This provided about $13,000 to the district to plan and create Pella’s TLC structure. The funds were used to pay for extra staff time, hire substitute teachers to allow for planning meetings during the school day, and provide additional pay to individuals leading different parts of the application. The funding was allocated to staff in the form of a stipend. Staff volunteering to lead a part of the application was given $450 and all other staff involved in a support role was paid $250. Because the funds were allocated to a large number of people in the form of stipends, more time could be spent on the application than if an hourly rate was paid.

Grant funds allowed for a significant amount of time to be spent developing the TLC plan. Additional research was conducted which included document reviews of other teacher leadership structures used across the nation, a study of teacher survey data rating potential teacher leadership roles, and contacts to districts with current teacher leadership structures in place. The grant allowed for time to evaluate potential leadership positions and set specific job descriptions for those positions. Criteria, interview questions and supporting rubrics were established for selecting individuals to fill leadership positions. Also, supporting documents were created for each part of the application to establish the plan’s consistency and sustainability as it strengthens the Iowa Professional Development model and our current district initiatives.

Parents, teachers and administrators completed the following at the first meeting:

- Reviewed the Iowa Department of Education guidance for TLC and the State Teacher Leadership Task Force Goals
- Drafted the district vision for the TLC system
- Set the goals for the TLC system as it supports district initiatives
- Reviewed and researched possible leadership models
• Created a teacher survey to identify areas of needed support  
• Reviewed the TLC application rubric  
• Finalized the leadership model selection  

Each stakeholder group was able to collaborate with each other, ask questions and come to consensus on the direction of the plan. Additionally, teachers and administrators divided into sub-committees to further develop each section of the application. The subcommittees worked outside the large group time to research their assigned area using the documents provided by both the Iowa Department of Education and Heartland AEA.

Three additional meetings were held with the steering committee. At the second meeting, they:

• Reviewed the district’s vision for TLC and finalized goals  
• Reported on progress for each subcommittee  
• Worked with subcommittees that needed to collaborate  
• Identified potential leadership roles and teacher support needs; created selection criteria  
• Connected leadership roles to the Iowa Professional Development model  

Parents expressed opinions relating to accountability, resulting in adaptations to the draft.

At the third and fourth meetings, the steering committee:

• Finalized the timeline to complete the application  
• Collaborated between subcommittees to align different parts of the application  
• Reviewed progress of written application narratives for each section  

They also reviewed the draft application, analyzed survey data, and used this feedback from all groups to make adjustments in the final draft.

In total, the steering committee and subcommittees met over a period of just over three months. The four full-day meetings with the steering committee and an additional 22 separate meetings of individual subcommittees totaled over 64 hours of collaborative planning time.

All stakeholders are fully committed to this plan. This has been documented both qualitatively and quantitatively through discussions and survey data. The following demonstrates the results of the survey and collaborative meetings.

**Administrator commitment:** One hundred percent of administrators actively support the direction of the Teacher Leadership and Compensation plan and are involved in the development process. They demonstrated by willingness to hire substitutes while teachers worked in the planning process. Administrators were fully engaged in the steering committee meetings and the leading of subcommittees.
**Teacher commitment:** After the entire teaching staff reviewed the proposed Teacher Leadership and Compensation plan, survey results indicated that 98% believed the plan would have a significant impact on teaching and learning in Pella Schools. 100% also indicated a willingness to support the teachers who were in the proposed roles of teacher leaders, coaches, and mentors. In addition, 71% could see themselves applying for one of the roles.

**Parent commitment:** Forty-one parents have volunteered their time to develop the TLC plan through their involvement on the steering committee and the School Improvement Advisory Committee. 100% of parents involved in developing the plan believe it will make a significant impact on Pella schools’ teaching and learning and will provide active support for its implementation.

**Sioux City**

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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>C. Hoberg</td>
<td>Association President, HS Teacher</td>
</tr>
<tr>
<td>J. Vanderloo</td>
<td>Director of Secondary Ed</td>
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</tbody>
</table>
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.

Linn-Mar

Part A

In the fall of 2013, the Superintendent of Linn-Mar Community Schools applied for planning funds to orchestrate planning for our Teacher Leadership and Compensation Plan. In November two internal planning positions were posted to help lead the TLC Planning Committee for the district. A panel of district personnel comprised of the Superintendent, Deputy Superintendent, Director of Teaching and Learning and the Director of Human
Resources conducted interviews. Once selected, these individuals were placed on special assignment for six weeks, beginning December 9, and relieved of their teaching duties in order to devote their full attention to lead the committee in the writing of the TLC application. Planning funds were used to pay for the long-term substitutes hired to replace the Teachers on Special Assignment spearheading the plan writing, days worked outside of the regular contract, expenses for site visits, research materials and substitutes for other teachers on the Planning Committee to attend meetings.

Two site visits were conducted in January to Ames and Waukee Community School Districts, where forms of instructional coaching are already in place. They gathered information as to how these districts have handled hiring, training and implementation of their leadership programs. The two districts served as exemplary illustrations of how Linn-Mar could begin the process and where our district could be in six to seven years from now.

The TLC Planning Committee was composed of thirteen individuals from key stakeholder groups including

- Elementary Director of Teaching and Learning
- High School Administrator
- Middle School Administrator
- Elementary Administrator
- Middle School Teacher on Special Assignment (on leave to write TLC plan)
- Middle School Teacher on Special Assignment, Association President, (on leave to write TLC plan)
- High School parent
- High School/Middle School, parent
- Elementary parent
- High School teacher
- Middle School teacher
- Elementary teacher
- Superintendent

Our TLC Planning Committee reviewed research from several educational journals and text sources including, Educational Leadership, JSD, The Learning Forward Journal, and The Skillful Team Leader, by Elisa MacDonald. Through the suggested roles outlined in the TLC plan, reviewed research, information gathered during site visits and responses to surveys conducted within our teaching and administrative staff, the committee narrowed and determined the various leadership roles Linn-Mar would develop. Small and large group work was done to establish the job descriptions and responsibilities for each leadership role, the requirements for the rigorous hiring process and the tools to evaluate the effectiveness of the program. All stakeholders had an opportunity to voice their opinions and collective decisions were made. The work completed in our TLC committee meetings was critical to the development of our plan.
Part B

The committee’s first task was to evaluate the information garnered from the survey given to all teaching and administrative staff. We found overwhelmingly that teachers and administrators in the Linn-Mar Community School District strongly believe positions for teacher leaders need to be in place and are imperative to increasing student achievement. Specifically, Instructional Strategists (including a focus on technology), Mentor Coaches for those on initial licenses and overarching Program Coordinator positions were desired.

During our committee meetings, members broke into small groups to decide the critical teacher leadership roles that should be developed for actual implementation. Once these roles were determined, much time was devoted to writing the job descriptions and responsibilities for which those in the leadership positions would be responsible. The committee also discussed how many of each position was needed, if they should be building/attendance center specific and how/if the positions should be divided per level.

Each stakeholder group brought a unique perspective to the table. The teachers on our committee were passionate about the Mentor Coach position having firsthand knowledge of the trials initial teachers can face during their first years in the classroom. The parents on our committee helped focus the group on our overarching mission of increasing student achievement at all levels. Administrators wanted to make sure our roles created avenues for teachers to take on and be compensated for their leadership skills as well as increasing the instructional knowledge of their teaching staff. Many options were considered and debated; the resulting plan has been endorsed by all committee members.

Part C

We were fortunate to have our stakeholders’ buy-in from the beginning. The parent representatives were eager to support this plan because it will directly affect their child’s education and potential increased student achievement. The principals were excited because they would have resources and staff in their attendance centers who would be involved in the day to day classroom work with teachers helping deliver instruction, hone skills, and impact student achievement. Teachers were on board because they would receive more support in the classroom, time to collaborate, critical and necessary feedback from peers, and more tools and resources to deliver instruction and impact student performance.

Our survey results from both administration and teaching staff reiterated the opinions from these same groups represented on our committee. Not only did we have a large number of staff members complete the voluntary survey, but the feedback they provided was very nearly all positive and in support of creating pathways for teacher leadership in the district. We were impressed by the knowledge our staff already possessed about such a system as it has not yet existed in our district. We feel this knowledge is strong evidence that our staff is thirsty for a teacher leadership program.
Mount Pleasant

In September 2013, administrators attended a state meeting to discuss HF 215 and the opportunity for schools to apply for Teacher Leadership and Compensation (TLC) programming. They shared this information with the administrative team and teacher leaders in the district. The group formed a TLC committee to study research and consider how this would improve student achievement and staff satisfaction. Early discussions focused on a plan that would improve student engagement and achievement or we would not apply. Early feedback suggested a great deal of excitement of the opportunity. Through a consensus model we decided the TLC opportunity fit in nicely with our strategic planning process and our vision/mission of the district. The district is currently engaged in a 5 year strategic planning process with one component being Teaching and Learning.

The superintendent communicated the TLC opportunity to the staff/school board on September 30th in a staff update asking for volunteers to serve on a committee which would determine if we would participate. A Teacher Leadership and Compensation Committee was developed in early October. There were 12 teachers representing of all levels and the association, three principals, the superintendent and director of instruction, a school board member, three community members, and three students.

The District applied for the TLC planning grant and was awarded $12,500 to research, plan, and submit an application. The district leadership team attended workshops hosted by Great Prairie AEA. The tools and collaboration during these meetings were very helpful in our work. The TLC committee met at biweekly meetings from October through December. All committee members were active throughout the process with each having an equal voice. The focus of the committee was providing a structure and support system that improve education in our district with the focus being on “CHILDREN FIRST!”

We utilized a 5 step process:

**Step 1:** Review of our current reality in student data and our continuous improvement, evidenced the need for continued improvement on student achievement highlighted by our designation as a DINA District and Harlan and Van Allen Elementary schools as SINA buildings. Secondly, located in Henry County, one of Iowa’s poorest counties, the need continues for adaptation of curriculum and instruction to more adequately meet the needs of our student population with 48% to 70% district wide Free and Reduced Rates. One conclusion was the TLC grant could accelerate the benefits of recent diligent use of Rigorous Curriculum Design and Instructional Data Teams (a type of collaborative PLC) to fully implement the Iowa Common Core.

**Step 2:** Examine Research/Best Practice. Early meetings were dedicated to examining research and best practice in teacher leadership. The state provided three models for schools: Career
Ladder, Instructional Coach or locally developed model. We examined three states’ Teacher Leadership and Compensation Models—Minnesota, Colorado, and Washington. We felt very strongly that we should develop a local model based on best research. We felt this provided us maximum flexibility and control in all components. We embraced instructional coaching and found research supporting a quality coaching program which provides the necessary support for teachers and students (Killion & Harrison, 2005). Marzano, Pickering, and Pollock (2001) identified nine strategies for effective instructional effectiveness which we agreed with and will build into our TLC plan. Our plan reflects all three models with an emphasis on the Washington state model.

**Step 3:** We created a mission and goals for our TLC program which will be defined later in the application.

**Step 4:** We defined the roles and components for the instructional coaches and administrators and developed a compensation plan.

**Step 5:** We will create an assessment system so we can adjust and adapt to changes in our school. We will set up a “hotline” on Google for any staff/community member to provide feedback or ask questions. The Teacher Leadership and Compensation committee will be a permanent committee which will meet at a minimum of once a month.

Mount Pleasant's application was created through collaboration of teachers, administrators, and school board members with support from our community, parents, and students. All parties are fully vested in our plan and will ensure its success. We sought a wide range of input with an open invitation for any teacher to join the process. Our past experience in pay for performance work made this process much easier. The focus from the beginning was improving instruction and support in the classroom.

We conducted a staff professional development survey to gather input from all members. We gathered parent input through a parent survey with approximately 800 parents providing feedback. We utilized our strategic planning group to gather community input. The strategic planning group has parents, school employees, community members, business leaders, students, school board members, and administrators. Over 100 people are involved with this process and have excellent buy-in on our proposal. Over 95% of those surveyed supported our TLC plan. Survey results were shared with the board of education, all school employees, and posted on the Mt. Pleasant website. The Mount Pleasant Education Association was represented and an active part of our application preparation. As we gathered information from the various stakeholder representatives, we shared varying views and adjusted the plan accordingly. Stakeholders were especially excited about the assessment system and the ability to modify instruction according to the needs of our students. The Mount Pleasant School Board approved our application on January 13, 2014 pledging their full support for this work.
Fort Dodge

The FD education community consists of administrators, teachers, staff, parents, community members, and most importantly students. We realize that changing our culture requires designing the change process as well as structures incorporating the educational research base related to what works. All of this must be done, however, with sensitivity to the local history, current culture, and vision. We are aware of the extensive expertise that exists in our teaching staff and are excited about the opportunity to give staff more opportunities for differentiated leadership roles.

How was the Planning Grant/Time was Used:

Who was involved?

A teacher leader advisory team was formed with teachers and administrators representing all building levels. Team members represented the following areas: early childhood, special classes, elementary classroom teacher, special education, technology, TAG, ELA, math, science, and at-risk staff. Careful consideration was also given to include a mixture of new and veteran teachers and those with and without prior leadership roles. This team had 80-100% participation at each of twelve collaborative work sessions from November 2013 to January 2014 for over 70 hours of collaboration and planning.

Additionally, the site based council representing each building level was formed to drive agendas for the advisory team and to discuss and write portions of the plan.

Parents from each level were invited to provide input into the plan as a part of the planning team. Those that assisted looked at current district data, shared what the district does well and should continue doing, what could be improved, pros and cons of the plan, implementation considerations, and how the TLC grant could enhance parent-school connections.

Parents indicated hiring full time coaches was preferred as they were unsure of how successful part-time teaching would be. Parents also gave input on the program evaluation piece. A partnership will be formed with the hospital specialist on program evaluation if the grant is secured.

A survey was sent out to all parents in an effort to reach groups that may not be able to come in to meetings or may have had less than positive experiences with schools to get feedback on greatest needs. Feedback on the survey indicated a desire for more engaging and hands-on learning in the classroom.

The Citizen School Improvement Advisory Committee also met to give feedback on the plan from a community perspective after looking at district data and engaging in dialogue what skills are critical when educating children for the 21st Century.
District administrators met with representatives of the Fort Dodge Education Association to ensure active communication and a smooth transition provided the district is afforded the opportunity to put the plan in place. The FDEA representatives shared concerns from teachers about wanting to avoid part-time teacher leaders and model classrooms. Neither was included in our plan.

**How was the money spent?**

Planning grant funds were used to pay substitute teacher costs for members of the teacher leader advisory team. These team members were then able to meet and plan collaboratively, take part in classroom walkthroughs, and attend conferences.

Money was also used to provide opportunities to hear from outside experts already engaged in teacher leadership put on by the School Administrators of Iowa.

Through the end of the year, as additional conferences and opportunities arise to learn about teacher leadership, they will be made available to staff. Plans are also in place to bring in leaders in another district currently going through a program review of their teacher leader plan to help us gain from their experiences and lessons learned.

**What was the Process to Engage Stakeholder Groups?**

As part of the planning process, the Teacher Leader Advisory Team spent time conducting literature reviews to help every member of our learning community reach a better understanding of how to utilize teacher leaders for school improvement.

Conversations were held regarding student achievement data resulting in a newly established mission for the district. Team members discussed and debated various models/structures that best meets the needs for Fort Dodge and aligns with this mission.

Members of the team also attended two conferences put on by the School Administrators of Iowa to further the team’s vision about possibilities with teacher leadership.

A few members of the team were able to visit other school districts to hear about success stories and potential barriers.

Members of the advisory team also conducted a day of walk-throughs to gain a better picture of the district’s baseline instructional practice data.

Protocols from the School Reform Initiative and processes such as the World Café were used throughout our planning process with administrators, teachers, parents and community members to ensure all voices in the room were heard.

**Statements of Support:**
**Administrators:**

Currently our district is very interested in and working toward improving the quality of instruction in every classroom. To support this cause, we truly believe that the concept of utilizing effective currently practicing teachers that the TLC program will provide this avenue.

**Teachers:**

Teacher Leadership is an excellent way for our district to provide opportunities for teachers to assume leadership roles. This will allow our teachers to grow professionally and create an atmosphere of collaborating and sharing that will benefit all students.

**Parents:**

I really think this has the potential to change the culture for the better.

It will be very important to choose teacher leaders wisely as they will have to know teachers’ needs in addition to students’ needs.

**Community Members:**

It seems to us that too often in education, teachers are given the key to a classroom and wished “good luck.” We think this would strengthen the practices that occur daily.

**Maquoketa**

The concept of developing a Teacher Leadership and Compensation (TLC) committee and exploring the possibility of applying for a planning grant as well as an implementation grant was brought before the Maquoketa School Board in the fall 2013. With their approval of moving forward, the TLC planning committee was established, comprised of teachers from each building representing the Maquoketa Education Association, administrators from each building and Central Office, two parents reviewed the grant and provided input and suggested revisions. The committee met to view the four webinars provided by the Iowa Department of Education. Four committee members attended the School Administrators of Iowa TLC conference in Des Moines. After further discussion, books were ordered for studying the concept of teacher leadership, with the belief that this committee would develop a plan best suited to enhance effective instruction and thereby impact student achievement. With a desire to understand how a TLC plan could be effectively implemented, the committee visited a school district or held conversations with school districts currently using instructional coaching. The TLC Committee began to draft what the TLC program could look like in our district along with articulating the positive effects it could create for our teachers and students. Minutes were taken at each meeting and shared with each committee member. Our main focus was to
determine how a TLC program could improve student achievement, provide collaboration towards improved instructional techniques, and improve our ability to attract and retain highly qualified and effective teachers in our district. Through our research, we began to design a teacher leadership and compensation program to meet the needs of our district. As we gained insight on teacher leadership opportunities, we began to realize the potential impact our local plan could have on student achievement in our district.

The planning grant provided compensation for members working well beyond the school day. The funds also allowed the purchase of books as resources, hiring of subs for school visits, and paying mileage to school visits. Those serving on the committee included: four building principals (primary, intermediate, middle, and high school), superintendent, director of personal growth and student learning, two elementary teachers, 2 middle school teachers, and one high school teacher.

Information about the TLC plan was shared with the School Improvement Advisory Committee (SIAC) at both the October and November meetings. At multiple school board meetings, an update of progress was provided with encouragement for the public to provide suggestions and comments related to the plan. To share this information with the community, an administrator provided an interview on the local radio talk show, outlining the process as we explored the possibilities related to broadening leadership opportunities for teachers within our district.

Discussion took place between our administrators and our teachers as to whether or not we should forward in applying for this grant. Some concerns still remain. There are concerns about the implementation of the plan particularly in the area of staffing decisions. There is concern with the timeframe for the notification of acceptance which could impact our ability to hire teacher leaders and their replacements in a timely manner. As starting salary is low, the teachers were concerned that we might not apply for this grant knowing that the starting salary (currently $30,000 with supplemental state assistance) would increase for our teachers, thereby making us more competitive in hiring teachers. Currently, there are teachers who have taken on leadership roles as data team leaders, receiving no compensation. Teachers have expressed a need for instructional coaching with concerns in integrating technology into instruction. Administrators have voiced a concern about the huge task of teacher evaluation. With limited time to complete the evaluations while doing other administrative tasks, they realize the importance of continuous feedback to enhance effective instructional techniques along with the importance of monitoring implementation of those techniques to improve student achievement.

At our professional development meetings, teachers have been informed of the tentative tier organization for leadership opportunities. They have been informed of those serving on the committee from their buildings, and they have been encouraged to offer input of the plan. These building representatives consistently brought back feedback from their staff to our meetings in order to provide guidance as we built this plan. At each administrative team meeting, the TLC grant has been discussed. At each school board meeting, progress on our TLC plan was communicated.
Part 2 – Connecting State and Local Vision and Goals

**Burlington**

**PART 2 VISION & GOALS FOR TLC PLAN**

**TLC Vision:** To inspire and challenge students via high-performance teaching made possible by a system of support, time and professional development from one teacher leader to another.

District Mission: *Inspiring and challenging students through diverse opportunities*

Vision: *Educate, Enrich, Empower, Excel*

**Our TLC Goals: (aligned with State’s TLC System & district goals)**

1. **Improve student achievement by strengthening instruction.**

As a District in Need of Assistance (DINA) we made this the #1 goal. Proficiency rates are especially low in grades 6-11. As we systematically raise the quality of instruction throughout the district, student achievement will improve. Research based practices will be implemented with fidelity in every classroom.

**District Annual Improvement Goal:**

*Students will make at least one year’s growth on the Standard Scores for Reading, Math, and Science on the Iowa Assessment.* (high-quality instruction system wide will produce gains in student achievement)

2. **Attract able new teachers by offering competitive starting salaries and offering PD & leadership opportunities**

Teachers will have a base pay at $33500

Teachers will receive intensive mentoring support by highly trained teachers

**District goal:** *Develop & reward leadership & positive work habits*

3. **Retain effective teachers by providing enhanced career opportunities**

90 teachers (over 25%) will fill leadership positions with extra days, responsibilities & compensation. Teachers will undergo a *rigorous* selection process by building site councils to
ensure that we have the highest quality teacher leaders mentoring, coaching, & modeling effective instructional practices, classroom management and building strong relationships.

**District goal:** Students will make at least one year’s growth in reading, math, and science.

4. **Promote collaboration by developing and supporting opportunities for teachers in schools & school districts statewide to learn from each other**

Teacher leaders will meet weekly with all teachers to examine data, collaborate, and provide professional development, and the leaders will meet with each other to provide ongoing support. Instructional leaders will network with others across the state, learning from each other.

**District goal:** Create a safe and positive school environment which allows teachers to take risks and learn from each other through collaboration.

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

Positions include “Mentors Plus,” Iowa Core Instructional Leaders, Model teachers, Literacy Coaches, and Tech Coaches. The positions will enable us to implement the Comprehensive Literacy Model (CIM) supported by experts at the University of Iowa Jacobsen Center. BCSD reading scores drop in grades 6-11, so we will expand the Comprehensive Literacy Model to all grades K-9.

**District Annual Improvement Goals:** Create a K-3 Literacy Committee to study the “Partnership for Comprehensive Literacy” Improve reading, math & science K-12.

6. **Increase productive partnerships with family & community.**

In 2008-09, BCSD had the highest dropout rate in the state at 8.54% Based on the TLC parent survey, this must be a priority. Mentors plus, model teachers & Iowa Core Instructional Leaders will help teachers build strong relationships that are critical to motivation, student engagement, academic success, and high school completion. Ongoing feedback from parents will be used to solidify this aspect of our plan.

**District Annual Improvement Goal:** Join forces with parents and the community to reduce the dropout rate from 5.64% to 4.5%.

**Evaluation of Goals**

1. Compare gains in student achievement before and after implementation of the TLC plan.
2. Check salary schedule for $33,500 or higher. Obtain annual feedback from mentees.
3. Teacher retention rate prior to TLC and after implementation of TLC. Implement exit interviews.
4. Check minutes of meetings & networking activities. Also, examine pre and post TLC survey results, peer feedback, self-reflections, and student achievement data.
5. Use ESAIL-Environmental Scale for Assessing Implementation Levels. It measures the 10 key features of the Partnership for Comprehensive Literacy Model.
6. Compare pre and post TLC survey for parents on their perception of quality of instruction, classroom management and communication from district teachers. Pre-survey data has already been collected.

Des Moines County (DMC) has the lowest % of 4-year college graduates in the state & lowest level of individuals holding post-secondary degrees at 16.9% compared to state avg. of 24.7%.

BCSD has a high mobility rate and the highest percent dropouts in the state in 2008 (8.54%)

Current student achievement levels show gaps between students in subgroups (white & AA; IEP & non-IEP; low SES). 62.53% of BCSD students’ qualify for free and reduced (F&R) lunches & individual buildings up to 78% F&R. 24% of DMC children live in poverty, which is double the national avg. of 13% & above state avg. of 16%

http://www.countyhealthrankings.org/app/iowa/2013/des-moines/county/1/overall/snapshot/by-rank

Readiness to learn is affected by poverty. BCSD must improve students’ readiness through system-wide, high quality instruction, intensive RTI and outreach to parents. Our TLC plan will make that happen by increasing the capacity for instructional leadership throughout the system, providing PD with ongoing coaching, and time to collaborate.

Two schools participate in the F.A.S.T. state initiative with fall reading scores of 65% and 57% proficiency in PreK-5 measuring core instruction and winter reading scores of 58%.

2013 IA Assessment results

<table>
<thead>
<tr>
<th>Reading % proficient</th>
<th>3-5</th>
<th>6-8</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>68.3</td>
<td>58.2</td>
<td>86.6</td>
</tr>
<tr>
<td>AA</td>
<td>55.8</td>
<td>25.7</td>
<td>75</td>
</tr>
<tr>
<td>Low SES</td>
<td>68.3</td>
<td>43.6</td>
<td>78.2</td>
</tr>
<tr>
<td>IEP</td>
<td>43.3</td>
<td>14.5</td>
<td>41.7</td>
</tr>
<tr>
<td>All students</td>
<td>76.8</td>
<td>54.4</td>
<td>86.5</td>
</tr>
<tr>
<td>Math % proficient</td>
<td>3-5</td>
<td>6-8</td>
<td>11</td>
</tr>
<tr>
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<td>----</td>
</tr>
<tr>
<td>White</td>
<td>83.4</td>
<td>71.6</td>
<td>78.1</td>
</tr>
<tr>
<td>AA</td>
<td>57.5</td>
<td>37.6</td>
<td>63</td>
</tr>
<tr>
<td>Low SES</td>
<td>72.6</td>
<td>56.2</td>
<td>64.2</td>
</tr>
<tr>
<td>IEP</td>
<td>51.8</td>
<td>20</td>
<td>31.4</td>
</tr>
<tr>
<td>All Students</td>
<td>79.7</td>
<td>66.1</td>
<td>76.4</td>
</tr>
</tbody>
</table>

**Bettendorf**

The District’s TLC vision is to facilitate teachers, individually and collectively, to formally influence their colleagues, principals, and members of the school community to improve teaching and learning practices with the ultimate goal of increased student learning and achievement. The TLC plan will assist the District achieve its vision of “linking learning to life with passion, purpose and pride so that all students can make a positive difference.”

The Planning Committee’s hopes and aspirations for the development, implementation, and sustainment of the District's TLC plan are to implement a high quality TLC structure that will:

1. Serve as a vehicle to transform teaching and learning practices to increase overall student achievement and eliminate current achievement gaps
2. Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation
3. Establish a process where teacher leaders can assist colleagues through the continuous learning process
4. Promote additional collaboration between and among our teacher teams to positively impact student achievement
5. Identify, clearly define and assess the knowledge, skills and competencies that teachers need in order to assume and retain meaningful leadership roles, within the district, and how these forms of leadership can be distinguished from, but work in tandem with, existing teacher leadership and administrative roles
6. Develop a culture of collegiality, trust, and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process.

The vision and goals for TLC plan implementation are directly aligned with pre-existing strategic goals in the areas of student achievement “to accelerate achievement for all students and minimize disparities among all groups of students by delivering research-based, best practice instructional strategies and programs consistently throughout the District;” as well as, staff
selection & development “to attract, develop, and retain highly competent, dedicated, and caring staff so that we can be responsive to the diverse needs of our learners and high expectations from our community.” State resources will enhance District capacity toward continuing effort to provide all students with a high quality educational experience through the delivery of a guaranteed and viable curriculum (Iowa Core Standards), via research-based instructional strategies (Characteristics of Effective Instruction), as guided by data-based decision-making.

Current use of research-based tools and processes for selecting, growing (onboarding/coaching), and multiplying excellence within our workforce will lend itself well to the addition of multiple differentiated teacher leadership positions that have meaningful roles and responsibilities to support the growth and development of teachers, coupled with compensation commensurate with those roles.

The District recognizes for schools to improve at providing learning for all students it must provide opportunities for teachers to innovate, develop, and learn together. The District TLC plan calls for teacher leaders’ to be resources of expertise and support as they work with colleagues to help shape school improvement efforts and take a lead guiding individual and collective goals. Support will occur through facilitation of existing and future professional learning communities within our buildings and/or District; as well as, through direct effort coaching teachers with job-embedded professional development activities and monitoring effectiveness through peer review.

The ultimate goal of TLC implementation is increased student learning and achievement. Though the District has experienced a longstanding reputation for both academic and extracurricular excellence, the challenges inherent in working with an increasingly diverse student population have resulted in achievement gaps. Whereas National Blue Ribbon School designation was recently afforded an elementary school and the high school is recognized for Advanced Placement distinction, others have acquired SINA 1 status in reading and watch-list status in math. Despite attendance and graduation rates consistently above State averages, both the middle and high schools have acquired SINA status in math and reading multiple years.

The District TLC plan calls for the infusion of curriculum and professional development leaders, instructional coaches, and model teachers. Curriculum and PD leaders will be content specialists in the core subjects of literacy, math, and STEAM. They will provide full-time support developing curriculum, aligning instruction with standards, and examining and modeling teacher practice. Instructional coaches will provide staff with full-time support to effectively infuse the characteristics of effective instruction (teaching for understanding; rigor & relevance; teaching for learner differences; student-centered classroom; and formative assessment) into daily classroom practice. Model teachers will teach full-time while serving as models of exemplary teaching practice. The addition of these teacher leadership positions will provide significant support to and complement well, existing literacy coach, academic interventionist, and informal teacher leadership positions that presently exist within the District.
The Teacher Leadership and Compensation (TLC) plan is founded on the premise that teacher leadership and coaching of peers will result in increased application of research-supported practices, higher student achievement, and improved teacher job satisfaction. Ankeny recognizes the need for teacher leadership to impact student learning. Currently, teacher leaders support a variety of district initiatives that support student learning: Professional Learning Community (PLC) implementation, assessment literacy, standards-based practices, Positive Behavior and Intervention Strategies (PBIS), technology integration, Iowa Core, and K-3 literacy. Current teacher leadership roles support PLCs as they gather, evaluate, and respond to formative assessment data. Instructional coaches and mentors work with individual teachers or teams of teachers to improve instructional practices. Additionally, teacher leaders informally support PBIS implementation. Teacher leaders serve on an Instructional Leadership Teams (ILT) in each building to help design, facilitate, and evaluate professional learning to support individual, PLC, building, and district goals.

The Ankeny Community School District is unified in its commitment, passion, and vision, so every learner is prepared to achieve a lifetime of personal success. In order to achieve this vision and improve student learning, the following long-term and annual goals were established:

**District Long Range Goals:**

- Increase the percentage of students in grades 3-8 and 11 scoring at the proficient or higher levels in reading.
- Increase the percentage of students who display respectful, responsible, and safe attitudes and behaviors necessary for a lifetime of personal success.
- Increase the percentage of students who demonstrate 21st Century skills necessary for a lifetime of personal success.

**District Annual Goals 2013-14:**

- Increase the percentage of students in 3rd grade scoring proficient and above in the area of reading on Iowa Assessments from spring 2013 to spring 2014.
- Increase the percentage of students in 3rd grade scoring proficient and above in the area of math on Iowa Assessments from spring 2013 to spring 2014.
- Increase the percentage of students in 7th grade scoring proficient and above in the area of science on Iowa Assessments from spring 2013 to spring 2014.

Assessment data indicates that while Ankeny students typically score well on standardized assessments, a large number of students (greater than 40% in some buildings at certain grade levels) fail to make a year’s growth. Although recent professional learning has targeted middle school teaching and learning in an effort to minimize the drop in achievement from 5th grade to 6th grade, Ankeny continues to be plagued with the “middle school dip.” Additionally, Ankeny
ACT scores have flat-lined while the graduation rate continues to decline with the drop-out rate increasing.

The district has identified improved classroom assessment practices and quality responses to formative assessments as vital to improving student outcomes (differentiated instruction). The Teacher Leadership and Compensation (TLC) grant opportunity will allow the District to align and improve the work of Ankeny’s current teacher leadership efforts. The vision for the TLC plan is to develop advanced leadership pathways designed to build the capacity of teachers across the district to use formative assessment data to guide instruction. Multiple pathways targeted to various levels of professional learning across the district will provide individual, PLC, and building support as we target goal areas.

The work of the teacher leaders will include increasing license renewal offerings and Master’s Degree programming for teachers within Ankeny. A professional development program will be developed for all first year teachers and veteran teachers new to Ankeny to emphasize research-supported practices. Ankeny currently has starting salaries of $45,096. The TLC grant will aid in the attraction and retention of effective teachers by providing targeted, easy-to-access professional learning opportunities for teachers. This will provide an increase in the quality of instruction for Ankeny students and allow teachers to advance on the salary schedule.

The multiple leadership pathways will allow certified teachers to access teacher leaders in a variety of settings. One of the most important settings will be the classrooms of the teacher leaders. Teacher leaders’ classrooms will serve as model classrooms where embedded professional learning will occur on a just-in-time basis. The power of teachers observing and processing with other teachers is invaluable, and a system that supports this practice will undoubtedly reap the benefits of increased teacher and student learning.

The Ankeny TLC plan includes the following goals: (1) Increase leadership pathways to decrease the ratio of coach to adult learners; (2) Strengthen assessment and instructional practices to increase student achievement; (3) Develop long-term professional learning opportunities through district-developed learning academies for teachers; (4) Develop short-term professional learning opportunities utilizing teacher leadership (Instructional Leadership Teams, Instructional Coaches, Intervention Specialists, Technology Coaches, Curriculum Leadership Teams, Mentors, and Coordinators); and (5) Provide opportunities for teachers to collaborate and observe one another.

The increased presence of teacher leaders, along with a laser-like focus on improving instruction based on formative assessment results, will enable Ankeny School District achieve the local and statewide goals.
**Part 3 - Connecting to Other Work**

**Dubuque**

The TLC grant will **connect to, support, and strengthen** three significant district plans and goals to improve student learning:

- Assessment of and for Learning
- Problem-based Learning
- Building the Data Culture

<table>
<thead>
<tr>
<th><strong>Assessment for Learning</strong></th>
<th><strong>How TLC teacher leaders will connect, support and strengthen our goals:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our Plan: Standards, Assessment, Content, Instruction, Resources</strong></td>
<td>TOSAs will develop the <strong>standards, assessments, content, instruction and resources</strong> that support teacher instruction, and plan for professional learning to implement.</td>
</tr>
<tr>
<td><strong>Goal 1:</strong> We will build knowledge, technology and evaluation systems, establish clear achievement standards and use quality criteria for formative and summative assessments to ensure assessment quality.</td>
<td>Mentors will coach new professionals about the <strong>standards, assessments, content, instruction and resources within specific classroom practice.</strong></td>
</tr>
<tr>
<td><strong>Goal 2:</strong> Educators will use assessment data appropriately where the outcome includes engaged, motivated students who are assessors of their own learning.</td>
<td>Content/Initiative Leaders will disseminate the <strong>standards, assessments, content, instruction and resources</strong> that support teacher instruction so that teachers can create quality and relevant learning targets.</td>
</tr>
<tr>
<td><strong>Goal 3:</strong> We will implement the Assessment for and of Learning initiative with fidelity and consistently measure success with valid and reliable instruments.</td>
<td>Communities of Practice Host Teachers will model in planning and practice so that participant teachers can observe, plan and analyze <strong>standards, assessments, content, instruction and resources</strong> in classrooms.</td>
</tr>
<tr>
<td>Problem-based Learning</td>
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<tr>
<td>------------------------</td>
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<tr>
<td><strong>Our Plan:</strong> Authentic, problem-based instruction that aligns with the Iowa Core and motivates/engages students</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 1:</strong> Educators will embed learning in meaningful and rigorous contexts so students will develop flexible knowledge and effective problem-solving skills.</td>
<td></td>
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<tr>
<td>TOSAs will develop the structure and implementation plan for authentic, problem-based instruction that aligns with the Iowa Core and motivates/engages students.</td>
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<tr>
<td><strong>Goal 2:</strong> Educators will systematically use instructional design and delivery systems that include planning, monitoring, and evaluating work for the purpose of developing students who are effective problem solvers.</td>
<td></td>
</tr>
<tr>
<td>Mentors will implement, as a guide with new professionals, authentic, problem-based instruction that aligns with the Iowa Core and motivates/engages students in classroom practice.</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 3:</strong> (from the Assessment for Learning Logic Model) Educators will use an assessment system that will ensure that students are self-directed, lifelong learners.</td>
<td></td>
</tr>
<tr>
<td>Content/Initiative Leaders will disseminate best practices by content area for authentic, problem-based instruction that aligns with the Iowa Core and motivates/engages students to support teacher instruction.</td>
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<tr>
<td><strong>Goal 4:</strong> Educators will demonstrate skills and protocols that enable a culture and climate of collaboration for students and other adults.</td>
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</tr>
<tr>
<td>Communities of Practice Host Teachers will model in planning and practice so that participant teachers can observe, plan and analyze authentic, problem-based instruction that aligns with the Iowa Core and motivates/engages students in classrooms.</td>
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</tbody>
</table>
### Goal 5: Educators will use an instructional design around student interest that challenge and motivate students.

#### The Plan: Linked, accessible and impact data

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>Educators will build data leadership capacity to support the Iowa Core and MTSS.</td>
</tr>
<tr>
<td>Goal 2</td>
<td>Educators will focus on the elements necessary to and create collaborative teams.</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Educators will use data frequently and accurately.</td>
</tr>
<tr>
<td>Goal 4</td>
<td>Educators will use data to inform instructional improvement.</td>
</tr>
<tr>
<td>Goal 5</td>
<td>Educators will nurture a culture of equity and trust.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How teacher leaders will connect, support, and strengthen our goals:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOSAs will develop understanding of <strong>linked, accessible and impact data</strong> that support teacher instruction and will plan the implementation through professional learning.</td>
<td></td>
</tr>
<tr>
<td>Mentors will use student and classroom data with new professionals that is <strong>linked, accessible and has impact data</strong> in a classroom.</td>
<td></td>
</tr>
<tr>
<td>Content/Initiative Leaders will disseminate content and curriculum adjustments as a response to <strong>linked, accessible and impact data</strong> to support teacher instruction.</td>
<td></td>
</tr>
<tr>
<td>Communities of Practice Host Teachers will apply <strong>linked, accessible and impact data</strong> to classroom planning and practice so that participant teachers can observe, plan and analyze classrooms.</td>
<td></td>
</tr>
</tbody>
</table>

### Norwalk

Norwalk built the vision and goals for our TLC plan around the school improvement structures, processes and initiatives that, through data analysis and shared learning, we have clearly identified as essential focuses on our journey of continuous improvement. As our plan was built around these goals moving forward, we will provide a more comprehensive explanation of how our TLC system will connect to and strengthen these key initiatives through the lens of each of those goals below:

**Goal #1: To improve student achievement through systemic, comprehensive instructional coaching.**
Through the planning process, our team clearly identified job-embedded instructional coaching as an essential part of our TLC system. The instructional coaching roles will be built around our measurable areas of growth and needed support as a system, including literacy, math, special education, and technology. While each role is related to a system goal, each building will be able to articulate more specific outcomes. Instructional coaching on a systemic level will enable us to strengthen the connection between all of our school improvement efforts and will improve the implementation of strategies into classroom practice.

**Goal #2: To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the IPDM.**

Collaboration is an essential component of the IPDM, and Norwalk’s TLC system provides for improved coaching and facilitation for teams of teachers as they engage in critical collaborative practices. As a district, we embrace both PLCs as well as AIW as collaborative structures for our teachers. These routines are deeply embedded in Norwalk’s culture, and supporting increased teacher leadership opportunities will ensure that teachers drive the collaborative process. In our TLC system, PLC and AIW lead teachers will engage teams in developing and committing to norms of collaboration, support the development of common formative assessments around prioritized Iowa Core standards, analyze data to identify students in need of additional support (either through intervention or acceleration), and facilitate lesson study and reflective dialogue as a means to improve student learning.

**Goal #3: To ensure that all students receive certain access to the Iowa Core by supporting the development and implementation of a guaranteed and viable curriculum.**

The Iowa Core curriculum is the foundation of Norwalk’s Vision of Teaching and Learning as it defines the essential learning outcomes for our students. It is our responsibility as a system to ensure guaranteed access to the Iowa Core curriculum, and as such, the development and implementation of our curriculum is a key goal of our TLC system. In analyzing key Iowa Core implementation data, our planning team recognized this need, and as a result, they defined curriculum and assessment lead teacher roles for every content area to facilitate the review, writing and implementation of curriculum aligned with the Iowa Core in all content areas. Using a backwards design model, curriculum and assessment lead teachers will co-facilitate the curriculum review process, engage teachers in professional development around best practice specific to the content area, and monitor the implementation of the curriculum by generating and analyzing common formative assessment data.

**Goal #4: To develop and sustain the capacity of teachers to provide evidence-based instruction within an MTSS framework.**

In Norwalk, our mission is to ensure that each learner is ready for the rigorous demands of college and career. As a result, we have been focused as a district to define a multi-tiered system of supports that meets the academic and behavioral needs of every learner. Curriculum and assessment lead teachers will ensure that curriculum creates a rigorous universal core for
all students. As a specialty position, we have added a student services lead teacher who will
work closely with the curriculum directors to engage in an annual review process of our At-
Risk/DOP, Talented and Gifted, and ESL services. PLC and AIW lead teachers will lead
colleagues in analyzing common formative assessment data to identify students in need of
additional supports and then identify new strategies to implement to close their
gaps. Instructional coaches (literacy, math, SPED and technology) will engage in demonstration
teaching, co-teaching and observation cycles with teachers to support their ability to
implement effective, evidence-based instructional strategies. Both lead mentor and mentor
teachers will provide additional professional development, coaching and support to our first
and second year teachers as they refine and improve their toolkit of instructional strategies.

Goal #5: To expand and increase opportunities for meaningful feedback, support, and
collaboration for teachers new to our district through a comprehensive, multi-year mentoring
and induction program.

As a part of our planning process, we engaged in a rigorous review of our mentoring and
induction program. As a result, we designed the following four program improvements as a
part of our TLC plan. First, we will allocate and define time for mentors and mentees to
collaborate within the school day around improving instruction and student learning. Second,
we will review the essential learning outcomes within the induction professional development
and align them to the Iowa Core, the Characteristics of Effective Instruction, and the Heartland
AEA supported programming. Third, we will create two levels of mentoring supports (Mentors
and Lead Mentors) to ensure that novice teachers receive the collaboration necessary to build
confidence, competence and reflective practice. And last, we will ensure that every mentor is
trained in highly effective mentoring and coaching strategies and routines.

Humboldt/Twin Rivers

The Teacher Leadership and Compensation (TLC) plan developed jointly by the Humboldt
Community School District (HCSD) and Twin Rivers (TR) connects to the following school
improvement focuses and initiatives: literacy, data, Iowa Core implementation, specialized
student populations, Authentic Intellectual Work (AIW), technology, and teacher mentoring.

One aspect of the plan addresses the literacy trend from 2009-2013: proficiency scores
dropped on the Iowa Assessments for all students grades 3-11 from 83.56% to 75.72%; on the
Kdg DIBELS from 67% to 61%; and on the 5th grade MAP from 88% to 67%. Therefore, the TLC
plan incorporates a Literacy Coach to analyze negative trends and provide teacher support to
reverse them. Currently, K-12 curriculum teams meet monthly (or 13 hours yearly) to identify
trends, align curriculum, select curriculum materials, and discuss instructional practice to
improve student learning. With little time for the in-depth research, collaboration, and peer
observation necessary to improve instruction, individual teachers and grade-level teams are left
to interpret best-practice research and districts’ goals independently. As a “resident expert,”
the Literacy Coach would eliminate the isolated and possibly misaligned approaches impeding
students’ learning through modeling, observation, and collaborative planning. Media Specialist
Sherri Bornhoft stated, “A literacy coach could provide our teachers with best practices and
strategies in reading instruction to teach the diverse learners in our districts.”

Without a formal system in place to help teachers analyze and make use of data to improve
student learning, many HSCD-TR staff are overwhelmed and frustrated by the volumes and
complexity of the districts’ data. Available data includes, but is not limited to, EdInsight, NWEA
MAP and Iowa Assessment reports, and information on HEART. The TLC plan provides for a
Data Coach to work with district personnel to efficiently collect, analyze, and interpret all types
of data.

The Data Coach will also work with Curriculum Leaders as they implement the six-year
curriculum cycle focused on the Iowa Core, best practice, and targeted data-analysis. Current
content-specific teacher leaders facilitate monthly K-12 curriculum meetings without release
time for planning or collaborating with the other teachers. The TLC plan allows for some
release time to attend conferences, gather resources, research, and model and observe best
practices. It also provides summer collaboration time with building administrators and the
curriculum director to create focused PD plans.

Since the combined demographics of HCSD-TR include rising sub-populations of At-Risk
(10.5%), ELL (2%), and Low SES students (51%), the TLC plan also includes a Specialized
Instructional Coach position. Presently, teachers meet in grade-level groups to identify
students’ needs, but teachers indicated they would like more support with specific, research-
based strategies targeted at differentiating for these growing student populations. Data also
indicates that such support is necessary; from 2010-2013 the low SES proficiency scores
dropped from 76.88% to 65.99% on the Iowa Assessments (IA). The minority IA results
followed the same pattern, dropping from 77.5% to 64.28%. The Specialized Instruction Coach
will share and model research-based strategies to reverse the growing gaps and downward
trends. Ultimately, the Specialized Instructional Coach will help HCSD-TR create a culture where
at-risk indicators, cultural differences, and economic stations do not impede students’
achievement.

Over the last six years, HSCD-TR has dedicated significant resources to strengthen its AIW
initiative and develop local capacity. Four teachers serve as local coaches who work to improve
the rigor and relevance of teacher tasks, student work, and instruction. Regretfully, the
coaches don’t have release time, so they’re unable to collaborate with teachers to create
student-centered classrooms characterized by higher-order thinking, substantive conversation,
and depth of understanding with a high value beyond school. With the release time provided
by the TLC plan, Instructional Coaches would be able to engage in that collaborative work
throughout the day.

Another HCSD-TR initiative supported through the TLC plan is technology. TR is already a 1:1
district and the HCSD is moving from a 5:1 to a 1:1 student/computer ratio by 2017. This change
will require a major shift in instructional practice for most teachers. Without the building Technology Integrationists that the TLC plan provides, teachers would be expected to utilize technology without any formalized system of instructional supports. Inevitably, the technology would become a barrier to learning instead of a tool for learning. The proposed Technology Integrationists would work with teachers to provide training, ideas, and support for technology integration, as well as with curriculum leaders and the technology director to ensure that technological practices and purchases support district goals.

Lastly, the TLC plan provides for improvements in the newly-created district teacher mentoring program supporting both first-year and experienced teachers new to the districts. To retain quality teachers and improve their overall effectiveness, the plan uses a teacher Mentor Coordinator (rather than administrators) to facilitate mentor/mentee meetings focusing on the districts’ initiatives, expectations, and resources. It also continues the use of teacher mentors who meet with mentees on a regular basis and participate in classroom observations and discussions. In addition, the TLC plan includes a provision ensuring that all teachers will be paid a minimum $33,500.

**Indianola**

ICSD’s plan creates varied full-time, part-time, and classroom-based teacher leadership roles. In addition to the current 33 lead teachers and two instructional coaches, the plan includes:

- 1 teacher leadership coordinator
- 6 additional instructional coaches
- 3 half–time AIW mentors
- 2 half-time mentor coordinators
- 10 new teacher mentors
- 4 half-time teacher partners

**TLC funding supports development of teacher leadership through a Teacher Leadership Coordinator.** This individual will support professional development of teachers and teacher leaders in ICSD, be a liaison between teachers and administrators, aid PLC teams, and promote use of data within the district to encourage an environment of learning and growth.

**TLC funding supports and enhances use of Professional Learning Communities and Lead Teachers.** In 2012, ICSD began district wide implementation of teacher-driven teams based on strict adherence to the DuFour model for Professional Learning Communities (PLCs). 84% of Indianola teachers have attended PLC conferences. Each PLC meets for 80 minutes during early-release time on Wednesday afternoons to focus on the district’s 5 guiding questions (based on the DuFour’s four corollary questions):
What do we want all students to learn?
How will we know if a student has learned it?
How will we teach it?
How will we respond when some students don’t know it?
How will we extend and enrich the learning for students who have demonstrated proficiency?

Every PLC has a teacher representative known as a lead teacher. These lead teachers meet each month for a day of professional development and district leadership work. The district will continue to retain these positions and provide training during the summer so teacher leaders understand the building and district focus for instructional practices/pedagogy before the school year begins.

**TLC funding supports and enhances use of instructional coaching.** ICSD currently has two instructional coaches on staff: one elementary and one middle school. These teacher leaders have helped identify district power standards, development of common assessments, modeling of instruction for teachers, planning of School in Need of Assistance (SINA) support, and provision of professional development. Although good work has resulted, there remains much to be done because of the large teacher-to-coach ratio at these levels. Plus, there is no instructional coach available for the high school. The TLC grant will place an instructional coach in every elementary building and two coaches in each secondary building, enhancing current work. Research has shown such a position can affect teacher practice (Bush, 1984; Joyce & Showers, 1995; Knight, 2004, 2006, 2007; Truesdale, 2003) and student achievement (Allen et al., 2011; Biancarosa, Bryk, & Dexter, 2010; Dempsey, 2007; Redell, 2004).

The positions will be supplemented by teacher partners. Teacher partners will be analogous to mentors for veteran teachers or any teacher new to the district. Four teacher partners will be available to work with teachers based on needs. The mentor coordinators, teacher mentors, teacher partners and instructional coaches will work together closely to provide the support needed at each school building.

**TLC funding supports and enhances use of Authentic Intellectual Work.** Teams of teachers began studying AIW in the fall of 2011, a process that has grown each year. Indianola needs its own in-district trainers to move the initiative forward. The TLC grant will create 3 half-time AIW mentor positions to support teachers in sustaining higher-order thinking and authentic learning in the classroom.

**TLC funding supports and enhances work with the Iowa Core.** For several years, ICSD has been operationalizing the Iowa Core in K-12 classrooms, focusing on alignment of curriculum, instruction, and assessment. Placing instructional coaches and teacher partners in each school will support K-12 teachers in their curriculum, instruction, and assessment work. Summer training will build capacity for lead teachers to share content specific learning about the Iowa Core with their PLC collaboration team.
TLC funding supports and enhances work with student supports, such as K-3 literacy and Multi-Tiered Structures of Support. Indianola teachers develop interventions and supports for students making minimal progress in collaboration with instructional coaches or the assigned Heartland consultant. However, a ratio of up to 45 teachers to one coach or consultant makes it difficult to assist teams during weekly PLC meetings. Additional instructional coaches and teacher partners will allow for increased collaboration in meeting the needs of students.

TLC funding supports and enhances support of new teachers. ICSD supports a mentoring program that meets the requirements prescribed by the State of Iowa for 1st and 2nd year teachers. An internal survey of mentors and mentees in December 2013 revealed there is not sufficient time for mentors and new teachers to meet during the instructional day. This does not allow opportunities to observe their mentee’s teaching or provide feedback.

Our proposal includes two mentors for every new teacher. One will be a content-alike mentor a in the traditional sense for the purposes of course content, school acclimation, and instruction. The other will be a mentor coordinator on half-day release to support 1st and 2nd year teachers within their classrooms on instruction and assessment by providing coaching and feedback during instruction, which has been shown by numerous studies to improve teacher use of best practices with students (Bush, 1984; Joyce & Showers, 1995; Knight, 2004, 2006, 2007; Truesdale, 2003). These mentor coordinators will also teach the state-approved new teacher course and provide support to mentors as well.

Chariton

Chariton Community School District (CCSD) operates under the premise that collaboration is an integral part of professional development and growth. As a result of this, each grade level/department is part of a collaborative learning team. These teams meet weekly to focus on building and classroom data, effective teaching strategies, and IA Core implementation for improved instruction in the classroom.

The four questions that drive our Learning Teams are:

- What do we expect students to know?
- How will we know when they have learned it?
- How will we respond when they do not learn?
- How will we respond when they already know it?

Learning Teams will use the following processes to address these four questions:

- Response to Intervention (RTI)
- Creation of Pre-tests and use of data gathered
- Creation and analysis of formative assessments
- Creation and analysis of summative assessments
• Synchronization and analysis of curriculum, instruction, and assessments
• Creation of a Competency Based System

Our TLC plan was created with these processes in mind, therefore adding leadership roles will strengthen our current professional development plan and allow for additional supports for teacher teams as they address RTI, K-3 Literacy, and IA Core implementation. The primary purpose of our new teacher leadership positions is to support teachers, enhance instruction, and increase student success.

LEAD MENTOR: This person will oversee the district’s mentor program, assisting with the selection of mentors and facilitating the mentoring process for each mentoring team in the district. This position provides consistency ensuring the district instructional goals will remain at the forefront during the mentoring process. The lead mentor will support the district goals, mentor teams, and individual professional development goals and plans. We currently do not have a lead mentor position in our district. This new teacher leadership role will provide better support for our mentor teachers, strengthen the experience for teachers new to the profession, and enhance the overall teaching experience for both mentors and new teachers.

MENTOR TEACHER: These teachers will be selected through a district developed process including input from the lead mentor and a district administrator. The mentor teachers support and strengthen the district efforts through introducing district policies and procedures as well as focusing on the IA Teaching Standards, curriculum implementation, instructional strategies and professional growth. Our TLC plan will provide an opportunity for our mentors to consistently implement a quality program, increase support for our new teachers, connect new teachers to quality instructional methods, and retain talent in the teaching profession.

MODEL TEACHER: In our TLC plan model teachers will be utilized as exemplary examples in the areas of: instruction, classroom management, Response to Intervention (RTI) and differentiation of instruction. These teachers will model instructional techniques aligned with the Iowa Core Curriculum and open their classroom to all staff. Our model teachers will support our teaching staff through quality instructional modeling, increase the opportunities for staff to observe instructional strategies and be available for consultation.

CORE INSTRUCTIONAL COACH: In our TLC plan the instructional coach will work with teachers to help differentiate learning, design meaningful assessments, and enhance teaching strategies. This person will also assist in the delivery, training, implementation, and monitoring of the instructional elements of professional development, using research-based professional practices and the adopted Iowa Core Curriculum. The coach will assist in providing professional development for staff, perform classroom observations, and provide feedback. The instructional coach will meet regularly with the district director of curriculum and instruction and the other instructional coaches to ensure systemic implementation of the Iowa Core Curriculum and proven instructional strategies. The Core Instructional Coach position is the key to strengthening our district’s structures, processes, and initiatives. These positions will
support staff by being an onsite professional developer who collaborates with staff to identify and assist with implementation of proven teaching methods.

**INSTRUCTIONAL TECHNOLOGY COACH:** This person will work with staff to integrate technology into the classrooms to increase rigor and relevance of the content and provide students opportunities to use 21st century applications to improve learning. The Instructional Technology Coach position is another important component to strengthening our district’s structures, processes, and initiatives with teacher leadership. This position will support staff by removing barriers that stand in the way of implementation of 21st century learning through technology. This position will support staff through collaboration and implementation of using technology in the classroom.

**LEARNING TEAM LEADERS:** The Learning Team Leaders will be responsible for creating and maintaining a collaborative environment among team members. They will facilitate the process of determining team norms and ensuring that the team focus remains consistent on data usage and student achievement improvement. The district already has identified learning team leaders. The TLC grant will enhance the role of the team leader by supporting training to enhance the learning team environment, strengthen the collaboration between team members, and support implementation of data driven instructional decisions.

The TLC plan will strengthen our goals for collaborative team planning, multi-tiered student supports, differentiated instruction and assessment, ultimately supporting our mission statement, “Successful Learning for ALL Students.”

Albia

We believe our plan connects to, supports and strengthens existing school improvement structures, processes, and initiatives already in place in the district. Many of our current initiatives such as the Gradual Release of Responsibility (GRR), the Mentoring and Induction Program, Personal Learning and Grade Level Teacher Teams (PLT/Data), and the push to use technology resources to strengthen instruction just lack a few additional resources to maximize the potential of these efforts as identified in our last Comprehensive Site Visit Report in February 2012. This plan provides the necessary resources to address those concerns. It successfully outlines a path for ACSD to improve teacher collaboration, implement current professional development initiatives with fidelity, and foster an environment in which positive change can occur to improve student achievement.

The Site Visit team recommended the district explore innovative ways to provide collaborative time for our teaching staff. Collaboration is an integral part of the Iowa Professional Development Model and can be used to support implementation of professional development
strategies, allow time for peer coaching and observations, and address individual teacher needs or concerns.

The TLC Plan will strengthen teacher collaboration with our current Mentoring Program by adding a **Lead Mentor**. The Lead Mentor will build a supporting environment for beginning educators and educators new to ACSD. With the additional resources and collaboration time committed to the Mentoring Program provided by the TLC Plan, we feel this will help recruit and retain quality teachers and help us reach our retention goal as indicated on the summary page.

**Instructional Coaches/Model Teachers** will have a flexible schedule in order to collaborate with teachers effectively. This position will provide teachers the additional resources and feedback they need to improve classroom instruction. Our plan is to have these teacher leaders trained in reflective conversations and adult learning styles in order to facilitate professional growth in each teacher’s individual career development goals.

Currently in place in the district to foster collaboration are PLT and Grade Level teams that meet periodically with the goal of improving student achievement. These meetings have prompted great discussions among peers; however, they often lack the needed focus and leadership to sustain change. Our plan is to implement **PLT/Data Team Leaders** who facilitate conversations around the development of action plans focusing on student achievement to meet our 100% proficiency goal.

The Site Visit Report also identified inconsistencies in the understanding and implementation of research-based instructional strategies, specifically the GRR Framework. Our current data coincides with this finding:

- Only 43% of current staff members named the strategy, skill, or task in their focus lesson.
- Only 24% of staff members shared with their students the GRR strategy of how to check their work for accuracy.
- 65% of staff members used “I” statements during their focus lesson.

The GRR Framework has been adopted by the district to assist in the effort to differentiate instruction. Unfortunately, based on the above data, the GRR Framework has not been implemented with fidelity. Research shows that any instructional practice has to be implemented with at least 90% fidelity in order to accelerate student achievement. **Instructional Coaches/Model Teachers** will help us monitor implementation of the GRR initiative and provide timely feedback to our staff in order to help them improve their teaching. This will help the district reach the goal of 100% implementation of instructional strategies emphasized and taught during professional development with fidelity at least 90% of the time.

To further improve the curriculum, instruction, and assessment, **PLT/Data Team Leaders** will help guide the horizontal and vertical alignment of these components by leading discussions
that focus on instructional practices, content, and formative and summative student assessment data. Empowering teacher leaders to facilitate these important conversations will be an integral piece in fully implementing the Iowa Core in instruction to improve student achievement as indicated on the summary page.

The Site Visit Report also suggested the district engage in conversations about how to integrate technology into courses to facilitate positive change. The district has invested a great deal of resources in implementing a 1:1 KUNO initiative at the 7-12 level and classroom iPads at the elementary level, as well as hiring a PK-12 Technology Integrationist. However, technology alone is not going to improve student achievement. Through the implementation of the TLC Plan we envision greater teacher leadership that will complement our current technology resources. It is our belief that with implementation of our TLC Plan, classroom instruction will improve that will help us teach students the Iowa Core 21st Century Skills they need in order to be successful in a global society.

The TLC Plan provides the necessary resources to expand our current school improvement initiatives in order to reach the identified goals of both the state and ACSD. This plan brings to life innovative ways that foster valuable collaboration by providing opportunities for teachers to focus on initiatives that make a difference in improving student achievement - implementing research-based practices and procedures that are data-driven to help meet students’ learning needs. This plan will help provide the necessary resources to accelerate student achievement and foster positive change.
Part 4 – Improved Entry Into the Profession

Cedar Rapids

**Improving entry**—Our district will use TL funds to support 58 TL positions related to instructional coaching. 4 of the 58 positions will be full-time coaches who work exclusively with new teachers (1st and 2nd year teachers with an initial license). We currently partner with Grant Wood AEA and the New Teacher Center (NTC) to provide high-quality, research-based mentoring and induction for new teachers. As members of the GWAEA consortia, our Induction and Mentoring Program is able to:

- Provide highly-qualified, exceptional teachers to serve as full-release Induction Coaches;
- Follow the strongest research on new teacher development and retention available to ensure our new teachers accelerate quickly into confident, competent professionals; and
- Remain committed to constantly improving new teacher practice for the benefit of our students.

Our 4 full-time Induction Coaches will each work with 15 new teachers providing job-embedded support for 1-2 hours every week. This includes:

- Demonstration teaching, lesson & unit planning;
- Classroom observation & feedback;
- Analysis of student work;
- Co-assessing instructional practice;
- Setting professional goals aligned with the Iowa Teaching Standards; and
- Triad conversations with the principal and mentee.

Our 4 coaches will also help new teachers observe exceptional instructional practices in their own building and in other buildings, while also fostering collaboration among all new teachers.

To ensure our 4 Induction Coaches are successful, the rigorous selection process for these positions will include administrators and teachers from across the district. All Induction Coaches will have at least 4 years of successful teaching experience. They will also participate in their own extensive professional development (PD). New Induction Coaches will participate in 40 hours of summer training to acclimate them to their new position. All Induction Coaches will engage in an additional 40 hours of ongoing PD every school year.

The 4 coaches will be supervised and evaluated using the NTC Mentor Standards and the Iowa Teaching Standards. 1 of the 4 Induction Coaches will serve as the Lead Induction Coach. The Lead Induction Coach will work with TL Program Coordinator to collect data from all new teachers each semester to determine the effectiveness of induction efforts for the new teachers. These monitoring data will be used to make adjustments to our induction activities.
Effectiveness of Current Program—The most recent long-term teacher retention data provided by the Iowa DE (2007) illustrates the continuing challenge districts face. 31% of teachers in Iowa leave the profession during the first 3-5 years. Because of our strong support for new staff, we have been retaining our new teachers at a much higher level. Last year, only 2 of the 39 new teachers (5%) left our district. Over the past 3 years, only 24 of 238 new hires (10%) have left the district. The factors that contribute to our success of new teachers remaining in our district include:

- A starting salary of more than $33,500;
- Weekly individual support from expert Induction Coaches for 2 years;
- Access to high-quality PD for all content areas; &
- Participation in highly effective PLC teams.

Though we have provided induction support for many years, our current Induction and Mentoring Program has been in place for 18 months. During this time we have gathered feedback from all new teachers and our induction coaches. Program satisfaction is overwhelmingly high, with the new teachers feeling incredible levels of support and growth. Our 4 Induction Coaches have observed rapid and positive changes in their mentees’ abilities. Additionally, the training our coaches receive prepares them for the highs and the lows that naturally occur with new teachers. Thanks to high quality preparation and support, our Induction Coaches can see early signs of struggle, recognize the developmental stages new teachers’ experience, and draw upon their toolbox of strategies to help new teachers move effectively toward becoming competent, confident professionals.

Though we have been successful in retaining new teachers, a review of our induction and mentoring efforts reveal a few gaps. Our biggest areas for growth are: (1) improving the instructional practice of the individual teacher; and (2) quickly integrating new teachers into highly effective PLC teams. Though new teachers have many discreet skills and an appreciation of educational theory, they have little experience working in collaborative teams and understanding the interplay between theory and practice in the context of a classroom and a school.

To address these gaps, we will continue to improve the peer review process that is part of our ongoing professional development for all teachers, including all new teachers. Peer review involves teachers collaborating in small groups to learn together around a specific professional need or interest. This provides teachers with the opportunity to delve more deeply into specific areas of practice while further strengthening relationships and experiences as they work in learning teams. We will use the peer review process to immediately engage new teachers in the practice of professional co-learning and co-creating. While only in its first year, we believe our peer review process can provide new teachers with strong models and examples as they watch their seasoned colleagues continuously engage in professional learning and development.

We are firmly convinced our results with new teachers are on par with and over time will match those the NTC has found over its two-plus decades of research. We are confident our approach
will improve the quality of teaching, move new teachers to higher levels of confidence and competence, and ensure that we are able to retain outstanding individuals in the teaching profession.

**Dubuque**

The mentoring and induction program uses *Journey to Excellence* to train our mentors and beginning educators. To prepare mentors, we use *Mentoring Matters: Learning-focused Conversations and Learning-focused Mentoring, A Professional Development Resource Kit*. The materials address awareness, demonstration, reflection and coaching. Annual renewal learning experiences are provided to experienced mentors. Training of mentors is provided by certified *Journey to Excellence* trainers. Surveys support program adjustments.

**Strengths**

- *Journey to Excellence* aligns with the Iowa teaching standards.
- The district employs a mentoring coordinator.
- New professionals currently have an additional 21 hours of contact time. Each second year professional has an additional 7 hours of contact time.
- The district provides support for experienced professionals new to the district through orientation facilitators.

**Weaknesses**

- Without the TLC grant, the district must fund mentoring as required per Iowa Code.
- Transitioning from Pathwise to JtE, created gaps in mentor training.
- We need to improve the consistency, quality of training and accountability for mentors.
- Lack of time to meet while teaching full-time.
- AEA1 offers a week of training for mentors during the summer. This is not a realistic option for Dubuque due to the numbers of mentors needed and the distance to the AEA.
- AEA 1 has created a Moodle for Mentor training but it is not a preferred professional learning experience.

We intend to integrate a **New Professional Residency Program** for teachers holding an initial license alongside the traditional mentoring program for teachers with a Standard license. The **New Professional Residency Program** involves a year-long team teaching experience with a mentor for teachers with an initial license. The DCSD program provides support after participants complete the first year through differentiated mentoring.

The **goals** of the DCSD **New Professional Residency program** are:
To build capacity of new professionals for student achievement
To share and build skills of new professionals with coherent, shared curricula and pedagogies
To develop, support and sustain mentor teachers who demonstrate instructional leadership, reflective practice and culturally responsive teaching
To develop the residency year as a strategy to build instructional capacity

Our choices were framed by the following **beliefs**:

- Skilled mentors are a critical component of the model.
- Selection of mentors is critical to the model.
- Mentors who work with a resident will improve their instructional practice.
- The New Professional Residency Program, following the same set of principles, may look different at different grade spans. The instructional delivery is different
- Professional learning is best experienced through learning communities.
- Cohorts of residents and mentors will build the capacity of coherent instructional effectiveness of the school and district.

The DCSD **New Professional Residency** model:

- Blends a rigorous full-year classroom apprenticeship with a sequence of professional learning
- Teaches with a trained mentor using strategies for the classroom, examining student work, and using data to drive instruction
- Uses gradual release as the resident demonstrates proficiency in the Iowa Teaching Standards
- Participates in professional learning tailored to district needs, so new teachers learn the district’s initiatives and curriculum
- Provides mentors professional learning in coaching and feedback
- Provides residents and mentors with professional learning on interpretation of performance data to inform interventions and improve teacher effectiveness
- This program incorporates five strategies for induction and retention of new teachers to:
  - implement high quality instructional mentoring
  - professional learning communities
  - new teacher support with district systems
  - ongoing evaluation for growth
  - new teacher support as a district-level priority (Moir, New Teacher Center, Santa Cruz, CA)

<table>
<thead>
<tr>
<th>DCSD Mentoring and Induction Overview</th>
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<td>New Employees Regardless of License Type</td>
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<th>Type of Licensure</th>
<th>Program Approach</th>
<th>Content</th>
<th>Learning Targets</th>
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<td>All teachers New to the district</td>
<td>Contract Days, Seminar, Release Time</td>
<td>• District Communications&lt;br&gt;• Aesop, SolutionWhere&lt;br&gt;• Bloodborne Pathogens&lt;br&gt;• Device Distribution&lt;br&gt;• Iowa Teaching Standards (ITS) 8&lt;br&gt;• Ethics&lt;br&gt;• Collaboration CEI: Assessment of Learning&lt;br&gt;• Grade or Content Specific Materials/Curriculum</td>
<td>Participate in a variety of protocols to enhance learning&lt;br&gt;Have experience with their grade/content specific materials.</td>
</tr>
<tr>
<td>Year One or Two DCSD Employment (Initial License)</td>
<td>New Professional Residency&lt;br&gt;A year-long team teaching experience with a mentor for teachers with an initial license</td>
<td>• Journey to Excellence Mentoring&lt;br&gt;• ITS: 6, 3, 4, 7&lt;br&gt;• Characteristics of Effective Instruction (CEI): Student-Centered Classrooms Teaching for Understanding.</td>
<td>Demonstrate growth in the ITS: 6, 3, 4, and 7&lt;br&gt;Increase knowledge of teaching for learner differences</td>
</tr>
<tr>
<td>Year Two Teachers: Initial License</td>
<td>Mentoring (having completed a residency) AND Year Two Academy</td>
<td>• Journey to Excellence&lt;br&gt;• ITS: 6, 2, 5, 1&lt;br&gt;• CEI: Teaching for Learner Differences</td>
<td>Demonstrate growth in the ITS: 6, 2, 5, and 1&lt;br&gt;Increase knowledge of teaching for learner differences</td>
</tr>
<tr>
<td>Year Three Teacher: Initial License</td>
<td>Mentoring</td>
<td>• Personalized Content</td>
<td>Demonstrate growth in their implementation of the ITS and CEI</td>
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Johnston

The TLC planning committee believes in the need for a focused plan to support first and second year teachers. As the Johnston TLC plan was developed, members of the planning committee reflected on their first two years in the classroom. Many remembered these years as a mixture of rewards and challenges. The question the committee sought to answer was: How do we improve the entry into the teaching profession and support first and second year teachers to accelerate student learning? While answering this question, it became clear that the district must have increased capacity in order to improve the entry into the teaching profession. The TLC project gives the Johnston School system this increased capacity to support experiences of first and second year teachers. The experiences of first and second year teachers will be very different when compared with previous school years because of the collaborative work of the committee. The committee members included a diverse group of 38 people, K-12 teachers, elementary instructional coaches, building and district administrators, community members and parents.

The result is a TLC project that will employ a structure in which teachers new to the profession will have dramatically increased access to exemplary teachers. In addition to improved access to ongoing embedded and formalized professional development, Johnston has designed a tiered approach to the TLC plan. Model teachers, lead teachers and instructional coaches will all have specific roles providing multi-leveled, consistent, and timely support.
In order to develop an innovative TLC plan unique to the needs of the Johnston Community Schools and its educators, the planning committee first had to analyze the effectiveness of the district’s current teacher induction and mentoring programs.

The district’s current induction program provides differentiated support and instruction for new teachers. Teachers new to the profession are provided one monthly, two hour, professional learning directed by two elementary instructional coaches, mentoring program trainers and the Director of Teaching and Learning. In addition, the staff members serving as mentors receive additional support and training including Mentoring Matters training through the Heartland Area Education Agency and monthly professional learning opportunities to expand on Mentoring Matters training.

Mentors engage their mentees in the following ways:

- Meets with mentee on a weekly basis to: brainstorm, co-plan, serve as a study partner, prompt & encourage without supplying the answers.
- Facilitates and coaches the new teacher to problem-solve through questioning, cueing, prompting and supplying resources. Supports the new teacher in being solution-focused.
- Models professional learning; seeks out current research; uses continuum to grow as a professional.
- Ensure new teacher’s voice is heard; inquires about successes and concerns of new teacher’s performance; focuses on new teacher’s goals and needs; increases expertise in planning, reflecting on practice, and decision making through questioning, cueing, and prompting.
• Support and speak in favor of the new teacher; share successes of new teacher; encourage new teacher; also advocate for students to ensure quality instruction is occurring.
• Models & facilitate planning and reflective conversations on instructional practices.

In analyzing the current mentoring program, the following gaps were identified:

• The number one issue facing mentors is a lack of time. Current mentors teach 100% of the time and have very limited time to thoroughly implement the current responsibilities.
• More time for job-embedded professional learning that aligns to the instructional strategies identified by the district would result in greater teacher learning and development.
• Curriculum and district initiative supports currently compete for time.
• Current practice does not incorporate enough guidance in using student data for instructional decision making to support new teachers in collecting, sorting, and analyzing student and teacher data.

The Johnston TLC plan would address each of the current gaps in the mentoring and induction programs:

• Lead teachers and instructional coaches would have the necessary release times to devote to the development of teachers new to the profession.
• Teachers new to the profession will be assigned instructional coaches and lead teachers as mentors.
• The increased capacity provided with instructional coaches, lead teachers, and model teachers will allow the district to reevaluate and prioritize the roles and responsibilities of mentors in respect to the time allocated.
• Lead teachers and model teachers would address the need for real time job-embedded learning for teachers new to the profession.
• Instructional coaches and lead teachers will guide new teachers in the data-driven decision-making process, resulting in more effective first year instruction, greater teacher satisfaction, and improved student outcomes.

Ottumwa

While our district's current Mentoring and Induction (M&I) Program provides a strong structure of accountability, it fails to address the most immediate needs of beginning teachers. For instance, the program does not detail methods for helping new teachers plan for instruction or how to maintain classroom management. Focusing on these key areas (Teaching Standards 4 & 6) is crucial for improved entry into the teacher profession for new teachers. We would like to capitalize on our current strengths and also build a program that will ensure our beginning
educators become effective teachers as a result of their participation in our M&I Program.

Our new program will retain the effective use of technology for ongoing communication (Moodle) and accessibility to professional resources and be more designed to assist beginning educators before the school year starts and maintain intensity through the first semester. Second semester will be used for more individual reflection and goal setting. This design will help mentors shepherd beginning educators during the most critical times of their career. The TLC plan will assist our district in creating a meaningful and substantial program that will help beginning educators develop the necessary skills to become effective educators.

Current evaluations of the M&I Program showed strong support by beginning educators to increase collaboration time with their mentor. Beginning educators also asked for additional time at the beginning of the year. Therefore, M&I activities will include planning, collaborating as a professional learning community, evaluating student performance, developing assessments, contacting parents, providing accommodations to special needs students, and organizing a portfolio of artifacts that address each teaching standard.

Ottumwa already has a beginning salary that far exceeds the $33,500 minimum. Therefore, to attract beginning educators to our district, as well as provide incentive for teachers to become mentors, our district is proposing an M&I Program that pays teachers and beginning educators to prepare for a successful school year prior to school starting.

Based on best practices found in the March 2006 ACSD article “What New Teachers Really Need” by Scott Mandel and feedback from a cadre of teachers who are experienced mentors, the following program has been designed:

- Beginning educators will each be assigned a Mentor teacher to work together the first two years of teaching. Mentors and beginning educators would ideally be in the same building and teach the same grade level or department. Partners could be reassigned, if needed.
- Provide 12 hours of collaboration time between first year beginning educator and Mentor teacher, which would be spread out over several days. These twelve hours should occur in August prior to the beginning of the school year. Mentor teacher and beginning educator will use this time to plan lessons, outline pacing of instruction, discuss instructional strategies, and develop classroom management.
- All Mentor teachers and Instructional Coaches will meet for three hours prior to the beginning of the school year to get instruction on what professional development will be for beginning educators.

The following is a revised outline of M&I Program activities for the remainder of the school year:

1st YEAR TEACHERS:
September: Beginning educators and mentors will conduct an observation exchange, discuss grading, create formative assessments to monitor student growth, and collaborate on strategies to maintain classroom management as well as effectively gather data.

October: Prepare beginning educators for Parent/Teacher Conferences by hosting a guest speaker to train them on “Fierce Conversations.”

November: Celebrate American Education Week with our district and allow beginning educators to network at a teacher mixer. Following the dinner, beginning educators will participate in a gallery walk to view portfolios of former beginning educators.

December: Beginning Educators attend a panel of second and third year teachers to share their concerns, celebrate their successes, and answer questions.

January: Beginning educators will reflect on their first semester of teaching. Mentors and beginning educators will also use this time to develop summative assessments (9-12) or evaluate student progress using assessments (PreK-6).

February: Iowa Assessment preparation (3-12) or evaluating student progress (PreK-2)

March: Mentors and beginning educators will collaborate to plan lessons and discuss characters of effective instruction.

April: Goal setting for next school year/discuss end-of-year procedures

May: Survey the effectiveness of M&I Program

2nd YEAR TEACHERS:

September: Beginning educators and mentors will conduct an observation exchange, discuss grading, create formative assessments to monitor student growth, and collaborate on strategies to effectively gather data

October: Prepare beginning educators for Parent/Teacher Conferences by hosting a guest speaker to train them on “Fierce Conversations.”

November: Celebrate American Education Week with our district and allow beginning educators to network at a teacher mixer. Following the dinner, second year teachers will receive some input on their current portfolio progress.

December: Second year teachers will serve as panelists to answer questions, alleviate concerns, and celebrate successes with first year teachers.
Norwalk

Analysis of the Effectiveness of Norwalk’s Mentoring and Induction Program

As a part of the design process, our TLC Planning Team engaged in an extensive review of five years of data related to our mentoring and induction program. This data included teacher retention data, informal survey and feedback data gathered yearly from our mentees, and program review data gathered from all stakeholders (mentees, mentors, lead mentors, and evaluators) involved in our program in the last five years. We were able to identify several meaningful data points that helped us to consider both the areas of effectiveness in our mentoring and induction program as well as our areas of improvement.

Areas of Effectiveness

- Over 80% of our mentees felt their mentor was collaborative and modeled the value of continuous improvement.
- Approximately 75% of our mentees believed they benefitted from expanded learning opportunities through our mentoring and induction program.
- 73% of our mentees and mentors felt that our district actively encourages and enables our teachers to step into leadership roles.

Targeted Areas of Improvement

- 62% of teachers' mentors and mentees, at best, were able to meet on a monthly basis.
- 63% of teachers were never observed in a non-evaluative setting by a mentor teacher. Of those who were observed, only 23% were offered any kind of feedback.
- 84% of teachers have never been provided release time to engage in non-evaluative observation and feedback conferences.
- 71% of mentors felt they did not receive adequate training to support their mentees.
• Only 8% of teachers felt they received adequate training around the Iowa Core as a part of mentoring and induction

How our TLC Plan helps us to Close our Gaps

In response to our program review data, we set four goals for how the TLC system would improve our mentoring and induction program. Our goals and how we plan to target those gaps with teacher leadership roles and funding are described below:

Goal #1: Prioritize and define time for mentors and mentees to collaborate within the school day around improving instruction and student learning.

The TLS funding will be used in part to provide release time to lead mentors, mentor teachers, and 1st and 2nd year teachers to meet and engage in job-embedded professional development during the school day. Mentor teachers will be required to support 1st and 2nd year teachers through a minimum of 4 non-evaluative observation cycles a year. This could be an opportunity for mentor teachers to model or co-teach in a mentee’s classroom. It could also be an opportunity to observe a mentee and provide non-evaluative feedback through a coaching model. This shift will ensure the mentoring relationship is focused on improving instructional practice directly in the classroom.

Goal #2: Review the essential learning outcomes within the induction professional development and align them to the Iowa Core, the Characteristics of Effective Instruction, and the Heartland AEA supported programming.

Currently, induction courses take place outside of the school day for our first and second year teachers and the mentors that support them. With TLS funding, it is our intent to pull induction learning into the school day through release time as well as job-embedded observation cycles. Having lead mentors facilitate the induction learning will allow mentor teachers to learn alongside their mentees and follow up with job-embedded coaching and feedback to improve the transfer and implementation of new skills. All lead mentors will have training to ensure that they develop learning targets that support new teachers in implementing the Iowa Core and the Characteristics of Effective Instruction.

Goal #3: Create two levels of mentoring supports (Mentors and Lead Mentors) to ensure that novice teachers receive the collaboration necessary to build confidence, competence and reflective practice.

Each building will have an assigned lead mentor teacher who will coordinate the mentoring supports for both the mentors and mentees. They will collect, analyze and respond to formative feedback from mentoring pairs to ensure the effectiveness of the program. They will foster the development of competence, confidence and genuine reflection between mentoring pairs as a part of induction learning. This will allow mentor teachers to focus on job-embedded professional development for all 1st and 2nd year teachers through non-evaluative observations
cycles to take place directly in the classroom. Substitute hours will be offered to lead mentors and mentors to ensure they have the flexibility of schedule needed to meet with the mentee.

**Goal #4: Ensure that every mentor is trained in highly effective mentoring and coaching strategies and routines (for example, *Mentoring Matters* and *Cognitive Coaching*).**

Data collected from mentors revealed that they did not feel they were offered enough ongoing professional development in mentoring and coaching skills to provide adequate support to mentees to implement the Iowa Core. Lead mentors will be responsible for providing coaching and support to both mentors and mentees to support mentors in their role with teachers. Further, the planning team supports the recommendation that the mentor teacher role would be a supplemental role to other teacher leader roles in the TLC system. In other words, every mentor teacher will also be serving as an instructional coach, a curriculum and assessment lead teacher, or a PLC or AIW lead teacher. This will ensure the kind of release time, professional development and collaborative training needed to be a highly effective mentor. Teacher leaders also serving as mentors will receive the $1,000 mentoring stipend in addition to the TLS stipend.

**North Polk**

**Current Induction and Mentoring Program**

The current Mentoring and Induction plan at North Polk CSD includes the assignment of a mentor teacher to all teachers who are new to the profession as well as 10 hours per semester of logged time together for the purpose of meeting the needs of the new teacher.

Mentoring partnerships are also required to attend monthly trainings for new and second year teachers. These trainings allow one hour per month to learn about evaluation procedures, the Iowa Teaching Standards and District expectations and protocols. While general references to the classroom are offered, direct modeling, observations and critical feedback are not feasible within the constraints of our current system.

**Mentors and mentees completed a mid-year needs assessment for 2013-14. The collected data indicates that 57 percent of mentors do not feel competent regarding the skills necessary to be a highly effective mentor in the areas of observation, feedback and effective coaching techniques.** Mentors have also indicated that finding the time to observe and give timely feedback is difficult, if not impossible, given their current schedules and classroom responsibilities.

Mentees report that they often feel overwhelmed with all there is to know and learn about the District and profession. **When asked about the importance of mentor support, 100 percent**
responded that this relationship is invaluable to their success, but noted they need more time within the school day to work together.

**Utilization of Funding for Teacher Leaders**

North Polk has already met the requirement of a minimum teacher salary of $33,500 for beginning teachers. Therefore, Teacher Leadership and Compensation funding allows the District to establish a teacher leadership model that would include Master teachers, Mentor teachers and a Building Leadership Team. These teacher leaders would have both the time and skills necessary to deliver extra support and training to our new teachers as they join North Polk CSD and the teaching profession in general. “The ultimate goal is to make new teachers more effective with students more quickly. And that goal...requires an approach that is more targeted to instruction than past efforts, using rigorously selected, trained mentors who observe new teachers in their classrooms, provide instructional guidance and model effective practice.” (Bouffard, 2013)

Our TLC plan, as supported by TAP, will provide our new teachers and mentors with the support they have indicated as a need. Opportunities for new teachers to improve will include weekly professional development training focused on the Teaching Skills, Knowledge and Responsibilities Performance Standards from the TAP framework. Each teacher will also receive weekly follow-up support from Mentor or Master Teachers to help implement learning. New teachers also have the opportunity to receive individual support that is specific to instructional needs and student learning data.

Additional improvement opportunities for new teachers include specific instruction designed to meet their unique needs during pre-service days as well as regularly scheduled monthly new-teacher meetings. This additional training will define and review the Iowa Teaching Standards as well as the Teaching Skills, Knowledge and Responsibilities Performance Standards provided by the TAP framework.

These standards define expectations for quality classroom instruction accompanied with a rubric and support from Mentor and Master Teachers to help new teachers meet these expectations. Funding for Master and Mentor teachers who are provided release time for coaching, modeling and observing, ensures that beginning teachers have multiple opportunities throughout the year to receive the necessary support for a successful entry into the teaching profession.

In 1987, Joyce and Showers released the findings of their research regarding the extent of implementation resulting from various modes of training and follow-up support. Their findings,
outlined below, support the rigorous model of weekly professional development and follow-up support our TLC model proposes

<table>
<thead>
<tr>
<th>Learners that will transfer a new skill into their practice as a result of...</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>learning a theory:</td>
<td>5%</td>
</tr>
<tr>
<td>learning a theory, and seeing a demonstration:</td>
<td>10%</td>
</tr>
<tr>
<td>learning a theory, seeing a demonstration, and practicing during training:</td>
<td>20%</td>
</tr>
<tr>
<td>learning a theory, seeing a demonstration, practicing with corrective feedback during training:</td>
<td>25%</td>
</tr>
<tr>
<td>learning a theory, seeing a demonstration, practicing with corrective feedback, and receiving in-situation coaching:</td>
<td>90%</td>
</tr>
</tbody>
</table>

It is critical that the training and support for new and returning teachers outlined above is of high quality. Funding from the North Polk TLC model will ensure all Master teachers, Mentor teachers, Building Leadership Team members and principals attend an extensive core training during the summer before initial implementation. This initial core training includes an overview of the TAP system in which participants receive in-depth training on the evaluation process, leadership team protocols, effective cluster group trainings and research-based field-testing procedures.

Principal, Master teachers and Mentor teachers must successfully complete a certification test prior to becoming a certified TAP evaluator. To ensure consistency and fidelity of the framework, TAP representatives will conduct all North Polk trainings for teacher leaders emphasizing consistency and inter-rater reliability. This ensures the teacher leaders are equipped to provide consistent coaching and feedback to meet the needs of new teachers within the district.
The support for new teachers is invaluable. Partnering them with a more experienced teacher and providing support for a longer period of time just increases the likelihood of their success.”
~NP Parent

Saydel

Saydel’s Support for New Teachers

Throughout the TAP process, expert teachers support their colleagues in cluster groups where they teach proven instructional strategies that directly address identified student needs. These experts also provide in-class modeling and support so all teachers can successfully implement these strategies with their own students. Finally, teachers are rewarded financially for the inevitable success that is data-driven and supported by proficient observation scores. This process supports all classroom teachers at their level of instructional needs. There is not a specific “new to the profession” teacher training and induction model within the TAP process. The support is differentiated to meet the needs of each teacher, therefore the TAP process supports new-to-the profession teacher through Master Teachers, Mentor Teachers and other Career Teachers in cluster.

The TLC grant will allow for the continued support for new to the profession teachers. It will also provide an incentive for them to stay in the teaching field as they may choose to move on the career ladder. TLC grant funding would also allow for Saydel CSD to continue supporting new to the profession teachers through Mentoring and Induction. Each new to the profession teacher would be assigned an induction mentor within their cluster to further support the needs of the new teacher. The induction mentor is NOT a TAP mentor. The induction mentor would require coaching/mentoring training in order to effectively work with the mentee. The mentors and mentees would meet together at least thirty-six (36) hours per year outside of the instructional day. This funding would allow for a stipend for the mentor teacher. Mentors and Mentees will meet together four times per year in district-wide facilitated meeting in order to cross-walk the Iowa Teaching Standards with the TAP instructional rubrics and the Teacher Responsibility Survey. In the past, time was not allotted for this work on the Iowa Teaching Standards and the crosswalk with TAP rubrics. The TLC grant will allow for the additional work with the group of mentors and mentees. The TLC grant would also allow for training of the mentors more deeply within the TAP rubrics and follow-up coaching. Currently, mentor funds support only basic level time for mentors and mentees. This work will further deepen their understanding of the TAP rubrics and Instructionally Focused Accountability as well as the Iowa Teaching Standards. When the mentees are evaluated using the rubrics, they will clearly see how they support the Iowa Teaching Standards.
This is our current status of Induction/Mentoring Program and without the TLC funding, we would not be able to fund this important support going forward.

<table>
<thead>
<tr>
<th>Human Capital Policy</th>
<th>Description of the Policy</th>
<th>Use of Educator Effectiveness Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td>Saydel will seek to identify and recruit effective educators, particularly in STEM subjects, offering recruitment bonuses and tuition reimbursement for teachers to take classes to obtain proper endorsements. Saydel will support initial teachers with opportunities for course work as needed.</td>
<td>Saydel will make every effort to recruit teachers with a record of effectiveness, including STEM subjects. CODE data will be used to identify areas of need. Recruitment bonus for hard to staff STEM positions will be $3,000. Effectiveness data will be used to target prospective new teachers from student teacher pool, and tuition reimbursement will be five $1,000 allocations per year, also focused on STEM.</td>
</tr>
<tr>
<td>Hiring/Placement</td>
<td>It is the policy of Saydel to employ and retain the most effective and qualified personnel and ensure effective educators are available to all students, especially those with highest need.</td>
<td>The district will consider available teacher effectiveness data in hiring and placing personnel. CODE system data will be used to identify areas of highest need. Initial teachers will receive targeted instruction as needed.</td>
</tr>
<tr>
<td>Performance-based compensation for teachers</td>
<td>Every year, all teachers (including new teachers) can earn up to approximately 10 percent of their compensation</td>
<td>Saydel CSD will allocate $2,500 per teacher into an annual performance award fund. Teachers earn this</td>
</tr>
</tbody>
</table>
based on their effectiveness. On top of this performance compensation, teachers who take on additional roles and responsibilities may earn a salary augmentation of $4,500 as mentor teachers and $9,000 as master teachers. This will assist in the retention of teachers.

Performance-based compensation based on educator effectiveness, as assessed by classroom observation data and a responsibilities survey, classroom-level student growth, and school-wide achievement growth.

Career Advancement

Teachers will have the opportunity to take on additional roles and responsibilities as mentor and master teachers.

Consistently effective teachers that have also shown an aptitude for working with adult learners may become master or mentor teachers, and earn salary augmentations for taking on additional roles and responsibilities.

Fairfield

Fairfield’s current Mentoring/Induction program exceeds state compliance, as it:

- Employs a teacher leader for the Lead Mentor position.
- Conducts a mentoring and induction program for beginning teachers that:
  - Uses a process to select mentors
  - Provides 2 summer training days for Years 1 and 2 mentors, giving these specialists time to understand their role and build rapport with their mentee
  - Includes 4 meetings per school year to review beginning teacher’s progress and gather feedback on mentoring concerns.
  - Guides new teachers through the development of their professional portfolios
  - The Iowa State Education Association (ISEA) foundational program is enhanced through district-specific professional learning and employee expectations, such as an additional, for-credit Ethics class (teacher paid)
  - Generates 3 data points annually for ongoing program review/revision: Mentoring Needs Assessment, Beginning Educator Needs Assessment (BENA), and Qualitative Program Evaluation through Current State-Desired Reality analysis
To identify areas of needed improvement, an analysis of the Mentoring and Induction Program used the above three data points from 2013 and the January 2014 Mentor Lead/Coordinator Program Evaluation (MLCPE). Although 65% of teachers that have exited the district felt mentoring was effective (FCSD Employee Exit Survey, 11/13), the following programming gaps were identified by current mentors/mentees:

- Lack of administrative participation
- Late summer scramble to acquire mentors
- In-contract scheduling conflicts with mentor/mentee pairings as well as with professional release time
- Not data driven or reflective in practice for beginning educators
- Fragmented delivery of initiative training to mentors
- High expense for subs and out of contract mentor pay
- Weak on peer observation due to lack of primary organizer

Additionally, the BENA identified the specific instructional areas that beginning teachers felt were weak (i.e. maintaining student discipline, structuring the classroom/class, and more time to articulate problems and questions to mentors). The TLC plan will have Mentor Lead/Specialists who will build action plans using data to justify professional development (PD)/training in identified areas and implement them into their mentoring.

Other ways the current Mentoring/Induction program can be improved through the TLC leadership structure are as follows:

- Provision for 5 summer training days (instead of a rushed 2) for Years 1 and 2 mentors, giving these specialists time to understand their role and build rapport with their mentee which will:
  - Integrate ongoing initiative training with teacher induction work
  - Incorporate mentor expertise in facilitating new teacher initiative induction
  - Provide rigorous, focused mentor training
  - Provision at no cost to new teachers of the ISEA Ethics course
    - Budgeted categorically through TLS funds in professional training
    - Provision of compensation of time and expectation of Mentor Lead/Specialists to perform more comprehensive/collaborative duties such as:
      - Participate in district and building-level PD planning/data analysis, focusing on how initiatives and improvement actions impact beginning educators
      - Construct a definition and goal for teacher retention rates for FCSD
      - Construct and implement an evaluation instrument in which the leader roles are evaluated using a pre-established set of leadership standards by mentees. The evaluation will establish a baseline for professional growth for the Mentor Lead/Specialists
- Assist in the tri-annual collection of data points that enhance Years 1 and 2 educator professional growth through reflection. For example—mentors will utilize release time to observe their mentees, collecting data in relation to classroom instruction and management: *Sally called on boys 3 times more than girls in a 15-minute period during large group math instruction*

- Enact a more thorough, focused in-year teacher induction program, which will meet monthly out of contract hours, on Monday nights. Agendas will be generated based on previously-described collected instructional data which aligns with Charlotte Danielson’s framework for teaching

Through the TLC structure, Mentor Lead/Specialists will be trained not only in how to mentor, but also in how to close the instructional gap between new and career teachers and link the PD/training with current initiatives. This training will occur in the summers prior to the upcoming school year. Additionally, they will have two years of professional guidance from a district peer observation coordinator, who will arrange peer observations and train the Mentors in how to facilitate reflective analysis of instruction based on peer observation. This training will take place during the school year, supported with budgeted release time.

By utilizing the TLC structure to enhance the current Mentoring and Induction program:

- Mentor Lead and Specialists will use mentee feedback to provide more data supported PD/coaching/guidance to new teachers,
- Beginning educators will feel more supported and that they are receiving more timely feedback regarding the quality of their instruction in order to grow professionally,
- Novice and experienced teachers will have more professional growth opportunities as they share data and PD with leaders from all categories at monthly meetings,
- Retention rates will increase as a result of teachers feeling supported and valued professionally, and
- Beginning educator needs will be more proactively considered throughout comprehensive school improvement planning and decision making as a result of increased Mentor Lead and Specialist leadership duties.

**MOC-Floyd Valley**

MOC-Floyd Valley currently participates in the Northwest AEA Mentoring and Induction program. The purpose of this program is to help new teachers successfully transition into the teaching profession. Teachers are paired with a veteran teacher who supports the teacher for the first two years. Mentors and mentees attend AEA-wide mentoring and induction meetings four times per year for two years. These meetings are centered on the Iowa Teaching Standards and Criteria. All required activities are designed to have the mentee reflect on
his/her teaching. Unfortunately, the reflections from these tasks are submitted to the AEA and no specific feedback is ever provided to the mentees.

One of the most important aspects of the mentoring program is the ongoing interaction between the mentor and the mentee. The frequency and quality of these interactions varies dramatically based upon the relational skills and commitment level of the participants. In surveying participants over the past four years, the level of satisfaction is low and the consensus is that the most effective time is the informal time between mentors and mentees. However, it has been made clear the amount of informal meeting time is insufficient to meet the needs of mentees involved.

As a school district, we are continually striving to enhance the level and effectiveness of professional collaboration and support, not only for our new teachers, but for all teachers. It is our belief that the TAP System creates a very effective system for providing that level of collaborative support in a systemic manner where relationships are strengthened, dialogue is ongoing, feedback is specific and authentic and continuous improvement is the norm.

All teachers, including new teachers, will be members of collaborative teams which include the building principal, a master teacher, mentor teachers, and career teachers. The leadership team of the superintendent, principals, master, and mentor teachers will receive nine days of training in the TAP System and how to best provide support through the instructional rubric. Prior to the school year, all teachers will spend one to two days being introduced to the TAP System. During the first semester of the year, weekly cluster meetings will be centered around empowering teachers through a shared understanding of the TAP Instructional Rubric, specifically focusing on Instruction, Designing and Planning Instruction, and The Learning Environment. During these cluster meetings, teachers share and build a collective understanding and commitment to instructional strategies and practices. In addition, master and mentor teachers will meet regularly with new teachers and career teachers to individually support them. Individual professional development plans, pre-conferences, observations, and follow-up conferences will be part of a continuous improvement cycle that is the foundation of the TAP System.

This undoubtedly provides much more focused, effective support for new teachers, actually all teachers, and is one of the key reasons why teacher efficacy is shown to increase in schools after they implement the TAP program. Through increased efficacy, teachers will have a greater desire to become a part of or remain in a TAP school district.

Through the TAP program, the mentoring system will undergo a change from its current system in MOC-Floyd Valley. Changing to this program will allow our new teachers to undergo a more beneficial mentoring experience. Beginning teachers will have opportunities for growth and collaboration through Cluster meetings which are focused on research-based instructional strategies designed to help improve teacher effectiveness and student achievement. During these Cluster meetings, new teachers, as well as career teachers, will have an opportunity to learn and collaborate about these strategies and help with their implementation in the
classroom. Along with weekly Cluster meetings, beginning teachers will have one-on-one meetings with master and mentor teachers to help reflect on current practice and assist with classroom implementation. Peer observations will also be conducted for new and career teachers by master and mentor teachers, along with building administrators. These observations are conducted using the Instructional Rubric and evaluating the implementation of specific skills and standards addressed on the rubric. Feedback from these peer observations provides teachers with meaningful and specific feedback about their practice and provide opportunities for reflection and discussion on improved practice. This type of feedback is more effective than spending mentor / mentee time solely on the Iowa Standards of Teaching. Beginning teachers in our district will be provided with multiple opportunities for learning, collaboration, feedback, and reflection on their practice with the hopes of improving and refining current practice.

The TAP System allows for scheduled release time for mentor teachers and full release time for Master teachers to provide coaching opportunities for teachers new to the profession. Under the current system, this is not an option. Master / mentor teachers will employ a wide range of coaching techniques that will be adapted to suit individual teacher needs. Some teachers might benefit from “lighter” coaching in which the master / mentor observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they get to observe the master teacher modeling the strategy again this time with an actual classroom of students. Still other teachers might need more intensive “elbow-to-elbow” coaching wherein they co-teach a lesson to a classroom of students, right alongside the master or mentor teacher.
Part 5 – Teacher Leader Roles

Saydel

Executive Master Teacher (EMT) Roles & Responsibilities (1 in District)

**Basic Function:**

The EMT functions in a unique manner relative to the school level leadership teams. Their main function is to work with the leadership team to implement the professional development aspect of the Teacher Advancement Program (TAP).

The EMT works with the Master and Mentor teachers on implementation and evaluation of cluster meetings and individual growth of teachers. Additionally, the EMT works with the leadership teams to analyze school data to create school and cluster plans. The EMT will be responsible for maintaining communication from the state level to the individual schools as well as inform the schools of any changes that occur with the implementation of TAP. The EMT may conduct regional and state level trainings to build capacity of the program at the school level.

**Roles & Responsibilities**

- Analyze school-wide student data as basis for developing school plan.
- Develop school plan utilizing the TAP processes.
- Oversee planning, facilitation and follow-up of cluster group meetings during professional growth.
- Team-teach with colleagues, demonstrate model clusters, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching of the master and mentor teachers towards meeting Individual Growth Plan goals.
- Evaluate Master and Mentor teacher performance using TAP Rubrics and conduct follow-up conferences.
- Participate in all TAP trainings.
- Lead professional development meetings at region, state, and national levels.
- Maintain records of implementation for each individual school.
- Document and coach leadership teams.
- Work expanded calendar year of 20 days.

TAP Master Teacher Roles & Responsibilities (2 per building/ 6 in district)

**Leadership Team Participation**

Some of the responsibilities a master teacher will have as a member of this team are to: analyze student data and identify student learning goals; develop a school academic achievement plan; create a school assessment plan; monitor goal setting, activities, classroom follow-up and goal...
attainment for cluster groups and Individual Growth Plans (IGPs); assess teacher evaluation results; and maintain inter-rater reliability.

**Cluster Group Planning & Implementation**

As a cluster group leader, the master teacher will be responsible for: developing the long-range cluster plan, weekly cluster group meeting records, and activities with other members of the leadership team; overseeing and leading, co-leading or attending selected cluster meetings weekly following the *STEPS for Effective Learning*; providing appropriate follow-up in the classroom; and assessing all cluster groups' progress toward goals.

**Manage Teachers’ Individual Growth Plans (IGPs)**

The master teacher oversees groups of teachers in developing goals, provides instructional interventions with proven results, facilitates teacher proficiency with these new strategies through classroom-based follow-up, and ensures that the progression of teacher skill development is aligned with changing student learning needs.

**Observations/Conferencing**

The master teacher conducts classroom observations and conferencing for both announced and unannounced visits.

**Classroom Follow-Up**

The master teacher provides support following every cluster meeting (e.g., observation/feedback, model teaching, demonstration lessons and team teaching following every cluster meeting and in individual teacher mentoring situations).

**Professional Growth**

While the master teacher is expected to come to the job with a high level of educational knowledge, they will be afforded the opportunity to work with the EMT and other Master teachers to enhance their skills and provide their teachers with only the best instructional interventions and strategies. In some cases, Mentor teachers will also attend selected in-service training sessions.

**Overview of Master Teacher Position**

Master teachers function in a unique manner relative to the traditional teacher. Their primary role is, with the principal, to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups and provide
demonstration lessons, coaching and team teaching to career teachers. They also spend, on average, two hours per day teaching students. Master teachers collaborate to determine and to develop the adoption of learning resources. They are partners with the principal in observing other teachers. Master teachers may also partner with the principal in sharing some of the responsibility of interacting with parents.

**Roles & Responsibilities**

- Analyze school-wide student data as the basis for developing a school plan.
- Develop the school plan utilizing the TAP processes.
- Oversee planning, facilitation and follow-up of cluster group meetings during Professional Growth Blocks.
- Team teaches with colleagues, demonstrate model lessons, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching toward meeting teachers’ IGP goals.
- Provide feedback for teacher performance using the TAP Rubrics and conduct follow-up teacher conferences.
- Participate in all TAP trainings and become a Certified TAP Evaluator.
- Attend professional development meetings.
- Work expanded calendar year of 20 days.

**TAP Mentor Teacher Roles & Responsibilities (5 per building/ 15 in district)**

**Leadership Team Participation**

TAP leadership team (TLT) is responsible for the overall implementation of TAP. Some of the responsibilities a mentor teacher will have as a member of this team are to: analyze student data to identify professional needs; develop an academic achievement plan; create a school evaluation plan; monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs); assess teacher observation results; and maintain inter-rater reliability.

**Cluster Group Planning & Implementation**

With cooperation and oversight from the master teacher, the mentor teacher develops the long range cluster plan and weekly cluster group agendas and activities, following the *STEPS for Effective Learning*. Mentor teacher leads or co-leads weekly cluster meetings and maintains the cluster group record. When time permits, Mentor teacher also provides appropriate classroom follow-up.

**Supports Individual Growth Plans (IGPs)**

With oversight from the master teacher, the mentor teacher facilitates teachers in developing their goals and acquiring instructional interventions with proven results. Mentor teacher is also
responsible for enhancing teacher proficiency with classroom-based follow-up, and for ensuring that the progression of teacher skill development is aligned with changing student needs. The mentor teacher conducts classroom observations and conferences for both announced and unannounced visits.

**Classroom Follow-Up**

The mentor teacher provides observation/feedback, model teaching (demonstration lessons) and team teaching following every cluster meeting and with individual teacher mentoring situations.

**Overview of Mentor Teacher Position**

Mentor teachers are actively involved in enhancing/supporting the teaching experience of career teachers. Through the leadership team, they participate in analyzing student data and creating the academic achievement plan. With oversight and support from the master teacher, they lead cluster meetings and, as a result, mentor teachers also provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers. Planning for instruction is in partnership with other mentor teachers and career teachers, with the input and guidance of the master teacher. Mentor teachers are required to engage in professional development activities that are both self and team-directed.

**Roles & Responsibilities**

- Through analysis of student data, create the school academic achievement plan.
- With oversight of the master teacher, plan and facilitate group meetings during Professional Growth Blocks and provide appropriate follow-up.
- Team teaches with colleagues, demonstrate model lessons, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching toward meeting teachers’ IGP goals.
- Provide coaching on teacher performance using the TAP Rubrics.
- Participate in all TAP trainings and become a Certified TAP Evaluator.
- Work an expanded calendar year of 10 days.

**Career Teacher: All teachers including those with Initial & Standard Licenses**

**Overview of Career Teacher Position**

The primary difference between the role of the career teacher in the TAP model and the role of the traditional teacher is that the career teacher routinely teams with more experienced master and mentor teachers. This team-teaching environment provides necessary support to the career teacher. This teaming also builds an induction program into the staffing system. As a result, the new teacher will not experience the feelings of isolation and frustration that many
new teachers have. The career teacher also collaborates on lesson planning and develops expertise in all areas of instruction by working directly with mentor and master teachers.

**Roles & Responsibilities**

- Attend cluster group meetings
- Meetings should occur at least once a week for one hour. During these meetings, career teachers are expected to attend and be prepared to participate in all aspects of the meeting.
- Collaborate in the classroom with master and mentor teachers.
- In conjunction with cluster groups, career teachers will be paired with a master and a mentor teacher who will, in each teacher’s own classroom, provide instructional support to increase teacher expertise, and hence, student achievement. This team-teaching environment will allow the master/mentor teacher to observe the career teacher regularly.
- Variations of this one-to-one pairing may occur, depending upon financial viability and the number of qualified teachers at a school site.
- Participate in TAP’s Instructionally Focused Accountability System.
- All teachers in TAP schools will be evaluated 4-6 times during the year by multiple observers using the TAP Rubrics as the measurement tool.
- With assistance from the master/mentor teachers, career teachers develop expertise through creating and maintaining an Individual Growth Plan (IGP).
- In alignment with the teacher’s refinement area (as identified during the TAP evaluation process) and his/her students’ academic needs, the teacher will be asked, with ongoing support from the master/mentor teachers, to develop and maintain a TAP IGP.
- Career teachers work a traditional calendar year.

**Leadership Team**

The Leadership team consists of Master Teachers, Mentor Teachers and the Principal. They meet weekly to monitor student achievement and Career Teacher growth.

The role of the leadership team and of the individual members within the leadership team is clearly defined by the four essential tasks of EVERY leadership team:

1) To develop and monitor progress toward meeting school plan goals leading to increased student achievement.

2) To plan for and monitor effective cluster operations that directly lead to increased teacher proficiency and student achievement in specific areas of need.

3) To plan and implement an evaluation and post-conference schedule while continually working to strengthen each team member’s skill with evaluating and conferencing, and to use the data from the evaluations to monitor and address score inflation.
4) To monitor Individual Growth Plans, how they are supported, and movement toward meeting both student achievement and teacher improvement goals.

Council Bluffs

The TLC Committee has identified six specific roles for the Council Bluffs Community School District (CBCSD) Teacher Leadership Program to meet district needs as well as to meet legislative guidelines. The six roles were created by the committee to achieve the goals of the district theory of action. The roles are highly interwoven, and the full implementation of these roles will meet the objectives that

- student learning will improve,
- school culture will change for the positive,
- job satisfaction will increase,
- teacher expertise will be increased and valued,
- teacher ownership and empowerment will accelerate,
- CBCSD can recruit, recognize, and retain quality teachers, and
- CBCSD will be positioned as a “best place to work” and a “best place to learn.”

The following information provides a summary of the roles and their responsibilities. Each leader will be expected to participate in ongoing professional development.

8 Mentor Teachers, 100% out of classroom, will work 3 additional days with a $1500 Salary Supplement. Responsibilities will include:

- Provide ongoing support to new teachers in the implementation of effective teaching
- Provide training and assistance in the use of student data to inform instruction and to improve student achievement
- Provide support and training for new teachers in the district professional growth models in literacy and math or other content areas
- Facilitate access to additional instructional resources such as model teachers or instructional coaches
- Conduct regular classroom observations of assigned teachers to gather information that will lead to instructional improvement through regular feedback
- Model and demonstrate effective teaching practices
- Provide support for teachers in dealing with the demands of the profession

80 Model Teachers (40 Elementary, 40 Secondary), 100% in the classroom, will work 2 additional days with a $1000 Salary Supplement. Responsibilities will include:

- Demonstrate best practice in classroom instruction
- Attend ongoing model educator training in district curriculum and teaching models
• Serve as early implementers of new curriculum
• Assist in developing instructional materials and resources for teaching of the district curriculum
• Work with colleagues to analyze student data and develop learning targets based on data
• Open classroom for observation of teaching practices to colleague teachers as well as new teachers and their mentors
• Participate in school and/or grade-level learning teams
• Collaborate with Curriculum Specialist to develop and refine district-wide curriculum and assessments

20 Elementary Instructional Coaches (initially in literacy and math, 100% out of classroom) and 16 Secondary Instructional Coaches (75% out of classroom) will work 4 additional days with a $2000 Salary Supplement. Responsibilities will include:

• Provide teaching demonstrations in instruction and assessment
• Work with teachers in planning, monitoring and assessing student learning and reflecting on teaching practices
• Observe and coach teachers in effective instructional practices
• Conduct pre- and post conferences with teachers, including constructive feedback
• Plan and facilitate team meetings, professional study groups, and staff development sessions
• Implement the district-defined student-centered coaching model
• Provide support to model classroom teachers
• Collaborate with mentors to support new teachers

14 Curriculum Specialists with varying classroom duties will work 10 additional days with a $5000 Salary Supplement. Specialists with 50% classroom duties will be preschool, elementary literacy and math, math professional development, K-12 world language, physical education, and TAG and 6-12 math and literacy. Specialists with 25% classroom duties will be K-12 social studies, science, fine arts, special education, and career and technical education. Responsibilities will include:

• Develop content and assessments that meet district, state standards
• Collaborate with other curriculum team members to seek out and design innovative work for students
• Review course and content data to make recommendations regarding revisions
• Research new and innovative curriculum practices
• Coordinate appropriate professional development for instructional personnel as assigned
• Work with model teachers in assessing problem areas in curriculum and in finding and implementing appropriate solutions
• Support teachers in the implementation of new curriculum requirements and assessments
8 Program Leader and Trainers, 100% out of the classroom, will work 4 additional days with a $2000 Salary Supplement. Positions include 2 elementary literacy, 1 middle school literacy, 2 special education, 1 ELL, 1.5 instructional coaches, and 0.5 International Baccalaureate Coordinator.

Responsibilities will include:

- Serve as the district expert in delivery of a specific curricular program, model or instructional methodology.
- Analyze data from ongoing assessment to determine modification to curriculum, program or instructional delivery.
- Assist in professional development planning and delivery around assigned curriculum area.
- Facilitate action teams.
- Provide mentoring and assistance to teachers in learning the curriculum requirements and developing instructional methods to support effective implementation.
- Assist in induction on teaching initiatives.
- Provide ongoing professional development and 1-1 technology training in the classroom.
- Model/co-teach best practices in effective teaching of the curriculum.
- Participate in collaborative peer review, reflection and feedback.
- Provide intervention training for teachers to use with students.

31 Department Chairs/Lead Teachers, 100% in the classroom, will work 4 additional days with a $2000 Salary Supplement. Responsibilities will include:

- Attend ongoing training in district curriculum and teaching models.
- Demonstrate effective strategies in planning, instruction, classroom management, data analysis and student assessment.
- Work with colleagues in analysis of student data and development of learning targets based on data.
- Assist administrator in coordinating materials and resources for the assigned curricular department.
- Work with building administration and district mentors in the orientation and induction of new teachers.
- Support new teachers in learning the curriculum and assessment practices for the content area.
- Collaborate to develop department-wide or course/grade-level specific common assessments.
- Meet regularly with department-specific Curriculum Specialist.
The Urban Teacher Center maintains that “Teacher quality is the single most important factor in student learning within a school’s power to influence.” The roles and responsibilities outlined in the plan reflect the intentional effort by the committee to build an integrated network of positions that will individually and in concert provide direct support to staff to ensure each classroom has a highly effective teacher.

This plan respects committee survey data that indicated that new teachers benefit from the assistance provided by multiple teacher leaders. The district turnover for new staff members is of concern, and committee members believe this added support will ensure increased retention of teachers while working to improve instruction for students.

Full release Mentors will provide ongoing support to new teachers. They will observe their teaching, provide constructive feedback and engage in reflective conversation on teaching practices. They will act as conduits to other specialists in the district and will guide new teachers in developing their instructional practices. They may also be an important sounding board for new staff as they initially deal with the demands of this profession.

Program Leaders are experts in their specific program or content area. Roles provide support to areas as diverse as Instructional Technology, Elementary and Middle School Literacy, English Language Learners, Special Education. These leaders will analyze data from ongoing assessments to determine modifications needed to curriculum, programs or instructional delivery. They will participate in collaborative peer review and reflection with model teachers. They may assist in induction of new staff to aid them with specific district initiatives.

Curriculum Specialists will collaborate with other curriculum team members to seek out and design innovative work for students. They will coordinate appropriate professional development for instructional staff and work with model teachers in assessing problem areas in the curriculum. Their work will position them to provide the needed support to teachers in the implementation of new curriculum and the requirements for student assessment.

Instructional Coaches will work strategically with teachers in planning, monitoring and assessing student learning. They will conduct pre and post conferences with teachers and provide constructive feedback on best practices in instruction. They will collaborate with mentors to provide any additional supports for new teachers needed to insure they acquire the skills necessary to meet the instructional objectives needed for maximum student learning.

Model Teachers will act as implementers of new curriculum, testers of new practices and developers of the most effective methods to use in teaching the curriculum. Ultimately they will act as observatories where colleagues can observe and reflect on the work of the model. With better clarity and understanding of the model teachers’ methods, the observers can then emulate those practices in their own classrooms.

Department Chairs/Lead Teachers, working in collaboration with Curriculum Specialists will ease the implementation of new curriculum for both veteran and novice teachers. Department
Chairs/Lead Teachers will lead professional learning teams within their content areas with a goal to strengthen the delivery of instruction through group analysis of student data and alignment of instruction.

The integrated nature of these roles can be demonstrated in a sample scenario:

A teacher new to the district is working with his Mentor, and the Mentor realizes there is need for added support on a specific instructional strategy. The Mentor would reach out to the Instructional Coach for assistance. The Coach and Mentor could also access a Curriculum Specialist for resources specific to the curriculum that would aid the new teacher in implementing the instructional strategy effectively.

Support for this plan comes from the Wallace Foundation Report: Learning From Leadership: Investigating the Links to Improved Student Learning: “[Leadership effects on student achievement occur largely because effective leadership strengthens professional community—a special environment within which teachers work together to improve their practice and improve student learning. Professional community, in turn, is a strong predictor of instructional practices that are strongly associated with student achievement” (Seashore-Louis, et. al., 38).

The success of this plan relies on these roles working in collaboration rather than independent of each other.

References


Urban Teacher Center: http://urbanteachercenter.org/sites/default/files/Join%20Us_1.pdf

Ottumwa

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.

We believe our plan will improve upon what is already in place in Ottumwa Schools. This is not to say that we would like to replace the current positions or repurpose the money spent on them because we place great value in what principals, curriculum specialists, and area education staff provide to our district. The Ottumwa Schools Teacher Leadership System plan
creates multiple, meaningful, and differentiated teacher leadership roles and bolsters the structure we already have established in terms of school improvement.

Increasing the number of Teacher Leaders available in any school at any given time, we believe, would provide teachers with a mentor or leader, indeed a coach, who would be able to assess their individual strengths and weaknesses and support them as they address their particular challenges. By creating a “differentiated” plan for capitalizing on those strengths and shoring up the weaknesses, teachers would feel more support, and would have greater access to one of the most important and overlooked resources in the educational field: fellow colleagues.

To best meet our local context and current needs, our plan allocates for the following Instructional Coaches - approximately one per 600 students:

- Preschool and Douma (the entire south side K-1 population)
- Liberty Elementary (the entire south side 2-5 population)
- Horace Mann/James Elementaries (split position)
- Eisenhower/Wilson Elementaries (split position)
- Evans Middle School (1 coach)
- Ottumwa High School (2 coaches)

In addition, we anticipate selecting 45 Mentors for first- and second-year teachers; 15 Model Classroom Teachers; 15 Department Heads, two Instructional Technology Coaches, and up to three Curriculum Leaders – hoping for at least a few with a STEM strong background (Science Technology Engineering and Math) to complement the extensive literacy knowledge and skills with our existing evaluators.

The job descriptions for the various roles are listed below. They have been revised by our planning team with additional responsibilities and corresponding stipends and contract days associated with them.

**Curriculum Leader (100 percent of time performing teacher leader duties)**

- Provide and demonstrate teaching on an ongoing basis.
- Routinely work strategically with teachers in planning, monitoring, reviewing and implementing best instructional practice.
- Observe and coach teachers in effective instructional practices.
- Support teacher growth and reflective practices.
- Plan and deliver professional development activities designed to improve instructional strategies.
- Engage in development and implementation of curricular materials.
- Lead meetings of grade-level teams and/or content-area teams.
- Assist in developing and implementing a plan for school-wide professional development sessions related to instruction, curriculum planning, and assessment.
- Support existing model classroom teachers’ implementation efforts.
- Teach struggling learners in daily intervention groups
- Complete record keeping or any other paperwork accurately and timely
- Attend professional development sessions designed for coaches

**Instructional Coach (85 percent of time performing teacher leader duties; 15 percent engaged in student instruction)**

- Keep abreast of latest research and provides leadership in determining their appropriateness for inclusion in the district educational program.
- Work with building principals in the improvement of individual staff competencies.
- Work with principals and teacher committees in organizing and coordinating professional development practices throughout and across the curriculum.
- Collaborate with principals and teachers to analyze student data and determine next steps.
- Provide staff leadership to ensure understanding of and promote the educational goals of the school district.
- Provide job-embedded professional development opportunities for staff.
- Provide one-on-one support for teachers when needed.
- Provide classroom instructional modeling and feedback.
- Participate in professional growth activities to keep abreast of current and future trends.

**Instructional Technology Coach (85 percent of time performing teacher leader duties; 15 percent engaged in student instruction)**

- Keep abreast of developments in technology innovations, and provides leadership in determining their appropriateness for inclusion in the district educational program.
- Work with building principals in the improvement of individual staff competencies.
- Work with principals and teacher committees in organizing and coordinating the full integration of technology throughout and across the curriculum.
- Provide staff leadership to ensure understanding of and promote the educational technology goals of the school district.
- Provide professional development opportunities for staff to assist them with the integration of technology as an effective teaching and learning tool.
- Provide one-on-one support for teachers when needed.
- Facilitate the development and enforces the district's policies and procedures for the use of the district's technology.
- Participate in technology professional growth activities to keep abreast of current and future trends in instructional technology.

**Model Classroom Teacher (100 percent of time engaged in student instruction)**

- Model effective teaching that demonstrates best classroom instructional and management practices
• Implement professional development focus as quickly and effectively as possible
• Establish and maintain advocacy for district- or building-developed school improvement
• Provide relevant and meaningful learning opportunities that enable teachers to successfully implement instructional practices that impact student achievement
• Accept visitors in the classroom during instructional and non-instructional times
• Work with and accept coaching from the instructional coach, as needed
• Commit to full participation in training, team meetings, and reaching research (i.e. expect time outside of the school day for professional reading and classroom planning)
• Assume a leadership and mentoring role with other teachers in the school/district

Mentor (100 percent of time engaged in student instruction)

• Attend all Mentoring and Induction meetings
• Acquire knowledge of and familiarity with Iowa’s teaching standards
• Assist beginning educators in goal setting and portfolio development
• Act as one-on-one staff developer and teacher
• Familiarize beginning educator with the culture of the school (unwritten rules)
• Assist beginning educator in finding resources
• Share wisdom and problem solve with beginning educator
• Model professional behavior and sponsor beginning educator involvement in the profession
• Counsel and motivate the beginning educator; help him/her feel at ease and valued
• Advocate for the beginning educator
• Help beginning educator build a network structure within and beyond the school district

Department Head (100 percent of time engaged in student instruction)

• Demonstrate a comprehensive knowledge of curriculum, instruction, and assessment within own content area
• Promote a culture of shared beliefs (collective group efficacy) and a sense of community and cooperation among the students and staff
• Actively promote a sense of self-worth and proactively seek ways to build a sense of belong for all students
• Effectively communicate the department chair’s role and work
• Actively participate in department head meetings
• Evaluate and monitor the design and implementation of curriculum, instruction, and assessment practices
• Analyze pertinent data for long-range planning
• Establish and maintain strong lines of positive communication with department and through the school community
• Coordinate budget and scheduling for department
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.

These roles, which have been designed to provide systemic and hierarchical support, fit together to create a coherent and sustainable improvement strategy that will strengthen instruction throughout the district.

**Curriculum Leader:** collaborates with principals and School Improvement Leaders to plan, develop, and/or deliver professional development; serves an instructional resource for principals, coaches, model teachers, and mentors; collaborates with School Improvement Leaders to analyze district student achievement data and teacher survey feedback; observes and supports coaches and teachers with professional reading and modeling of research-based strategies.

**Instructional Coach:** serves as an instructional resource for teachers through classroom observations, descriptive feedback, and general support to promote professional development work and district improvement goals; collaborates with School Improvement Leader, Curriculum Leaders and administrative team to analyze building and district student achievement data; supports building and district school improvement through professional reading and implementation of evidence-based strategies. The instructional coach will work intensively with the model classroom teachers to assure that their classrooms provide effective demonstration sites for other teachers. The instructional coach will also collaborate with mentoring teachers to nurture and reinforce the school improvement initiatives in beginning educators. They will support all content teachers in the area of the Iowa Core’s Five Characteristics of Effective Instruction.

**Model Classroom Teacher:** collaborates with instructional coaches and School Improvement Leader to implement school and district improvement initiatives; opens classroom to colleague and administrative observations to demonstrate professional development work and best practice in action; meets with colleagues and/or administrators to enhance and strengthen district initiatives; supports building and district school improvement through professional reading and implementation of researched-based strategies.

**Mentor:** collaborates and consults with instructional coaches and model teachers to facilitate school improvement initiatives; works individually with beginning educators to support professional and personal growth and instructional practice; works individually with designated teachers with specific instructional needs.

**Department Head:** collaborates and consults with instructional coaches, School Improvement Leader and administrative team; serves as a primary means of communication between the administrative team and department members; serves as the business manager for the dept (budget, textbook orders, etc.); promotes a culture of shared beliefs (collective-group efficacy) and a sense of community and cooperation among the students and staff; effectively
communicates, in a positive fashion, the SIT’s roles, work and maintains strong lines of communication with department and throughout the school community.

Although our district currently supports most of these teacher leadership roles to some degree, this plan would allow us to bolster our current foundation, elevate, formalize, and systematize the roles, and provide appropriate compensation and recognition for our teacher leaders. The two new roles to our system that will enhance our current system are the Curriculum Leader and the Model Classroom Teacher. The addition of these positions will create a more cohesive, effective system through which we can better support our staff and students in improved performance.

Benton

Benton Community School District’s mission statement, Quality Education for a Lifetime of Learning, ties to our district’s most significant efforts to increase student achievement by aligning curriculum, instruction, and assessments to the Iowa Core Curriculum. This focus is broken up into three facets which are outlined in our District Action Plan: 1) Collaborative Learning Teams focus on priority standards and alignment of core instruction; 2) Characteristics of Effective Instruction outlined in the Iowa Core; and 3) Multi-Tiered System of Supports (MTSS/RtI) specifically designed to support student achievement. The Curriculum and Professional Development Leaders, Instructional Coaches, Induction Coaches, and Model Teachers will work collaboratively with teaching staff to seamlessly align all facets of curriculum pre-kindergarten through twelfth grade. Because such a significant percentage of our current teaching staff will be serving in these leadership roles (25%), it is imperative that a positive relationship is built between teaching staff and the teachers in these leadership roles. It is crucial to focus on maintaining and strengthening our district’s collaborative culture currently in place utilizing Servant Leadership principles.

Our vision for Benton Community Teacher Leadership and Compensation model focuses on the principles of Servant Leadership. The district recognizes the needs of each individual teacher, and based on all forms of professional development, employing coaching (via Model Teachers, Induction Coaches, Instructional Coaches, or Curriculum and Professional Development Leaders) has proven to be the most effective strategy to facilitate site-focused professional development that has a proven track record of improving instructional skills. Given the diverse needs of students and the expectation that students learn an increasingly rigorous and robust curriculum, most teachers need on-going, side-by-side support as they incorporate highly effective instructional practices into their existing curriculum, instruction, and assessment and our plan addresses these issues.

The Model Teachers will work with beginning and career teachers to model Characteristics of Effective Instruction and lend advice in extending learning of a concept. They will provide evidence of implementation of differentiated instruction strategies and use of assessments to
guide their decision making. The Model Teachers will also help their colleagues by sharing instructional resources. These might include web sites, instructional materials, readings, or other resources to use with students. They may also share such professional resources as articles, books, lesson or unit plans, and assessment tools. The Model Teachers must be willing to have beginning and career teachers, as well as teachers in leadership roles, observe effective teaching practices. The Model Teacher will work with the Induction and Instructional Coaches offering feedback and collaboration with Collaborative Learning Teams to improve the quality of teaching and learning. These positions also carry a willingness to share knowledge and effective skills sets with others in the district through collaboration with Induction Coaches, Instructional Coaches, and Professional Development Leaders in facilitation of Professional Development. The Model Teachers are familiar with and provide evidence of implementation of Benton Community’s non-negotiables which mirror our district’s action plan. These non-negotiables include: 1) focus on learning, 2) focus on collaboration and 3) focus on results. Model Teachers will teach full-time and serve as models of exemplary teaching practices, work an additional five contract days, and receive a salary supplement of at least $2,000.

The Induction Coaches will be responsible for supporting the growth and development of beginning teachers by providing professional development for teachers in the areas of: class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting students with special needs. Induction Coaches will utilize a variety of data collection tools and protocols that guide coaches and teachers in reflecting on practice and monitoring progress towards professional goals for instructional improvement. Induction Coaches will attend training and professional development throughout the school year through GWAEA Mentor Academies, Induction Coach Forums, Professional Learning Teams, and peer coaching.

The Instructional Coaches act as instructional leaders who share the responsibility of carrying out the vision, mission, and goals of the school community via the district and school improvement plans. The Instructional Coaches work with district leadership personnel to improve student achievement. These positions are responsible for providing coaching, co-teaching, and job-embedded professional development related to Iowa Core and school improvement plans. These positions support teachers in improving instructional practices which facilitate learning by modeling effective instructional practices and coaching teachers on how to enhance student learning in all curriculum areas. Some of these effective instructional practices might include ideas for differentiating instruction or planning lessons in partnership with other instructors. Instructional Coaches may study research-based classroom strategies, explore which instructional methodologies are appropriate for a specific class or grade level, and share findings with colleagues.

The Instructional Coach will provide guidance to teachers to support their efforts in actively utilizing formative and summative assessments results and assist with the use of digital tools to support 21st century teaching and learning. They will observe, co-teach, provide feedback on implementation of Characteristics of Effective Instruction, and examine the effect on student
learning. They will work with teachers to develop strategies and/or provide direct intervention to support students. The Instructional Coaches must demonstrate the ability to consistently remain loyal to the mission and vision of the school and the district. They must balance supporting teachers through change while simultaneously promoting system progress. They should demonstrate the ability to thrive and persevere under pressure and welcome challenges and demands in a fast-paced, 21st century learning environment. Instructional Coaches will coordinate instructional coaching activities relating to training and professional development of Benton Community staff on a full-time basis, work an additional ten contract days, and receive a salary supplement of at least $5,000.

The Curriculum and Professional Development Leaders act as instructional, curriculum, and professional development leaders that share the responsibility of carrying out the vision, mission, and goals of the school community via the district and school improvement plans. The Curriculum and Professional Development Leader works with all teachers, Induction and Instructional Coaches, and administrators to improve student achievement and professional practice. These positions are responsible for providing leadership in professional development and Characteristics of Effective Instruction related to Iowa Core and school improvement plans.

These positions support teachers in improving instructional practices that facilitate learning by modeling effective instructional practices and supporting teachers on how to enhance Characteristics of Effective Instruction in every classroom. The Curriculum and Professional Development Leaders will provide guidance to teachers and administration to support their efforts in actively using the Iowa Core to support 21st century teaching and learning. Using content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum and Professional Development Leaders guide teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared common formative assessments.

They will work with teachers and administration to develop professional development strategies and reinforce best practice in teaching and learning based on student learning data. The Curriculum and Professional Development Leader must demonstrate the ability to consistently remain loyal to the mission and vision of the school and the district. They must balance supporting teachers through change while simultaneously promoting system progress. They should demonstrate the ability to thrive and persevere under pressure and welcome challenges and demands in a fast-paced, 21st century learning environment. Curriculum and Professional Development Leaders will plan and deliver professional development activities designed to improve instructional strategies, and engage in the development, adoption, and implementation of curriculum and curricular materials. This is a full-time leadership role and the Curriculum and Professional Development Leaders will work an additional fifteen contract days and receive a salary supplement of at least $10,000.

Our findings support the research of Louis and Leithwood, et al. (2010), which demonstrates distributed collective leadership has a positive effect on student achievement. Their research
also supports that collaboration within the work environment leads to greater job satisfaction, develops a stronger sense of efficacy and creates an environment where optimism is key to being able to meet new job demands. When principals and teachers share leadership, teachers’ working relationship with one another is stronger and student achievement is higher. District support for shared leadership fosters the development of professional communities. Where teachers feel attached to a professional community, they are more likely to use instructional practices that are linked to improved student learning. Benton Community has been working with the professional community framework for the past five years.

Benton Community will provide their highest-performing teachers with leadership roles that both elevate the profession and enable them to have the greatest impact on colleagues and students. The Iowa Core demands standards to deliver instruction at a more sophisticated level, and it is no longer reasonable or plausible to maintain the status quo. Developing teacher leadership systems require us to rethink evaluation, compensation, distributed leadership, and even what we see as the role of teachers. Our TLC plan will recognize the most effective teachers and deploy them in service of student learning, adult learning and collaboration, and school and system improvement. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers.

The vision for teacher leadership at Benton Community will include:

- A culture of collaboration, shared accountability, and continuous improvement among adults;
- Greater capacity and commitment to differentiate instruction to meet students’ needs;
- Recognition, through status and compensation, that excellent teachers can be on par with school leaders;
- New ways of organizing and delivering instruction that increases the number of students highly effective teachers reach.

**Fort Dodge**

Our plan for teacher leadership roles begins with those that are closest to the classroom and have the most direct link to teacher practices that impact student achievement. The rationale for beginning with these roles is to transform our system and impact change by blurring the traditional lines of leadership and creating a flattened infrastructure for school improvement. The teacher leadership roles that create the coherent instructional improvement strategy are mentors, building leadership team (BLT) members, instructional coaches, and mentor coaches working closely with district leadership.

**Teacher Leadership Responsibilities and Duties**
35 Mentors – 95% student instruction 5% teacher leader (13% of certified staff)

The overall role of the mentor is to promote the growth and development of the beginning teacher to improve student learning. Mentors are critical supports in guiding new teachers to enhance their planning, instruction and content knowledge. Mentors help orient new teachers to the school community and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher’s career. This description meets the requirements of state code 83.3(3).

42 Building Leadership Team Members – 95% student instruction 5% teacher leader (16% of certified staff)

Our BLTs will use a process that includes the examination of current, successful practices as well as those that are an area of concern to the school or the district. The primary purpose of this team will be to focus on outcomes that are important to the school improvement process. The creation and strengthening of these teams will help our schools facilitate rapid but sustained change.

BLT members will represent different grade levels and professional learning communities (PLC) throughout the building. This team of teachers will be jointly responsible for school-wide instructional initiatives. The team members will serve as implementation support for the principal and instructional coaches sustaining district signature strategies and expectations throughout the school. The team will make important instructional, professional development and curriculum decisions based on frequent analysis of data. Each member of the team will oversee a PLC for which they will facilitate instructional planning and monitor the consistency of instruction.

8 Instructional Coaches – 100% teacher leader (3% of certified staff)

Coaching is part of a whole school improvement strategy that fosters collective problem solving and offers highly targeted professional development embedded in teachers’ daily work. It will be a structure designed to build the capacity of each building to improve, resulting in enhanced practice, strengthened collaborative cultures, and ultimately, improved student learning.

The Instructional Coach is a critical lever in improving student achievement. The role of the coach is to improve student achievement by building teachers’ capacity and understanding of instructional practices. The coach, in conjunction with the administration, is responsible for ensuring high-quality instruction. Teams of coaches are expected to support the instructional development of all teachers, which means they are strategists who will work with teachers in a variety of subject areas. While coaches may bring a particular subject-area expertise, their focus is on improving instructional quality across all subject areas.

Coaches will create a schedule with their administration based on a tiered system of support. Coaches will support teachers in ensuring that they meet their individual professional
development goals as well as contribute to the district meeting comprehensive school improvement goals. Coaches will be required to assist in the development of lesson plans with the addition of signature strategies as well as formative assessments to direct instruction.

Coaches must also be willing to participate in training to learn about signature strategies, human motivation and building collective capacity in high performing school cultures. Coaches should come with the ability to build strong relationships with teachers, administrators and other coaches. It is essential that all coaches work collaboratively with teachers and as a leadership team. The main goal for this position is to implement and sustain school improvement and professional development opportunities, thus increasing the professional capital of our school district.

Duties and responsibilities will include but are not limited to: modeling lessons, co-planning lessons/units with teachers, co-teaching lessons, providing real-time coaching, provide professional development for teachers, departments, grade levels or school(s), be an active member of a building leadership team, help teachers develop assessments, build trust with teachers, and provide targeted feedback. Instructional coaches will team with teachers and provide one-on-one, side-by-side assistance, working together on specific needs in their classrooms. They will provide professional development for teachers and school leaders with real-time support focused on changing practice, increasing student engagement, and improving student achievement. Coaches offer professional learning opportunities focused on both content and process, and they play a broader role: nurturing a learning community in their schools to ensure that teaching improvements are shared, ongoing, and focused directly on identified student achievement and school improvement needs in that school.

2 Elementary/Secondary Mentor Coaches – 100% teacher leader (1% of certified staff)

Mentor coaches are the liaison between current district leadership and newly established teacher leader roles. Mentor coaches will create a PLC for all instructional coaches, meeting regularly to help build a repertoire of evidence-based literacy and signature strategies. They will provide one-on-one support to instructional coaches. They understand the link between research and practice and help instructional coaches build trusting environments with teachers and administrators. Mentor coaches are not supervisors or peers and the relationship between the mentor and instructional coaches will be confidential. Mentor coaches will be excellent communicators and will understand the nuances of adult learning.

Within the ongoing support to coaches, mentor coaches will assist with planning and facilitating professional development that will increase student engagement, raise the level of student achievement and build teacher capacity.

Major responsibilities include but are not limited to: working one on one and in small groups with coaches and other school leaders, helping coaches collect and analyze data to identify and address student needs and measure student progress, advocate evidence-based literacy
practices across all content areas, and promote reflective and non-evaluative practice to determine what worked well in classrooms.

Mentor coaches support teachers in a cycle of continuous improvement by facilitating data and curriculum conversations that result in data-driven action steps. The goal of the mentor coach will be to build the capacity of teachers and instructional coaches to sustain student achievement. The coach will organize, analyze and present data to PLC team members, instructional coaches and administrators as appropriate.

Mentor coaches will facilitate data conversations with school faculty, provide access to student data linked to intervention tools, provide support to teachers and instructional coaches in the interpretation and use of data to improve instruction, review trends in instruction and performance, provide PD for teachers, coaches and administrators on the use of data and research-based best practices to positively impact school performance, and provide an open/collaborative work relationships with teachers.

**3 Site Based Council Members – 98% student instruction 2% teacher leader (1% of certified staff)**

The site based council will be responsible for oversight of the TLC plan and its implementation. They will also meet during the school year to monitor implementation data and formative student achievement data. This group will also be responsible for analyzing results of summative data including the three major program goals that the district has set for the plan. This group will be responsible for making necessary adjustments to the TLC plan for sustainability and success.

The site based council has been board approved and is comprised of equal numbers of teachers and administrators. The council will accept and review applications for assignment or re-assignment of all teacher leadership roles. This group will recommend hiring choices to the superintendent after using measures of teacher effectiveness and professional growth, considering the needs of the school district, and reviewing the performance and professional development of the applicants.

**How does it fit together?**

The TLC plan will create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and achievement. The system gives opportunities for ongoing development and career advancement as one method of retaining our best teachers and building the collective capacity that comes with a system built on collaborative inquiry. Mentors will work closely with new teachers by supporting their growth and development. Instructional coaches will collaborate with mentors to gain insight into the beginning teacher’s needs. Building leadership teams will include instructional coaches assigned to the building. Building leadership team members and instructional coaches will work as a team with administration to design, facilitate and evaluate PD. Mentor coaches work
closely with building administrators, instructional coaches and the district curriculum director to ensure a consistent language and strategies.

Nevada

Instructional Guide is a member of the Building and District Instructional Lead Teams, engaged collaboratively in implementing the operating principles of the Iowa Professional Development Model. Instructional Guides deliver professional development activities across the district that are designed to improve instructional strategies; they also engage in the development, adoption, and implementation of curriculum and curricular materials. Guides will observe, coach, and support the career development of teachers at the building level by planning, monitoring, reviewing, and implementing best instructional practices. The classroom of the Instructional Guide (.25 FTE) will serve as an instructional lab and resource. An Instructional Guide will receive a stipend of $10,000 which includes an additional 15 contract days.

Curriculum/Instruction/Assessment
- Builds understanding of content standards (Iowa Core), how components of the curriculum fit together, and how to use curriculum to plan instruction and assessment
- Works inside classrooms to help teachers implement new ideas; demonstrates lessons and engages in co-teaching, observing, and giving feedback (or having a coaching dialog)
- Assists with selecting professional development (PD) content (best instructional practices) and seeks and shares knowledge about theories, research, and effective practices in adult learning
- Helps structure opportunities for teachers to practice newly learned skills with peers in the workshop setting and in classrooms
- Supports individual teachers’ career development plans by sharing professional resources (websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools, etc.), expertise, and knowledge related to best instructional practices, research, and learning strategies; assists teachers in implementing these in their own classrooms

Shared Decision Making
- As a member of the District and Building Instructional Lead Teams....
  - Facilitates ongoing discussions to help teachers to agree on standards, follow the district’s curriculum and priority goals, use learning progressions, and develop shared assessments
  - Leads committee decision-making to develop and implement a professional development plan (district and/or building) on the basis of data analysis and findings
  - Helps set goals, engaging colleagues in analyzing and interpreting multiple sources of data (PD plan, C-Plan)
  - Builds congruence among PD, district/building goals, school system initiatives, and teacher leadership functions

Leadership
• Models leadership and commitment to continuous improvement
• Designs processes to break the norms of isolation, address issues of trust, and cultivates a collaborative culture via peer coaching, peer reviews, and co-teaching
• Represents the school on community or district task forces to ensure alignment with the district vision
• Facilitates/leads professional development at the district and/or building level to accomplish high priority initiatives (e.g. Authentic Intellectual Work, Cognitively Guided Instruction, Iowa Core, Concept-Based Learning)
• Helps administrators and teachers keep the focus on teaching, learning, and continuous improvement
• Serves on interview committee for selection of Learning Team Coaches, Peer Advisors, and Instructional Models.

**Learning Team Coach** is a member of the Building Instructional Lead Team, engaged collaboratively in implementing the operating principles of the Iowa Professional Development Model. A selected number of Learning Team Coaches from each building will also serve on the District Instructional Lead Team on a rotating basis. Learning Team Coaches will assist in the delivery of professional development activities at the building level and will coordinate instructional activities relating to training and professional development. Coaches will observe, coach, and support the career development of teachers on their learning team by planning, monitoring, reviewing, and implementing best instructional practices. Coaches will maintain a full teaching load and receive a stipend of $7,000 which includes an additional 12 contract days plus 2 release days.

**Curriculum/Instruction/Assessment**
• Helps colleagues select and implement effective teaching strategies and studies how students respond
• Supports ongoing collective learning so teachers focus on practices that directly improve student learning

**Shared Decision Making**
• As a member of the Building Instructional Lead Team....
  o Engages in ongoing discussions to help teachers to agree on standards, follow the district’s curriculum and priority goals, use learning progressions, and develop shared assessments
  o Participates in committee decision-making to develop and implement a professional development plan (district and/or building) on the basis of data analysis and findings
  o Helps set goals, engaging colleagues in analyzing and interpreting multiple sources of data (PD plan, C-Plan)
  o Serves on District Instructional Leadership Team on rotating basis
• As a leader of a Learning Team....
  o Facilitates communities of learning (AIW teams) to identify student learning needs, teachers' current level of knowledge and skills in priority areas, and types of learning opportunities that different groups of teachers need
Leads teams to collect and analyze data to make decisions related to professional growth and school-wide action research

**Leadership**
- Provides ideas for differentiating instruction and planning lessons in partnership with fellow teachers
- Assists the Instructional Guides with processes to break the norms of isolation, address issues of trust, and cultivate a collaborative culture via peer coaching, peer reviews, and co-teaching
- Models leadership and commitment to continuous improvement
- Guides teachers’ discussion of strengths and weaknesses of students' performance as a group, as individuals, by classrooms, and in disaggregated clusters by race, gender, and previous school

**Peer Advisor** is a member of the Building Instructional Lead Team, engaged collaboratively in implementing the operating principles of the Iowa Professional Development Model. Peer Advisors will observe, coach, and support the career development of teachers at the building level by planning, monitoring, reviewing, and implementing best instructional practices; they will primarily work with Provisional and Career I teachers in their building but may also assist Career II teachers when requested. Peer Advisors maintain a full teaching load and receive a stipend of $5,000 which includes an additional 10 contract days and 5 release days.

**Curriculum/Instruction/Assessment**
- Works inside classrooms to help teachers implement new ideas; demonstrates lessons, engages in co-teaching, observing, and giving feedback (or having a coaching dialog)
- Models how to plan instruction and continuously assess progress on the basis of formative and summative data

**Shared Decision Making**
- As a member of the Building Instructional Lead Team....
  - Engages in ongoing discussions to help teachers to agree on standards, follow the district’s curriculum and priority goals, use learning progressions, and develop shared assessments
  - Participates in committee decision-making to develop and implement a professional development plan (district and/or building) on the basis of data analysis and findings
  - Helps set goals, engaging colleagues in analyzing and interpreting multiple sources of data (PD plan, C-Plan)

**Leadership**
- Serves as a role model for mentees; acclimates new teachers to the school environment; and advises new teachers about instruction, curriculum, procedures, practices, and the political context
- Contributes time and expertise to make significant contributions to the development of new professionals
- Conducts peer reviews
**Instructional Model** is a full-time teacher who serves as a model of exemplary or innovative teaching practices and opens their classroom as a resource for other teachers within and outside the district. Instructional Models will receive a stipend of $2,000 which includes an additional 5 contract days.

**Curriculum/Instruction/Assessment**
- Implements appropriate learning designs and invites teachers into their classrooms to observe, co-teach, collect data, etc.
- Shares knowledge about the selection of appropriate learning strategies and how to implement these in the classroom

**Leadership**
- Serves as an exemplar of practice for teachers within the district and across the state
- Helps structure opportunities for teachers to practice newly learned skills with peers in the workshop setting and in classrooms

**Career II Teachers** carry a full teaching load, hold a standard Iowa teaching license, and have taught in the district at least one year. They participate in professional development focused on district, building, and individual goals for professional growth.

**Career I Teachers** carry a full teaching load, hold a standard Iowa teaching license, and are new to the district. They work with a Peer Advisor and participate in professional development focused on district, building, and individual goals for professional growth. Career I teachers will have an additional 5 contract days.

**Provisional Teachers** carry a full teaching load and hold a provisional Iowa teaching license; they are in their first or second year of teaching. They work regularly with a Peer Advisor and participate in professional development focused on district, building, and individual goals for professional growth. Provisional teachers will have an additional 5 contract days.
**Part 6 – Rigorous Selection Process**

**Davenport**

DCSD has developed a rigorous selection process for Teacher Leaders (Lead, Mentor and Model) applicants that is performance-based and includes criteria for initial screening prior to being selected as a candidate. Once selected as a candidate, teachers will participate in an intensive interview that includes a demonstration of professional development or model lesson and evidence of leadership abilities. Candidates selected for interview are expected to provide evidence of advancement of student achievement, excellent communication skills, the ability to foster collaboration among adults, and instructional expertise.

A District oversight committee that includes equal members of administrators and teachers will interview and select the Lead TLC Support Teachers. With the Lead TLC Support Teachers assistance, they will oversee the development and operation of the District regional site committees who have the responsibility of screening and selecting Teacher Leaders. DCSD has 16,000 students and 1,400 teachers served by 19 elementary, six intermediate, three high schools and one alternative high school. DCSD estimates the development of four elementary, one intermediate and one high school site committee. Membership for each committee will include one administrator and one teacher from each school to be represented. The District oversight committee and Lead TLC Support Teachers will ensure the site committees are operating with integrity and following the established rigorous selection process, including the use of the selection criteria rubric. The selection criteria for all Teacher Leader positions will be scored on a five point scale and be consistent across the district.

To be selected for an interview, candidates must submit the following by the established deadline:

- Confirmation of three years of teaching experience with at least one year of experience in the District;
- A resume, and;
- A written essay of no more than 5,000 characters describing how they have served as a leader and how this is related to the advancement of student achievement.

Once the grant is awarded, Teacher Leader positions are to be posted and recruitment for these positions begins. This includes administrative recommendations for teacher leadership roles and open nominations by teachers, parents, and administrators to seek out “quiet” leaders. This information is to be widely posted throughout the district and shared through a variety of outlets including newsletters, the district website, building websites, teacher meetings, through the teacher’s association and in local media. The District HR department will develop the materials and ensure proper dissemination.

The interview format designed by DCSD is based on a combination of Teacher Leader Model Standards identified by the Teacher Leadership Exploratory Consortium (2008), details found in
the TAP Teacher Leader job descriptions and also referenced in the TAP Instructional Rubric and Responsibility Survey. The interview format aligns with the culture of leadership defined by DCSD and are: 1) Effective Instruction and Pedagogy, 2) Design, Planning, and Implementation of Professional Development, 3) Fostering a Collaborative Culture among Educators, and 4) Advancement of the Profession through Leadership. The interview consists of three parts: question and answer aligned with the 12 areas of instruction, live demonstration of professional development by the applicant, and a verbal response to a learning environment scenario provided by the interview team. Each candidate’s criteria and interview results will be placed accordingly in the rubric and scored. Final determination of candidates to fill the Teacher Leader positions will then be reviewed by the site committees. Positions are filled based on site committee recommendations and Superintendent’s approval.

Professional Growth/ Annual Review

Teacher Leaders will use the Iowa Professional Development Model career plan that operates on a three year cycle. The DCSD TLC plan proposes an annual review for Teacher Leaders that align with the interview and selection criteria and includes the same Teacher Leader criteria: 1) Effective Instruction and Pedagogy, 2) Design, Planning, and Implementation of Professional Development, 3) Fostering a collaborative culture with Adult Learner, and 4) Advancement of the Profession through Leadership. All Teacher Leader positions are one-year positions and must be reviewed annually. Teacher Leaders are to be reviewed using three specific data collection points: peer review using a responsibility survey based on performance standards, self-review using the TAP evaluator/self-evaluation tool, and administrator review using the TAP evaluator/self-evaluation tool. This tool allows the administrator and Teacher Leader to measure the same criteria and place the results side by side producing a gap analysis indicating where the Teacher Leader and administrator agree or disagree on the Teacher Leaders’ performance. The building administrator collects data on Teacher Leaders through observations of professional development, instruction, and data team facilitation. The Teacher Leader will use this information to develop an annual growth/improvement plan. All review data is used by the regional site committees to determine if individuals will continue in their role as a Teacher Leader. The Peer Responsibility survey will make up 40% of the evaluation, Administrator Responsibility survey will make up 20%, the Evaluator/Teacher gap analysis 30%, and the Teacher Leader Growth Plan, 10%.

Southeast Polk

Selection Process

The selection process for all teacher leaders in the Southeast Polk CSD has six phases: recruitment and posting, making application, screening, interviewing, deliberation and selection, and notification and onboarding. The recruitment of teacher leaders is a constant process for administrators and teachers in the instructional coach model developed by the
district. Although the district’s retention rate is 94% over the past four years, career teachers who may be teacher leaders retire or relocate. Further, with one-year term limits placed on model teachers, this group of 85 career teachers has the greatest potential for leadership turnover, which underscores the importance of recruitment. Prompt internal job posting in all buildings is a common district process that in this instance depends on TLC system acceptance.

All interested career teachers apply on line for one or more of the leadership positions that include model teachers, instructional coaches, and curriculum/professional development leaders. Application materials to submit include an application, writing sample, multiple letters of recommendation, and updated resume. All of these materials are then screened by the Site Based Review Council (SBRC) who uses a rubric to determine the candidates to interview for the leadership position, interview for another position, or screen from the selection process.

Interviews with the SBRC are in the buildings where the teacher leaders work. All candidates are asked the same questions from a bank created for each leadership role. Questions range from the job description to leadership experiences to best practice. The length of interviews starts at 20 minutes for model teachers, increases to 30 minutes for instructional coaches, and increases again to 45 minutes for curriculum/professional development leaders. The SBRC then moves into the deliberation and selection phase of the selection process. Council members use a common rubric to assess all candidates and conduct a consensus-building process to select the successful candidate(s).

All candidates, successful or otherwise, are notified by the SBRC regarding their candidacy in the last phase of the selection process. A list of hiring recommendations is then presented to the Superintendent, and the list then goes to the Board of Education for formal vote on the consent agenda. The onboarding process then begins, as directives, recommendations, and timelines of training events are provided to begin work in August.

**Site Based Review Council**

The SBRC consists of equal numbers of teachers and administration. The TLC core planning committee serves on the SBRC, but membership changes depending upon the building employing the teacher leader and the applicant pool for the position. When positions are hired in a particular building, the lead administrator and one teacher are included in the council. This provides input from not only the person who evaluates the teacher leader, but it includes one teacher from the building with whom the potential teacher leader works. Should a member of the SBRC be an applicant for a particular position, that member may not participate in the selection process.

**Determining Effectiveness**

During the deliberations phase of selection, an important question about judging candidate effectiveness is critical. Built into the SEPS System are ways to elicit, evaluate, and measure the effectiveness of potential teacher leaders. The selection process requires candidates to
complete a writing sample from a prompt that presents a realistic, hypothetical leadership situation germane to the work the leader performs. The writing is assessed with a rubric that includes a determination of completeness of thought and overall effectiveness of the response to the situation. Second, applicants are required to submit letters of recommendation from colleagues and supervisors/evaluators that speak to their effectiveness and fitness for teacher leadership. Mentor teachers are also strongly encouraged to submit letters from students and/or their parents. This practice speaks to potential leaders’ effectiveness from the perspective of a supervisor, colleague, or stakeholder. A third way to determine effectiveness involves examining the updated resume. By examining the longevity of particular work done by the applicant, there may be an indication as to the effectiveness of the work, provided regular evaluations and high expectations were conditions of continued employment. Lastly, interviewers can just ask applicants to speak to their effectiveness in particular roles over the course of their careers, and the indicators used to determine their effectiveness may prove telling.

**Determining Professional Growth**

A second deliberation question involves determining the professional growth of potential teacher leaders. Again, the writing prompt is useful in examining the developmental level of the leader based on the type of response offered in the hypothetical situation. Professional growth can also be determined, at least in part, by the resume. The resume generally outlines tenure, position progression, advanced degrees in the area of potential leadership, graduate hours, additional related responsibilities, and professional honors or significant leadership experiences. All of these in their totality have the ability to speak to growth in the profession. Lastly, candidates can speak to their work in professional development, cadres, and committees on resumes or during the interview.

What is critical to the SEPCSD selection process for teacher leaders is to allow multiple data points to guide how candidates are assessed on the hiring rubric. This is particularly important when it comes to assessing leadership, relationship-building, experiences in andragogy, expertise in current instructional initiatives and structures, and more nebulous areas like effectiveness and professional growth.

**Bettendorf**

**Rigorous Selection Process**

The District TLC Model proposes to add three new teacher leader positions as a means of increasing student achievement and eliminating current achievement gaps that exist between and among learners in various groups (poverty, special education, ESL, gender). These new positions will be filled by current teachers with particular strengths and interests in one or more of the following areas: 1) helping build a solid curriculum framework, 2) helping develop a
teacher training program that targets growth areas among teachers or 3) providing a support network for all teachers as they engage in these continuous learning-focused activities.

We expect much interest in these positions and we understand selecting the right people is key. For these reasons, we will encourage all interested applicants to apply, establish a fair and unbiased process and provide various opportunities for a Site Based Selection and Review Council to learn about the applicants’ strengths and talents in order to select the best candidates. This section will outline the selection process.

Recruitment

Job Description – The new teacher leader positions being proposed are 1) Curriculum and Professional Development Leader, 2) Instructional Coach/Mentor and 3) Model Teacher. Using the Teacher Leader Model Standards developed by the Teacher Leadership Exploratory Consortium as a framework, the District created a Job Description for each position that clearly delineates the job tasks assigned to the positions as well as the criteria hiring personnel will use to select individuals for these positions.

Posting – The positions and coordinating job descriptions will be posted internally and current teachers will be invited to apply using Applitrack, the District’s online applicant tracking system. All applicants will know upfront what job tasks will be assigned to each position and those tasks for which they will be held accountable.

Application

Applicants will indicate the position(s) in which they are interested and upload two artifacts for consideration – 1) a written narrative explaining why they want to be a teacher leader and the strengths and talents they would bring to the position and 2) a copy of their most recent Individual Career Development Plan (ICDP). Additionally, applicants agree to a credibility check among their peers, a structured interview with district administrators and a fit interview with building principals and teacher representatives from their buildings at which time they will share and discuss the above two artifacts.

Selection -- There are three phases to the selection process and applicants must obtain a certain score to advance to the next phase.

Phase One -- Teaching colleagues from the same developmental level (elementary or secondary) will be surveyed to determine whether applicants are deemed potential teacher leaders in the eyes of their peers. This insight will assist hiring personnel with determining the applicants’ past level of effectiveness as teachers as well as their predicted level of effectiveness as potential teacher leaders. Applicants with at least a 75% favorable rating will advance to Phase Two.
Phase Two – District administrators will conduct a face-to-face structured interview. This interview was developed by our research team, HUMANeX Ventures, Lincoln, NE, and aligned with the Teacher Leader Model Standards (Teacher Leadership Exploratory Consortium). Interview questions measure applicants’ talents (attitudes, beliefs, values and dominant behaviors) in comparison to their peer groups. This insight will assist hiring personnel with determining the applicants’ predicted level of effectiveness as potential teacher leaders. District administrators have been trained to score these structured interviews to ensure inter-rater reliability. Applicants with favorable responses to at least 50% of the questions will advance to Phase Three.

Phase Three – Two Site Based Selection and Review Councils will be established, one for Elementary and one for Secondary. Each Council will be comprised of six principals and six teachers and their purpose will be to conduct the fit interview, select the new teacher leaders and determine in which building the new teacher leaders will be placed.

During the fit interview, applicants will discuss their written narrative explaining why they want to be a teacher leader and the strengths and talents they would bring to the position and share and respond to questions about their most recent Individual Career Development Plan (ICDP). The purpose of Phase Three will be to determine applicants’ past level of effectiveness of their professional growth efforts as well as predict how effective they may be as teacher leaders and with which building team of teachers they might be most effective.

Review – The performance of teacher leaders will be reviewed annually by the Site Based Selection and Review Council and District Administrators. Each Curriculum and Professional Development Leader, Instructional Coach/Mentor and Model Teacher, using their Job Descriptions, will submit a self-reflection of their performance to the Council and the Council will provide them with formative feedback regarding their performance against the Job Tasks assigned in the Job Description. A retention decision will be made by District Administrators based on input from the teacher leaders themselves and the Council.

Norwalk

Norwalk has developed a rigorous selection process that includes multiple, meaningful measures of effectiveness and professional growth. This section will describe detailed criteria for each role, the purpose and role of each selection tool, and a brief description of the district and site based review councils.

District Selection Criteria

As a part of the Norwalk’s TLC selection process, all teachers will take the Teacher Leader Self-Assessment from the Center for Strengthening the Teaching Profession. This tool is intended to help teachers identify individual areas of strength and growth in a number of teacher-leader
domains, including working with adult-learners, collaborative work, communication, knowledge of content and pedagogy, and systems thinking. The purpose of including such a tool in the selection process is to give all teachers a reflective opportunity designed to help them set goals for effectiveness and professional growth moving forward. Additionally, it provides useful information in the selection process as to relative strengths of individual teachers as leaders.

All teachers applying for a teacher leadership role will also provide a written response to the following prompt: Read through the job responsibilities for the specific role for which you are applying. In writing, please describe the experiences, expertise, and attributes you have that would enable you to be effective and grow yourself and others professionally in this role.

Because each teacher leader has differentiated responsibilities, additional criteria may be a part of the selection process for each TLC role (see chart below).

**Danielson Rubric Selection Criteria**

Norwalk will utilize rubrics from Charlotte Danielson’s Framework for Professional Practice (2013 ed.) as measurable tools in the selection process. Using the Danielson Frameworks will ensure that:

1. each teacher leader is held to a similar high standard of professional practice,
2. we utilize a shared understanding of effective teaching as a part of the selection process, and
3. we show an alignment to the Iowa Teaching Standards.

Each prospective teacher leader will submit an artifact that they believe demonstrates a minimum of “Proficient – Level 3” for each of the Danielson rubrics aligned to the TLC role (see alignment in the chart below). The site based review council will review the body of artifacts submitted by each candidate using the Danielson rubrics.

A description of the specific selection criteria and measures of effectiveness and professional growth for each role are listed below:

<table>
<thead>
<tr>
<th>TLC Role</th>
<th>District Criteria</th>
<th>Danielson Criteria</th>
</tr>
</thead>
</table>
| **Instructional Coaches** | Teacher Leader Self-Assessment  
|                   | Written Reflection  
|                   | Interview  
|                   | Demonstrated instructional expertise and effectiveness  
|                   | Demonstrated effectiveness facilitating adult learning | **Effectiveness:**  
|                   | Planning and Preparation – 1e  
|                   | Classroom Environment – All  
<p>|                   | Instruction – All | <strong>Professional Growth:</strong> |</p>
<table>
<thead>
<tr>
<th>Lead Mentor Teachers</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Professional Responsibilities - 4a, 4d, 4e, 4f</td>
<td></td>
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<tr>
<td>Curriculum and Assessment Lead Teachers</td>
<td>Teacher Leader Self-Assessment</td>
<td>Effectiveness:</td>
</tr>
<tr>
<td></td>
<td>Written Reflection</td>
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<td></td>
<td>Interview</td>
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<td></td>
<td>Demonstrated content, curriculum and assessment expertise</td>
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<td></td>
<td>Demonstrated knowledge of the Iowa Core</td>
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<tr>
<td>PLC and AIW Lead Teachers</td>
<td>Teacher Leader Self-Assessment</td>
<td>Effectiveness:</td>
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<tr>
<td></td>
<td>Written Reflection</td>
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<td></td>
<td>Interview</td>
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<td></td>
<td>Demonstrated effectiveness as a member of a collaborative team</td>
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<tr>
<td>Lead Mentor Teachers</td>
<td>Teacher Leader Self-Assessment</td>
<td>Effectiveness:</td>
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<td></td>
<td>Written Reflection</td>
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<td></td>
<td>Interview</td>
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<td></td>
<td>Demonstrated effectiveness as a mentor</td>
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</tbody>
</table>
Mentor Teacher

The mentoring role is in addition to a teacher’s primary leadership role. As a result, mentors have already completed the rigorous selection process.

When mentors are being assigned as new teachers are brought into our system, we will have an abbreviated selection process for assigning a mentor to a 1st or 2nd year teacher. Assignments will be recommended by the building principal and the Lead Mentor and will based on the needs of the novice teacher.

*See primary teacher leadership role requirements.

<table>
<thead>
<tr>
<th>Building (Site) and District Review Councils</th>
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</thead>
<tbody>
<tr>
<td>The district will have two district review councils. One will accept and review applications for assignment or reassignment to all curriculum and assessment lead teacher roles. The other will accept and review applications for assignment or reassignment to all lead mentor roles. Each district review council will be comprised of an equal number of teachers and administrators from across the district and will make recommendations regarding the applications to the Superintendent. Any teacher applying to be a curriculum and assessment lead or a lead mentor may not serve on a district review council.</td>
</tr>
<tr>
<td>Each building will have a review council comprised of an equal number of teachers and administrators from that building. Building (site) based review councils will accept and review applications for assignment or reassignment to all instructional coaching roles and PLC or AIW lead teacher roles and make recommendations regarding the applications to the Superintendent. Any teacher applying to be an instructional coach or a PLC or AIW lead teacher may not serve on a site based review council.</td>
</tr>
</tbody>
</table>
Cedar Rapids

**PD Program Alignment with TL System**—In Cedar Rapids, all PD (building-based & district-level) supports our 3 district goals—(1) close the achievement gap; (2) implement the Professional Learning Community (PLC) framework; and (3) provide quality instruction. **Teachers Leaders**, in collaboration with building administration and the AEA, deliver all PD at the building and the district levels on our early-dismissal Wednesdays, in the summer, during teacher pre-service days, and throughout the school year in the form of courses and seminars.

**Building-based PD** is customized to the needs of students. Each of our 31 buildings creates a School Improvement (SI) Plan that includes goals and action steps to address the learning needs of their students as documented by a careful review of student achievement data. All building SI plans mirror the 3 district goals and include actions to improve reading and math achievement. Once the TLs on the Building Leadership Team (BLT) finalize the goals and action steps, they determine what PD is necessary to help the teachers in their building be more effective in helping students learn. TLs are key to both the **identification** of necessary PD as well as the **provision** of building-based PD.

For secondary schools, building-level PD is provided through formal training sessions (e.g., release days, summer time). At the elementary level PD is also provided through classroom-embedded Instructional Coach support for teachers and teacher teams. Coaching includes demonstration teaching, observing/coaching a lesson, and analyzing student data. With TLC funding, all elementary and secondary schools will have TLs working as Instructional Coaches to lead 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.

Teacher Leaders (e.g., Instructional Coaches, PD/Curriculum/Technology TLs) also review individual building SI plans to identify PD issues that cut across multiple schools. **District Level PD** is a more efficient option for reaching instructional staff that teach the same content or address similar issues in different buildings. District level PD addresses crosscutting teacher needs like the implementation of the Iowa Core, working with diverse learners, content specific issues, etc. For example, we have a district-level TL who leads the PLC for Algebra I teachers (under the direction of Secondary Math Curriculum Facilitator TL). District level PD for Algebra I teachers allows the Algebra teachers from all buildings to learn in a collaborative setting. This joint PD across buildings helps ensure the consistency of curriculum implementation in all schools, which, in turn, improves student access to quality instruction (District Goal 3).

**Alignment of TLC Plan with Iowa PD Model**—Our comprehensive TLC program incorporates the 12 essential elements of the Iowa PD model. The Iowa PD model Technical Guide describes the importance of: (1) a Leadership Team; (2) collecting and analyzing student data; (3) goal
setting; (4) selecting content; (5) designing PD; (6) an ongoing cycle of training; (7) collaboration; (8) study of implementation; (9) formative data collection; (10) program evaluation; (11) individual teacher PD plans; and (12) attendance center PD plans.

Our **Building Leadership Teams** (*IPDM Element 1*) design all PD in response to their SI plans to maximize the ability of instructional staff to address student learning needs (*IPDM Element 5*). PD at the building level supports the use of a continuous cycle of improvement to help students learn—analyze student work, set SMART goals, implement instructional strategies, monitor student growth, adjust interventions (*IPDM Element 2*). With TLC funding, all elementary and secondary buildings will now have Instructional Coaches to help teachers analyze student data, set SMART goals for student **and** staff learning, and implement the intended curriculum (*IPDM Elements 2, 3, & 4*).

Both district and building level PD are designed to be an ongoing cycle of training (*IPDM Element 6*) through which teachers have multiple opportunities to enhance, practice and refine their professional skills. Our Instructional Coach Tls provide leadership and support through PD for best practice regarding Iowa Core curriculum, assessment, characteristics of effective instruction, and the integration of technology resources in the learning environment. Building-based PD supports teachers from the same building to learn collaboratively, while district level PD fosters collaboration among teachers from different buildings who address common issues/content (*IPDM Element 7*).

Participants in all building and district level PD provide feedback to the Building Level Teams and the District PD Tls regarding the effectiveness of the PD (*IPDM Element 8*). Our district level Tls for Professional Development, Curriculum, and Technology use this and other data to determine the effectiveness of building and district PD efforts (*IPDM Elements 9 & 10*). All teachers in our district have Individual Professional Development Plans to drive their professional growth (*IPDM Element 11*). These plans are an important part of the teacher evaluation process. Individual Professional Development Plans in our district incorporate an extensive peer review to help teachers measure their professional growth.

The SI planning process in each building results in a detailed description of the PD to be provided by Tls (*IPDM Element 12*). In our plan, Tls on each Building Leadership team will ensure the building’s PD plan is responsive to the building’s goals and action step that are crafted to address student learning needs.

**Linn-Mar**

It is our intention that our Directors of Teaching and Learning and our Teacher Leaders will meet to design a professional development plan with learning opportunities in each building. These key personnel in our district will help streamline training in the fall and during our monthly professional development days.
Mentor Coaches will provide new hires in our district with imperative training on district initiatives in early August. They will also meet with their year one and year two teachers weekly. These meeting times will be great venues to implant specific district trainings and initiatives and will allow Mentor Coaches to implement the collaboration and coaching portion of the IPDM.

The Curriculum Facilitators, Technology Integration Coaches, and Instructional Strategists will provide training for the staff not working with the mentors. They will help plan with our Directors of Teaching and Learning. Once trainings are developed, our Teacher Leaders will be responsible for bringing the training to each building.

Teacher Leaders will also need to conduct their own learning through weekly PLC meetings. This will provide them with the advantage of seeing firsthand, what needs may arise. Team Leaders and Program Leaders will be taking advantage of time allocated for Professional Learning Communities which have been established in all Linn-Mar buildings over the last three years. The focus of these communities is on improved student instruction, development of common formative assessments and improved student learning.

Course Development Facilitators will design syllabi for courses and institutes that support and expand the knowledge and practice base of teacher leaders as well as develop courses and workshops for professional staff which enhance research-based practice and align with the CSIP goals, the District Strategic Plan, PLC data analysis work, and teacher’s performance goals. These facilitators will deliver the instruction of courses to teacher leaders and other staff in the summer or evenings.

The graph below depicts our vision for how the Teacher Leadership roles will work together to improve student achievement:
The Linn-Mar Community School District has incorporated the seven principles of the Iowa Professional Development Model into our current professional development structure. The roles of our Teacher Leaders will continue to build upon the principles outlined in the Iowa Professional Development Model which include:

Collect and Analyze Student Data
Working under the organized structure laid out by the Teacher Leader Program Coordinator, the Instructional Strategist will lead their Professional Learning Communities by content or grade level, in analyzing student data and strategically planning for further instruction. The growth plan will look different for each team depending on what trends the data suggests.

**Goal Setting and Student Learning**

The Instructional Strategist will assist all teachers in setting relevant goals for their students based on the collected data. The Model Teacher will serve as an exemplary icon of how instruction is to be focused in order to attain these goals. The Strategist will coordinate observations and conversations between the Model Teacher and the Career/Initial Teacher to ensure staff are immersed in best practice.

**Selecting Content**

The Curriculum Facilitator, alongside Linn-Mar’s Directors of Teaching and Learning, will be responsible for researching and selecting relevant and innovative curriculum for the district. Through training, the Facilitators will become highly skilled in their fields, and will in turn disseminate their expertise to teachers in each building at every grade level.

**Designing Professional Development**

The Teacher Leader Program Coordinator, Curriculum Facilitator, and Program Leader will all play integral roles in designing professional development in their specified field through planning and facilitation of new and ongoing training.

**Training/Learning Opportunities**

Dependent upon the type of training/learning opportunity that has been deemed necessary and that has been planned by the Teacher Leader Program Coordinator, the Program Leaders, Curriculum Facilitators and Technology Integration Coaches will be involved with the delivery of the training content, specific to area of instruction.

**Collaboration/Implementation**

The Instructional Strategist will be instrumental in ensuring all training/learning is being implemented with fidelity. It is this person who will most often be observing in the classroom and attending PLC meetings and will be most adept at reading the climate surrounding new learning and usage in the classroom. The Model Teacher will play a role, showcasing the initiative in action in the classroom.

**Ongoing Data Collection (Formative Evaluation)**
The Team Leader will assist the team with analyzing formative data. Team members working in the same content area will share data from their common assessments. The Team Leader along with the Instructional Strategist and Curriculum Facilitator will interpret the data and create a plan of action for the teachers and students involved based on data trends.

**Program Evaluation (Summative)**

The Teacher Leader Program Coordinators and Deputy Superintendent will work together to evaluate data from Linn-Mar’s summative assessments (NWEA MAPS, Iowa Assessments). Trends from this data will be shared with the staff at large with the Instructional Strategist being responsible for having conversations about and helping to make instructional decisions based on results.

**Pella**

Our teacher leadership plan will be integral in the design and delivery of our professional development system which aligns with the Iowa Professional Development Model (IPDM). The system is delivered through weekly 90 minute early outs in a building level format focused on the following areas:

- K-6 Literacy framework including instructional routines and strategies
- 7-12 Authentic Intellectual Work

Our professional development process is aligned with the IPDM and begins with the Instructional Coaches guiding teachers in collecting and analyzing quarterly screening data. These individuals will look for data trends and discuss them with the PLC Leaders to develop student learning goals. The PLC Leaders will use this data and additional formative assessments during weekly professional development to make instructional decisions with their PLCs. Curriculum Leaders will collaborate with these individuals to select content and design the process for professional development that will impact the goal areas and align with the current focus of the departments and the district. Teachers will be trained and then attempt implementation under the guidance of Instructional Coaches and Model Teachers on Special Assignment. This will occur in a collaborative environment led by PLC Leaders and Mentors. Peer Reviewers also provide additional implementation feedback. A leadership team of all of the positions will review the student achievement and implementation data semi-annually to make adjustments and to continue the improvement cycle. A detailed look at this process is included in the following table:

<table>
<thead>
<tr>
<th>IPDM Component</th>
<th>How the District will utilize teacher leaders to create &amp; deliver PD</th>
</tr>
</thead>
</table>

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| Collecting/ Analyzing Student Data (Formative Assessment) | **Instructional Coaches** will gather data from district and classroom assessments to identify student need, analyze and prioritize trends, share this data with **PLC Leaders**, and work together to make common assessments.  
**PLC Leaders** will use current formative assessment data to make instructional decisions, including student interventions.  
All data will be used to drive the district’s professional development plan. |
|---|---|
| Goal Setting & Student Learning | **Instructional Coaches** will lead goal-setting process based on system data.  
**Curriculum Leaders** will work to assure the goals support the attainment of the Iowa Core.  
**PLC Leaders** will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices.  
The work of **Peer Reviewers** is non-evaluative, but it offers an important opportunity to help and support in learning and implementing effective teaching strategies in the classroom. In this way, the peer reviewers work with teachers to select goals. |
| Selecting Content | **Curriculum Leaders** and **Instructional Coaches** will study potential professional development content to offer feedback on the best way to achieve all the elements of the Iowa Core.  
**PLC Leaders** will help identify and select learning strategies that will be helpful for teachers.  
**Model Teachers on Special Assignment** will provide unique learning opportunities for other staff members who want to learn about various teaching strategies. These Model Teachers will be involved in demonstrating requested strategies and following up with a short meeting to comment on the selected effective instruction. |
| Designing Process for PD | **Instructional Coaches, PLC Leaders, and Curriculum Leaders** all play integral roles in this process. These leaders will work together as a team to design the delivery system for PD. This will |
include the development of a timeline for delivery and the selection of content providers.

The **Curriculum Leaders** will work to assure the vertical articulation of instructional strategies in K-6 or 7-12 and provide input on current district initiatives and how PD aligns with Iowa Core.

The **Instructional Coaches** fit into this process through their oversight of best instructional practices and interaction with PLC leaders.

<table>
<thead>
<tr>
<th>Training/Learning Opportunities</th>
<th>Instructional Coaches and Model Teachers on Special Assignment will co-teach and model learning strategies being studied in PD.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>PLC Leaders</strong> will work with all teachers to field questions on implementation.</td>
</tr>
<tr>
<td></td>
<td><strong>Peer Reviewers</strong> will provide feedback on implementation of PD content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration / Implementation</th>
<th><strong>Instructional Coaches</strong> will work with <strong>PLC Leaders</strong> to determine next steps for each group.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>PLC Leaders and Curriculum Leaders</strong> will work with PLCs and curriculum groups to make changes to implementation based on feedback from observations and weekly PD discussions.</td>
</tr>
<tr>
<td></td>
<td><strong>Model Teachers on Special Assignment</strong> will demonstrate and discuss implementation of strategies and techniques with individual or small groups of teachers.</td>
</tr>
<tr>
<td></td>
<td><strong>All leadership positions</strong> will serve on a <strong>District Leadership Team</strong> to analyze the impact of PD.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ongoing Data Collection (Formative Evaluation)</th>
<th><strong>Instructional Coaches and PLC Leaders</strong> will collect progress data on professional development implementation. This will be done with surveys, evaluation forms and student achievement data. These same leaders will present a formative data set based on this information five times per year at our <strong>District Leadership Team</strong> meetings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Evaluation (Summative)</td>
<td>Our <strong>District Leadership Team</strong> made up of <strong>all leadership positions</strong> will use the ongoing data collected about professional</td>
</tr>
</tbody>
</table>
development and align the data elements with the program goals. This will include the Iowa Professional Develop Model rating tool, implementation data, survey data, and student achievement data. Summative evaluation will be an annual process to help inform needs, adjustments and new goals for the upcoming year.

North Polk

Professional development at North Polk follows a traditional model, which utilizes pre-service, mid-year and end of the school year training opportunities. Professional development is aligned to the Iowa Professional Development Model (IPDM). Our proposal for ongoing training, support and implementation accountability will enhance the work we are doing. The operating principles of the IPDM are addressed by our plan and labeled within the narrative.

**IPDM: Focus on Curriculum, Instruction and Assessment**

Ongoing job-embedded professional development designed to support teachers is an essential element of our system. **Expert Master and Mentor teachers, who have been selected to take on additional responsibilities based on evidence of improving student achievement and successful work with adult learners, will deliver professional development.** For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to create ample time for teachers to meet during their regular work hours (Education Week, 2004). Schedules will be structured to allow for professional development to take place during the contracted day. Teacher leaders will lead career teachers in “cluster groups,” small professional development sessions focused on instructional improvement and increased student achievement on a weekly basis. Cluster groups are grade/subject specific and will have five to eight members. **Professional development extends into each classroom as Master and Mentor teachers model lessons, observe instruction and support teachers to improve practice.** In this way the professional development not only focuses on instructional strategies, but is also tied to observation results, teacher reflection and student assessment data thus leading to increased accountability.

**Master and Mentor teachers will structure professional development around:** 1) the needs of students as identified through classroom assessments; and 2) the needs of teachers as identified through classroom observations.

**The building principal and teacher leaders analyze data regularly during weekly cluster groups to ensure that the professional development remains focused on improving student outcomes through improved instruction.**

**IPDM: Participative Decision Making**
The principal, Master teacher and Mentor teachers analyze student and teacher observation data for persistent areas of refinement. The team also monitors the research of specific student-based strategies by Master teachers and the vetted results to plan for cluster implementation. The findings of the team, regarding persistent areas of refinement throughout the school, will define the focus on future professional development. Master teachers use existing research and experts within and outside the TAP network to select student-learning strategies to meet the needs of the building and develop lesson plans to address the needs during weekly cluster trainings. As stated by Jerald (2009), “Importantly, the new instructional strategies introduced during cluster meetings are not just ‘best practices’ brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school’s improvement plan.” These specific strategies help teachers focus on how students learn and the methods they can use to enhance instruction.

Master and Mentor teachers lead cluster trainings. Time is dedicated to analyze student work and determine the impact of a strategy on their students’ growth. Based on those results, they identify modifications or extensions they may need to provide to their students. Additionally, teachers are required to administer pre- and post-assessments to their students, so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the Iowa Core.

**IPDM: Simultaneity**

Professional development does not end with the cluster meeting. All teachers are provided individual support and resources to improve their skills and raise student achievement. This support is based on the needs of the teacher as identified through observation data. The value of this support is magnified by the fact that teachers receive guidance from the same teacher leader throughout the year. This ensures that the teacher leader, as the provider of professional development and observations, has had an active role in tracking the progress and needs of a specific teacher.

<table>
<thead>
<tr>
<th>Instructional Improvement Strategy:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Roles and Responsibilities</strong></td>
</tr>
</tbody>
</table>

1. **Determine Current Reality**: Principal and teacher leaders (Master and Mentor teachers) will use TAP Program Evaluation, Teacher Observation Scores and Student Achievement Results to aid goal setting work.
### TLCP Plan

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. <strong>Set Goals</strong>:</td>
<td>Principal, teacher leaders and Building Leadership Team will set goals for teacher and student learning.</td>
</tr>
<tr>
<td>3. <strong>Select Instructional Content</strong>:</td>
<td>Principal and teacher leaders will select focus of instruction based on collected data.</td>
</tr>
<tr>
<td>4. <strong>Design Professional Development</strong>:</td>
<td>Principal and teacher leaders will design the school’s learning plan for professional development.</td>
</tr>
<tr>
<td>5. <strong>Implement Professional Development</strong>:</td>
<td>Sections 5a, 5b, and 5c are in continuous review/cycle throughout the year as modeled in the Iowa Professional Development Model.</td>
</tr>
<tr>
<td>5a.</td>
<td><strong>Training Opportunities</strong>: Master teachers, with input from Mentor teachers, prepare and facilitate cluster group training.</td>
</tr>
<tr>
<td>5b.</td>
<td><strong>Collaboration/Implementation</strong>: Master and Mentor teachers provide implementation support for Career teachers.</td>
</tr>
<tr>
<td>5c.</td>
<td><strong>Ongoing Data Collection</strong>: Master, Mentor and Career teachers review student work samples/data to inform continued study.</td>
</tr>
<tr>
<td>6. <strong>Evaluate Results</strong>:</td>
<td>Principal, teacher leaders, and Building Leadership team will analyze TAP Program Evaluation, Teacher Observation Scores and Student Achievement Results to determine effectiveness of professional development plan.</td>
</tr>
</tbody>
</table>

### Ames

With our TLC plan, teacher leaders will have an active role in both design and delivery, which formalizes and extends the role of the teacher leader.

They will also review APR goals that were proposed by Content Area Teams and approved by the School Board to determine what professional development is needed to support and attain those goals. After District professional development has been addressed, building teams will meet to develop their building professional development plans for the school year. Both District and building professional development plans will continue to be based on the IPDM and will identify how each teacher leader will be directly involved, including formative evaluation during
the year that allows refining plans during the year.

<table>
<thead>
<tr>
<th>IPDM</th>
<th>TEACHER LEADER ROLES</th>
</tr>
</thead>
</table>
| Establish PD leadership team              | • At the end of the school year, principals will meet with their Model & Mentor Teachers and ICs to review building-level student data to determine areas of strength and need and recommend a PD plan for the following school year. The results will be shared with the District PD planning team, which includes District administrators, principals, ICs, and TOSAs.  
• TOSAs will work with their respective District Content Teams to review student data in their areas and set annual goals, which will be included in the C-Plan and reviewed by the District PD planning team to identify PD needs.  
• The District PD planning team, which includes District administrators, principals, ICs, and TOSAs, will review District data at the end of each school year to identify PD needs and plans for the following year. Data reviewed will include C-Plan goals, AYP AMOs, and building goals.  
• The Teacher Quality Committee provides additional oversight of building and District professional development to ensure alignment of PD with TQ funds. |
| Collect/analyze student data              | • All Ames teachers are responsible for collecting a variety of student data in accordance with the District Comprehensive Assessment Plan.  
• Mentor Teachers will help Beginning and New Teachers learn our data collection methods.  
• Model and Mentor Teachers will support their PLCs in data analysis.  
• ICs will assist in training Model and Mentor Teachers in data analysis. They may also support individual teachers and PLCs with data analysis.  
• Mentor & Model Teachers and ICs assist with building-level data collection and analysis.  
• ICs and TOSAs assist with district-level data analysis. |
<p>| Goal setting &amp; student learning           | • After reviewing building data, Mentor &amp; Model Teachers and ICs will work with their principal to set building goals for the year. They will also be part of the process to develop PLC and Career |</p>
<table>
<thead>
<tr>
<th>Development Plan goals that address improvement in student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• TOSAs will be part of the District planning team to help meet District APR goals as well as setting professional development targets to meet AYP AMOs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selecting content</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Once the principal, Mentor &amp; Model Teachers, and ICs have set student learning goals, they will select research-based PD that addresses the identified need and align with District initiatives.</td>
</tr>
<tr>
<td>• TOSAs will be involved in selecting District PD content that is research-based.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Designing process</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The principal, Mentor &amp; Model Teachers, and ICs will design their building PD plan based on the IPDM to define formative assessments to refine PD in order to meet the annual student learning goal.</td>
</tr>
<tr>
<td>• As part of the District professional development planning team, TOSAs will have an active role in the design of District PD and supporting building PD. They will design PD to include theory, demonstration, practice, and collaboration, reflecting the IPDM.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training &amp; learning opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Building and District PD may be delivered by Mentor &amp; Model Teachers, ICs, TOSAs, or others who have the necessary expertise. Training must align with District initiatives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mentor &amp; Model Teachers and ICs will be actively involved in leading PLC work which addresses the 4 Questions in the PLC Flowchart.</td>
</tr>
<tr>
<td>• Mentor &amp; Model Teachers, ICs, and TOSAs will have a teacher leader PLC facilitated by the TOSA for PD/Teacher Leader Support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mentor &amp; Model Teachers and ICs will support their colleagues in the implementation of research-based practices that are determined to be areas of focus and need by the District and building professional development planning teams.</td>
</tr>
</tbody>
</table>
- Model Teachers will welcome observers in their classrooms as they demonstrate instructional practices. They will facilitate their PLC.
- Mentor Teachers will collaborate with New and Beginning Teachers by discussing, modeling, and observing. They will facilitate their PLC.
- ICs will work with PLCs to plan for implementation. They will model, observe, reflect, and support teachers in efforts to implement instructional practices with fidelity.

| Formative evaluation | • Principals, Model & Mentor Teachers, and ICs will review student data on a regular basis to make adjustments in their year-long plans, as needed.
• TOSAs will review student data with District administrators to refine PD plans during the year, as needed. |

| Program evaluation | • Principals, Model and Mentor Teachers, and ICs will review building implementation of professional development initiatives. They will include analysis of pertinent student data to evaluate the impact of PD, including needed changes. Building PD evaluations will be compiled and evaluated at the District level to determine District PD needs. |

| Developing teacher Career Development Plans | • Principals and ICs will provide guidance and support as teachers and PLCs develop and implement their CDPs. |

**Knoxville**

The Knoxville Teacher Leadership and Compensation Plan offers opportunities for teacher leaders to 1) plan, 2) deliver, 3) implement, and 4) assess the district’s professional development program.

Currently, teachers and school administrators work together as members of the District Leadership Team to plan professional development. The DLT uses student achievement data to identify opportunities for growth then designs the professional development plan to provide those opportunities.
Under the Knoxville TLC Plan, new opportunities for teacher leadership will exist. Curriculum & Professional Development Leaders, Instructional Coaches, Mentors, and Model Teachers (part of the District Leadership Team) will lead and support the district’s professional development plan.

Curriculum & PD Leaders and Instructional Coaches will collaborate to plan professional development. Curriculum & PD Leaders will assess student achievement data, study research-based curriculum and materials, and receive training in using and teaching effective instructional strategies. They will receive training in how to work with adult learners and receive walk-through training. They will make classroom visits to observe teachers using strategies and tools learned through professional development. Working with building principals, they will support the implementation of effective teaching strategies and the teaching of the intended curriculum (Iowa Core) in classrooms.

Curriculum & PD Leaders and Instructional Coaches will work with the Director of Curriculum to provide initial training and support for Mentor and Model teachers. Mentors and Model teachers, as part of the District Leadership Team, will receive the same training as other district and teacher leaders. They will lead implementation of professional development through their daily interactions with other teachers and through effectively implementing professional development in their own classrooms. Mentor and Model teachers will be the “first contacts” for teachers as they work to implement teaching strategies, curriculum, and materials. Through leadership in PLCs, Mentors and Model teachers will assess implementation and lead conversations about implementation successes and opportunities for improvement.

**Collecting/Analyzing Student Data (Formative Assessment)**

Mentor Teachers and Instructional Coaches will gather data from district and classroom assessments to identify student needs, identify trends, and share this data with Curriculum & PD Leaders and PLC teams. Mentor Teachers, Instructional Coaches, and PLC teams will identify appropriate formative classroom assessments in order to design interventions and plan for classroom instruction. Instructional Coaches will lead PLC teams in development of common assessments (K-5 in the area of reading/language and math and 6-12 by content/course). All data will be considered when developing District and Building Professional Development Plans.

**Goal Setting & Student Learning**

Curriculum & PD Leaders will be involved in ensuring the coordination between district/building professional development goals, school/district initiatives, student achievement goals and teacher leadership responsibilities. Curriculum & PD Leaders and Instructional Coaches will ensure the intended curriculum is taught and aligns with the Iowa Core. Mentor Teachers and Instructional Coaches will lead PLC teams in analyzing and using data to set instructional goals which lead to increased student achievement.

**Selecting Content**
Curriculum & PD Leaders and Instructional Coaches will consider all data when selecting content for the District’s Professional Development Plan. They will work with district administrators to identify appropriate content for District and Building Professional Development.

**Design for Professional Development**

The District Professional Development Plan design includes theory, demonstration, practice and collaboration as well as time for teachers to learn together and collaborate with each other. Each building currently provides time for teachers to learn together, collaborate with each other and provide peer review.

Instructional Coaches will provide demonstration, practice and collaboration opportunities at each level for staff. District Leadership Team members will use the IPDM Profile to conduct an analysis of the effectiveness of district/building professional development. This provides opportunities to make adjustments and add supports to ensure that professional development provided to teachers, and supported by teacher leaders, results in improved instructional practices and increased student achievement.

**Training/Learning Opportunities**

All teacher leaders will receive training in working with adult learners in order to effectively coach, model, and deliver professional development. Curriculum & PD Leaders and Instructional Coaches will work with the Director of Curriculum to provide initial training and support for Mentor and Model teachers. Curriculum & PD Leaders and Instructional Coaches will receive training in implementing effective instructional strategies.

**Collaboration / Implementation**

Mentor Teachers and Instructional Coaches will lead structured PLC collaborative team meetings. Teachers are provided time to design units/lessons, discuss data, problem-solve, and work with materials to support the district curriculum and/or instructional strategies. Curriculum & PD Leaders will support the implementation of effective teaching strategies and the teaching of the intended curriculum (Iowa Core) in classrooms.

**Ongoing Data Collection (Formative Evaluation)**

Formative Data Collection will be used to identify additional on-going supports or adjustments needed for Teacher Leadership & Compensation positions and plan for future training needs of teacher leaders identified in the plan.
Part 8 – Evaluation of Effectiveness

Cedar Rapids

Impact and Effectiveness of our TLC Plan—The main purpose of our TL Program is to provide TLs with multiple opportunities to hone their exceptional instructional skills while learning and practicing strategies to support the professional growth and enhance the instructional practice of their colleagues. Ultimately, the efforts of our TL Program should increase student achievement. To measure TL Program effectiveness we must answer 4 basic questions:

1. **How much** did our TL Program do?;
2. **How well** did our TL Program do it?;
3. To what degree are **teachers** and **teacher leaders** more effective?; and
4. How has **student achievement** improved?

In the initial stages of our TL program we will concentrate on reviewing program implementation—**how much** we do and **how well** we deliver services. Using process monitoring data from multiple sources we will: (1) identify implementation problems as they occur; (2) assure prompt feedback so that adjustments we can adjust our action steps; (3) provide a record of our TL Program resources and methods; and (4) document the fidelity of our TL Program implementation. We will concentrate on implementation issues primarily during the start up phase of our TL Program to ensure the smooth operation of all project components. The following 2 tables list our initial Monitoring Questions and their data sources. These questions will be expanded after project startup.

<table>
<thead>
<tr>
<th><strong>How Much Did We Do?</strong></th>
<th><strong>Data Sources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monitoring Questions</strong></td>
<td></td>
</tr>
<tr>
<td>Did we appropriately advertise all TL positions?</td>
<td>Teacher Survey</td>
</tr>
<tr>
<td>Did we hire all TL positions?</td>
<td>Teacher Leader survey</td>
</tr>
<tr>
<td>What % of teachers in our district has held at least 1 TL role?</td>
<td>HR reports</td>
</tr>
<tr>
<td>Did we provide appropriate compensation?</td>
<td>Attendance logs</td>
</tr>
<tr>
<td>Who completed building-based and district level PD?</td>
<td>Attendance logs</td>
</tr>
<tr>
<td>How many collaborative planning sessions were held?</td>
<td>Teacher Leader logs</td>
</tr>
<tr>
<td>What was the content of the collaborative planning sessions?</td>
<td>Teacher Leader logs</td>
</tr>
<tr>
<td>How many teachers were served by TLs?</td>
<td></td>
</tr>
</tbody>
</table>

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How Well Did We Do It?

<table>
<thead>
<tr>
<th>Monitoring Questions</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the compensation sufficient to attract quality TLs?</td>
<td>TL Survey</td>
</tr>
<tr>
<td>How many TLs are able to stay in the classroom and have a leadership role?</td>
<td>HR data</td>
</tr>
<tr>
<td>Do TLs understand their job requirements?</td>
<td>TL survey, TL supervisor survey</td>
</tr>
<tr>
<td>Do TLs stay in their roles?</td>
<td>HR data on TL mobility</td>
</tr>
<tr>
<td>Did TL’s receive the support that they needed to carry out their job description?</td>
<td>TL Survey</td>
</tr>
</tbody>
</table>

While our initial focus will be on implementation to ensure the project operates smoothly, evaluation efforts will eventually help us document changes in systems as well as changes in teacher leaders, teachers, and student learning. With our outcome data we will be able answer the following questions:

Are Teacher Leaders More Effective?

<table>
<thead>
<tr>
<th>Results Questions</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do TLs feel supported?</td>
<td>TL survey</td>
</tr>
<tr>
<td>Do TLs feel confident in being able to do their work?</td>
<td>Continuum of Development rubrics Teacher survey (those supported by TLs)</td>
</tr>
<tr>
<td>Are TLs making professional growth?</td>
<td>Teacher survey (those supported by TLs)</td>
</tr>
</tbody>
</table>

Are Teachers More Effective?

<table>
<thead>
<tr>
<th>Results Questions</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did we retain teachers, especially new teachers?</td>
<td>HR reports</td>
</tr>
<tr>
<td>Can teachers describe how they have improved their practice as result of TL support?</td>
<td>Teacher survey</td>
</tr>
<tr>
<td>Do teachers feel empowered and supported by the TLs?</td>
<td>Teacher focus groups</td>
</tr>
</tbody>
</table>
Do teachers believe student achievement is better because of the support received?

<table>
<thead>
<tr>
<th>Has Student Achievement Improved?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results Questions</strong></td>
</tr>
<tr>
<td>Did we increase the # of students proficient in Math and Reading?</td>
</tr>
<tr>
<td>Did we increase the # of students who made greater than expected growth?</td>
</tr>
<tr>
<td>Did we reduce the achievement gap? (District Goal 1)</td>
</tr>
<tr>
<td>Did we reduce office referrals &amp; suspensions?</td>
</tr>
</tbody>
</table>

**Adjusting the TL Program**—While collection of data is an important aspect of the overall evaluation, we are most concerned with how we use our data to adjust TL program performance to improve results for TLs, teachers, and students. Our TL Program Facilitator will review project data with the TL Leadership Team every 2 weeks and with the TL Advisory Committee every 2 months. During these conversations, the TL Program Facilitator will present summary data to track progress over time for all key measures. S/he will help the advisory groups review and reflect on the data through the use of the following 5 questions as the agenda for each meeting.

1. **Who have we targeted** for services and support?
2. What are the **outcomes** they were expected to attain?
3. **What do our data tell us** about their success in attaining these outcomes?
4. What **other data** do we need to collect?
5. How will we **adjust our action plan & budget**?

These regular monitoring meetings are not about simply reporting data. Instead, they will help the Leadership Team and the Advisory Committee understand the “story behind the data” so these groups can reflect on how well current strategies are working. All of the monitoring meetings will end with clear action steps that call for adjusting current methods or implementing new activities. The monitoring meetings will keep the focus on the most important questions—Are Teacher Leaders more effective? Are teachers more effective? and Has student achievement improved?

One role of the Advisory Committee will be to share evaluation information with their constituent groups and to bring feedback from their constituents back to the project.
Throughout the year, we will also welcome input and feedback from TLs, teachers, students, parents, and community members via our online forum (EngageCRSchools). All TL Program reports and data will be posted to the TL website. In addition, the TL-led Building Leadership Teams will make annual presentations to their staff and their PTAs about TL Program activities and results. TL Program staff will also provide regular updates to the school board and District School Improvement Committee. We will also work with the Iowa Department of Education to share what we have learned with other districts that are planning/implementing TL programs.

Davenport

The District TLC Oversight Committee and the Lead TLC Support Teachers provide ongoing oversight and management of this project. The District TLC Oversight Committee ensures all site committees implement the plan with fidelity and monitor progress. The LEAD TLC Support Teachers coordinate all efforts related to management of the DCSD TLC plan. They will compile and disaggregate data for the Oversight committee to examine as they review the effectiveness of the model, make necessary adjustments to meet district needs and improve the system. The LEAD TLC Support Teachers collect all project data from goals and objectives and present quarterly reports to the District Oversight Committee.

The District Oversight Committee will meet quarterly to review data and make recommendations for improvement of the plan using information from collected in the objectives of each goal as described below. The LEAD TLC Support Teachers and building principals are responsible for making system improvements based on recommendations from the District Oversight Committee.

GOAL 1: Attract and retain high quality teachers.

Objective 1: Increase the DCSD teacher retention rate by 2% each year.

Currently DCSD retention rate is approximately 58%. Through the DCSD TLC system, retention rates will continue to be monitored and evaluated. Surveys will be given to new teachers during their first two years in the district to gather data on their perceptions of support and job satisfaction. Teachers who leave the district within the first 5 years of their employment will complete an exit interview to assist DCSD in understanding the reasons for leaving, and this information will analyzed for program improvement.

Objective 2: Obtain a Memorandum of Understanding for support from the postsecondary schools of all first year teachers each year. Strong partnerships with teacher prep colleges will help DCSD understand how to better support first year teachers through both the college program and the residency year of teaching. Universities will monitor new teachers one year
after they are hired at DCSD, providing information on how to improve their teacher programs and how DCSD can improve our new teacher induction program.

GOAL 2: Promote collaboration among teachers

According to the CTQ survey, teachers indicated interest in leadership roles that provide support, development and collaboration.

Objective 1: The effectiveness of data teams will increase as evidenced by the collaboration of teachers and indicated by individual student achievement. At the end of each weekly meeting each teacher rates the team on a set of predetermined norms that are developed around how effectively they collaborated. The Lead Teacher will collect this information at the end of each cycle, review it with the data team, plan improvements, and provide a summary to the BSAT for their review and recommendations. Twice a year the BSAT will aggregate, review this data, and provide a summary to the TLC Oversight committee. Baseline data has also been established through the CTQ survey.

Objective 2: By the end of the first year, all teachers will use the TAP Instructional rubric and peer review process. Using the TAP Instructional rubrics and implementing the peer review process, teachers have greater opportunities to observe each other teaching and discuss how to refine their practice. This will be measured through the annual CTQ survey given to all DCSD teachers.

Objective 3: By June, 2015, DCSD will have a solid network of teacher support as evidenced by the 244 trained and identified Teacher Leaders. DCSD teachers will have access to 244 Lead, Mentor and Model Teachers who serve as resources to meet the needs of all teachers. DCSD will employ a matrix tool to collect data indicating how often teachers access the electronic database of Teacher Leaders. For the first time in the District, a bank of identified Teacher Leaders who range in grade level, discipline, and skill expertise can be accessed by all teachers.

GOAL 3: Reward professional competencies with appropriate compensation.

Objective 1: The number of teachers who apply for Teacher Leader positions will surpass the number of positions available. By examining how many teachers apply for these position from year to year, DCSD will assess how desirable these leadership positions are and if the compensation rates are sufficient for teachers to take on the extra roles and duties.

Objective 2: Overall support of the DCSD TLC system will be 90% by the end of the 4th year of implementation of the plan. In January, 2014 63% of DCSD employees responded to a survey developed by the Center for Teacher Quality. Of those 63%, 77% indicated they supported the DCSD TLC plan. Given annually, this gives teachers a protected, anonymous voice to express their view about whether the system is effective and whether or not the compensation is fair.

GOAL 4: Improve student achievement through improved teacher instruction.
Objective 1: DCSD student achievement data will increase by 2% each year as evidenced by the following assessment data:

- Iowa Assessment Data: given annually and used to assess progress, proficiency and needs.
- SRI/SMI: Scholastic Reading Inventory and Scholastic math inventory: given 3 times a year in grades 3-9.
- DIBELS: Dynamic indicators of Basic Early Literacy Skills: given 3 times a year in grades k-5.

Objective 2: Teacher instruction will improve. This will be measured by self-reporting through the annual survey given by CTQ. Anecdotal data will also be collected through the building leadership teams.

The data mentioned above will be aggregated and analyzed at every level with the district student achievement team ultimately examining the data to determine the impact and effectiveness of the plan. The oversight committee will make recommendations to the DSAT for modification, who will then make adjustments to the plan.

Waterloo

Since the inception of our vision and strategic plan in 2009, Waterloo has been a pacesetter in measuring implementation and effectiveness. In 2012-13, Waterloo implemented a comprehensive Pay-for-Performance (PFP) plan for our superintendent, one that rewards achievement of goals in student achievement, human assets, climate for learning, community engagement, and fiscal/facility operations. This PFP plan has been extended to other administrators in the district. Prior to our current measurement efforts, Waterloo Schools arguably, like most other school districts in Iowa, lacked discipline in monitoring implementation and impact of our work beyond simplistic and superficial data.

Upon review, the TLC committee quickly realized this measurement prototype extends to the TLC goals:

Goal 1: Improve student learning by strengthening instruction

Monitoring implementation: Monthly, we will monitor instructional practice through our online classroom observation/feedback tool (Marzano’s iObservation) for best practices in instruction. To measure appropriateness of classroom strategies, iObservation offers a 5-point scale. While not yet using this scale, we will work with the Waterloo Education Association (WEA) to plan for inauguration in spring 2015. Note: This year, feedback has been given on 3,615 informal walk-through observations based on the Marzano protocol, an average of 4 per teacher thus far. Our goal is 12 documented observations per teacher per year.
Monitoring impact: We will measure student learning through a balanced assessment system of summative (i.e. Iowa Assessments, Explore, End-of-Course or unit assessments) and formative (i.e. DRA2, Skills Iowa, math screeners, district benchmark) assessments. **Note:** Waterloo is Iowa’s top user of Skills Iowa, an online monthly benchmarking system that directly correlates with performance on Iowa Assessments. Notably, increases during the past two years have been predicted by Skills Iowa data.

**Goal 2: Attract able and promising new teachers**

Monitoring implementation: We will track our participation at job fairs, contacts with universities, marketing efforts, and for recruitment purposes, document individuals who have excelled during student teaching in Waterloo. Annually, we will gather data from all new teachers hired to the district, via interview and survey, to ascertain their reasons for choosing Waterloo—aiding in future replication/promotion efforts.

Monitoring impact: Through the New Teacher Academy criteria (part 4), we will quarterly monitor the skill proficiency of new hires, noting improvement and growth over time. Special attention will be paid to new teachers’ skills in content, classroom management and cultural competency.

**Goal 3: Retain effective teachers**

Monitoring implementation: Data tracked will include competitive salary comparisons of Iowa urban schools, professional growth opportunities, and individual, group and building celebrations. We will biannually survey our current teaching staff to gain feedback on perceived levels of support, job satisfaction, willingness to take risks, and interest in future teacher leader positions. **Note:** We currently survey staff each May.

Monitoring impact: We will monitor our new teacher 3-year retention rate, watching for progress toward the goal of retaining 95%.

**Goal 4: Promote professional growth**

Monitoring implementation: Monthly, we will track the number of observations, quality of feedback given, number/topics of professional development opportunities, and patterns of growth on Individual Professional Development Plans. On the biannual survey, we will gauge perceived benefits of teacher leaders and professional development.

Monitoring impact: We will monitor iObservation scale data to ensure growth in instructional effectiveness. Behavior referral data will be reviewed quarterly. Biannual survey data will provide information about the impact of PD on teachers’ professional growth. The ultimate measure of impact will be growth in student achievement as detailed in goal 1.

**Goal 5: Increase collaboration**
Monitoring implementation: PLC data will be collected quarterly to monitor frequency of collaboration opportunities. Building, district and statewide collaboration opportunities will be tracked.

Monitoring impact: Scale data from iObservation will be monitored as an indicator of collaboration efforts. Weekly lesson plans are monitored by principals to measure impact of collaboration on lesson planning.

Goal 6: Reward effective teachers

Monitoring implementation: Numbers of teacher leaders will be tracked and compared over time with goal of establishing pathways for 25% of our teacher workforce. Surveys will be given to teacher leaders annually to gauge perceived levels of satisfaction and preparedness for the leadership role.

Monitoring impact: Annually, the HR department, in conjunction with the selection committees (part 6) will provide recruitment/selection data to district officials. Biannual survey data will measure perceived effectiveness of instructional supports.

Note: We plan to explore the potential use of performance-based compensation in subsequent years. Waterloo has experience with this through our Pay-for-Performance plan and through School Improvement Grants.

Adjustments to our plan: Implementation and impact data will be monitored monthly, quarterly, biannually and annually (as specified) and reviewed by district/building administrators, WEA, TLC planning committee, and other staff as appropriate. Adjustments will be made as needed to:

1. our TLC plan and budget
2. district and building professional development
3. mentoring and induction program (New Teacher Academy)
4. policies, procedures, and practices
5. collaborative efforts with local universities and our AEA

Dubuque

For a number of years, Dubuque has been committed to the use of the 8-step model, Assessing Impact, from Learning Forward in the development, monitoring and adjustment of
initiatives. Built within this cycle is both the process for monitoring impact and adjustment of implementation.

- Assess evaluability
- Formulate evaluation questions
- Collect data
- Organize and analyze data
- Interpret data
- Report findings
- Evaluate the evaluation

**Determining Impact/Effectiveness**

The district has developed two long-term impact goals to measure the effectiveness of the TLC grant. Our first essential question focuses on the quality of the professional learning:

1) Do Teacher Leaders know, use and implement the Standards for quality Professional Learning with fidelity and competence?

| Standards for Professional Learning with demonstrated knowledge and skills by Teacher Leaders |
|-----------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Knowledge and skill elements                  | Learning Communities | Leadership | Resource | Data | Learning Designs | Implementati on | Outcomes |
| Engage in continuous improvement              | Develop capacity for learning and leading | Prioritize resources: human, fiscal, material, technology and time | Analyze student, educator and system data | Apply learning theories, research and models | Select learning designs | Meet performance standards |
| Develop collective responsibility             | Advocate for professional learning | Monitor resources | Assess programs | Select learning designs | Promote active engagement | Address learning outcomes |
| Create alignment and accountability           | Create support systems | Coordinate resources | Evaluate professional learning | Promote active engagement | Build coherence | |

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Secondly, our Theory of Change states that if we consistently, and with fidelity, provide quality professional learning to all teachers, schools will engage in practices that positively impact student achievement. The second long-term impact question is:

2) As a result of the Teacher Leader opportunities, does each school know, implement and demonstrate the benchmarks of highly effective schools?

DCSD uses 10 indicators of effectiveness (Dunsworth and Billings, 2011) to determine if a school is operating for high performance. These indicators have been validated by research. Each effectiveness indicator is further defined by one or more characteristics. Research-based rubrics enable the school to determine the extent to which each a characteristic is, or is not, in place within a school. This information is used for the next cycle of school improvement. The district has integrated these indicators into the outcomes of Iowa Core framework.

The indicators are:

- Written Curriculum
- Instructional Program
- Student Assessment
- School Leadership
- Comprehensive School Planning
- Professional Development
- Student Connectedness, Engagement and Readiness
- School Environment
- Family and Community Involvement
- District Support

The success of the work is embodied in teacher leaders knowing and demonstrating their:

- content area expertise AND the pedagogy of adult learners;
- implementation of processes associated with adult learners;
- facilitation skills.

<table>
<thead>
<tr>
<th>Teacher Leader</th>
<th>Vision</th>
<th>Goals</th>
<th>Year 1 Data Source</th>
<th>Year 2 Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Leader and Initiative Leader</td>
<td>We will support all teachers to understand the goals, curriculum, program, strategies, and protocols associated with content and initiatives.</td>
<td>Teacher Leaders will know, use and apply their content knowledge effectively with adults and students.</td>
<td>Yearly Learning Forward Professional Learning Survey</td>
<td>Yearly Learning Forward Professional Learning Survey</td>
</tr>
<tr>
<td>Teachers on Special Assignment</td>
<td>We will support teacher leaders with the specific content, processes and facilitation skills needed to drive the goals, curriculum, program, strategies, and protocols associated with the DCSD Instructional Framework and the benchmarks of highly effective schools.</td>
<td>Teacher Leaders will know and use processes that support their work with other adults.</td>
<td>Yearly ITPDP aligned to Standards for Professional Learning</td>
<td>Yearly ITPDP aligned to Standards for Professional Learning</td>
</tr>
<tr>
<td>Communities of Practice</td>
<td>We will support all teachers with a collaborative, inquiry-based protocol (lesson study) that aligns pedagogical theory and district instructional goals to practice.</td>
<td>Teacher Leaders demonstrate and apply facilitation and coaching skills needed.</td>
<td>Peer Feedback data (aligned to Standards for Professional Learning)</td>
<td>Peer Feedback data (aligned to Standards for Professional Learning)</td>
</tr>
<tr>
<td>New Professional Residency Program</td>
<td>We will support New Professionals through a year-long residency to support initial acquisition of the Iowa Teaching Standards AND to support Mentors by adding to their content knowledge and pedagogical expertise.</td>
<td></td>
<td>For TOSAs: Assessing Impact</td>
<td></td>
</tr>
</tbody>
</table>
Monitoring and Adjustment The district uses the work of Fixsen, Naoom, Blase, Friedman, & Wallace (2005), to determine if we are on track with implementation of new initiatives. Adjustments will be made to the TLC plan based on an analysis and interpretation of the annual effectiveness data.

<table>
<thead>
<tr>
<th>Exploration</th>
<th>Installation</th>
<th>Initial Implementation</th>
<th>Full Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/13-1/14</td>
<td>3/14-8/14</td>
<td>8/14-7/16</td>
<td>8/16-7/17</td>
</tr>
<tr>
<td>Identify needs.</td>
<td>Ensure engagement of stakeholders</td>
<td>Put into practice what been planned for during exploration and installation.</td>
<td>The program is integrated into the system.</td>
</tr>
<tr>
<td>Assess organizational capacity.</td>
<td>Create readiness for implementation</td>
<td></td>
<td>Processes and procedures established.</td>
</tr>
<tr>
<td>Select a program.</td>
<td>Ensure fidelity to the program</td>
<td></td>
<td>Maintain the program with monitoring and improvement to avoid entering program drift (edging toward a lack of fidelity).</td>
</tr>
<tr>
<td>Understand program fidelity and adaptation.</td>
<td>Monitor outcomes</td>
<td></td>
<td>Program is ready to be evaluated with a focus on assessing fidelity.</td>
</tr>
<tr>
<td></td>
<td>Align systems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
West Des Moines

Determining TLC Plan Impact/Effectiveness

The District Leadership Team (DLT) will provide oversight for the TLC system, including making final determinations about measures of the TLC system impact and effectiveness. The DLT will review outcomes of the TLC system, not of individual TLs; individual TL evaluation will remain the responsibility of teachers’ assigned evaluators.

While the DLT will review a significant amount of data in determining the impact of the system, a summary report of the data is what would be submitted or shared publicly.

Following are the specific measures for each TLC system goal.

**Goal 1: To embrace a transformative system that will lead to student academic growth and social-emotional well-being.**

Short-term, we will use end of unit, teacher-developed, and district benchmark assessment data to measure student achievement. After three years, we will measure student growth and achievement gaps in reading and math using standardized test data.

Student perception surveys will be used to measure other outcomes, including hope, engagement, and well-being. We will review suspension, office referrals, dropout, graduation, and bullying prevention data.

**Goal 2: To improve student outcomes, we will improve instructional practice through collaboration, sharing of instructional practices, and the implementation of our district instructional framework (the EEI).**

To measure improvements in instruction and implementation of EEI, the DLT will review EEI walkthrough data, summary trends in teacher evaluation data, instructional artifacts, instructional rounds data, Professional Growth Option data, and school improvement plan mid-year and end-of-year review data as appropriate.

The DLT also will measure the effectiveness of our PLCs by reviewing PLC agendas and minutes, outputs and products of PLCs, SMART goal data, and results of teacher perception surveys.

To measure effectiveness of the TL roles, we will review feedback from teachers served by TLs, TL self-assessments, and occasional observations of TLs as they work with teachers.
Goal 3: To create enhanced and fluid career options with flexible yet limited years of service that are annually reviewed, supported with appropriate compensation, and are accompanied by ongoing professional development.

The DLT will track the number of TLs who apply for and accept positions each year and compare this to the system goals. The district will conduct surveys about teacher perceptions of whether career options are available to them. Our workplace survey measures teacher job satisfaction annually; we will compare satisfaction of TLs to results from previous years.

Goal 4: To increase induction and mentoring support for teachers in the District

We will review findings from new teacher perception surveys to determine the amount and quality of support they perceive they are getting; portfolios of Mentors’ interactions with mentees; 1st and 2nd year teachers’ portfolios; and observations by the Mentor Coordinator of Mentors’ interactions with mentees. In the longer-term, the DLT will review how many mentees had successful performance evaluation at the end of their first two years in the district and the retention of new teachers over time.

Goal 5: To better serve our diverse student population by improving teachers’ capacity to build on student strengths and respond to students’ social, emotional, and academic needs.

The DLT will measure increases in family engagement and the quality of family engagement through family responses to a school climate inventory, data on participation rates in parent-teacher conferences and school events, and implementation of the district communications plan.

Student perception surveys will be used to measure student outcomes, including hope, engagement, and well-being. We will review suspension, office referrals, dropout, graduation, and bullying prevention data.

Monitoring and Adjusting the Plan

In addition to reviewing impact data, the DLT will examine implementation data, including whether supports in the TLC plan were provided as intended, whether the actual costs for implementing the plan matched the budget, and whether sustainability projections are still feasible. We will measure frequency counts of the number of teachers utilizing teacher leaders for individual supports, the number of observations of Demonstration Teachers, and the amount of substitute hours used to cover teachers who utilize TLs. Direct supervisors of each TL role will provide informal updates periodically and formal mid-year reports of effectiveness.

With these data in mind, the DLT will determine if adjustments to the TLC plan are needed. The DLT will work with the superintendency (the superintendent, associate superintendents, and CFO) and supervisors to analyze and evaluate the effectiveness of the
system and determine needs for reallocation of funds for different roles, creation of new TL role(s), or short-term assignments for new TLs (e.g., TL support with the infusion of technology). We will use the carryover of our planning grant funds to cover the DLT time and expenses for this work.

The DLT also will explore options for collaborating with external partners and other districts to determine additional ways to enhance leadership opportunities. Our goal will be to make lessons learned available to our colleagues statewide to deepen the body of knowledge of teacher leadership development. The DLT will initiate contact with the DE and AEA to help develop a Teacher Leader Cohort with other districts that have been awarded the grant. In collaboration with our own PD Teacher Leaders and our Drake University partners, we would offer options for continued learning to our statewide TL peers for Drake credit, including options such as online courses and seasonal retreats.

**Council Bluffs**

Research regarding the impact of teacher leadership (Jackson, Burrus, Bassett, & Roberts, 2010) suggests potential measures for evaluating teacher leaders and the benefits of teacher leadership. Grounding the proposal in this research, the committee designed an evaluation framework that would align tightly to the district Theory of Action while encompassing the Iowa Legislature’s goals. This TLC system utilizes both process measures and outcome measures. The framework is a visible representation of the multiple measures that will guide the district in determining the impact and efficacy of the system.

The district Theory of Action suggests that “If Council Bluffs Community School District implements a system of teacher leadership and compensation that…

- empowers high-quality teachers and mentors new teachers,
- integrates technology and strengthens the implementation of curriculum,
- provides support for improving classroom management
- includes intentional, transparent collaboration and communication
- and provides teacher leaders with multiple career paths with appropriate financial and time compensation

Then...

- student learning will improve,
- school culture will change for the positive,
- job satisfaction will increase,
- teacher expertise will be increased and valued,
- teacher ownership and empowerment will accelerate,
- CBCSD can recruit, recognize, and retain quality teachers, and
• CBCSD will be positioned as a ‘best place to work’ and a ‘best place to learn.’”

The district evaluation of success should measure important attributes of the Theory of Action, including an increase in teacher leadership positions, an improvement of school culture, an increase in teacher retention, and, ultimately, an improvement in student achievement.

The district plan has four overarching goals that align with the Iowa plan to improve student achievement and to enrich the professional lives of teachers. The measures identified below will help us determine if teachers will be positively impacted by the plan whether or not they are participating in a teacher leadership role, and whether there will be a resulting improvement in achievement and culture for students

**Goal I: Increase the number of teachers serving in teacher leadership positions.**

<table>
<thead>
<tr>
<th>Measure of Success</th>
<th>Type</th>
<th>Timeline</th>
<th>Responsibility for Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine number of positions</td>
<td>Outcome</td>
<td>Annually</td>
<td>Human Resources Department</td>
</tr>
</tbody>
</table>

**Goal II: Improve school and district climate and culture as measured by an increase in job satisfaction, teacher collaboration, teacher attendance and number of teachers seeking employment opportunities in CBCSD.**

<table>
<thead>
<tr>
<th>Measures</th>
<th>Type</th>
<th>Timeline</th>
<th>Responsibility for Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMANeX Ventures InsighteX Cultural Assessment</td>
<td>Outcome</td>
<td>Annually</td>
<td>Superintendent, Building Principals and District Administrators</td>
</tr>
<tr>
<td>Mentor/Mentee Survey Data</td>
<td>Outcome</td>
<td>Annually</td>
<td>Curriculum and Instruction Department</td>
</tr>
<tr>
<td>Coaching Sessions (number of sessions, number of teacher requests for sessions)</td>
<td>Outcome</td>
<td>Annually</td>
<td>Coaches &amp; Mentors; Curriculum and Instruction Department</td>
</tr>
<tr>
<td>Teacher Attendance Data</td>
<td>Outcome</td>
<td>Each Trimester</td>
<td>Human Resources Department</td>
</tr>
<tr>
<td>Participation and satisfaction with professional development opportunities</td>
<td>Process</td>
<td>Annually</td>
<td>Curriculum and Instruction Department</td>
</tr>
</tbody>
</table>
Goal III: Increase number of new and experienced teachers who decide to continue to work in CBCSD in first five years and beyond.

Measures

<table>
<thead>
<tr>
<th>Type</th>
<th>Timeline</th>
<th>Responsibility for Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention of Teachers after 1, 2, 3, and 5 years.</td>
<td>Annually</td>
<td>Human Resources Department</td>
</tr>
</tbody>
</table>

Goal IV: Improve student achievement as measured by district and state assessment data.

Measures

<table>
<thead>
<tr>
<th>Type</th>
<th>Timeline</th>
<th>Responsibility for Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iowa Assessments</td>
<td>Annually</td>
<td>Building leaders; Curriculum and Instruction Department</td>
</tr>
<tr>
<td>District Assessments</td>
<td>Upon completion of units of study</td>
<td>Building leaders; Curriculum and Instruction Department</td>
</tr>
<tr>
<td>Learning Team (Professional Learning Communities) Cycle Data</td>
<td>Each Trimester</td>
<td>Curriculum and Instruction Department; Instructional Coaches</td>
</tr>
<tr>
<td>Student Centered Coaching Cycles - Pre/post results</td>
<td>Beginning and end of 4-8 week coaching cycles</td>
<td>Curriculum and Instruction Department; Instructional Coaches; Mentors</td>
</tr>
<tr>
<td>Review/ Evaluation of Student work</td>
<td>Weekly in Learning Teams</td>
<td>Instructional Coaches; Mentors; Department Chairs and Lead Teachers</td>
</tr>
<tr>
<td>High School Data Points: ACT scores, AP (Advanced Placement) enrollment and success, Graduation and Dropout rates</td>
<td>Annually</td>
<td>Curriculum and Instruction Department; Superintendent’s Office</td>
</tr>
</tbody>
</table>

During an annual review, the district Site-Based Council will analyze data collected according to the plan described above. The Council will also revisit the Theory of Action and the goals for the program to ensure they continue to reflect needs of the system. If needs have shifted, the Council will suggest adjustments, will propose new measures of impact/effectiveness, and/or
will update the data collection plan. Annually, the Council will identify areas of strength, areas for improvement, and areas to monitor in order to design action plans to support next steps.

All of these data will help the district continue to make adjustments in the work to ensure that the Council Bluffs Community School District works toward the goal to be the “best place to work” and “best place to learn,” important outcomes for this Teacher Leadership Compensation Program.

Reference:


**Johnston**

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

The planning committee developed an evaluation plan to assess the impact of the JCSD TLC project; the details of the plan are included in the table below:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Outcome</th>
<th>Outcome Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong>&lt;br&gt;The JCSD site committee in collaboration with the h.r. department will implement the TLC recruitment, selection, and hiring plan for teacher leadership positions within the school district.</td>
<td>1a JCSD will hire 10 instructional coaches, 32 lead teachers, and 56 model teachers to implement the TLC plan.</td>
<td>1a JCSD will collect artifacts documenting the process of selecting and hiring teacher leaders.</td>
</tr>
<tr>
<td><strong>Goal 2</strong>&lt;br&gt;The JCSD will attract and develop teacher leaders by offering competitive compensation and providing professional learning opportunities to support their role and responsibilities as teacher leaders.</td>
<td>2a Teacher leaders will have contracts specific to their role including additional compensation and extended day contract as appropriate.</td>
<td>2a Evidence of contracts for all teacher leader positions.</td>
</tr>
<tr>
<td>Goal 3</td>
<td>2b Teacher leaders will improve their knowledge about effective instructional practices.</td>
<td>2b JCSD will create a list of professional learning sessions attended by teacher leaders.</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>2b Teacher leaders will submit an artifact documenting professional growth in the understanding of effective instructional strategies.</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 3**
Teacher leaders will work with administration to determine new and innovative methods to develop and deliver job-embedded professional development for teachers to improve student learning.

|        | 3a Increased collaboration of teacher leaders with building and district administration to develop and deliver professional development. | 3a JCSD will log meeting notes between teacher leaders and building and district administrators. |
|        | 3b JCSD will dramatically increase the number of teachers involved in the | 3b JCSD will compile a list of teachers involved in developing and delivering professional development and compare with prior years. |

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<table>
<thead>
<tr>
<th>Goal 4</th>
<th>3c The number of job-embedded professional learning opportunities for teachers will significantly increase.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 4</td>
<td>3d Evidence of student engagement and interaction in the curriculum as evidenced by learning walks 76-100% of the time.</td>
</tr>
<tr>
<td>Goal 4</td>
<td>3c JCSD will maintain notes from building and district professional development meetings.</td>
</tr>
<tr>
<td>Goal 4</td>
<td>3d JCSD will utilize data gathered by the currently established learning walk process to document evidence of student engagement and interaction 76-100% of the time.</td>
</tr>
<tr>
<td>Teacher leaders will work within JCSD mentoring and new teacher induction programs to support new teachers in the implementation of quality instructional practices and meet their learning needs.</td>
<td>4a Teacher leaders will serve as mentors for new teachers.</td>
</tr>
<tr>
<td>4a Teacher leaders will serve as mentors for new teachers.</td>
<td>4a JCSD will assign teacher leaders to serve as mentors to new teachers.</td>
</tr>
<tr>
<td>4b Teacher leaders will meet weekly with their mentees to assess learning needs and develop and implement plans to meet the new teacher’s pedagogical needs.</td>
<td>4b Teacher leaders will log visits with their mentee and document the plan for meeting the professional growth needs of the new teacher.</td>
</tr>
<tr>
<td>4c New teachers will submit an artifact documenting use of development and delivery of professional development initiatives from 19 to 98.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4c New teachers will implement high-yield instructional strategies.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Goal 5</strong></td>
<td>Teacher leaders will work collaboratively within district classrooms to coach and model effective instructional strategies to promote the learning and academic growth of all students.</td>
</tr>
<tr>
<td></td>
<td>5b 100% of JCSD teaching staff will access the instructional strategies sharing website to review the instructional strategies being developed and implemented through the TLC project.</td>
</tr>
<tr>
<td></td>
<td>5c Teachers will implement high-yield instructional practices.</td>
</tr>
<tr>
<td><strong>Long Term Outcome</strong></td>
<td>5d Increased student achievement in grades 2-11 on Iowa Tests reading, math and</td>
</tr>
</tbody>
</table>
B) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

As with any new and innovative project, JCSD understands the necessity to monitor and adjust the TLC plan as qualitative and quantitative data are analyzed to determine the impact. The district will utilize a variety of methods to gather data and feedback. In addition to the outcomes assessment data collected above, qualitative feedback from key stakeholders will also be gathered through surveys and focus groups with parents, teachers, students, and members of the School Improvement Advisory committee.

To assess the impact and success of the TLC project, the TLC site-based review council will meet on an annual basis to analyze the project outcomes and review the goals. Based on this review the TLC site committee will complete goals and evaluation measures for each subsequent year of the TLC project implementation.

Muscatine

To ensure fidelity to and to discern the benefits of the TLC system, MCSD designed into our framework a system evaluation that allows for both output and outcome data. These data will determine the impact and effectiveness of the TLC system on both district and state TLC goals and will allow for midstream adjustments when necessary.
Determining the Impact and Effectiveness of the TLC System

Goal 1: We will attract and retain able and promising new teachers by offering competitive starting salaries, high-quality professional development, and rewarding leadership opportunities.

- **Current:** Current teacher retention rates for new teachers stand at 81% after 3 years, 53% after 5 years, and 43% after 10 years.
- **Short-term outputs:**
  - Minimum salary of $33,500
  - CPDLs, ICs, and/or MTs participate in recruiting procedures and collaborate with administration to create/monitor/support PD
- **Short-term outcome:**
  - Increase in job satisfaction: measured through Likert scale surveys and exit interviews
- **Long-term outcome:**
  - Increase retention rate after 5 years to 70% by 2016

Goal 2: We will promote collaboration by developing and supporting opportunities to learn from each other in the district and across the state and will maintain a results-oriented focus on learning.

- **Short-term outputs:**
  - Processes/structures in place for collaboration (PLCs, peer coaching, observation cycles)
  - Walk-through data relating to PD (eWalk)
- **Long-term outputs:**
  - PD aligned with goals (type/number of recipients)
  - Instructional strategies and effect on student learning
- **Short-term outcome:**
  - % of teachers and administrators who report that collaboration structures improved culture/climate
- **Long-term outcomes:**
  - Moving from Initiating to Sustaining on the PLC Continuum of Implementation
  - % of teachers and administrators who report that collaboration structures improved culture/climate

Goal 3: We will reward effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

- **Current:** With one of the lowest taxable per pupil valuations in the state, MCSD has not had the financial resources to create a comprehensive teacher leadership program; the TLC grant allows us to dramatically increase teacher leadership opportunities.
- **Short-term outputs:**
6 CPDLs ($12,000), 15 ICs ($7,000), up to 80 MTs ($2,000) positions with documented increased responsibilities for our most effective teachers through a rigorous selection and review process by the Site-Based Review Council

**Long-term outputs:**
- Peer review results for CPDLs, ICs, and MTs
- Up to 25% of teachers are in teacher leader roles

**Short-term outcome:**
- % of teacher leaders report an increase in job satisfaction

**Long-term outcome:**
- % of teacher leaders and other staff who report an increase in job satisfaction

**Goal 4:** We will transform the nature of leadership and influence in the educational system to broaden teacher impact on student achievement and long-term success.

**Short-term outputs:**
- Stakeholder support of the TLC system (focus group interviews, Likert scale surveys)
- District administration’s support of and accountability measures for principals’ support for teacher leaders and fidelity to the TLC system

**Long-term outputs:**
- Number of teachers with whom the teacher leaders have worked (observations, collaboration)

**Short-term outcome:**
- Increased student engagement (Instructional Practice Inventory results)

**Long-term outcomes:**
- Increased proficiency with Iowa Core (common assessments)
- Increased student achievement as measured by the following table:

<table>
<thead>
<tr>
<th>MCSD Goals</th>
</tr>
</thead>
</table>
| **Challenge:** Currently 51% of our kindergarten students did not meet literacy benchmark expectations at the beginning of the school year.  
**Goal:** By 2016 at least 80% of children will be kindergarten ready as measured by the district’s readiness assessment. |
| **Challenge:** 32% of last year’s 3rd graders in Muscatine failed to complete 3rd grade at or above benchmark expectations.  
**Goal:** By 2016 at least 90% of students will exit 3rd grade meeting or exceeding grade-level literacy benchmark. |
| **Challenge:** 47% of last year’s 9th graders failed to complete their freshman year on track with graduation requirements.  
**Goal:** By 2016 the number of 9th grade failures will be reduced by at least 50%. |
| **Challenge:** Only 31% of Muscatine seniors who took ACT attained a score of readiness on the ACT college readiness test.  
**Goal:** By 2016 the number of students who test ready for college will increase by at least 50%. |
**Goal 5**: We will increase the capacity of teachers and principals to align curriculum, instruction, assessment, and reporting of learning (CIAR) and will ensure PK-12 curriculum alignment to the Iowa Core.

- **Current**: In progress but not yet aligned. CIAR alignment was identified by our District In Need of Assistance (DINA) team in 2012 as the most pressing issue for our district. TLC will allow us to dramatically increase CIAR alignment.
- **Short-term outputs**:
  - Aligned CIAR (standards/learning targets posted in each room)
  - Staff surveys of leadership practices of principals (also a long-term output)
  - Systematic use of walk-through data in relation to PD and student learning goals (eWalk)
- **Long-term outputs**:
  - % of staff utilizing ICs or CPDLs
  - Aligned CIAR (pacing guides, common assessments, rubrics)
- **Short-term outcome**:
  - Increased proficiency with the Iowa Core (common assessments)
- **Long-term outcome**:
  - Student achievement on state assessment

**Monitoring and Adjusting**

Data from short- and long-term outputs and outcomes will be gathered on an ongoing basis in order to allow district and building leadership to work with CPDLs, ICs, and MTs to make implementation adjustments midstream.

- Outputs will be prioritized across the 5 goals so that progress toward each is continuous. Output data allow the district to establish the degree to which structures, processes, and functions change or are optimized through the TLC system.
- From those outputs, outcomes will be aligned and monitored. Outcomes in the TLC system should relate directly to quantifiable growth in student learning, student engagement, narrowing of the achievement gap, postsecondary preparedness, teacher and administrator job satisfaction, and teacher retention, in keeping with the spirit of the TLC vision.
- The 6 CPDLs will monitor building/district data along with the 15 ICs and will share that data with building/district leadership. They will determine patterns and monitor SMART goals for outputs/outcomes through action plans relating to the 5 TLC goals.
- Through the Iowa Professional Development Model (IPDM) CPDLs will collaborate with district administration to determine appropriate training or PD for areas in need of improvement and will design and deliver the professional learning to the necessary members of the organization or will coordinate the training through the AEA or other appropriate provider.
Evaluation of the implementation will occur throughout the IPDM and will provide
direction each school year as the district works toward DINA and Comprehensive School
Improvement Plan goals.

**Burlington**

**ASSESSING THE IMPACT OF THE TLC PLAN, MONITORING AND ADJUSTING THE PLAN OVER
TIME**

Burlington Community School District (BCSD) has a clear vision to measure the impact and
effectiveness of the TLC Goals. The vision is one of “Continuous Improvement,” as detailed in
W. Edward Deming’s, “Plan Do Check Act.” BCSD will conduct an ongoing and rigorous program
evaluation of its entire TLC system, including professional development (PD), and the Beginning
Teacher Mentoring Program (BTMP). Evaluation instruments will be both formative and
summative in nature, collecting qualitative and quantitative data from all stakeholders at
multiple times during the year and comparing results over time.

In the plan, implement, reflect, improve cycle that drives this program evaluation system,
there are multiple measures that will assist us to continuously monitor and make formative
adjustments to all of the TLC system positions, duties, and procedures. Data will be collected
from all stakeholders, and results will be examined continuously. In this way we will ensure
formative change in program goals and processes in immediate response to the changing
needs. Professional development will be aligned to those changing needs and to the Iowa
Professional Development Model, and the state’s TLC goals.

This system will enable us to measure the impact and effectiveness of our 6 goals:
*(improve instruction, attract & retain new teachers, provide career opportunities, promote
collaboration, reward professional growth and effective teaching, increase partnerships with families.)*

**Short Term Evaluation**

**Formative:**

- Review of Student Achievement data (teacher leaders meet monthly to monitor this)
- Analysis of Teacher Retention Rate and Exit-interviews of departing teachers
- Iowa Teaching Standards Interest Assessment – this Spring (TLC, PD, BTMP)
- Feedback from all PD Events (PD, TLC, BTMP)
- Survey of all teachers – midyear compared to pre-TLC survey (TLC, PD, BTMP)
- Teacher Leader Self-Assessment (TLC, BTMP)
- Peer Feedback from recipients of Teacher Leader Compensation Services (TLC, BTMP)
- Analysis of Individual Teacher Professional Development Plans (TLC, PD, BTMP)
- Comparison of Pre and Post TLC system Parent Survey Results
Collect - Qualitative and quantitative data will be continuously collected from all stakeholders using the multiple formats above. Data will be aligned to Iowa Teaching Standards, the Iowa Core, Guskey Levels of Professional Development, the goals of the TLC, and using rubrics with their accompanying quasi-interval data. **Reciprocal evaluations using 360 degree formats will be implemented.**

Analyze – Data results will be aggregated, disaggregated, triangulated and compared by role group and identify and address the needs of the whole or the various stakeholders.

Utilize – The TLC Steering Committee will use data as the basis for all training and improvement decisions in both the long and short term.

Summative:
The Teacher Leadership Team will spend a day sharing with outside partners (UNI, GPAEA), in a [formal Peer Review of the TLC system](#). A protocol will be followed, triangulated data examined, and a rationale for strengths and areas of growth presented. Data will drive all decisions. The peer review team will examine final results from all data sources and agree as to areas of strength or areas for growth. The Teacher Leadership Team will then use a hierarchical list of areas for growth to develop a [written annual plan for improvement](#) in the TLC (and the other programs with which it interacts). The nature of the formative program assessment theory is that the summative (yearly) results become formative as they move the program forward in constant improvement.

Long Term evaluation:
Data points will be charted for five years in the following areas:
- Five year teacher retention data
- Reading, Math, and Science Proficiency over five years
- Graduation rate (four year cohort data)
- Teacher and Parent satisfaction survey scores (Workforce Dynamics)
- ACT composite scores

A midyear survey of mentors, coaches, model teachers, and Instructional leaders will help us to make [immediate improvements](#) and give us guidance in our short term professional development. **The Iowa Teaching Standards Interest Assessment** and the analysis of teacher Individual Professional Development Plans will assist us in assessing the needs of teachers and differentiating support. Mentor/coaches will collaboratively share and learn from each other in weekly one-on-one meetings where self-assessments of practice are continuously examined. Training, ongoing support and individual professional development plans will be based on their assessed needs. The effectiveness of the time and process of teacher collaboration will also be a focus for data collection, with an effort to align the content of collaborative meetings with the *Iowa Teaching Standards*. **The overall goal of all that we do and plan to do is to assist teachers in strengthening their skills in order to improve student achievement.**
Des Moines

a) Evaluation Plan

Des Moines Public Schools (DMPS) has the infrastructure, experience, and resources to administer, evaluate, and adjust a TLC project. The DMPS Assessment Team has developed a system to gather student/teacher data to analyze, synthesize, and make available to administration. This system will enable staff to monitor data in real time and adjust the plan. The chart below explains processes and timelines for monitoring progress toward achieving short- and long-term performance measures aligned with goals and process objectives of the plan.

<table>
<thead>
<tr>
<th>OUTCOME (GOAL ALIGNMENT)</th>
<th>MONITORING PLAN</th>
<th>MEASUREMENT (ST=SHORT TERM; LT=LONG TERM)</th>
<th>ANNUAL ACTION STEPS &amp; REPORTING, BY MONTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase # of qualified applicants (1)</td>
<td>Teacher application data</td>
<td>Ratio of applicants w/ proper endorsements applying for each vacant position (ST)</td>
<td>Sept Pull application data for previous fiscal year from Applitrack Data shared w/ DMPS leadership</td>
</tr>
<tr>
<td>Increase 3-year teacher retention rate from 72% (2010-11) to 80% (2014-15) (2)</td>
<td>Teacher cohort retention data</td>
<td>% of teachers in each cohort continuing employment (LT)</td>
<td>July Pull retention data for previous fiscal year from IFAS (employee database) Data shared w/ leadership</td>
</tr>
<tr>
<td>Increase # of effective Teacher Leaders by 520 positions (3)</td>
<td>Review job descriptions &amp; selection of Teacher Leader positions</td>
<td>Quality of selection process – document review (ST)</td>
<td>June TLC Site-Based Review Committee meets to review job descriptions &amp; selection process</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Frequency</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Job descriptions &amp; selection process adjusted based on committee feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count of Teacher Leader (TL) positions</td>
<td>Number of Model &amp; Lead Teachers, Induction &amp; Instructional Coaches, and IB Coord. (LT)</td>
<td>Sept</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pull # of teachers employed as Teacher Leaders from IFAS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data shared w/ leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Leadership Inventory 2x annually (peer assessed)</td>
<td>% of TL scoring at level 1 or 2 on teacher leadership innovation configuration maps (Learning Forward) (ST)</td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Innovation configuration map data aggregated</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Development (PD) opportunities adjusted as needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of TL roles: teacher survey</td>
<td>% of teachers who consider each TL role effective (ST)</td>
<td>April</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Administer teacher survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment team aggregates results</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TL roles adjusted as needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase teacher feedback to impact core instruction (4)</td>
<td>Document coaching sessions</td>
<td>June</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average ratio of teacher coaching sessions per teacher (ST)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pull # of teacher coaching sessions from database</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data shared w/ leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Method</td>
<td>Measurement</td>
<td>Timeframe</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Survey teachers on perceived effectiveness of coaching sessions</td>
<td>% of teachers perceiving coaching sessions as effective (ST)</td>
<td></td>
<td>April</td>
</tr>
<tr>
<td>Administer teacher survey</td>
<td>Assessment team aggregates results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaches methods adjusted as needed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Improve core instruction via 75% of teachers district-wide implementing the Instructional Framework w/ fidelity by 2017</td>
<td>Audit of teacher classroom instruction using Instructional Framework innovation configuration maps</td>
<td>Percent of teachers scoring at level 1 or 2 on Instructional Framework innovation configuration maps (ST / LT)</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase student engagement from 57% (Fall 2013) to 65% (Fall 2016) through quality core instruction</td>
<td>Administer Gallup Student Poll measuring student engagement</td>
<td>Percent of students engaged (LT)</td>
<td>Oct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase student achievement through quality core instruction:</td>
<td>Administer Iowa Assessments measuring core content knowledge</td>
<td>Percent of students proficient in reading/math (LT)</td>
<td>April</td>
</tr>
<tr>
<td>Reading proficiency from 58% (2013) to 70% (2017)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math proficiency from 60% (2013) to 72% (2017) (5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Monitoring Impact for Continuous Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DMPS will conduct summative and process evaluation activities to verify completion of process outcomes, measure progress toward achieving performance outcomes, and identify needed</td>
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</tr>
</tbody>
</table>
modifications. Evaluation efforts will include ongoing measurements designed to identify what efforts have had a positive effect on teacher effectiveness and areas needing improvement.

DMPS Continuous Improvement Loop

- **Step 1** Set Goals
- **Step 2** Monitor Implementation
- **Step 3** Assess Effectiveness/Quality
- **Step 4** Data Interpretation
- **Step 5** Adjust (PD Curriculum Changes, Structural Changes, & Resource Allocation)

As outlined in the chart in Section (a), using data and feedback from evaluative methods, DMPS will take action steps for continuous improvement to the TLC plan to ensure outcomes are met. For example,

- Job descriptions & selection process for Teacher Leaders will be adjusted, based on Site-Based Review Committee feedback
- PD opportunities will be adjusted, based on *innovation configuration map data scores*
- Coaching methods will be adjusted, based on results of the teacher survey of perceived effectiveness of coaching session.

The TLC Implementation Team will meet bi-monthly to:

- Make decisions about program design and activities
- Keep informed on upcoming activities and deadlines
- Analyze data to modify and improve the TLC plan.

To ensure the sustained effectiveness of the plan over time, DMPS will expand its current system of capturing data and feedback from stakeholders. Currently, this information is gathered via a variety of means (e.g. district surveys, live feedback sessions, and exit slips from PLC meetings). As evaluations are conducted, findings will be reported to the TLC Implementation Team, Site-Based Review Council (equal representation of teachers and administrators), DMPS administration, and Teacher Leaders. The TLC plan provides a framework for feedback to be directly received by school leadership and allows for timely, targeted coaching.

**Urbandale**

Urbandale Community School District’s (USCD) vision is to “bring learning to life for everyone.” It is our belief that the TLC plan will greatly enhance our progress toward this vision. To ensure that we are making progress toward this goal, we will put in place clear measures that will determine the impact and effectiveness of the TLC plan on the UCSD system.
The development of commitment to monitor the effectiveness of teacher leadership began before the passage of HF 215. In the fall of 2012, over 50 stakeholders including teachers, administrators, classified staff, parents, business people, city officials, and board members engaged in strategic planning. The strategic planning process was designed to build consensus and commitment to systemic goals and initiatives. Five goal sub-committees shared their work with a strategic planning steering committee. The steering committee aligned and finalized the work and then shared a proposed plan with the school improvement advisory committee and all sub-committee members. Then the proposed plan was submitted to the school board. The board engaged in dialogue over several meetings, requested additional information, prompted clarification and finally approved the strategic plan in June of 2013.

The following section outlines the links between the state TLC goals, UCSD strategic plan (SP) goals, and the data points that will be used in measuring progress toward the goals. These data points will be used to measure effectiveness of the TLC plan.

<table>
<thead>
<tr>
<th>State TLC Goal:</th>
<th>District Strategic Plan Goal(s):</th>
<th>District Strategic Plan Data Points to Measure Effectiveness:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.</td>
<td>Create a sustainable learning organization to increase workforce effectiveness.</td>
<td>Iowa Core Implementation annual district self-study.</td>
</tr>
<tr>
<td>Retain effective teachers by providing enhanced career opportunities.</td>
<td>Create a sustainable learning organization to increase workforce effectiveness.</td>
<td>Personal professional growth plans aligned to Strategic Plan.</td>
</tr>
<tr>
<td></td>
<td>Develop leadership capacity throughout the system.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Staff survey.</td>
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<td></td>
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<td>Staff retention.</td>
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<td></td>
<td>Exit interview/survey for departing staff.</td>
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<tr>
<td></td>
<td></td>
<td>Annual Comparison of UCSD Salary Schedule to neighboring and like districts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Iowa Core Implementation annual district self-study.</td>
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<tr>
<td>Exit interview/survey for departing staff.</td>
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</tr>
<tr>
<td>The number of staff involved in leadership roles.</td>
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</tr>
<tr>
<td>The number of staff involved in leadership roles.</td>
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</tbody>
</table>

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

Create a sustainable learning organization to increase workforce effectiveness.

Develop leadership capacity throughout the system.

Ensure success for all learners; provide a guaranteed and viable curriculum.

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

Develop leadership capacity throughout the system.

Create a sustainable learning organization to increase workforce effectiveness.

Iowa Core Implementation annual district self-study.

Personal professional growth plans aligned to Strategic Plan.

Staff survey.

Staff retention

Exit interview/survey for departing staff.

The number of staff involved in leadership roles.

The number of staff involved in leadership roles.

Iowa Core Implementation annual district self-study.

Personal professional growth plans aligned to Strategic Plan.

Staff survey.

Staff retention.

Annual Comparison of UCSD Salary Schedule to
Improve student achievement by strengthening instruction. Ensure success for all learners; provide a guaranteed and viable curriculum.

neighboring and like districts.
State Assessment data for mathematics, reading, and science.

District Assessment data.

Student, parent survey.

Student-centered classroom observations.

Using these data points to measure effectiveness, UCSD will engage in the Plan-Do-Study-Act (PDSA) continual improvement process, a common practice among all UCSD staff, to make adjustments to the TLC plan.

**PLAN**

The “Plan” part of PDSA involves a study conducted by managers of the system. The data collected is related to TLC initiatives and their effectiveness. An analysis of causes of strengths and weaknesses identified from the data will drive further improvements in the system. Improvement theories are determined by research-based best practices to address identified causes of strengths and weaknesses.

**DO**

During the “Do” component, users of the system implement the chosen improvement theory believed to produce the best results. Data is collected to monitor fidelity of the improvement. Drivers and restrainers to improvement are also identified during the “Do” stage.

**STUDY**

“Study” occurs when the impact of the improvement theory is assessed. Once results are consistent with desired outcomes, the “Act” portion of the PDSA is entered.

**ACT**

“Act” involves standardizing best practices across all areas affected and planning to sustain the improvement.
Through the PDSA process, UCSD is able to measure improvement of the effectiveness of projects, initiatives, and practices across the district. Applying PDSA to the TLC plan is part of the natural process of continual improvement for UCSD.
Part 9 – System Sustainability

Waterloo

KEY STAFF RESPONSIBLE FOR SUCCESS OF PLAN

To sustain implementation/monitoring efforts, Waterloo has identified the following key staff responsible for the success of our TLC plan:

Superintendent

- Champion the TLC plan
- Monitor district’s Pay-for-Performance metrics

Associate Superintendent for Human Resources

- Track recruitment, selection and retention data
- Provide oversight of selection committees
- Plan interviews/surveys for new staff and exit interviews when needed
- Recommend adjustments to TLC plan

Associate Superintendent for Educational Services

- Develop, administer and review staff survey, as in part 8
- Monitor observation/feedback and achievement data
- Recommend instructional/professional development adjustments
- Coordinating professional development for Teacher Leaders

Director of Professional Development (newly restructured position)

- Ensure implementation of New Teacher Academy, including assessment of new teachers’ skills and Individual Professional Development Plans (IPDP)
- Plan professional development related to TLC plan (i.e. iObservation scale) and needed adjustments

Elementary/Secondary Executive Directors

- Monitor building principals’ support of IPDP
- Provide guidance to building level administration

Building Administrators

- Monitor instruction
• Make recommendations to the Director of Professional Development about teacher needs

**WEA officers**

• Collaborate with district administrators and give feedback

**Executive Director of Community Relations**

• Communicate plan and progress to parents, staff, community

**CAPACITY TO IMPLEMENT AND SUSTAIN**

*Previous use of teacher leaders.* Since 2001, we have recognized teachers’ excellence in literacy instruction, providing those teachers new pathways for leadership. In 2010, we expanded our teacher leader usage to include other teacher leaders (i.e. math coaches, special needs coaches, academy facilitators). This existing commitment by all stakeholders to employ the skills of teacher leaders enhances our capacity to successfully implement our plan.

**Funding.** While we realize Teacher Leadership Funding is essential for implementation, it’s important to note that not all teacher leaders in Waterloo have been or will be paid through TLC categorical funds. TLC funding will complement other funding streams, including Title 1, School Improvement Grants, special education, and general budget, demonstrating our commitment to teacher leaders. The increased retention of new teachers will reduce the amount of funding needed for the mentoring and induction program as well as needed supports for struggling educators.

**Current initiatives.** As in Part 3, this TLC plan supports and strengthens current initiatives. It complements current work (i.e. instructional framework, coaching model, MTSS framework, PLCs, career academies) and diminishes the likelihood that staff see the plan as a new, separate initiative. Through verbal/written communication, we will ensure those connections are highlighted. In addition, we will clearly identify the roles teacher leaders play in enhancing current initiatives. The plan will support and enrich, not undermine current work.

**Educational reform.** Waterloo is not afraid of change; rather, we embrace it. After decades of poor performance in a culture of low expectations, we have practiced precision teaching and increased learning. In 2009, we implemented an aggressive strategic plan that provided vision for change. While initial work was painful and often overwhelming, Waterloo employees now support the need for change, embrace initiatives and are hungry for assistance in making the job more manageable and instruction more effective. This appetite will increase our capacity to sustain implementation.

**Enhanced measurement.** Waterloo’s pay-for-performance (PFP) plan (in part 8) paved the way for monitoring efforts that will be critical in sustaining success of this TLC plan. While the TLC
plan is non-evaluative, the PFP shows our capacity to measure progress. In this district, surface level monitoring has given way to specific, multi-faceted measurement. Stringent monitoring of this plan will not be new or unexpected. Waterloo has the knowledge and technological capacity to collect and analyze data and make adjustments.

Special note: The measurement of instructional improvement can be ambiguous and challenging. Because of Waterloo’s 2009 adoption of a clear instructional framework and our online measurement tool (iObservation), we are well suited to capture current reality, growth and impact of instructional strategies. This year, our system shows 3,615 documented observations with feedback. This established framework supports our capacity to implement our plan and measure its success.

**Collegial relationships.** The district administration and the Waterloo Education Association have a rich history of collegial, collaborative efforts to support teachers and ensure student-focused decisions. We are proud of this accomplishment and know it greatly increases Waterloo’s ability to implement and sustain this plan.

**Community involvement.** Waterloo’s parents and community will increase our capacity to successfully implement this plan by participating in the Tag-a-Teacher recruitment phase (part 6) and Tier 1 of the selection process. Honoring their suggestions and input provides an additional perspective about teacher leaders’ skills.

**Collaboration.** Our strong desire to collaborate with all constituents on this TLC opportunity will enhance our ability to implement successfully. Our TLC planning committee, representing all constituents, has been engaged and passionate...always putting the needs of students at the forefront. This collaborative partnership is symbolic of the school-home-community environment that exists in Waterloo.

**Muscatine**

MCSD will guarantee viability of the TLC system by ensuring that each facet of the TLC plan is interdependent with the elements in our Comprehensive School Improvement Plan (CSIP) and District In Need of Assistance (DINA) plan, and thus becomes part of how MCSD supports continuous school improvement. As such, our focus for the TLC plan has centered on creating structures, processes, and functions that will sustain change rather than just support it in the short term.

MCSD’s implementation strategy began with a purposeful design process that occurred over several months with input from a broad array of stakeholders, as outlined in the Executive Summary. By empowering these voices to contribute to the development of the plan, we are using a process that builds social capital for our district and thus supports the TLC vision of remaking the teaching status, not as a school district, but as a community. These relationships
will be sustained for ongoing evaluation of the TLC system through the School Improvement Advisory Committee (SIAC).

The robust design process has made possible the creation of organizational structures that transcend traditional leadership hierarchies and that align school improvement processes across building levels, disciplines, and districts as collaboration transforms from a series of events to an encultured process supported by structural teacher leader and administrative functions. The Professional Learning Community (PLC) framework that the district adopted alongside the DINA plan provided a common purpose, language, and process, but it is the additional structural supports in the TLC plan that will operationalize the work of the PLCs and improve student learning outcomes.

Through networking and training, the Curriculum & Professional Development Leaders (CPDLs) will collaborate both in MCSD as well with other curriculum experts in districts across Iowa. This interdistrict networking will be mutually beneficial as Iowa’s education system transforms its focus on student success to one that focuses on learning rather than on teaching. Through the PLC framework, processes are already in place to ensure a results-oriented focus on student learning through a culture of collaboration, which will be reinforced and further fostered by CPDLs, Instructional Coaches (ICs), and Model Teachers (MTs) who will create transparency in their practice so that teachers can build capacity in areas specific to CSIP and DINA goals.

Of primary importance to improving student outcomes, increasing student achievement, and narrowing the achievement gap, the MCSD District Leadership Team (DLT) identified three goals as outlined in the Executive Summary. Based on these goals, MCSD continues to dedicate at least 3.5 hours every week to collaboration for each teacher through Planning for Student Success Time (PSST). The time is spent in grade-level and/or content-specific teams to align curriculum vertically and horizontally, to design common assessments aligned to the Iowa Core, and to discuss student achievement through data cycles that include remediation and enrichment. CPDLs, ICs, and MTs will support this recursive process through the Learning by Doing PLC framework.

Description of Key Staff Responsible for Sustaining the TLC Plan

Sustaining a systems change such as that necessitated by the TLC plan requires re-envisioning the nature of leadership and professional capital. Key staff responsible for sustaining our TLC plan includes the following:

- Beginning educators and career teachers (participation in on-going professional coaching and reflective practice; willingness to learn from teacher leaders; capacity to collect and analyze data)
- Model Teachers (participation in on-going professional coaching and reflective practice; willingness to be transparent with classroom practices; capacity to collect and analyze data; willingness to serve as a Mentor to Beginning Educators)
• Instructional Coaches (participation in on-going professional learning; collaboration with CPDLs, principals, and district leadership to collect and analyze data; engagement in observation and coaching cycles with teachers in order to improve instructional practice and student outcomes)

• Curriculum & Professional Development Leaders (participation in on-going professional learning; networking with CPDLs and other curriculum experts around the state; collaboration with CPDLs, principals, and district leadership to collect/analyze data; accountability for designing/delivering professional development through the IPDM)

• Principals (collaboration with CPDLs, ICs, other principals, and directors to support alignment of curriculum, instruction, and assessment through data analysis, both horizontally and vertically; accountability for instructional support through PLCs and building/district goals; accountability for teachers actively participating in coaching throughout the IPDM)

• District Directors (collaboration with CPDLs, ICs, principals, and other directors to support alignment of curriculum, instruction, and assessment via the Iowa Core and tight alignment of CSIP, DINA, and TLC goals; accountability for data analysis and guidance through the IPDM; accountability for enacted curriculum through the IPDM)

• Director of Human Resources (ratification of recruiting and hiring practices to align with opportunities for teacher leaders positions; formation of partnerships with teacher preparation programs to increase capacity in advance of a need)

• Superintendent (systems thinking analysis for a balcony view of the TLC system; accountability for the evaluation of TLC vision/goals; accountability for communicating the results of the system to the stakeholders in order to elevate the status of the teaching profession with the community and beyond)

Norwalk

Building Capacity to Implement our TLC System

Stephanie Hirsch and Joellen Killion write (2009), “Capacity matters. When people engaged in reform efforts have the necessary knowledge, skills, and practices associated with the reform, the reform has greater potential for success.” Norwalk must continue to build a PLC culture at every level of our organization to ensure that all key staff has the knowledge, skills and practices to sustain our TLC system. Becoming a professional learning community means embracing an organizational structure that values shared leadership, meaningful collaboration, and professional inquiry. In Norwalk’s PLC culture, teacher leaders will work alongside other teachers, principals and school administrators to realize our goal of “elevating student learning and promoting excellence as a value for all.”

We have engaged in an inclusive and transparent process in planning for our TLC system. Teachers offered feedback on multiple surveys, allowing the team to craft a plan
representative of the system’s values. Several planning team members contributed newsletter articles, emails, and informal presentations at their buildings. Additionally, our Board of Education received updates on our progress at their October 28th, December 9th, and January 13th meetings. In the later stages of the planning process, town hall style meetings were held in every building in the district to gather feedback, engage in open dialogue, and build enthusiasm for Norwalk’s TLC System. Because of the value we placed on actively building a positive culture for teacher leadership, we have a significant amount of support at every level of our system (parents, teachers, administrators, and the board).

**Professional Development to Build a Coaching Culture**

All key staff (administrators, principals, teacher leaders) will require ongoing training and support to effectively implement and sustain our TLC system. Norwalk will tap into internal and external resources to create meaningful PD opportunities to build our system into a coaching culture. Because each teacher leader role serves a specific purpose, each group will require differentiated PD around research-based models of effective coaching, collaboration, and data-driven leadership.

Areas of individual or collective professional development may include some of the following training and learning opportunities: Cognitive Coaching, Partnership Coaching (Jim Knight’s University of Kansas Model), peer coaching and feedback routines, the Iowa Core and the Characteristics of Effective Instruction, Iowa’s RTI-MTSS framework, the Iowa Professional Development Model, exemplary mentoring and induction practices, curriculum and assessment design and implementation, the PLC process, multi-tiered systems of support, data analysis protocols, and adult learning theory.

**PLC and Mentoring Support for Teacher Leaders**

Norwalk will ensure that each teacher leader group will have the time and resources needed to meet regularly and function as a PLC. In this team setting, teacher leaders will meet to engage in common learning, to collaboratively analyze data, to problem-solve challenging situations, and to reflect upon their growth and practice. These PLCs are essential to supporting teacher leaders in overcoming the isolation and other challenges that can accompany assuming a leadership role.

In addition to PLC support, each teacher leader will receive mentoring support from leaders within and outside of the system. This partnership model is built upon the University of Kansas partnership coaching model that suggests “a well-prepared and talented coach can accomplish a great deal, but every coach’s impact will be magnified when she or he works in partnership with an effective instructional leader.” To be effective, each of our teacher leaders will need modeling, mentoring and feedback to continue to improve. As a result, building and district administrators must evolve their role into one of a “coach for the
coaches.” Additionally, teacher leaders will be supported in building their network outside of the district to other veteran teacher leaders and coaches.

**Key Staff and TLC Plan Sustainability**

To ensure that our TLC system succeeds in “elevating student learning and promoting excellence as a value for all,” our administrative team must provide organizational support to ensure sustainability of our plan. Below is a description of key staff members and their responsibilities.

<table>
<thead>
<tr>
<th>Key Staff</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Superintendent</td>
<td>- Receive recommendations from site-based and district review councils for selection of teacher leaders</td>
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<td></td>
<td>- Receive recommendations from the TLC System Leadership Team, Building Improvement Teams, and the TQ Committee to monitor or adjust the district TLC plan</td>
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<td></td>
<td>- Ensure transparent communication between the district and the Board of Education regarding the TLC system</td>
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<td></td>
<td>- Monitor and supervise the use of the TLS funds</td>
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<tr>
<td>Building Principals</td>
<td>- Coordinate the selection, evaluation and support for the instructional coaches, PLC lead teachers, and AIW lead teachers</td>
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<tr>
<td></td>
<td>- Facilitate the building site-based review councils</td>
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<td></td>
<td>- Work with lead mentors to select a mentor teacher for all 1st and 2nd year staff</td>
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<tr>
<td>Elementary and Secondary Curriculum Directors</td>
<td>- Coordinate the selection, evaluation and support for the curriculum and assessment lead teachers and the lead mentor teachers</td>
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<tr>
<td></td>
<td>- Coordinate training and learning opportunities for teacher leaders</td>
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<tr>
<td></td>
<td>- Coordinate the mentoring and induction program</td>
</tr>
<tr>
<td></td>
<td>- Facilitate the district review councils</td>
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<tr>
<td></td>
<td>- Facilitate the district TLC System Leadership Team</td>
</tr>
<tr>
<td></td>
<td>- Work with the Business Manager to develop a budget for the TLS funds</td>
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Systems are sustainable only when the correct supports are in place. We have a comprehensive plan to assure that these are fully developed on day one of this implementation and will be sustained over an extended period. These supports include the following:

- AEA partnership to provide training on coaching skills, AIW, and literacy routines
- Central College partnership to use pre-service teachers as interventionists
- Feedback data on an individual and group basis
- Metrics on each of the four goals to add accountability to the work being done.
- Policies, including standard hiring and evaluation, to assure fair access to the positions and treatment of the staff who step into these roles
- An organized communication system to assure that everyone involved understands their roles and how the system is progressing. This includes external and internal stakeholders who have knowledge of the program and what will cause it to succeed.

Process and Sustainability Management:

The Superintendent and Director of K-12 Instruction will have the following roles to create a sustainable plan:

- Monitoring the timeline for internal leadership hires and external replacement teachers
- Training for new leadership positions supported through AEA or additional outside sources
- Mobilize new leadership team with regular collaborative meetings to support implementation
- Create and implement surveys for needed data elements
- Plan and facilitate leadership meetings
- Facilitate the system of evaluation for each leadership position
- Allocate and adjust funding with changes in leadership roles

Hiring

In year one, our process for hiring the teacher leadership positions will begin by clearly defining the roles and job descriptions for all leadership positions to all certified staff members. Staff will then have the option to apply to be an Instructional Coach, PLC Leader, Curriculum Leader, Peer Reviewer, Mentor Teacher and/or Model Teacher on Special Assignment. After allowing staff to apply for those positions, a building level selection committee, including an equal number of administrators and staff members, will be assembled to interview applicants when necessary.
Annual applications for all roles will allow all staff members an equal opportunity to participate. The staff members on the selection committee will be responsible for modifying interview questions annually as we learn the specifics of each role. Staff members who accept full-time positions will have their teaching position filled by an interim teacher. This will allow leaders to choose to go back to their previous position in subsequent years. New teachers hired to fill these roles will be informed of this prior to accepting the positions.

Our timeline for year-to-year hiring of instructional coaches will begin in March with appropriate staff and administration evaluations. The hiring of new Instructional Coaches will take place in April. Staff members currently serving as Peer Reviewer, Mentor Teachers, Curriculum Leaders, and PLC Leaders are all evaluated by appropriate staff members and building administration in May. The hiring of those roles will be done in June so staff members have the time to receive appropriate training prior to the start of the new school year.

**Responsibility for the Success of the Plan**

A Curriculum Instruction and Assessment Team will consist of the Instructional Coaches, PLC Leaders, and Curriculum Leaders. Once a semester, staff members will meet in a focus group with the Director of K-12 Instruction, building Principals, and Superintendent to discuss the effectiveness of the teacher leaders and to offer suggestions to increase their success. The Teacher Development Group, consisting of Mentor Teachers and Peer Reviewers, will meet together along with the mentee being observed where the mentee will be able to discuss needs with them. This will be organized by the building Principal who will facilitate the meeting.

Each of our four goal areas will have metrics that are reported twice per year to the staff, School Improvement Advisory Committee and the school board. These metrics will provide the feedback needed to see if quantitative evidence of our impact exists. It will allow for adjustments to be made in programming and role execution.

Staff members will be asked to answer survey questions regarding their teacher leaders in order to collect data on their needs, effectiveness of teacher leaders, and general comments about the teacher leadership process. The teacher leaders will look over the data together to determine steps needed to modify their current practices in order to be more impactful. Positions will also be evaluated by building Principals, Director of K-12 Instruction, and the Superintendent as an extension of the teacher evaluation system that is currently in place.

**Communication**

Building leadership and district leadership committees will continually communicate with staff. This communication and collaboration will be important due to the changing roles of colleagues. Administration will also update and inform staff members during our professional development time on Wednesday afternoons. These groups have existing communication tools
and protocols to be certain that everyone is up-to-date on what is taking place in the district. This plan will use those tools on an on-going basis.

Progress toward district goal attainment will be communicated with parents and community members through board meetings, building level newsletters, and the School Improvement Advisory Committee. This will allow us to determine the public perception of how our resources are being allocated and to explain the difference that we are making.

Ames

The Ames Community School District has a long-standing history of including teacher leaders in a variety of capacities to design and deliver professional development, review and revise curriculum, and develop and analyze formative assessments. Therefore, the infrastructure to support the Ames TLC plan is well established. This includes:

- the Superintendent and Board of Directors will continue to support and review existing and new structures as part of an annual formal program evaluation of the Ames TLC plan
- existing job descriptions, which are the foundation of the expanded teacher leadership positions and have been reviewed and revised to reflect increased rigor and responsibilities
- supervision structures for existing positions, which have been refined to include the additional teacher leadership positions
- a selection process for Instructional Coaches that has been refined for all teacher leadership positions, but has been aligned with guidance provided by legislation and the Iowa Department of Education
- many of the existing teacher leadership positions will continue to be funded by current funding streams
- existing leadership teams and PLCs within the District and in buildings assessing and analyzing student data
- collegial interaction both informally and in routinely planned meetings between the Ames Education Association and Administration

The principal will maintain the role of building instructional leader and ensure that the District initiatives are carried out in his/her school. He/she will also have an active role in determining how the teacher leaders in his/her school support teachers while aligning with District expectations, which follow the Iowa Professional Development Model (IPDM). To this end, the principal will regularly meet with the teacher leadership team to discuss how each role interacts with the other and to ensure that all teachers are being served with a consistent message and equitable services.

While the infrastructure is well established, additional structures will help ensure that our TLC plan is implemented with fidelity and is sustainable.
• One of the TOSA positions will be assigned as a Teacher Leader Coordinator and will collaborate with building principals and the Associate Superintendent to ensure that teacher leaders are performing as outlined in the TLC plan. The TOSA will develop, implement, and direct professional development opportunities for all teacher leaders.

• Principals will provide continuous, quality evaluations of each teacher leader. Principals will receive administrative professional development on evaluation techniques and practices and will work with the Associate Superintendent to enhance their evaluation skills.

• Teacher leader job descriptions and hiring processes will be reviewed annually by teacher leaders, administration, and the Site-Based Council. Suggested revisions and/or refinements will be incorporated into the TLC plan and shared with the Board of Directors.

• The TLC plan will be reviewed throughout the first year of implementation. The Site-Based Council, the teacher leaders, and the administration will all take part in reviews to ensure that early intervention can address any parts of the plan that are not functioning properly.

• The Site-Based Council will annually review the teacher leader roles and overall programming, as well as job performance and job hiring to see if components need to be added or revised in the interview process, the evaluation components, or the implementation of the TLC plan.

The key to the success of the Ames TLC plan will be a seamless articulation and implementation of each of the teacher leadership roles. Additionally, the teacher leaders must collaborate closely with other teachers as well as building principals and central administration to provide continuous professional development and growth that result in improved student learning and achievement. Currently, there are teachers asking for Instructional Coaching support as well as content areas that need updating to align with the Iowa Core. However, we lack the resources to be responsive at this time. We are confident that the Ames TLC plan addresses District-identified needs, the articulation of the teacher leader roles in the District, and program evaluation to routinely ensure we are responsive to changing needs of our District, our students, and our community.

Indianola

This TLC plan is woven into structures already embedded in the district. Implementation is made easier by the fact that several leadership roles are already functioning. **Sustainability plans** include:

• Sending coaches to coaching institute in Lawrence, KS
• Providing curriculum training for teacher leaders
• Communicating with stakeholders and constant review
• Creating a coordinator position to provide support and training to teacher leaders
• Developing documents that show examples and non-examples of each role’s duties. These will be clearly understood by administrators, teacher leaders, and teachers, enabling consistent implementation across the district
• Establishing trust with teachers to encourage voluntary use of supports (i.e. non-evaluative, collaborative roles; working on teacher’s goals rather than coach’s goals)
• Encouraging teachers with coaching and leadership potential to apply
• Evaluating roles and using feedback from stakeholders to adjust as needed
• Using half-time or full-time roles to ensure efficiency in filling vacated teaching positions

The district will use **professional development** funding to ensure teacher leaders are experts. The teacher leadership coordinator will be important in the success of the TLC plan. This individual will attend the Coaching Coaches conference in Lawrence, KS with Dr. Jim Knight and AIW coaching training provided by Heartland AEA. The district will financially support the professional development of other teacher leader positions. The district partners with Heartland AEA to provide professional development and will continue that collaboration.

The district is 100% committed to becoming a high functioning Professional Learning Community (PLC). “The rise or fall of the professional learning community concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it” (Marzano, 2003). ICSD is committed to ensuring that all students learn, working in a collaborative culture and focusing on results. The board and parents support the implementation of the weekly collaboration time. The superintendent is committed and supported the instructional coaching and mentor positions. The curriculum director is committed by allotting professional development funds to send 80% of the staff to PLC conferences all over the country. The building principals are committed by being involved each week in the collaborative teams. The teachers are committed to keeping the work they do each week to the five critical questions. **We are in it!**

The key staff members that provide the infrastructure responsible for the success of this plan will be the Director of Curriculum and Instruction, Director of Staff and Student Services, building principals and the teacher leadership coordinator.

The **curriculum director** will:
• Organize the selection of the Teacher Leadership Review Committee and ensure all committee members understand the responsibilities in determining the candidates interviewed.
• Work directly with the teacher leadership coordinator to plan and present professional development for each of the teacher leader groups (instructional coaches, partner teachers, new teacher coordinator, new teacher mentors, AIW mentors and lead teachers).
• Meet monthly with building principals and teacher leadership coordinator to make sure teacher leaders are meeting district standards.
• Plan and present professional development at the monthly district lead teacher meetings and plan the summer learning each year
• Review the standards of the teacher leader positions at biweekly administrative meetings, discuss building walkthrough progress, and lead the review of collaboration logs with the district administration

The **Director of Student and Staff Services** will:
• Ensure all teacher leader candidate applications are screened to meet the qualifications defined in each job description. If the applicant meets the basic requirements their materials will be passed on to the Teacher Leadership Review Committee.
• Final names of candidates to be hired in the teacher leadership roles will be given to the director for superintendent approval.

The **building principals** will:
• Help teacher leaders become part of the building culture so relationships can be built
• Ensure teacher leadership standards being implemented by consistently doing walkthroughs and providing constructive feedback to teacher leaders
• Meet monthly with the teacher leadership coordinator to make sure teacher leaders are meeting the position’s expectations
• Review the Collaborative logs each week. The Collaborative logs will indicate the work of the building collaborative teams and how the teacher leaders are being involved with those teams
• Meet monthly with lead teachers to review student achievement data and plan building professional development
• Develop and maintain structures that promote collaboration

The **teacher leadership coordinator** will:
• Maintain the success of teacher leaders by working with the curriculum director, building principals and other teacher leaders to ensure district goals for the program are achieved
• Provide professional development and guidance to all the teachers

**This plan invests its funding in people**, as ICSD believes this is where maximum impact is achieved. It is anticipated grant funds will cover the cost of computers for teacher leaders, and collaboration with Parent-Teacher Organizations may occur to cover other needs. Should this funding eventually be phased out by the state, ICSD would evaluate its plan to determine which positions showed greatest impact, and these would be maintained in a limited capacity. The curriculum director would resume all support for teacher leaders.

**Vinton-Shellsburg**

All of the teacher leaders would focus on district priorities: increase students’ proficiencies in literacy and numeracy and increase levels of student engagement. Teacher-leaders would keep student learning at the center of school improvement and professional development efforts.
and focus on the district goals of students graduating; providing opportunities to personalize their learning; and providing a safe, nurturing and drug-free environment.

Leadership, participative decision making and maintaining a focus on curriculum, instruction and assessment are IPDM principles. These principles are articulated in the professional development and connect to DuFour’s four questions that drive our work.

As outlined in our Theory of Action, we are focusing our TLC program around how we can best support our teachers through the use of highly effective teacher leaders.

Much of the success we are currently experiencing is due to the training our teachers have received through The New Teacher Center. We have 21 teachers who have been trained in at least the first level of their curriculum. The training focused on the following goals (which are tightly aligned with our district goals, professional development work, and vision for the TLC program):

1. To promote teaching excellence as described in the Iowa Teaching Standards
2. To enhance student achievement
3. To build a supportive environment for the beginning/new to district teacher
4. To increase the retention of the promising educators new to the district
5. To promote the personal and professional well-being of classroom teachers
6. To support continuous improvement and growth of beginning/new to the district educators and mentors.

We anticipate this core group of trained teachers will provide a strong foundation of applicants for our teacher-leader positions.

Additionally, we have provided training and on-going support around the data team process as outlined in the book, *The Data Teams Experience: A Guide to Effective Meetings*. All of the teachers in the district have completed the training in the book at the basic level and another 20 have studied it more in-depth.

VSCSD has made a significant investment in the PLC and RTI process. In June of 2013 we sent 35 members of our staff to a Solution Tree PLC Conference. We have registered another 30 teachers to attend this summer. We sent 12 teachers to the Solution Tree RTI Conference and six others to Common Formative Assessment training. All of these conferences have built the leadership and knowledge capacity of our staff and we are seeing more commitment, ownership and work towards achieving our district goals. Our original intent was to have all “core” teachers trained by the end of the 14-15 school year and all non-core teachers trained by the end of the 15-16 school year; we are ahead of that timeline.

Based on the professional development we have provided internally, through Grant Wood AEA, and through the Solution Tree conferences, we believe we have a strong base of teachers who will be available to serve in the teacher-leadership roles.
For the last two years V-S has had two Instructional Coaches (ICs). Through this experience we have found the great value in IC and have seen how their work with teachers has a positive effect on the students. We plan to expand that work by adding more instructional coaches. We anticipate we would continue the support our current ones have received. The group of IC’s would form their own PLC with support from the Director of Curriculum, Instruction and Technology (CIT).

The Building Leadership Teams (BLT) would work directly with the building principals, the Director of CIT and the instructional coaches assigned to their buildings. They would receive additional training and support in setting, implementing and monitoring goals.

The Data Team Leaders would work with most directly with the BLT and IC’s in their building. They would receive on-going support for the PLC process and the data-team work. The Director of CIT would coordinate their work.

The A-Team would be another PLC and would meet monthly with the Director of CIT to develop the district-wide professional development around alignment of the Iowa Core with our curriculum, instruction and assessment. They would receive support from Grant Wood AEA curriculum specialists and have the opportunity to attend conferences and training around the Iowa Core and curriculum standards.

Even though the Technology and the Response Teams are not funded through TLC, we include them with our teacher-leader work. They will each meet regularly and receive outside training and support.

The mentors would work with the Director of CIT and continue the program as we have outlined this year. Some will participate in the next level of training through The New Teacher Center and all would be encouraged to participate in the on-going support provided through GWAEA.

We anticipate Grant Wood AEA will provide professional development in the area of leadership skills around working with their peers in a new role and developing and implementing of professional development at the local level.

The district’s focus has remained concentrated on the three areas of increasing students’ proficiency in literacy and numeracy along with increasing their engagement in their learning. The administrative team and school board made a commitment to continue the work we have started as has the school board; the adoption of goals and continuity from year-to-year has demonstrated this commitment. Until there is data that documents we have achieved our goals, we will continue to focus on improving our literacy and numeracy proficiencies and decreasing the indicators that students are not as engaged as we need them to be (as documented through attendance and drop-out data). We have created a greater sense of urgency the last two years and anticipate the focus will continue for the next few years.
We believe this focus supports the challenges we face, the successes of the work we are currently doing, and the vision our TLC program would provide.

**Nevada**

The Nevada Community School District has a vast capacity to implement the TLC plan. A survey distributed to all teaching staff revealed 86% of staff were supportive of our district implementing leadership roles for teachers and compensating teachers for those roles. Also, per the survey, 64% would consider applying for one of the leadership roles. A poll of parents showed that 83% are supportive of the district building teachers’ capacity through leadership roles. Collectively, these survey results provide a resounding support for increasing the effectiveness of instruction and student achievement through the TLC plan.

Over time, Nevada Schools has hired dedicated and passionate educators who are committed to implementing structures for ongoing improvement. This initiative will be no different. The plan provides for ongoing professional development to increase the integrity and consistency of adoption. The Board of Education will have endorsed this plan and provided their full support.

Past practice illustrates that the Nevada Community School District is committed to sustainability. The district has previously partnered with the state and AEA to implement many initiatives, such as Cognitively Guided Instruction, Authentic Intellectual Work, and Multi-Tiered Systems of Support. As funding for these initiatives sunsets, the district has been committed to keeping them in place. History would show that we use the money that the state provides to get things up and running, and we continue to fund these important initiatives when the money provided by the state is no longer available.

The mentoring and induction of new employees has long been a priority for Nevada Schools. The “Nevada U” program that is already in place also promotes sustainability and consistency within our district. Through this program, new staff is initiated to the culture, expectations, and initiatives of the district. The entire staff works on these same expectations and initiatives during professional development time and AIW team meetings.

Our district’s TLC plan will follow in the footsteps of prior initiatives in terms of implementation and sustainability. We will implement the plan with integrity and judiciously use the funding provided to bring about positive change. At whatever time in the future the funding sunsets, the TLC plan will already be interfaced with our current practice and will have become a fabric of our operation. Our commitment to a program that improves instruction and student achievement does not wane when the funding tapers - our history is evidence of that.

The TLC committee will carry the primary responsibility for the oversight of this initiative by continuing to meet throughout the year to evaluate progress of the system as a whole and to evaluate and select the Instructional Guides. The individual Instructional Guides will shoulder
most of the day to day implementation (driving professional development, Nevada U, and working with Learning Team Coaches) and will report periodically to the TLC committee. The TLC committee will report to the Board and the School Improvement Advisory Committee annually.
Cedar Rapids

TLC funding will help us move from a loosely organized program in which many TL positions are unpaid and don’t benefit from ongoing PD and support to a program which compensates all positions, trains and supports every TL, and collects and shares data about the impact of all TL positions on teachers and students.

Levels of leadership range from extra duty TL roles to full-release positions that fall into 1 of 3 levels. Those in part time and extra duty positions will continue in the classroom in addition to their TL duties.

- **Level 1—Intensive Coaching** (58 TLs working in 9 different part time & full time roles).
- **Level 2—PD/Curriculum/Technology** (141 TLs working in 27 different part time, full time & extra duty roles).
- **Level 3—Building Based Support** (683 TLs working in 10 different extra duty roles).

**Level 1** positions include all of our Instructional Coaches and Induction Coaches. These positions range from 60% (0.6 FTE) to 100% (1.0 FTE), and most include additional summer days that allow them to help provide PD. Coaches will be paid their full time salary plus a stipend equal to 6% of their salary. Their additional days are compensated at the higher level, as well. The table also includes the hours each TL will engage in PD during the summer and during the school year. This PD is in addition to the time they have to complete their TL duties and will provide a solid foundation for all TLs so that all understand their job responsibilities and how their role is linked to supporting teachers and increasing student achievement. This foundation will help ensure consistent implementation of TL activities for all teachers in all buildings. For Level 1 positions we will spend $127,343 on Salary Supplements; $38,500 on PD time; and $3,16,558 on non-teaching time.

<table>
<thead>
<tr>
<th>Level 1 TL Positions</th>
<th>#</th>
<th>FTE</th>
<th>Extra Time</th>
<th>School Year PD hours</th>
<th>Summer PD hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Coach Facilitator-Elem</td>
<td>1</td>
<td>1.0</td>
<td>10 days</td>
<td>36</td>
<td>40</td>
</tr>
<tr>
<td>Instructional Coach Facilitator-MS/HS</td>
<td>1</td>
<td>1.0</td>
<td>10 days</td>
<td>36</td>
<td>40</td>
</tr>
<tr>
<td>Instructional Coach-Elem (Gen Ed)</td>
<td>21</td>
<td>1.0</td>
<td>5 days</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>Instructional Coach-Elem (Spec Ed)**</td>
<td>6</td>
<td>1.0</td>
<td>5 days</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>Instructional Coach—HS</td>
<td>12</td>
<td>0.6</td>
<td>3 days</td>
<td>36</td>
<td>40</td>
</tr>
<tr>
<td>Instructional Coach—MS</td>
<td>12</td>
<td>0.6</td>
<td>3 days</td>
<td>72</td>
<td>40</td>
</tr>
<tr>
<td>Instructional Coach—Alt HS</td>
<td>1</td>
<td>1.0</td>
<td>5 days</td>
<td>36</td>
<td>40</td>
</tr>
<tr>
<td>Induction Coach (Lead)</td>
<td>1</td>
<td>1.0</td>
<td>-</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Induction Coach</td>
<td>3</td>
<td>1.0</td>
<td>-</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>
As part of our effort to create a comprehensive TL program we are including all TL positions, even those funded by other sources. Those paid in part or in total by sources other than our TLC funds are marked with 2 asterisks (**). By utilizing multiple funding streams, we are able to maximize the efficiency of our TL program through the coordination of multiple funding streams. TLs funded by other sources will no longer operate in isolation. Other funding sources include: DINA, Iowa Core, Teacher Quality, categorical funding sources such as ELL and PACT, AEA flow through funds, general funds (non categorical funding), Drop Out Prevention funding, and At-Risk funding.

**Level 2** positions include district-level PD/Curriculum/Technology and support roles that range from full-time to extra duty only time commitments. Full and part time positions will be paid their full time salary plus a stipend equal to 6% of their salary. Their additional days are also compensated at the higher level. Extra duty compensation uses an hourly rate to calculate the stipend. As with Level 1, all Level 2 positions will benefit from school year and summer PD time in addition to the time they have to complete their TL position duties. For Level 2 positions we will spend $240,441 on Salary Supplements; $83,600 on PD time; and $814,755 on non-teaching time (including school year PD time).

<table>
<thead>
<tr>
<th>Level 2 TL Positions</th>
<th>#</th>
<th>FTE</th>
<th>Extra Time</th>
<th>School Year PD hours</th>
<th>Summer PD hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Leader Program <strong>Facilitator</strong></td>
<td>1</td>
<td>1.0</td>
<td>20 days</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>Behavior Specialist (General Ed)</td>
<td>2</td>
<td>1.0</td>
<td>5 days</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>Behavior Specialist (Spec Ed) **</td>
<td>1</td>
<td>1.0</td>
<td>5 days</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>Learning Supports Facilitator</td>
<td>1</td>
<td>1.0</td>
<td>20 days</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>Professional Development (General)</td>
<td>1</td>
<td>1.0</td>
<td>20 days</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>Professional Development (School Imp.)</td>
<td>1</td>
<td>1.0</td>
<td>10 days</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>Professional Development (Technology)</td>
<td>2</td>
<td>1.0</td>
<td>20 days</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>Resolution Team Facilitator</td>
<td>1</td>
<td>1.0</td>
<td>20 days</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>Teacher Quality Liaison **</td>
<td>112</td>
<td>0.5</td>
<td>10 days</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>PLC Leader **</td>
<td>1</td>
<td>1.0</td>
<td>13 days</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Curr. Fac.—ELL</td>
<td>1</td>
<td>1.0</td>
<td>33 days</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Curr. Fac.—Lang. Arts 9-12 **</td>
<td>1</td>
<td>1.0</td>
<td>33 days</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Curr. Fac.—Lang. Arts K-6 **</td>
<td>1</td>
<td>1.0</td>
<td>33 days</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Curr. Fac.—Math K-8 **</td>
<td>1</td>
<td>1.0</td>
<td>33 days</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Curr. Fac.—Special Education **</td>
<td>2</td>
<td>1.0</td>
<td>23 days</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Curr. Fac.—Science **</td>
<td>1</td>
<td>0.6</td>
<td>13 days</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Curr. Fac.—Business/FCS</td>
<td>1</td>
<td>0.5</td>
<td>33 days</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Curr. Fac.—Math 9-12</td>
<td>1</td>
<td>0.4</td>
<td>33 days</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Curr. Fac.—Social Studies</td>
<td>1</td>
<td>-</td>
<td>33 days</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Curr. Fac.—Music</td>
<td>1</td>
<td>-</td>
<td>23 days</td>
<td>16</td>
<td>24</td>
</tr>
</tbody>
</table>
Level 3 positions include the building-based TL positions, all of which are extra-duty time in addition to their regular teaching responsibilities. Extra duty stipends range from $500 to $1,000. The following table also specifies the hours each TL will engage in PD during the summer and during the school year. As with Level 1 and 2 positions, the PD is in addition to the time they to work complete their TL duties. For Level 3 positions we will spend $229,792 on Salary Supplements and $93,708 on PD time. We have also budgeted $50,158 to help defray the cost of substitute teachers to provide release time for PLs during the school year for professional learning.

<table>
<thead>
<tr>
<th>Level 3 TL Positions</th>
<th>#</th>
<th>FTE</th>
<th>Extra Time</th>
<th>School Year PD hours</th>
<th>Summer PD hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Quality Leaders</td>
<td>35</td>
<td>-</td>
<td>16</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Department Chair</td>
<td>36</td>
<td>-</td>
<td>32</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mentor Teacher **</td>
<td>10</td>
<td>-</td>
<td>18</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Model Classroom Teacher</td>
<td>20</td>
<td>-</td>
<td>18</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Technology Integration Leader</td>
<td>63</td>
<td>-</td>
<td>16</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Cooperating Teacher (16 weeks)</td>
<td>100</td>
<td>-</td>
<td>14</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Cooperating Teacher (8 weeks)</td>
<td>100</td>
<td>-</td>
<td>7</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PBIS Leader</td>
<td>31</td>
<td>-</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Building Leadership Team</td>
<td>248</td>
<td>-</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Core Curriculum Writer **</td>
<td>40</td>
<td>-</td>
<td>varies</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Davenport

The DCSD TLC system budget for the proposed project aligns with the narrative of the plan. DCSD starting salary for new teachers is $33,500, so grant funds will not be used for increasing salaries.

TLC Cost Model
<table>
<thead>
<tr>
<th>Position</th>
<th># of Teachers</th>
<th># Extra Days</th>
<th>Supplemental Amount</th>
<th>Total Cost including benefits</th>
<th>Instructional Time</th>
<th>FTE Replacement Expenses</th>
<th>Total Release Time Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Teacher</td>
<td>5</td>
<td>75</td>
<td>1,000.00</td>
<td>$87,435.00</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>New Experienced Teacher</td>
<td>3</td>
<td>75</td>
<td>600.00</td>
<td>$52,461.00</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Year Two (Initial Teachers Only)**

<table>
<thead>
<tr>
<th>Position</th>
<th># of Teachers</th>
<th># Extra Days</th>
<th>Supplemental Amount</th>
<th>Total Cost including benefits</th>
<th>Instructional Time</th>
<th>FTE Replacement Expenses</th>
<th>Total Release Time Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Teacher</td>
<td>3</td>
<td>75</td>
<td>600.00</td>
<td>$52,461.00</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The DCSD TLC plan estimates that there will be a need to hire 75 new teachers and 75 new experienced teachers. New teachers will receive $1000 compensation the first year and $600.00 compensation the second year for this extra time. Experienced teachers who are new to the district will receive 3 extra days of professional development which acclimates them to the initiatives and curriculum in the district. They will be paid a $600.00 stipend for their time.

**Model Teacher**

<table>
<thead>
<tr>
<th>Position</th>
<th># of Teachers</th>
<th># Extra Days</th>
<th>Supplemental Amount</th>
<th>Total Cost including benefits</th>
<th>Instructional Time</th>
<th>FTE Replacement Expenses</th>
<th>Total Release Time Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>2</td>
<td>50</td>
<td>1,500.00</td>
<td>$87,435.00</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Intermediate</td>
<td>2</td>
<td>25</td>
<td>1,500.00</td>
<td>$43,717.50</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>High School</td>
<td>2</td>
<td>25</td>
<td>1,500.00</td>
<td>$43,717.50</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Model Teachers** have 2 additional days for professional development and a stipend of $1,500. **Model teachers** are recognized by their peers, administrators and parents as demonstrating superior performance in specific skills or pedagogy. Model teachers welcome observations and conversations from all teachers about the effectiveness of their skills in the classroom. Serving as an identified resource to all educators, the Model teacher operates as a strong working example of how particular skills of instruction are executed in an exemplary manner.

**Mentor Teacher**

<table>
<thead>
<tr>
<th>Position</th>
<th># of Teachers</th>
<th># Extra Days</th>
<th>Supplemental Amount</th>
<th>Total Cost including benefits</th>
<th>Instructional Time</th>
<th>FTE Replacement Expenses</th>
<th>Total Release Time Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>6</td>
<td>38</td>
<td>4,000.00</td>
<td>$177,201.50</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Intermediate</td>
<td>6</td>
<td>18</td>
<td>4,000.00</td>
<td>$83,937.60</td>
<td>0.83</td>
<td>0.17</td>
<td>3.74</td>
</tr>
<tr>
<td>High School</td>
<td>6</td>
<td>15</td>
<td>4,000.00</td>
<td>$69,948.00</td>
<td>0.67</td>
<td>0.33</td>
<td>4.95</td>
</tr>
</tbody>
</table>
**Mentor Teachers** have 6 additional days for professional development and receive a stipend of $4,000.00. **Mentor teachers** work to support the BSAT and offer support to teachers through coaching, modeling and timely feedback. They advance all teachers knowledge and understanding of the Iowa Core, Literacy initiatives and RtI efforts.

<table>
<thead>
<tr>
<th>Lead Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
</tr>
<tr>
<td>Intermedi ate</td>
</tr>
<tr>
<td>High School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>6,000.00</th>
<th></th>
<th></th>
<th>50.00</th>
<th>6.00</th>
<th>6.70</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>38</td>
<td>$265,802.40</td>
<td>0.50</td>
<td>0.50</td>
<td>38.00</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>$69,948.00</td>
<td>0.33</td>
<td>0.67</td>
<td>6.70</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td>$83,937.60</td>
<td>0.33</td>
<td>0.67</td>
<td>8.04</td>
<td></td>
</tr>
</tbody>
</table>

**Lead Teachers** are given 9 additional days for professional development and a stipend of $6,000.00. **Lead teachers** are part of the Building Student Achievement Team and identify areas of need among teachers. In conjunction with data teams, Lead Teachers help all teachers identify critical and effective instructional approaches that align with student needs. Lead teachers field-test all instructional approaches to ensure validity prior to implementation in the classroom.

**Additional Expenses**

<table>
<thead>
<tr>
<th></th>
<th>6,000.00</th>
<th></th>
<th></th>
<th>0.00</th>
<th>0.00</th>
<th>0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10</td>
<td>$76,942.80</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>NA</td>
<td></td>
<td>50,000.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Literacy Coaches** will be given 9 additional days for professional development and will receive a stipend of $6,000.00

<table>
<thead>
<tr>
<th></th>
<th>9,000.00</th>
<th></th>
<th></th>
<th>0.00</th>
<th>1.00</th>
<th>2.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>2</td>
<td>$20,984.40</td>
<td>0.00</td>
<td>1.00</td>
<td>2.00</td>
<td></td>
</tr>
</tbody>
</table>

**Lead TLC Support Teacher** will be given 12 extra days. These support teacher teams together to develop, coordinate and manage the TLC system. They arrange professional development and help district and site committees fulfill the obligations of the TLC system. These positions reinforce and make connections between teacher expertise and teacher needs.

<table>
<thead>
<tr>
<th></th>
<th>50,000.00</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

The **TLC/HR Specialist** will process assist the Lead TLC Support Teachers and the Human Resource Director as they implement the TLC System.

<table>
<thead>
<tr>
<th></th>
<th>$3,488,056.25</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.75</td>
<td></td>
</tr>
</tbody>
</table>

In order to provide the necessary release time for teacher leaders DCSD will have to increase their workforce by 44.75 FTE.

<table>
<thead>
<tr>
<th></th>
<th>$181,714.56</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
DCSD has partnered with a variety of professional development providers to provide specific training aligned with the goals of this plan. Davenport has set aside funds for substitutes for additional release time.

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>$4,935,700.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding From State:</td>
<td>4,935,700.2</td>
</tr>
</tbody>
</table>

Summary: In an attempt to keep the model operating with integrity, the majority of funds are committed to building our human capital and meeting our goals. $4,703,985.65 of our funding supports teachers in the form of stipends, compensation for professional development or increasing our work force by hiring additional teachers. Using a structured system of support and instructionally focused accountability, the plan creates a network of 244 Teacher Leaders. These teacher positions include Lead, Model and Mentor Teachers, Literacy Coaches and Lead TLC Support Teachers who collectively serve the needs of all teachers to improve classroom instruction. Based on the recommendations of the Iowa Teacher Leadership and Compensation Taskforce, DCSD has developed a rigorous process to identify these Teacher Leaders: 100 Model, 71 Mentor, and 60 Lead teachers, as well as 11 Literacy Coaches and two Lead TLC Support Teachers. This proposal combines the TAP Instructional rubrics from the National Institute for Excellence in Teaching (NIET), field-tested professional development, individual and group coaching, and opportunities for classroom observations and modeling. The DCSD TLC system encourages and supports teachers as they examine and refine their performance in the classroom. It is through this model that DCSD will reach its goals of attracting and retaining high quality teachers, promoting collaboration among teachers, reward professional competencies with appropriate compensation, and improve student achievement through improved teacher instruction.

Waterloo

DEVELOPMENT OF THE BUDGET

We carefully calculated a budget linked to accomplishing the TLC goals in this plan. All six of our goals focus on increasing student achievement through improved instruction; consequently, our budget is 100% aligned to that mission.

We are proud to present this budget that reflects months of collaboration. We deemed it critical to reach consensus before submission of the grant, so all could support and champion the plan/budget when we receive it. This was no small feat for our large district; but, we were thrilled with our collegial, student-centered conversations. After drafting the plan, district administrators and Waterloo Education Association representatives came to the table on numerous lengthy occasions to build consensus about how the plan impacted our master
contract agreement. Today, we are happy to submit this budget with full support from all parties.

**BUDGET NARRATIVE**

**Initial teachers and those new to Waterloo  ** [Budget: $81,000]

Each year we hire 80-100 new teachers, 90% of whom are first year teachers. Our budget supports 5 additional days for new teachers each of their first two years, with $100/day compensation. It also supports 3 additional days for career teachers who are new to Waterloo at the same $100/day rate. This additional time will allow for up-front and ongoing professional development (demonstration, practice, coaching and collaboration) to help each teacher new-to-Waterloo be successful in our district. NOTE: Our current salary schedule exceeds the $33,500 minimum salary for new teachers, so no TLC funds have been allocated for that purpose.

**Mentor teachers/mentor coaches  ** [Budget: $835,000]

With 20% of Waterloo teachers leaving our district within 3 years of employment, we committed significant dollars to help retain teachers. We will provide a $3,000 stipend to teacher mentors (approximately 130) who work with first and second year teachers. In addition, our budget provides an added layer of support through five mentor coaches, supporting their salaries plus a $7,000 stipend for 10 additional contract days. These mentor coaches will work with mentor teachers and mentees, providing professional development aligned to individual needs.

**Instructional coaches  ** [Budget: $1,289,000]

Our plan includes salaries for 12 instructional coaches. For additional time and leadership responsibilities, each instructional coach will receive $7,000 compensation for 10 additional days on their contract. The extra days provide time for instructional coaches to personally engage in and deliver professional development for new and career teachers. Our current budget supports a number of instructional coaches. TLC funding will provide additional days for all instructional coaches, whether their salary is paid by TLC funding or other funding streams. **NOTE: Regardless of whether the position is new or existing, each instructional coach supported through TLC funding will be hired using the rigorous selection process detailed in part 6 of this grant.**

**Facilitators  ** [Budget: $778,000]
A number of teacher leaders will serve as facilitators, supported by TLC funding. Facilitator roles differ, but all guide and direct specific programs and teams (i.e. high school academies, grade level teams and content departments). Academy facilitators will receive a contract addendum for 5 extra days with $7,000 compensation. One lead academy position will receive $10,000 for 15 extra days.

Facilitators of content departments and grade level teams will receive a stipend commensurate with responsibility. Factors include size of team/department and content area. Stipends range from $1,500 to $3,000 with 2 additional contract days. **NOTE: Regardless of whether the position is new or existing, each facilitator supported through TLC funding will be hired using the rigorous selection process detailed in part 6 of this grant.**

**Model Classroom Teachers [Budget: $157,000]**

Our plan includes the establishment of 45 model classrooms with teachers who maintain open and inviting environments and exhibit best practice instruction. Model teachers need significant professional development and time to collaborate/reflect on best practice with other model teachers. Our TLC budget includes 5 additional contract days for each model teacher, with $3,000 compensation.

**Lead Teachers  [Budget: $129,000]**

Our district has utilized lead teachers at the elementary buildings for almost a decade. With this TLC funding, we will be able to clarify and enhance their leadership roles and provide additional professional development for them. This budget amount supports 15 additional contract days for our lead teachers with $10,000 in compensation.

**Professional Development  [Budget: $125,642.09]**

Research around teacher leadership structures showed professional development as mission-critical. Professional development will ensure teacher leaders have the skills to coach others to excellence. To support this work, we allocated a budget of $125,649.09 for materials, supplies, consultants, and expert providers.

**NOTE:** Although not funded through TLC, Waterloo allocated a full time administrator to facilitate professional development detailed in this TLC plan. Experiences in Waterloo and other teacher leader programs underscored the importance of allocating staff to oversee, connect and monitor the work. We plan to do so.

**CONNECTIONS TO OUR TLC GOALS**

We submit this grant providing full assurance that our budget is used to further the vision/goals of the State TCL plans and our locally development plan. Funding will:
1) attract and retain quality staff
2) promoting and rewarding promising teacher leaders
3) support teachers on their professional journey to excellence

This work will ultimately improve student achievement in our school district and propel students to succeed in a globally competitive environment.

**North Polk**

The vision of the North Polk Teacher Leadership and Compensation (TLC) plan strengthens and extends the district vision, *Learning for all BY learning from all.* Implementing the TLC plan allowing principals and teacher leaders to foster and grow a culture for teachers and students where learning is pursued, supported, expected, and celebrated by all.

The North Polk (TLC) Plan will utilize three of the four major components of TAP: multiple career paths, ongoing applied professional growth, and instructionally focused accountability, and will use the funding to realize the vision of our TLC plan.

**Salary and Stipends for Teacher Leaders:**

**Master Teachers:** Master teachers will be fully released from the classroom (100%). An important job focus will be planning and implementing weekly professional development/cluster group training, follow up support for Mentor and Career teachers, and field-testing. Master teachers will take on additional responsibility, and they will spend more time on the job than the typical classroom teacher. In addition to regular contract hours, Master teachers will attend weekly planning meetings outside of the contract day, as well as 20 additional contract days. Master teachers are held to a higher performance standard (Average observation rubric score of 4.0+/5.0) than other teachers in their school. **Master teacher salaries and stipends will be funded with TLC monies.**

**Mentor Teachers:** Mentor teachers may be partially released (up to 20%) from classroom duties. They may co-lead cluster meetings, and provide classroom-based follow-up and feedback on career teachers’ instructional practices. In addition to regular contract hours, Mentor teachers will attend weekly planning meetings outside of the contract day, as well as 10 additional contract days. Mentor teachers will take on additional responsibility, and they will spend more time on the job than the typical classroom teacher. Mentor teachers are held to a higher performance standard (Average observation rubric score of 3.5+/5.0) than other teachers in their school. **Mentor teacher stipends will be funded with TLC monies.**
Building Leadership Team: Building Leadership Team (BLT) members are expected to have a willingness to develop leadership abilities as well as excellent communication and collaboration skills. This leadership path is designed for those seeking initial leadership experiences. The Building Leadership Team will focus on building issues that may not be addressed within the cluster group trainings (e.g. Technology Integration, PBIS). **BLT members will receive a $500 stipend, which is funded by TLC monies.**

<table>
<thead>
<tr>
<th>Salary and Stipends for Teacher Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Role</strong></td>
</tr>
<tr>
<td>Mentor teacher stipend</td>
</tr>
<tr>
<td>Building Leadership Team stipend</td>
</tr>
<tr>
<td>Master teacher salary and stipend</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

**Professional development for Leadership Pathways: $42,000**

The TLC Plan for North Polk utilizes the TAP framework and will use a portion of the budget to retain the services and expertise of the National Institute for Excellence in Teaching (NIET) training staff to ensure a solid foundation on which to build the capacity of teacher leaders. It is important to note, that the $30,000 fee for initial implementation support will be reduced by 50% or more in years two, three, and beyond as initial implementation support is lessened and costs can be shared with other TAP districts.

<table>
<thead>
<tr>
<th>Professional Development for Leadership Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Audience</strong></td>
</tr>
<tr>
<td>Mentor and Master Teachers</td>
</tr>
</tbody>
</table>
**Observation Certification**

<table>
<thead>
<tr>
<th>Mentor and Master Teachers</th>
<th>On-site NIET support: Ongoing leadership training</th>
<th>20 days per year</th>
<th>20 x $1500 = $30,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Staff</td>
<td>TAP overview</td>
<td>1 day</td>
<td>1 x $0 = $0</td>
</tr>
</tbody>
</table>

TOTAL $42,000

**Other Costs: $2,000**

An added benefit provided within the TAP framework is unlimited access to CODE and the Learning Portal:

- The **CODE System** is a tool for storing and analyzing teacher observation data. The reports generated from CODE help educators identify strengths and weaknesses, and provide tools for ensuring that ratings are consistent among evaluators.
- The **Training Portal** provides access to every aspect of TAP training - from evaluation tools and professional development strategies to professionally filmed videos of teaching practice.

**Other Associated Costs**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount Purchased</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE/Portal Access</td>
<td>1</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

**Summary:**

Clearly the budget for the TLC plan exceeds the allotted amount offered by the State. The District plans to cover overages using monies from Teacher Quality funds, which historically have been used to pay for Building and District Leadership Team stipends. This total is typically around $43,000. In addition, the District will use a combination of General fund and Professional Development funds to cover the remaining costs of implementation (e.g. substitutes, additional training). Again, it is important to note, that the $30,000 fee for initial implementation support will drop dramatically in years two, three, and beyond.

**Total Expenditures and Income**
<table>
<thead>
<tr>
<th><strong>Budget Category</strong></th>
<th><strong>Budgeted Amount</strong></th>
<th><strong>Estimated Income</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and Stipends for teacher leaders</td>
<td>$414,448.45</td>
<td></td>
</tr>
<tr>
<td>Professional Development for Leadership Pathways</td>
<td>$42,000.00</td>
<td></td>
</tr>
<tr>
<td>CODE/Portal Access</td>
<td>$2,000.00</td>
<td>$437,168.68</td>
</tr>
<tr>
<td>TLC Grant Funds</td>
<td></td>
<td>$43,000.00</td>
</tr>
<tr>
<td>Teacher Quality Leadership Team funds</td>
<td></td>
<td>$21,279.77</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$458,448.45</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

**Dallas Center-Grimes**

We have put forth a plan that provides the best use of grant funds in a manner that supports our district’s vision as depicted in our **pyramid model** and allows us to meet our plan goals:

- to strengthen our shared leadership structure by providing multi-level tiers of opportunities for teacher leaders, with appropriate compensation.
- to enhance our collaborative culture.
- to focus on continual improvement for staff as a means to increase student learning.

As outlined in the other parts of this proposal, our TLC plan provides for the creation of teacher leader roles as depicted in the charts below: **collaborative team facilitators, instructional coaches** at both the district and building levels, and **mentor teachers**.

The following is the overview of our TLC plan’s disbursement of grant funds (NOTE: Since our current base salary is $36,492, which is above the minimum requirements, we are able to use all the grant funds to implement the TLC plan):

**TLC Plan Budget Overview:**

<table>
<thead>
<tr>
<th><strong>COLLABORATIVE TEAM FACILITATORS</strong></th>
<th><strong>Budget Dollars</strong></th>
<th># of teacher leaders (% of staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$58,000</td>
<td>29 teacher leaders (16%)</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL COACHES - DISTRICT LEVEL $140,000 2 teacher leaders (1%)
INSTRUCTIONAL COACHES - BUILDING LEVEL $384,000 6 FTE teacher leaders (3%)
MENTOR TEACHERS $24,000 16 teacher leaders (9%)
BEGINNING TEACHERS $2,500
NEW-TO-DISTRICT TEACHERS $5,500
SUBSTITUTE TEACHERS FOR TEACHER LEADERS $449 Additional dollars will be allocated for subs from our general fund
PROFESSIONAL DEVELOPMENT $79,500
Total $693,949 53 leaders/180 total teachers (29% in teacher leader positions)

Please note: In order to provide the supports needed by our teachers for continual improvement, general fund dollars will continue to be used for expenses such as substitute teachers for the teacher leaders, additional training for teacher leaders, and national PLC conference expenses for teachers.

The following provides more detail about the use and allocation of funds tied to the teacher leader roles and staffing:

COLLABORATIVE TEAM FACILITATOR: supports the PLCs teams’ ability to maintain focus on the “right work.”

Staffing:

- Elementary (K-5): grade level or grade level grouping, Electives, Special Education
- Middle School (6-7): English Language Arts, Math, Science, Social Studies and Electives
- Meadows (8-9): English Language Arts, Math, Science, Social Studies and Electives
- High School (10-12): English Language Arts, Math, Science, Social Studies and Electives
- 6-12 Special Education

Additional Training:

- PLC cohort with Solution Tree coach
- Monthly PLC with fellow collaborative team facilitators

<table>
<thead>
<tr>
<th># of Staff</th>
<th>Extra Days</th>
<th>Stipend</th>
<th>Salary/Bene</th>
<th>P.D.</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>4</td>
<td>$2,000</td>
<td>$0</td>
<td>$1,500</td>
<td>$101,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$101,500</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL COACH - DISTRICT (ELEMENTARY LEVEL): develop and deliver PD and coach teachers in the classrooms

Staffing:

- 1 Literacy
- 1 Math

Additional Training:

- Content specific instructional strategies
- Instructional pedagogy
- Iowa Core
- Technology integration
- PLC Cohort with Solution Tree coaches
- Bi-weekly PLC with fellow instructional coaches

<table>
<thead>
<tr>
<th># of Staff</th>
<th>Extra Days</th>
<th>Stipend</th>
<th>Salary/Bene</th>
<th>P.D.</th>
<th>$ Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Literacy</td>
<td>10</td>
<td>$5,000</td>
<td>$65,000</td>
<td>$1,500</td>
<td>$71,500</td>
</tr>
<tr>
<td>1 Math</td>
<td>10</td>
<td>$5,000</td>
<td>$65,000</td>
<td>$1,500</td>
<td>$71,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total $143,000</td>
</tr>
</tbody>
</table>

INSTRUCTIONAL COACH - BUILDING LEVEL: develop and deliver PD and coach teachers in the classrooms

Staffing:

Each building will have 1.0 FTE building instructional coach. In all cases, the coach will maintain a classroom connection through teaching.

At the elementary, the focus will be on literacy and math. A building may choose to have one instructional coach who is strong in both areas or may split this between 2 teachers.

At the secondary level, coaches will have strong backgrounds in ELA, Math, Science or Social Studies; therefore, the 1.0 FTE may be split among multiple teacher leaders.

Additional Training:

- Content specific instructional strategies
- Instructional pedagogy
- Iowa Core
- Technology integration
- PLC Cohort with Solution Tree coaches
- Bi-weekly PLC with fellow instructional coaches

<table>
<thead>
<tr>
<th># of Staff</th>
<th>Extra Days</th>
<th>Stipend</th>
<th>Salary/Bene</th>
<th>P.D.</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 South Prairie Elem</td>
<td>8</td>
<td>$4,000</td>
<td>$60,000</td>
<td>$1,500</td>
<td>$65,500</td>
</tr>
<tr>
<td>1 North Ridge Elem</td>
<td>8</td>
<td>$4,000</td>
<td>$60,000</td>
<td>$1,500</td>
<td>$65,500</td>
</tr>
<tr>
<td>1 Dallas Center Elem</td>
<td>8</td>
<td>$4,000</td>
<td>$60,000</td>
<td>$1,500</td>
<td>$65,500</td>
</tr>
<tr>
<td>1 Middle School</td>
<td>8</td>
<td>$4,000</td>
<td>$60,000</td>
<td>$1,500</td>
<td>$65,500</td>
</tr>
<tr>
<td>1 Meadows</td>
<td>8</td>
<td>$4,000</td>
<td>$60,000</td>
<td>$1,500</td>
<td>$65,500</td>
</tr>
<tr>
<td>1 High School</td>
<td>8</td>
<td>$4,000</td>
<td>$60,000</td>
<td>$1,500</td>
<td>$65,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$393,000</td>
</tr>
</tbody>
</table>

MENTOR TEACHER: provides support to beginning and new-to-district teachers

Additional Training:

- “Mentoring Matters” training
- Monthly PLC with fellow mentor teachers

<table>
<thead>
<tr>
<th># of Staff</th>
<th>Extra Days</th>
<th>Stipend</th>
<th>Salary/Bene</th>
<th>P.D.</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>average 16</td>
<td>3</td>
<td>$1,500</td>
<td>$0</td>
<td>$1,500</td>
<td>$48,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$48,000</td>
</tr>
</tbody>
</table>

BEGINNING TEACHER: First year on initial license

<table>
<thead>
<tr>
<th># of Staff</th>
<th>Extra Days</th>
<th>Stipend</th>
<th>Salary/Bene</th>
<th>P.D.</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>average 5</td>
<td>3</td>
<td>$500</td>
<td>($36,000)</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$2,500</td>
</tr>
</tbody>
</table>

NEW-TO-DISTRICT TEACHER: Teachers on a standard license

<table>
<thead>
<tr>
<th># of Staff</th>
<th>Extra Days</th>
<th>Stipend</th>
<th>Salary/Bene</th>
<th>P.D.</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>average 11</td>
<td>3</td>
<td>$500</td>
<td>NA</td>
<td>$5,500</td>
<td>$5,500</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$5,500</td>
</tr>
</tbody>
</table>

PROFESSIONAL DEVELOPMENT:

All teacher leaders will:
• attend training in cognitive coaching methods
• attend a national Solution Tree PLC conference

By using the grant funds to implement the compensated leadership roles outlined in our plan above, we can have a tremendous impact on further strengthening the systems and initiatives we have in place. We know that these changes will provide additional support as we seek to be the best teachers, the best district, serving the best students, who will ultimately be prepared for their roles in our global society.

Center Point-Urbana

The proposed TLC budget for Center Point-Urbana School District outlines how the Teacher Leadership Supplement (TLS) Funds will be used to support the CPU TLC Plan. As stated in the Executive Summary, the CPU TLC Vision will have high impact on the district’s school improvement goals and alignment with the statewide vision of a TLC system. The CPU TLC Plan will provide teacher leadership opportunities to develop support and strengthen beginning and career teachers’ instructional practices through collaboration which will accelerate the growth and achievement of our students. The overarching impact will be restructured teacher leadership, enhanced ownership, and a high level of learning for teachers and students. Our budget clearly reflects how the designated budget will be used to support the CPU TLC Plan and vision.

a) One of the five “must haves” of the CPU TLC Plan is to ensure all full-time teachers have a minimum salary of $33,500. Currently, CPU offers full-time teachers a minimum salary of $35,137, which is calculated by using our CPU Base Salary of $32,637 and using Teacher Quality Funds to reach $35,137.

The budget illustrated below outlines the plan investing in the CPU Teacher Leadership programming and opportunities for 25.25% of the teacher workforce. The funding outlined will be used over the 2014-15 fiscal year. A budget narrative and proposed budget that aligns with the identified goals and objectives outlined in the CPU TLC Plan can be read below. Center Point-Urbana’s budget total is $407,148.29 generated by our certified enrollment number of 1,318.40. Specifically, the TLC budget will fund Instructional Coaches, Data Team Leaders, Mentor Teacher Leaders, and Instructional Coaches.

Instructional Coach Leaders will ensure teacher implementation of the Iowa Professional Development Model by providing modeling and feedback to teachers; and coaching teachers on the use of student data/work to guide instruction.

• Teacher Leadership duties and responsibilities 100% of the day
• Calendar contract plus 10 additional days
• Paid $10,000 for extra days and responsibilities
• Four positions in the district

**Data Team Leaders** will facilitate the use of student data, including but not limited to MTSS data during teacher collaborative structures, focused on student learning toward the identified district ELA Standards.

• Two PK-5 data team leaders per grade level, one data team leader for reading and one data team leader for math
• One content area data team leader for grades 6-8 and one grade content area data team leader for grades 9-12 plus a data team leader representing vocational studies for both grades 6-8 and grades 9-12.
• Classroom responsibilities 100% of the day
• Calendar contract plus 3 additional days
• Paid $1,500 for extra days and responsibilities
• 23 positions in the district

**Mentor Teacher Leaders** will improve the entry skills of teachers new to the profession.

• Classroom responsibilities 50% of the day
• Calendar contract plus 3 additional days
• Paid $3,000 for extra days and responsibilities
• Two half time positions in the district

b) The following chart illustrates how the district plans to fund the approximate $80,500 in salary supplements for teachers in leadership roles.

<table>
<thead>
<tr>
<th>Teacher Leadership Role</th>
<th>Extended Contract Days</th>
<th>Salary Supplements</th>
<th>Total Contracted Days</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Coach (4 positions):</td>
<td>10</td>
<td>$10,000</td>
<td>201</td>
<td>$40,000</td>
</tr>
<tr>
<td>Data Team Leader (23 positions):</td>
<td>3</td>
<td>$1,500</td>
<td>194</td>
<td>$34,500</td>
</tr>
<tr>
<td>Mentor Teacher Leader (2- ½ time positions)</td>
<td>3</td>
<td>$3,000</td>
<td>194</td>
<td>$6,000</td>
</tr>
</tbody>
</table>

c) The following chart illustrates how the district plans to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the cost when teachers are out of their classroom to observe, co-teach with another teacher, which is estimated at $314,148.29.

<p>| Teacher Leadership Role | Approximate Salary | Total                  |
|-------------------------|--------------------|------------------------|-----------------------|-------------|</p>
<table>
<thead>
<tr>
<th>Position</th>
<th>Starting Year</th>
<th>Ending Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Coach (4 positions)</td>
<td>$65,500</td>
<td>$262,000</td>
</tr>
<tr>
<td>Mentor Teacher Leader (2-½ time positions)</td>
<td>$26,145</td>
<td>$52,290</td>
</tr>
</tbody>
</table>

d) The approximate amount used to provide professional development related to the leadership pathways will be $6,000 and adjusted based on professional training and learning opportunities fees and resources.

e) The approximate amount used to cover the other costs associated with the approved teacher leadership and compensation plan will be $2,000. That amount may be used to pay for substitutes, materials and resources.

Center Point-Urbana’s proposed Teacher Leadership budget mirrors the overall approach to the vision that was established in the TLC application. As articulated in the overall summary of this application, CPU will utilize the allocated funds to create a high impact focus on the power of teachers in leadership roles at Center Point-Urbana, specifically, Instructional Coach Leaders, Data Teacher Leaders, and Mentor Teacher Leaders. In addition, the funds will be spent to the maximum benefit of our education system and achieve the goals set forth by the Teacher Leadership and Compensation System Grant.
Year 2 TLC Exemplars – More Than 1000 Students

This document includes the narratives from several school districts with more than 1,000 students that scored 9 or 10 on the listed part of the application. While the Commission on Educator Leadership and Compensation gave each of the parts below a high score, these examples should not be considered the full range of acceptable approaches to each part of the application; school districts could design an approach for each part of their application different from those described below. This document is simply a resource as school districts develop a Teacher Leadership and Compensation plan that is tailored to their local context and aligned with the statewide vision of Iowa’s TLC System.

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Part 1
Iowa City

Our planning process was led by a 17-member Leadership Committee (LC) that included:

- Elementary, junior high, and senior high teachers representing both high school feeder systems;
- Building administrators from all 3 levels;
- A district-level Curriculum Coordinator (a teacher);
- The superintendent and other central office administrators;
- A school board member; and
- ISEA’s UniServ Director for Iowa City.

Our LC met 6 times from June 2014 through September 2014 to: (1) review TLC requirements; (2) identify all current teacher leaders (TLs) in the district; (3) discuss how to create a comprehensive TL program that includes all TLs; (4) draft an initial TLC plan; (5) gather feedback on the plan from constituent groups via an informational video, teacher and community surveys, and smaller group meetings; and (6) finalize all components of the TLC plan. During the month of October 2014, members of the LC provided feedback on each section of the plan prior to the submission of the proposal on October 31st.

Planning grant funds were used to:

- Compensate teachers for the time they spent in planning outside of contract hours;
- Provide substitute teachers for teachers to attend LT meetings that took place during school hours;
- Provide food for LC meetings to maximize collaboration time among teachers and administrators; and
- Compensate our planning consultant (Ron Mirr) to facilitate the 6 planning sessions and help draft the proposal.

The balance of our planning grant funds will be expended during the period of December 2014 through August 2015 for the members of the LC to continue meeting to: (1) hire the TL Program Facilitator; (2) finalize all TL job descriptions; (3) design “Continuum of Development” rubrics for each of the 19 TL roles; (4) prepare application materials, interview questions, and processes; (5) develop and post TL materials to the district website; (6) make TL program presentations in every building; and (7) interview and hire all TL positions.

Stakeholder engagement—Our LC gathered significant input from teachers, parents, community members, and administrators through multiple methods that included:

- A Leadership Committee;
• An informational video shared with all teachers;

• An online survey of all district staff;

• Iowa City Education Association (ICEA) planning meetings;

• Small group presentations to administrators, curriculum coordinators, the Equity Committee, and instructional coaches;

• A formal school board presentation along with regular updates for school board members; and

• An online forum (EngageIowaCitySchools.org) to gather input from community members.

Initial review of TLC guidelines and district data by our stakeholder groups helped us understand that our district meets Criteria 1 ($33,500 salary) and Criteria 2 (new teacher mentoring). Though we currently have teachers serving in paid leadership roles, we don’t fully meet Criteria 3 (differentiated, multiple, meaningful teacher leadership roles), Criteria 4 (rigorous selection process), or Criteria 5 (aligned professional development). We learned that, while multiple leadership positions exist, we do not have a systemic approach to teacher leadership that facilitates all TLs working collaboratively as part of a unified system. We are lacking a comprehensive approach that employs common processes for recruiting, hiring, supporting, and assessing all TLs. As a result of stakeholder input, we chose to base our plan on Model 3—the Comparable Plan Model.

What we learned from stakeholders—Our 512 responses to the teacher survey told us that teachers overwhelmingly believe every aspect of the TL program should maximize opportunities for collaboration among teachers. We learned that many teachers (39%) have already been in positions of leadership that 65% of teachers would consider applying for a TL position in the future. Through Iowa City’s online forum, the broader community let us know that they are aware of and supportive of our project design and want the TL program to focus on improving student learning. Iowa City administrators stressed the importance of creating a TL system that was closely aligned with current district processes (e.g. hiring, compensation). Our administrators also helped the LC understand and plan for the impact of a comprehensive TL program on district operations. ISEA representatives worked successfully to ensure broad-based teacher input was considered while designing all TL program components, especially those components related to hiring and assessment. Thanks to the valuable input of our stakeholders, the Leadership Team designed a TL program to unite all leadership positions under a single, comprehensive program that:

• Maintains a clear focus on improving student learning;

• Maximizes opportunities for teacher collaboration;

• Aligns the work of all building-based and district-based TLs;

Provides a range of TL roles that range from extra-duty only to full-time release allowing many teachers to work in TL roles while still teaching in the classroom;
• Encourages all teachers to consider working in a leadership position during their career in Iowa City; and

• Assures that all TL positions receive an annual review that includes peer feedback.

Commitment—Our planning process has been transparent and has welcomed input from over 900 teachers, 9,000 families, and the broader community. The commitment of all stakeholder groups is clear. Over half of our teachers expressed an interest in holding one or more of the new leadership positions. The ISEA participated in all planning sessions and has endorsed this TLC plan. Parents and community members provided input through the LC, PTO meetings, and the online forum. All stakeholders have clearly stated their commitment for the implementation of a systemic approach to teacher leadership aimed at improving student achievement.

Des Moines
Des Moines Public Schools (DMPS) built on the work of the high-quality TLC proposal submitted last year, which scored an overall 81. Over the past two years, a core team—consisting of internal and external stakeholders—developed and refined the DMPS plan with input from more than 2,000 stakeholders, who collectively dedicated more than 1,100 hours. DMPS consulted with Marzano Research Laboratory, New Teacher Center, and Gallup to construct the program design. In addition, DMPS used TLC Planning Grant funds to contract with Crock Leadership Associates (CLA) to focus on stakeholder engagement via facilitation of 7 focus groups, 3 community/district interviews, and 5 surveys.

Nearly 100 teachers, administrators, and parents contributed to the 2014 planning.

Focus groups were held with: Teachers, Induction Coaches, Early Teacher Leader adopters (as part of SIG (School Improvement Grant) school reform efforts at 3 DMPS elementary schools), principals, and central office administrators.

DMPS engaged parents from all levels (ES, MS & HS) through targeted interviews, which gathered parent input on the impact/design of the TLC plan. The district also reached out to counterparts in urban school districts—including Council Buffs, Cedar Rapids, and Davenport—to conduct interviews and learn from early TLC implementers.

The focus groups and interviews provided valuable input for the district’s TLC plan, including how Teacher Leaders can be used to improve student outcomes and impact teacher growth. Focus groups helped identify concerns and provide solution options in areas such as Teacher Leader roles and salary supplements.

Planning grant funds were also used to launch a TLC Advisory Committee, which was facilitated by CLA. The Advisory Committee dedicated nearly 150 hours and was charged to provide recommendations to
the core team. The Advisory Committee consisted of 3 teachers (ES, MS & HS) appointed by the teachers’ association, 3 building principals (ES, MS & HS), 2 district administrators, the HR Director of Certified Staff, and a DMPS parent. Additionally, DMPS engaged the TLC Site-Based Review Council (consisting of 12 teachers & 12 administrators) to inform thinking and planning for selection and retention criteria.

Finally, the Chief Academic Officer (Interim), a member of the Advisory Committee, reported to the Superintendent’s Cabinet weekly to ensure intercommunication and alignment, and the Superintendent engaged in monthly status reports to the Board. In addition to direct communication, DMPS used surveys to gather feedback and the degree of support for the district’s plan.

DMPS teachers and administrators completed an on-line survey in December 2013 to determine commitment to the TLC system and the current teacher leadership structure. Of the 1,509 respondents, 837 served elementary and 672 served secondary students; 1,409 respondents were teachers and 100 were administrators. Survey results showed a high level of commitment to implementing a TLC system in DMPS:

• 99% of respondents were committed to increasing their skills and talents
• 94% believed that further developing skills and talents of teachers will increase student achievement

However, an opportunity exists for DMPS to enhance teacher leadership structures:

Only 54% of elementary and 56% of secondary respondents agreed that the current teacher leadership structure provides sufficient PD opportunities to enhance teachers’ skills, talents, and abilities to utilize high impact instructional strategies

• However, 93% of respondents believed increasing teachers’ opportunities to learn from each other will promote the use of effective instructional strategies

Parents of DMPS students were also given the opportunity to complete an on-line survey to determine commitment to the TLC system. There were 228 respondents. Survey results showed parental commitment to implementing a TLC system in DMPS.

• 89% of parent respondents agreed developing skills and talents of teachers will increase student achievement
• 85% agreed increasing teachers’ opportunities to learn from each other will promote the use of effective instructional strategies

Focus group participants were given opportunities to provide additional comments and feedback through surveys, and 61% did.

87% of teachers agreed/strongly agreed with the following statement: I anticipate being interested in one of the new roles created through the TLC grant.
• 96% of all respondents agreed/strongly agreed with the following statement: I support the DMPS TLC grant application. A SIG principal—i.e., an early Teacher Leader adopter—shared: “I can’t even fathom how I survived last year without these Teacher Leaders. As an administrator, you just can’t do it all. Having a team of people to help can be truly powerful for school reform.”

Stakeholder input helped identify priorities for the district’s TLC plan, including:

• Purposeful, ongoing support for career teachers on core content, special education, and technology integration, resulting in the expansion/recognition of Instructional & SPED Coach positions and creation of Technology Integration Coach positions. Expanded new teacher support with mentors from 1st year teachers only to 1st and 2nd year teachers, resulting in expanded Induction Coach positions.

• Opportunities to observe/co-teach with effective teachers, resulting in the creation of Demonstration Teacher positions in core and non-core areas.

• Formal recognition of teacher leadership, resulting in recognition of PLC Facilitators and School-Based Teacher Leaders. Remaining Planning Grant funds will be used to continue planning for implementation, including conducting workshops on staffing implications, facilitating planning across departments, creating communication videos, and identifying/planning needed professional development.

Monticello Planning:

Collaboration and Learning:

In May of 2014, a team of Monticello School Community District (MCSD) administrators and teacher leaders discussed writing for TLC grant funds to support teacher leadership in Monticello Schools. Throughout the spring and fall of 2014, the TLC grant writing team composed of teachers and administrators attended TLC grant writing meetings at AEA 10. School leaders and teacher leaders from area school districts implementing similar initiatives to MCSD were contacted to gather information on how TLC grant funds can be utilized to enhance existing initiatives and implement new and innovative ideas in education. Select TLC grant-writing team members also visited other schools to gain insight into how various teacher leadership positions (other than those currently in place at MCSD) are being utilized to increase academic achievement through effective teaching and learning practices.

Initial Information and Data Collection:

Information regarding the TLC grant was provided to all MCSD employees in May of 2014. A more in-depth presentation was given in August of 2014. A survey was developed and dispersed to all employees, which focused on the district need for teacher leadership. This survey collected information on needs, leadership roles, and the most desirable TLC model based on MCSD’s vision, mission and student learning goals.
Committee Formation:

Based on survey results and conversations with various stakeholder groups, it was evident that the district (school-board, educators, support staff, parents and community) wanted to pursue the TLC grant. A subcommittee of teachers and administrators was formed to examine data and create a plan for a full TLC committee. The TLC Committee was comprised of the following:

Teachers - representing elementary, middle school and high school
District and building level administrators
A school board member
Parents/community members

Committee Structures:

The sub-committee met on a weekly basis to ensure action-planning items were being completed and to plan agendas for the full TLC committee. The full TLC Committee meetings occurred every three weeks. During full committee meetings, members collaborated on revising grant drafts to assist in crafting the final draft. The full committee discussed the enhancement of existing leadership structures and developed new TLC leadership positions.

Planning Dollars:

TLC planning grant dollars totaling $8767.51 were used to impact the quality of the grant by providing funding to support the following:

The payment of substitute teachers for teacher committee members to attend meetings, collaborate with other districts and observe teacher leadership models
Travel/meeting expenses
Grant planning, writing, consultation and support services
Committee member stipends - Stipends were not a priority for the committee. Stipend amounts were based on remaining funds once all planning grant expenses were paid.

Engaging Stakeholders and Levels of Commitment:

Teachers:

Engagement: Teachers provided ongoing feedback during the TLC grant writing process by assessing needs for leadership positions that would have the highest impact on student achievement. Teachers gave detailed information on teacher leadership roles and the impact on student achievement. Building Leadership Teams assessed the needs of the district, elaborating on the roles and responsibilities of
proposed teacher leadership positions. At local education association meetings, information was presented and feedback was collected to provide data for the TLC Committee to consider while writing the TLC plan for MCSD.

Support: According to MCSD staff survey data, over 94% of employees agreed that additional teacher leadership was needed at MCSD. Throughout the TLC grant process, teachers continually provided support and feedback through surveys, meetings and involvement on the TLC Committee.

Administrators & School Board:

Engagement: Administrators and the school board had instrumental roles in the TLC grant writing process. Administrators facilitated conversations with staff on the development of TLC positions, then provided teacher feedback to TLC Committee members. The school board had representation on the TLC Committee and was able to provide input and feedback on positions and budgets for TLC funded positions.

Support: School board members and administrators were in 100% agreement to write for the TLC grant. In recent years, MCSD has found innovative ways to create and sustain teacher leadership throughout the school district. Unfortunately, innovation often comes with additional cost. Administration, and the school board believe TLC funding will assist in sustaining existing leadership positions while creating new and innovative teacher leadership roles and structures.

Parents:

Engagement: Information throughout the grant writing process was provided to parent groups through school newsletters, the district website, and at meetings such as PTO and various booster clubs at the middle school and high school levels. Parents were also provided informational flyers at parent-teacher conferences.

Support: Through communications, parents were encouraged to provide input to their parent representatives on the TLC committee, as well as to administration and teachers. An online opinion survey was sent to parents and the community. 100% of parents and district patrons completing the survey supported writing for the TLC grant and enhancing what MCSD already has in place. Parents expressed that increased student achievement should be the priority in any new structures created through the TLC grant.

Carroll
Teacher Leadership and Compensation - Part 1

The Carroll education community consists of teachers, staff, parents, administrators, community members, and most importantly students. We realize that changing our culture to implement the Teacher Leadership and Compensation plan (TLC) is a second order change that requires designing the change process as well as structures incorporating the educational research base related to what works.
All of this must be done, however, with sensitivity to the local history, current culture, and vision. We are aware of the extensive expertise that exists among our teaching staff and are excited to give staff more opportunities for differentiated leadership roles.

How the Planning Grant and Planning Time Was Used to Develop a High Quality Plan:

Carroll Community School District (CCSD) applied for and received the Teacher Leadership and Compensation (TLC) Planning Grant in October of 2013. CCSD received slightly over $11,000 to develop an effective Teacher Leadership and Compensation Plan. Approximately $10,370.00 in planning grant funds were used to pay teachers for their time after the regular contract day, another $910.00 was used to hire substitute teachers to allow for longer planning sessions during the school day.

How was each stakeholder engaged in the process:

CCSD involved a number of people in the Teacher Leadership and Compensation planning process. In order to gather input from various stakeholders throughout the district, at least two teachers from each building, six building level administrators, one district level administrator, four parents who were not educators, two school board members, and two community members served on the TLC Planning Committee. In addition, the district’s School Improvement Advisory Committee (SIAC), consisting of students, parents, teachers, administrators, and community members, served as a sounding board during the planning process. Among them, the parents on the TLC Planning Committee have children representing each building in the district. The steering committee held thirteen meetings with varied purposes. In addition, one SIAC meeting was used to receive feedback from stakeholders not on the planning committee. The entire plan was emailed to ALL teachers with an opportunity for provide feedback. Parents, teachers and administrators were equal contributing members during the meetings.

Stakeholder groups were able to collaborate informally with other stakeholders, ask questions, and come to consensus on the direction of the plan. Additionally, teachers and administrators subcommittees met on six occasions to further develop each section of the application. The subcommittees worked outside large group time to research their assigned area using the documents provided by both the Iowa Department of Education and Heartland AEA. The planning committee also reviewed the draft application, analyzed survey data, and used this feedback from all groups to make adjustments to the final draft. The final draft was emailed out to all teachers in the district prior to submission in order to answer questions and provide feedback.

Support for and commitment to the plan from each stakeholder group:

All stakeholders are fully committed to this plan. This has been documented both qualitatively and quantitatively through discussions and survey data. Stakeholders outside the education community asked that teacher leaders not to be out of the classroom part of the day, which the committee honored. The following demonstrates the results of the survey and collaborative meetings with various stakeholders:
Administrator commitment: One hundred percent of administrators actively support the direction of the Teacher Leadership and Compensation plan and are involved in the development process. They demonstrated this support by willingly hiring substitutes while teachers worked on the planning process.

Teacher commitment: 100% of the teachers responding to a survey reported they are supportive of the district participating in the TLC program. Of that 100% surveyed, 82% were supportive or very supportive of the district participating in the TLC program.

Parent commitment: Parents have volunteered their time to develop the TLC plan through their involvement on the steering committee and the School Improvement Advisory Committee. Parents involved in developing the plan believe it will make a significant impact on CCSD schools’ teaching and learning and they will provide active support for its implementation.

At parent-teacher conferences a majority of parents were very supportive of the TLC plan. Following are a few quotes from parents

“I am very excited about the idea of Teacher Leadership and Compensation plan for our district. You will always have new teachers who need extra support and asking themselves, am I doing this right? Can I do better? Even veteran teachers can benefit from a fresh perspective.” - CCSD Parent, NOT a member of the TLC Committee or SIAC

"The teacher leadership compensation plan is a win-win situation for everyone involved. As a parent, I know my children will be directly impacted in a very positive way. Teachers will be able to work together and create the best and most effective teaching strategies to use in their classrooms." - CCSD Parent & TLC Committee Member

“As a parent of three children currently enrolled in CCSD, I am thrilled to learn that instructional coaches will dedicate 100% of their time to collaborate with new and existing teachers to help my children meet their individual needs in the classroom every day. It makes sense to me that student success is directly related to teacher support. With this grant, teacher support and guidance will be integrated at many levels to ultimately strengthen my children’s daily instruction and help them reach their highest potential at CCSD and beyond.” - CCSD Parent, NOT a member of the TLC Committee

**Glenwood**
Teacher Leadership Compensation planning grant funds were used to research and construct a high-quality TLC system for Glenwood, while building support and understanding among stakeholders.

In October 2013, six teachers, six administrators and the education association president met. After that meeting, more stakeholders were added, bringing membership to 22.

The team included:

5 HS teachers
3 elementary teachers
2 MS teachers
2 parents (non-educators)
2 local business owners
1 education association president
7 administrators (superintendent, school improvement director, high school principal, high school assistant principal, middle school principal, 2 elementary principals)

In the following months, the group met to consider the advantages to a TLC system, and the problems that might arise. In five small groups, team members studied Teacher Leadership System Design Resources and state Teacher Leadership Task Force Goals.

Small groups also traveled to four school districts in Arkansas, Minnesota and Colorado to visit successful TLC systems. Team members were impressed with the collaboration they observed. After visiting an Arkansas school, one team member reported that she “saw the value” of TLC for “training masters and mentors in leadership, peer evaluations, and disaggregating data.” After observing teachers’ meetings, she wrote: “meetings are now agenda driven. Staff spends quality planned time during meetings-- not wasting time! No whining or griping about student behaviors-- but get to discussion about student growth! They've gone from PROCEDURAL to CONCEPTUAL. Staff has been challenged to form MEASURABLE objectives for their lessons instead of a list of activities. A parent who visited Denver Public Schools was encouraged that student achievement data showed TLC working. DPS representatives “encouraged us to be flexible and responsive to feedback,” the parent wrote. She also expressed concern that TLC would limit the number of students great teachers came into contact with, and she wondered how teacher leaders would return to the classroom if they chose to do so. This feedback helped the TLC team create an agreement with the education association to ease the transition of a teacher leader who wanted to return to the classroom.

A critical part of the Glenwood team’s discussion included developing “if-then” statements. These included: “If GCSD creates positions for teachers to help lead teachers in the implementation of effective instructional strategies, then student achievement will increase through advanced teaching strategies.” This discussion spurred the group to create a mission statement and TLC roles. Two AEA workshops furthered these discussions. A core group of two teachers, two administrators and a parent attended these workshops to further refine TLC. GCSD received a $12,507 planning grant. About $4,000 was paid in stipends for staff working beyond contract hours and for substitutes to cover classrooms. The remaining funds paid for site visits.

Team members met for more than 50 hours as a large group and in small groups for discussions, research and surveying. Site visit teams spent a day and a half in each of the four school districts, resulting in more than 50 hours of work during site visits.
Team members shared TLC work. Site visit teams included people from each stakeholder group. Research was spread among the team, with parents, community members, teachers and administrators working together to glean important TLC information. Each stakeholder brought a unique perspective.

The team worked with a facilitator to create TLC roles. A smaller group of teachers, administrators and a parent outlined each task for each role. Team members wanted to ensure that the roles created ways for teachers to take on and be compensated for leadership skills, as well as increasing teachers’ instructional knowledge. The resulting plan has been endorsed by all team members.

Authentic engagement was key to the TLC process, so team members developed several surveys and talking points. The first survey was sent to parents, staff and community members. Responses from staff were few because of concern about anonymity. The survey was reconfigured and sent out again, resulting in more staff participation. Almost 200 people, including 90 parents, responded. People ranked their top TLC goals:

- Improve student achievement
- Reward professional growth and effective teaching
- Retain effective teachers

After the plan was created, administrators were surveyed. One-hundred percent of GCSD administrators support TLC. A series of talking points were circulated to stakeholders and teachers. Our community was informed about TLC with an opinion piece in the local paper, as well as two community meetings where talking points were shared and questions were answered. The school board unanimously approved a resolution supporting the TLC grant application. We are fortunate to have stakeholders’ buy-in. Parents support this plan because it will positively affect their child’s education. Principals are excited for the resources and staff to deliver instruction, hone skills, and impact student learning. Teachers are on board because they will receive support, collaborate time, peer feedback and resources to help students.

**North Scott**

In 2013 the District applied for and received funding for planning the TLC proposal. Teachers, administrators, and parent stakeholders were invited to participate on the planning committee during two application processes. The members were selected to represent all grade levels and administrative roles. Each member had an equal voice in contributing to the topics and issues addressed at each meeting. Two co-chairs, one administrator and one teacher, were chosen to plan and facilitate the meetings.

The TLC Planning committee included the following members:

- Elementary teachers (2)
Junior High teachers (2)
High School teachers (2)
Elementary principal
Junior High principal
High School principal
Parents (4 – representing mix of elementary, JH, HS and graduated students)
Director of Curriculum and Instruction
Superintendent (changed in 2014)
AEA consultant (part-time)
Director of Mississippi Bend UniServ (part-time)

TLC planning funds contributed to the quality of the plan by compensating committee participants for after school meetings. Expectations were for each member to complete research, gather feedback from peers, collect and analyze survey and forum data, and attend all scheduled committee meetings. The co-chairs were primary writers of the plan and received a higher stipend for additional writing time. Funding was also used to pay for registrations to attend workshops on teacher leadership by West Wind and AEA 9, The Kansas Coaching Project, New Teacher Center Induction Institute, and Launching Teacher Leadership: An Institute for Teacher Leaders and Administrators. Attendees shared information with the committee after each session.

The committee has met as a whole or part 13 times over the past two planning seasons for approximately 22 hours. Additional hours were spent outside of meetings to read and research in preparation for the next scheduled session. Meetings were well attended and covered the following topics:

**Study of DE guidance**

Research of TLC models (included UNI’s Partnership in Comprehensive Literacy model, based on Marie Clay research; readings including Educational Leadership, “Ten Roles for Teacher Leaders”, 2007; Teacher Leadership Exploratory Consortium document; Supporting Teacher Leadership Programs booklet created for Iowa AEAs, 2014; and watching TLC webinars from DE)

**TLC Vision**

Roles and responsibilities of teacher leaders (includes membership on building and district committees)

**Percentage of time in leadership roles**
Training sources for teacher leaders (decided on: UNI or New Teacher Center for TLC Coordinator and Instructional Coaches, Journey to Excellence for Mentors)

Teacher leader selection process (Applitrack, Humanex, performance based interviews)

Stipends and training/work time outside of contract

Pathways to and from classroom and leadership roles

Additional meetings were arranged as needed. A subcommittee met twice to arrange Parent Forums, once in January, 2014, and the second in October. The first meeting was not attended as well as the second, when 32 parents came representing non-educators in the community and students from all levels. Feedback from each time reflected an interest in the accountability of teacher leaders and how their effectiveness would be evaluated at the end of a year’s service. This will be incorporated into annual teacher leader reviews.

Teacher Forums were also held for both rounds of writing the application. The first was held on January 2, 2014, and was an open forum for teachers to respond to proposed positions and provide feedback about roles, responsibilities, stipends, trainings and the selection process. Follow up e-mails were sent to encourage feedback, most of which was provided to committee members orally, and documented by them to share with the whole group. The second teacher forum focused primarily on the secondary level because that is where most changes to the revised plan were made. Revisions made by the committee were based on a second teacher survey given earlier in the fall.

Teacher surveys provided excellent data for the committee as the TLC plan was being developed. Highlights from the first survey included:

Wanted instructional coaches at secondary level versus content coaches

96% of teachers believe embedded PD best impacts instruction

89% of teachers believe coaching can improve instruction and knowledge of Iowa Core

90% of teachers believe teacher leadership roles can translate to improved student achievement through enhanced instruction

91% believe mentoring helps new teachers

Highlights from the second survey included:

57% believe need Technology Instructional Coaches to further 1:1 implementation

Add Content Leaders to address content specific issues, they would also be Model Classroom Teachers and Professional Partners for experienced teachers new to their department

77% teachers responded interest in leadership role
The committee co-chairs presented the TLC plan to the School Board three times (1/3/14, 1/27/14, 10/27/14) so they would have a chance to ask questions and provide feedback. There were students, parents, and teachers in attendance at these meetings and a summary of the presentation was written into the board minutes and local newspaper. Copies of the plan, PCL summary handouts and PowerPoints were made available on the District website.

In April, the District used the TLC selection process to interview and hire four K-6 Instructional Coaches. The process was deemed successful and will remain intact for the TLC plan.

The committee fully recognizes the importance of on-going transparent communication as the TLC plan is established. Based on communal feedback and survey data the TLC committee and stakeholders are fully committed to creating and sustaining a strong District TLC system.
Albia

ACSD involved many stakeholders the past 15 months to develop a TLC Plan. The administrators & teachers attended statewide, GPAEA & ISEA meetings to learn more about the initiative. In the fall of 2013, various stakeholder groups in the district were updated about the new legislation through informational meetings & correspondence. Meetings were held with the entire teaching staff, the SIAC, & the ACSD Board of Education to inform them about the specifics of the new legislation & to receive feedback to create the best plan possible.

A steering committee was formed to lead the TLC process with 5 teachers representing all buildings, 8 parents & all 5 district administrators. Parents on the steering committee have children in each building of the district. The steering committee met 19 times over the course of 15 months to complete the TLC Plan. Parents, teachers, & administrators were equal contributing members on all the activities during the meetings. The cumulative collaborative planning time by all the various committees totaled over 113 hours.

The district applied for the TLC planning grant funds, which allowed for a significant amount of time to be spent developing the TLC Plan. The funds were used to pay for extra staff time, hire substitute teachers to allow for planning meetings during the school day & provide additional pay in the form of a stipend of $500 to all steering committee members. Because the funds were allocated to a large number of people in the form of stipends, more time could be spent on the application than if an hourly rate was paid.

The first TLC committee meeting was held on October 17, 2013. The superintendent outlined the DE goals for the TLC Program & the potential implications to improve student achievement & classroom instruction. The committee broke up into 5 small groups with representation from all stakeholder groups to ensure equity in the process to begin creating the plan. Each group brainstormed a list of non-negotiables that the TLC Plan had to address to meet the district’s needs. Consensus was reached by the large group to form a list of 5 non-negotiable concepts that drive the plan.

The TLC Committee agreed it was important to remain updated from experts regarding this initiative. Therefore, members of the committee attended 6 AEA meetings over the course of the 15 months that helped shape the final plan. The grant allowed for time to evaluate potential teacher leadership positions to determine the best possible ones for the district that would have significant impact to improve student achievement. Specific job descriptions, an interview process, & specific criteria have been established for selecting individuals to fill the leadership positions.

The district involved many stakeholders in developing the plan & all groups are fully committed. Based on not successfully attaining the grant in March, the district took specific steps to insure stakeholder commitment was still strong. The following data represents the commitment of stakeholders through survey results, collaborative meeting discussions, & feedback over the course of 15 months.

Administrator commitment: 100% of administrators actively support the TLC Plan & were involved in the development process. All the administrators understand the potential positive impact teacher leaders
can have to improve student achievement & are willing to work with the leaders to insure successful implementation of the plan once approved.

Teacher commitment:

The TLC Committee believed it was vital to keep certified staff updated as the plan was being developed. Correspondence emails, building-level meetings & district-level meetings have taken place over the course of the past 15 months. Teachers were always given a “ticket-out” in meetings to provide feedback during the development of the plan from these three questions:

What aspects of the plan do you like?
What are your questions?
How can this plan be improved?

Feedback from these ticket-outs helped address crucial components of the plan that might have gone unnoticed otherwise. Teachers are excited about the collaboration time & the opportunities to get involved in leadership roles. The teachers are also supportive of the selection process that the plan identifies.

The entire teaching staff reviewed the TLC plan this fall & was surveyed to measure current commitment to the plan. 97% of the teachers believe the plan will have a positive impact on classroom instruction & 95% of the teachers believe the plan will have a significant impact on student achievement. 95% of the teachers indicated that they would be willing to support their colleagues in teacher leadership roles. In addition, 70% indicated an interest in applying for one of the leadership roles. The final plan was endorsed by the ACEA & the TQC which is comprised of teachers & administrators.

Parent commitment:

The district facilitated a survey to parents this past fall. 96% of the parents that were surveyed support the plan. One parent responded “As a parent of 2 children in the ACSD I am fully supportive of the school district receiving the TLC grant. It is important for great teachers with demonstrated experience to be utilized as leaders in improving the learning experience for students.”

School Board/Community commitment:

The TLC initiative was an agenda item for 5 school board meetings during the course of the application process & the TLC was discussed at 4 SIAC meetings held during the same time period. The evolution of the plan has provided many opportunities for community input. The final plan was endorsed by the SIAC & approved by the School Board.

All stakeholder groups are highly committed to implementing this plan as soon as it is approved. These stakeholder groups will also be updated with data & program evaluation results on an annual basis for improvement of the overall TLC program.
**Part 2**

**Iowa City**

Iowa City is an “education” community. According to the US Census, Iowa City is among the top 10 most educated metros in the US. We are home to the University of Iowa and ACT which, along with the school district, are the area’s largest employers. As result of the overwhelming focus on education our district has been able to recruit and retain outstanding teachers. Over 59% of teachers have a master’s degree and 2% have PhDs. One of the primary reasons our students excel is because of the knowledge and skills of our teachers.

We believe the real power to shift practice and improve achievement lies in the hands of our 941 highly qualified instructional staff. The vision of our Teacher Leader (TL) program is to foster a climate of collaboration that builds the competence and confidence of all teachers as they work to improve student learning. Above all, we want to create a comprehensive program that includes all TLs in the district—a program that employs common processes for recruiting, hiring, supporting, and assessing all TLs.

During the planning process we received input from teachers via small group meetings and an online survey that had 512 responses. The 17 member Leadership Committee compiled teacher input to create 10 TLC goals. Our program will:

1. Ensure all efforts are designed to improve student learning.
2. Build the content knowledge and instructional capacity of all teachers.
3. Maximize opportunities and time for collaboration while minimizing time out of the classroom.
4. Respond to both the individual and group needs of teachers.
5. Allow for flexibility of implementation to accommodate building differences.
6. Provide high quality PD that is relevant to teacher practice.
7. Foster innovation.
8. Offer multiple leadership roles as part of a system where teachers can rotate in and out of positions.
9. Support all teachers to seek leadership opportunities.
10. Ensure teachers play a key role in the ongoing management of the program.

**State Context**—Our plan clearly aligns with the state’s 5 TLC goals.

**Goal 1: Competitive Salaries**

The minimum salary in Iowa City is $44,492. We have the 2nd highest rate of pay of Iowa’s 349 districts.

**Goal 2: Retain Effective Teachers**
Last year, only 6 of over 83 new teachers left our district. Iowa City has one of the highest retention rates in Iowa. We believe our new TL system will offer yet another reason for teachers to stay in our district.

Goal 3: Promote Collaboration

Feedback provided by teachers demonstrated their overwhelming desire to use TLC funds to increase opportunities and time for collaboration. As a result, our TL Program Facilitator will work with all 3 TL groups—TLs providing intensive coaching, TLs providing district-based support, and TLs providing building-based support—to align their work to promote collaboration. Monitoring how well we promote collaboration is a key component of our evaluation plan.

Goal 4: Reward Professional Growth

All TLs will have the opportunity to measure their professional growth every year through self-assessment, input from supervisors, and feedback from peers. Not only will this review allow TLs to be successful in their current role, we will encourage TLs who are successful in less intensive roles to seek more challenging TL positions. We have designed a system that includes beginning to highly skilled TL roles that allow for regular rotation of teachers in leadership positions.

Goal 5: Improve Student Achievement

In Iowa City we have leadership opportunities for up to 375 teachers in 19 differentiated roles. Though our TLs will support teachers using different methods depending on their role, the primary purpose of TL activities will be to build the assessment, data analysis, planning, and instructional skills of teachers so that student’s maximize their learning.

Local Context—Iowa City is a large district that employs over 900 teachers. Given our size we need a TL program with differentiated opportunities that allow teachers to lead in ways that match the time they have available as well as their talents and interests. Accordingly we have created a TL program with multiple options. TLs can serve in building-based or district-based roles, requiring anywhere from a few hours a month to a full-time commitment. The program also offers multiple opportunities for teachers with basic, intermediate and advanced leadership skills.

Increasing student learning is the focus of all PD in our district, and our professional learning has focused on building the content knowledge, data analysis skills, and instructional practices of K-12 staff. While we have supported teachers, budgetary constraints have limited our ability to work intensively with all teachers at all levels. TLC funding will expand our current PD initiatives to help teachers “go deeper” through increased collaboration and planning with their peers. The TLC grant will fund a TL to coordinate and align all building-based and district-wide PD. With the help of Curriculum Coordinators, Instructional Design Specialists, and the Instructional Leadership teams, in all 27 buildings, we will make better use of the 46.5 hours of PD on early-release days to engage teachers in collaborative learning and planning. Perhaps the biggest improvement locally is the expansion of coaching. Our elementary schools have benefited from the work of ½ time coaches. With TLC funds, all 20 elementaries will have a full-time
Instructional Strategist. In addition, our 6 secondary schools will receive intensive coaching support from 6.0 FTE of staff. Elementary administrators overwhelmingly agree that coaching support has made a great difference in student performance. With TLC, we will double the amount of coaching at the elementary level and extend coaching opportunities to all secondaries. Through intensive coaching we can monitor the level of impact of PD on daily instructional practice.

Ames

Vision for the Teacher Leadership Plan: Ames teacher leaders are empowered to collaborate with each other and with administration to support all Ames teachers in the design, delivery, and assessment of teaching and learning to achieve the District’s Vision and Mission:

The Ames Community School District will meet the needs of all students to ensure they are lifelong learners who are citizenship, college and career-ready.

The mission of the Ames Community Schools is to ensure that all learners develop the knowledge, skills, attitudes, values, and personal esteem necessary to grow in and shape a changing society.

Goals for the Teacher Leadership Plan:

GOAL 1: Increase the number of teachers who routinely and effectively work with an instructional coach or other teacher leaders.

Teacher leaders have been a part of the Ames culture for decades, beginning with Teachers on Special Assignment in the Curriculum Office. In the past four years, we’ve added Instructional Coaches (IC) to help support increased instructional expectations. The demand for IC support has increased significantly in that time. Our Plan increases the number of teacher leaders to provide classroom support. Our data shows that teachers who work closely with an IC tend to show higher increases in their reading scores. This work includes planning, modeling, observing with feedback, and help with MTSS goals and plans. This is especially apparent in our schools with our lowest socio-economic rates, demonstrating that good instruction benefits every student regardless of SES. Mitchell Elementary has the highest free/reduced rate in the District (48.5%). However, the close working relationship between their teachers and the ICs is credited for significant gains in their Iowa Assessment reading proficiency scores:

<table>
<thead>
<tr>
<th>Year</th>
<th>All students</th>
<th>Low SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>78.58%</td>
<td>65.22%</td>
</tr>
<tr>
<td>2013-14</td>
<td>89.43%</td>
<td>75.56%</td>
</tr>
</tbody>
</table>

GOAL 2: Increase implementation of District-supported research-based instructional practices that have shown effectiveness in impacting and/or increasing student learning and achievement.

Using a rigorous selection process to identify teacher leaders who are using District-supported research-based strategies, we will increase support to extend those strategies to benefit all students. As we
transform our school culture to be responsive to the needs of every student, we need to increase the support for all teachers to be able to unpack their curriculum, develop aligned formative assessments, and respond to student needs with instructional strategies that accelerate student learning.

GOAL 3: Increase the number of teachers in meaningful teacher leadership and collaboration roles.

In the past three years, 13 Ames teachers have assumed teacher leader roles; 9 more interviewed for those jobs. This demonstrates that our teachers desire leadership roles. The Grant will allow us to increase the number of teachers who are ready and willing to assume these roles. Teacher leaders will be provided training that ensures they are well prepared for their roles supporting well-aligned District goals and strategies.

GOAL 4: Increase the retention rates of beginning teachers who have successfully completed their first two years in Ames. Retention rates and surveys of teachers who have completed the District Mentoring and Induction Program suggest that those who have been mentored by teachers who implement District expectations and strategies have a higher level of job satisfaction. This will continue to be one measure of the success of our Mentor Teachers and the Mentoring and Induction Program. Additionally, beginning teachers who work closely with an IC and their mentor tend to show more reading growth.

The Ames TLC Plan aligns with the goals set by the Iowa legislature and the Teacher Leadership and Compensation Task Force:

Attract promising new teachers. Our Beginning Teachers’ salaries exceed the state-required minimum. Our Plan extends teacher leadership roles and responsibilities, provides compensation to reward teacher leaders, and increases professional growth opportunities for all teachers.

Retain effective teachers. Our Plan strengthens and expands the expectations, training, and compensation of Mentor Teachers to strengthen our Mentoring and Induction Program for Beginning Teachers and teachers who are new to the District. Our Plan provides a career ladder that allows teachers to grow, refine, and share their expertise.

Promote collaboration. Our Plan includes professional learning community (PLC) leadership roles for teacher leaders.

Increased collaboration supports implementation of strategies that offer the greatest likelihood for increasing student learning and achievement, and improves consistency of implementation of Iowa Core, Common Core, and District initiatives across all schools. Our PLC model is one of continuous professional growth for all staff. Developing our Plan has also provided additional positive collaborative opportunities between District administration and the Ames Education Association. Reward professional growth and effective teaching. A rigorous selection process ensures that teachers who are progressive in their own District-aligned continuous professional growth are recognized and rewarded as they serve as role models among their peers. Improve student achievement. Our professional development focuses on providing our teachers and administrators with the tools and support to improve student learning and achievement. With the expansion of our teacher leadership opportunities, we can accelerate our
professional growth efforts, thus increasing the likelihood for improving student achievement more rapidly than our current teacher leadership staffing levels allow. Areas of focus include using formative assessment data in PLCs to accelerate learning and achievement for all students.
UCSD believes alignment between the district, building, and classroom goals is essential to improved student learning.

Positions funded by the TLC Grant will be used to provide the necessary leadership for this alignment.

UCSD TLC Vision:

It is the vision of the Urbandale Community School District (UCSD) Teacher Leadership and Compensation (TLC) Planning Team that implementation of the TLC Plan will bring learning to life for Urbandale staff and students by fostering a collaborative culture in which responsibility for continuous improvement is distributed throughout the system. Improvements in student learning will be achieved through systematic and systemic structures for teacher leadership, a non-evaluative culture based on respect and trust, increased understanding of the facilitation of learner-centered classrooms, and a shared focus on our district mission: Teaching All—Reaching All.

District Mission:

Teaching All—Reaching All

District Vision:

Urbandale will be a school district that brings learning to life for everyone.

State TLC Goal 1:

Improve student achievement by strengthening instruction.

As a District in Need of Assistance (DINA), improving learning is our most important goal. An analysis of the most recent Iowa Assessment data revealed gaps in Reading Proficiency for students with IEPs and from low socio-economic backgrounds.

Teacher leaders will focus on strengthening the quality of instruction and more effectively adapting methods of instruction throughout every classroom in order to improve student learning and provide greater alignment to building and district goals.

Aligned UCSD Strategic Plan Goal(s):

• Ensure success for all learners.

• Provide a guaranteed and viable curriculum.

Data Used to Monitor Progress:

• Iowa Assessment data for mathematics, reading, science and social studies.
• District Assessment data for mathematics, reading, science and social studies.

• Gallup Student Engagement Poll results.

State TLC Goal 2:

Attract qualified, engaged, and promising new teachers by offering competitive starting salaries, and offering short-term and long-term professional development (PD), and leadership opportunities.

UCSD starting teacher salary is $42,572, above the expected minimum of $33,500. While UCSD is proud of its current opportunities in PD and leadership, TLC funds will be used to expand these opportunities and strengthen the mentoring and induction program.

Aligned UCSD Strategic Plan Goal(s):

• Create a sustainable learning organization to increase workforce effectiveness.

Data Used to Monitor Progress:

• Gallup Q12 Employee Engagement Poll

• Staff retention

State TLC Goal 3:

Retain effective teachers by providing enhanced career opportunities.

TLC funds will be used to strengthen and expand an existing district teacher leadership system by adding 70 teacher leader roles to the UCSD leadership team and curriculum committees which are currently funded by the district.

Aligned UCSD Strategic Plan Goal(s):

• Create a sustainable learning organization to increase workforce effectiveness.

• Develop leadership capacity throughout the system.

Data Used to Monitor Progress:

• Gallup Q12 Employee Engagement Poll

• Staff retention

• Jim Shipley and Associates District Systems Check Level III

State TLC Goal 4:
Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

The TLC grant will systemically enhance purposeful and meaningful collaboration. Teacher leaders will meet with building and district Professional Learning Communities (PLCs) in order to analyze data and provide professional development. Teacher leaders will also collaborate in order to reduce variation in implementation across the district.

Aligned UCSD Strategic Plan Goal(s):

• Create a sustainable learning organization to increase workforce effectiveness.

• Develop leadership capacity throughout the system.

• Ensure success for all learners.

• Provide a guaranteed and viable curriculum.

Data Used to Monitor Progress:

• Gallup Q12 Employee Engagement Poll

• Staff retention

• Jim Shipley and Associates District Systems Check Level III

• Iowa Assessment data for mathematics, reading, science and social studies

• District Assessment data for mathematics, reading, science and social studies

• Gallup Student Engagement Poll results

State TLC Goal 5:

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

Roles will include “Facilitator of Curriculum and Professional Learning,” “Instructional Coach,” and “Model Teacher.” These roles create a team that is empowered to guide and support Continuous Classroom Improvement.

Aligned UCSD Strategic Plan Goal(s):

• Develop leadership capacity throughout the system.

• Create a sustainable learning organization to increase workforce effectiveness.

Data Used to Monitor Progress:
Waverly-Shell Rock

The Waverly-Shell Rock (WSR) TLC proposal is built on a Theory of Action: If we support a system that leverages teacher capacity to lead a process of collaborative inquiry using multiple sources of data to analyze student learning and teacher practice in support of teachers’ individual and collective growth, then student learning will improve.

WSR TLC Vision: Improve student learning by increasing teacher effectiveness through a system of collaborative inquiry built on teacher leadership and aligned to district goals.

WSR TLC Goals (ordered to reflect importance)

Improve student achievement by strengthening instruction

Promote collaboration by developing and supporting opportunities for teachers to learn from each other.

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

Retain effective teachers by providing enhanced career opportunities.

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

Goal #1: Improve student achievement by strengthening instruction

While WSR is a high achieving district with strong proficiency rates across grade levels and content areas, there is much room for improvement in our efforts to support each and every student to demonstrate a year of growth each year.

2013- 2014 Proficiency and Growth Data from Iowa Assessments

<table>
<thead>
<tr>
<th>4th Grade Reading</th>
<th>4th Grade Math</th>
<th>4th Grade Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Proficiency</td>
<td>Met Growth</td>
<td>Met Proficiency</td>
</tr>
<tr>
<td>79.05%</td>
<td>67.89%</td>
<td>87.84%</td>
</tr>
<tr>
<td>8th Grade Reading</td>
<td>8th Grade Math</td>
<td>8th Grade Science</td>
</tr>
<tr>
<td>81.99%</td>
<td>58.27%</td>
<td>86.34%</td>
</tr>
<tr>
<td>11th Grade Reading</td>
<td>11th Grade Math</td>
<td>11th Grade Science</td>
</tr>
<tr>
<td>90.62%</td>
<td>46.38%</td>
<td></td>
</tr>
</tbody>
</table>
By implementing the proposed TLC system, which is designed to increase teacher effectiveness, we seek to increase the percentage of students who are demonstrating a year of growth.

Goal #2: Promote collaboration by developing and supporting opportunities for teachers to learn from each other.

All WSR teachers are members of professional learning communities (PLCs). Teachers meet weekly to focus on what we want students to learn, how we will know they’ve learned it, and what we will do for those who have/have not yet learned it. Teachers regularly plan and assess together. Through the proposed TLC system, which is built on a system of collaborative inquiry, we seek to complement the current work of our PLCs to create a teacher-led professional development system through which teachers learn, grow, and improve practice together.

Goal #3: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

We believe in the importance of teachers leading professional growth efforts and all other parts of the system responding to feed that growth. By developing a system of teacher leadership, the district will be able to create avenues through which teachers can develop and use leadership skills, providing enhanced career opportunities for WSR teachers. While teacher leadership exists already in informal ways at WSR, through the proposed system we seek to create new, formal roles that are appropriately supported and compensated.

Goal #4: Retain effective teachers by providing enhanced career opportunities.

WSR is fortunate to have quality teachers and low teacher turnover. Historical data show more than 85% of teachers are still teaching at WSR five years after being hired. Of the 15% who leave, over 90% remain in the profession. Recently, teachers have left to pursue new challenges, such as teaching abroad, administrative positions, and teaching at the college level. Our proposed TLC plan offers new opportunities at WSR that provide similar professional challenges our teachers are leaving to pursue. We seek to decrease the percentage of teachers leaving the district to pursue other professional challenges.

Goal #5: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

WSR already offers a competitive starting salary that exceeds minimums required by TLC guidelines. However, like many districts, WSR has a significant number of teachers approaching retirement age. We could be replacing 15% of our current teaching staff within two years. Creating a district culture that is attractive to promising young teachers is a critical piece of the long-term success of the district. Through the proposed TLC system, we seek to build a rich culture of teacher professionalism that will make WSR an attractive and fulfilling place to teach, grow, and stay.
Carlisle

TLC will provide Carlisle with improved leadership by embedding teacher leadership into the district’s professional learning community. The following table shows the correlation between Carlisle’s Destination 2016 and their alignment to the goals of the Iowa TLC system.

Destination 2016: Carlisle CSD Long-Range Goals

Iowa’s TLC System Goals

Create a college-attending, career-ready culture

Improve student achievement by strengthening instruction

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other

Graduate college and career-ready students

Pledge to support literacy

Involve various stakeholders to inform and gain support from the community

Recruit and retain the best and brightest teachers and leaders

Retain effective teachers by providing enhanced career opportunities

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

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

Carlisle CSD Annual Goals

Carlisle CSD will function as a professional learning community that supports high levels of learning for all students and staff

Carlisle staff will collaborate vertically and horizontally to develop and deliver a guaranteed and viable curriculum for all students, using a balanced assessment system to ensure all students learn at high levels

90% of all students in grades 4-11 will make expected growth on the reading and math subtests of the Iowa Assessments based on standard scores

The vision of Carlisle’s TLC plan is that we reach our Destination 2016 and annual goals through a system of layered supports by expanding leadership in the collaborative teams. This will provide teachers and...
collaborative teams with the resources and support they need to respond to the district’s five guiding questions:

1. What do we want our students to learn?
2. How will we teach it?
3. How will we know they have learned it?
4. How will we respond when they don’t?
5. How will we extend and enrich the learning for all students?

By increasing layers of embedded teacher leadership and building upon our current leadership structures, we will achieve the goals set forth by the TLC System and strengthen the district’s collaborative teams. Carlisle’s collaborative teams use the Data Team (DT) protocol, a five-step process which provides a structure for the district’s MTSS. The DT protocol empowers collaborative teams to improve teaching and learning by analyzing and responding to data related to those areas. Teacher leaders will support and coach collaborative teams and individual teachers at multiple levels in response to the district’s five guiding questions and work through the DT protocol. Teacher leaders will provide a clear connection among teaching, learning and assessment by supporting collaborative teams as they align curriculum, resources and assessment data; they will also coordinate the district’s MTSS.

“Teacher leadership is defined as specific roles and responsibilities that recognize the talents of the most effective teachers and deploy them in the service of student learning, adult learning and collaboration and school and system improvement.” Rachel Curtis

We believe that by embedding teacher leaders [Building Learning Coordinators (BLCs), Collaborative Team Leaders (CTLs) and Mentors] into our PLC structures, we will improve the work in which we are currently engaged. Carlisle’s TLC goals are designed to:

1. Enhance collaborative conversations around the five guiding questions
2. Support teachers and teams as they create and use formative assessments to guide instruction
3. Increase implementation of high-yield instructional practices
4. Analyze student achievement data to identify strengths and needs of the district’s curriculum framework
5. Provide leadership for rigorous and cohesive curriculum aligned to the Iowa Core

Carlisle developed a comprehensive and balanced assessment system during the 2013-2014 school year. Embedded teacher leaders will support collaborative teams in the use of common formative and district assessments to insure high levels of learning for all students.
Attracting, recruiting and retaining high quality teachers are priorities for Carlisle. Our needs assessment shows that over 95% of our teachers stay in the district for at least five years. However, we know we have gaps in the mentoring and induction process. Our biggest gap is a mentoring program not aligned to district initiatives and structures. TLC will allow us to expand the mentoring program and increase the levels of support for all teachers new to Carlisle by aligning the mentoring program with current district initiatives. This will enable all teachers to have a common understanding of district expectations, structures and initiatives. Mentors will play a key role by providing the classroom layer of leadership and support for teachers. Mentors will help teachers implement data-informed instructional practices, plan for instruction and with classroom management. Mentors will collaborate with CTLs and BLCs in the development and delivery of professional development for teachers new to the district. An extended role for Mentors will be as a resource around best practices in instructional practices, lesson planning and management strategies for their collaborative teams.

Expanding teacher leadership at Carlisle will strengthen and improve the structures that we have in place by connecting curriculum, instruction and assessment.

**Williamsburg**

The District’s TLC vision is to create a teacher leadership system that results in improved quality of teaching and learning so each student becomes a productive and informed global citizen. The core of the plan is aligned with the district’s vision, “Innovate..Lead..Excel,” and mission, “The Williamsburg Community School District engages and empowers students to be productive and informed global citizens.” The premise is that developed and supported teacher leadership will result in our ability to hire and retain highly qualified teachers, create a culture of innovation and collaboration, and strengthen instruction to ensure students are fully prepared for the global marketplace. To ensure a tiered support system, the TLC plan is also aligned with the C-Plan, SINA, and Professional Development Plans.

In August, the district received D.E. notification that Mary Welsh Elementary was designated a SINA school in reading and mathematics. The Jr.-Sr. High designated a SINA school in mathematics. Teachers analyzed student data and demographics (C-Plan and SINA) to identify three-year trend-line data:

- Decreased proficiency in reading and math in grades 3-6
- 7-12th reading proficiency improved
- 7-12th math proficiency remained flat
- Low SES students were less proficient at every grade level in reading and math
- IEP students were significantly less proficient
- Number of identified At-Risk and SES students increased 15-20%
The district is in the process of writing SINA goals in reading and math. Student data, trends, and APR Goals were shared with SIAC members to ensure transparency with our community. APR recommendations from staff and SIAC were presented and approved by the Board on September 8th.

2014-15 Annual Progress Goals:

Reading: In 2013-14, 82% of 3-5th graders (222 students) were proficient as measured by Iowa Assessments. In the spring of 2015, the cohort group of 3-5th graders of 2013 will increase the number of students who are proficient by 10% as measured by the Iowa Assessments.

Math: In 2013-14, 69% of 6-8th graders (214 students) met the one year expected growth as measured by Iowa Assessments. In the Spring of 2015, the cohort group of 6-8th grade of 2013 will increase the number of students who make one year’s expected growth by 25% as measured by the Iowa Assessments.

Science: In 2013-14, 52% of the 9-11th graders (245 students) met the one year expected growth as measured by Iowa Assessments. In the Spring of 2015, the cohort group of 9-11th graders of 2013 will increase the number of students who make one year’s expected growth as measured by the Iowa Assessments.

Since 2011, the district has focused on the Collaborative Learning Team (CLT) process of continuous improvement to impact teaching and learning. However, designation as a SINA school has created a sense of urgency to systematically accelerate a change in teaching and learning. The TLC Plan greatly expands leadership capacity to immerse the CLT framework in professional learning, which we believe will increase collaboration, coherence, and clarity of purpose in improving achievement.

While each teacher leader role serves a different purpose, the plan supports a cohesive commitment to the CLT framework of continuous improvement. Based on teacher survey and student data (SINA), teachers identified three areas of professional learning focused on student learning. Embedded within the CLT process will be on-going professional development in three areas:

• Development of curriculum, assessments and essential skills aligned with Iowa Core
• Research-based instructional strategies
• MTSS implementation

The TLC goals are aligned with the district’s vision and belief that if we hire and retain highly qualified teachers, provide a collaborative framework of continuous improvement, then we will accelerate excellence in teaching and learning.

Goal 1: Hire, develop and retain highly-qualified teachers.

• Minimum salary-$33,500
• Mentors support understanding of culture, procedures, and expectations
• Mentors support alignment of skills with Iowa Teaching Standards
• Multi-year mentoring by highly qualified teachers

Teacher leaders strengthen staff and student learning through collaborative culture (CLTs) and shared commitment and responsibility for learning.

Differentiated leadership pathways, responsibilities, learning opportunities, and compensation will lead to increased engagement and job satisfaction.

Goal 2: Develop and support differentiated, multiple teacher leadership roles.

Four teacher leader roles expand leadership capacity: mentors (6 positions), model teachers (6 positions), Lead Learning Team Leaders (16 positions), and instructional coaches (2 positions).

• Teacher leaders have differentiated roles, responsibilities, selection criteria, extended contract days, and compensation.
• Teacher leaders will receive targeted learning opportunities aligned to role and responsibilities.

Goal 3: Strengthen instructional skills through a culture of shared leadership and responsibility, coaching, and collaboration.

• Effective implementation of CLT process

Provide opportunities for discussion, reflection, and collaboration through a cycle of meaningful, non-evaluative observation, coaching, and feedback.

Collaborative professional learning is focused on essential skills/assessments aligned to Iowa Core, evidenced-based instructional strategies, and MTSS.

Goal 4: Increase student learning of district identified essential skills aligned with the Iowa Core.

Facilitate CLTs in identifying essential skills and alignment of Iowa Core in reading, mathematics, science, social studies and 21st Century Learning Skills.

• Facilitate development and use of common formative assessments
• Facilitate lesson design, curriculum development and K-12 vertical and horizontal alignment
• Shared responsibility for guaranteed access to Iowa Core curriculum for all students
Part 3

Monticello

Monticello Community School District (MCSD) implements research based professional learning initiatives that are proven to increase student achievement. MCSD’s newly created Teacher Leadership (TL) positions will be utilized to provide leadership and professional development (PD) to new and existing initiatives. MCSD currently has a Curriculum Director who serves as a facilitator, center point of coordination and liaison to all leadership teams/committees at MCSD. The Curriculum Director will work collaboratively with teacher leaders to assist with implementation of the TLC plan. The Curriculum Director position will not be supported by TLC funding; MCSD will continue to use district funds for this position.

Teacher leaders will be integrated into leadership teams at the community, district and building levels. The leadership positions listed below represent 25% of MCSD teaching staff.

2 - 1.0 FTE Instructional Coaches
1 - 1.0 FTE 9-12 Intervention Specialist
1 - 1.0 FTE PK-12 Behavioral Coach
3 - 0.5 FTE Technology Integration Coaches
3 - AIW Coaches (extended days)
12 - Curriculum Leads (extended days)

PD Initiatives & Connections to Teacher Leadership:

Authentic Intellectual Work (AIW): Provides deep reflective practice for teachers focusing on student construction of knowledge, conceptual understanding, elaborated communication and value beyond school.

TL Connections & Supports

AIW coaches will collect data from the Classroom Implementation Profile (CIP) for planning and delivery of PD. AIW Coaches will model and support teachers with lessons aligned to the AIW framework and the Iowa Core. This will be done in collaboration with Instructional Coaches and Intervention Specialist and Curricular Leads.

2. Transformational Technology: MCSD is planning for a 1:1 initiative within the next two school years. Teachers are focusing on embedding technology at the transformational level to increase student engagement and 21st Century Sills.

TL Connections & Supports
Technology Coaches will ensure technology integration is specific to the needs of learners at various levels of academic development. They will provide in-class support, co-teaching and PD.

Multi-Tiered Systems of Supports (MTSS): MCSD is implementing MTSS district-wide. MTSS is an integrated system of standards-based assessment and intervention provided through a multi-tiered system of supports for academics and behavior. At the elementary level there is an intense focus on MTSS and K-3 Literacy.

TL Connections & Supports

Instructional Coaches and Intervention Specialist will collect and organize student data. Guided by the work in Learning by Doing: DuFour, they will facilitate collaborative teacher teams with a focus on student interventions. Curricular Leads will provide PD and coaching on standards alignment and assist curricular teams in determining priority standards. Curricular Leads, along with Instructional Coaches and Intervention Specialist, will support teams with the development of standard proficiency scales, assessment and data review. The Behavioral Coach will provide classroom support and PD on behavioral interventions for teachers and associates working with students who exhibit challenging behaviors.

Structures and Connections to Teacher Leadership:

The School Improvement Advisory Committee (SIAC)

SIAC is a community-based group whose membership includes community members, parents, students, teachers and school administration. SIAC examines academic achievement, instructional practices, school climate and culture and Iowa Core implementation data. They receive recommendations from the district Instructional Leadership Team (ILT) and make suggestions to the school board regarding annual goals.

TL Connections & Supports

Instructional Coaches, a Technology Coach and Curricular Leads will serve on the District SIAC as links between school and community. These positions will assist the Curriculum Director in planning and facilitating SIAC goal-setting sessions.

District Instructional Leadership Team/Iowa Core Leadership Team (ILT)

ILT is a district-level data team that sets district goals, plans district wide PD, links to SIAC, develops and monitors the district Iowa Core Plan and determines specific PD initiatives based on student data and teacher need.

TL Connections & Supports

The District Curriculum Director facilitates this committee. One representative from the Instructional Coaches/Intervention Specialist, AIW Coaches and Technology Coaches will serve on ITL. Curricular Leads from each core content area will also be represented.
AIW Leadership Team

The AIW leadership team reviews AIW implementation data including CIP walkthroughs, Innovation Configuration (IC) Maps, revised teacher assessment tasks and student work by conducting a correlation. The AIW leadership team sets goals, creates action plans and monitors/makes adjustments to plans based on student data and teacher need.

TL Connections & Supports

AIW Coaches will be responsible for facilitating AIW leadership team meetings and will provide AIW focused PD at each level.

Building Leadership Teams (BLT)

BLTs are responsible for examining building achievement data, planning and delivering PD, assisting with goal setting and collaborating with other buildings and ILT.

TL Connections & Supports

Curricular Leads, Instructional Coaches, Intervention Specialist, AIW Coaches and the Behavioral Coach (when applicable) will be members of BLTs across the district.

New Teacher Induction Team

The New Teacher Induction Team reviews new teacher mentor program data and oversees the Mentor Facilitator (not a TLC position). This team plans for and provides PD to mentors and works collaboratively with building principals to create positive teaching and learning environments.

Iowa Falls/Alden

The Iowa Falls and Alden CSDs have been engaged in continuous improvement for decades. Ten years ago, the districts entered into a whole grade sharing agreement for students in grades 6-12. In conjunction with the whole grade sharing agreement, the districts have adopted the same professional development structure and the same school improvement initiatives at all grade levels, PK-12. The Iowa Falls and Alden districts jointly developed our TLC plan based on these common school improvement initiatives and professional development, which utilizes a system of continuous improvement. Our plan connects directly to, supports and strengthens our existing initiatives: Iowa Core implementation, Authentic Intellectual Work (AIW), technology integration, data, student engagement, student success and teacher mentoring.

The district’s school improvement initiatives are interconnected with each other and directly aligned with TLC leadership roles. A picture showing the interconnectedness of districts’ school improvement initiatives could not be uploaded to Iowa Grants, but can be viewed at http://bit.ly/1wz6O7n.

Current Reality #1
There currently is not a formal system in place to collect, analyze, and use data to improve student learning. Most teachers are overwhelmed by the amount of data and the complexity of organizing the data. This data includes, but not limited to: EdInsight, Iowa Assessment, NWEA MAP, FAST, TELPA, I-ELDA, and a vast array of local summative assessment data.

TLC Support for Current Reality #1

The TLC system includes a Data Leader/Academic Intervention Coaches to help district teachers effectively and efficiently collect, analyze and interpret data to strengthen current data collection and use in order to make better instructional decisions.

Current Reality #2

Over the past five years Iowa Falls and Alden have devoted a significant amount of resources and time to implement and build AIW towards a local sustaining capacity.

By focusing on higher order thinking, conceptual understanding and applying learning to new situations beyond the walls of school we are working to prepare our students for career or college readiness. A key part of AIW and the improvement process is access to a local coach who can observe and collaborate with teachers throughout the day.

TLC Support for Current Reality #2

Our TLC plan includes an AIW Coach at each school to help district teachers continue to implement key components of AIW into instructional practice.

Current Reality #3

In conjunction with the AIW initiative both districts have implemented the work of Dr. Jerry Valentine via his Instructional Practices Inventory (IPI). Over the past three years time, money and resources have been devoted to implement the IPI structure. The aim of the IPI initiative is to examine and increase student engagement.

TLC Support for Current Reality #3

The TLC grant would allow our districts to support and strengthen this initiative with an IPI Student Engagement Coach at each school. Research by Dr. Valentine indicates that higher engagement results in increased learning, learning at deeper levels, and students who are engaged. Engagement leads to higher attendance and less drop out. IPI Student Engagement Coaches would help data collection and data interpretation, as well as provide for collaboration time with teachers. This would help increase engagement through higher order thinking and student conversations. Our TLC system includes an IPI Coach at each school.

Current Reality #4
The Iowa Falls & Alden districts believe technology use and integration is a critical component of the educational process. Both districts have implemented a 1:1 computer initiative in grades 6-12, and grades 3-5 have a student/device ratio of 4:1. There have been significant resources devoted to upgrading technology infrastructure, as well as purchasing hardware and software.

TLC Support for Current Reality #4

Through our TLC grant we plan to strengthen technology integration into instructional practices, to enhance student learning and allow technology connections between and among current initiatives. Our TLC system includes a Technology Integration Leader at each school.

Current Reality #5

Lastly, our TLCPC realized that we could do more to strengthen our existing mentor program and surveyed teachers to determine what needs were not being met. Currently our mentor program just includes formal mentoring for new initially licensed teachers.

TLC Support for Current Reality #5

Our TLC system would provide each new initial teacher, new-to-district teacher, and select career teachers with a mentor teacher. Our system also utilizes a mentor coordinator to facilitate professional development and collaboration for mentors and mentees. The mentor coordinator will provide consistency and ensure district initiatives and goals remain an integral part of the mentoring process. This new position will provide better, more consistent support for mentor teachers, strengthen the experience for new teachers, provide connections and support for career teachers, and enhance the overall teaching experience for both mentors and mentees.

Fairfield

TLC connects to Fairfield current priorities:

One of the first duties of Fairfield’s TLC Committee was to identify and define existing school improvement initiatives, mentoring and induction programs, and current leadership structures. This process brought awareness to some major structural issues that the TLC model will improve, such as:

Identified Weaknesses within the FCSD current leadership initiatives/structure

How the Fairfield’s Future (FF) TLC model will support and strengthen the present state

No one in the district knew all the leadership options; initiatives were uninformed by stakeholders

Stakeholder views and participation strengthened the development of the TLC planning process and provided support for the overall TLC vision, goals, and model; and a selection committee will advertise annual leadership positions so all are aware of the available improvement options and programs

Only 16 leadership positions were identified

Leadership positions will be expanded to 35 positions: 5 specialists/30 coaches
All leadership positions were underfunded or not funded. Supports compensation for all leadership positions.

Too many programs existed (over 15); caused stressful, over commitment by staff.

Strengthened initiatives by narrowing focus to 6 key content areas: literacy (K-3 emphasis), mentoring, data collection, technology integration, curriculum development (Iowa Core) and Authentic Intellectual Work (AIW).

Programs were not available at each district school; gaps in programming—i.e. Data teams only existed at the middle-school.

Strengthens participation for all grades and buildings.

District improvement initiatives were unstructured with no cohesive means of linking their best practices and information to one another.

A multi-tiered TLC structure will interconnect all PD, goals, and theories of action with skilled leaders. It will provide a framework in which to run Iowa Professional Development Model (IPDM) and MTSS.

Few formal meetings because leadership was voluntary; completed in spare time.

Formal leadership meetings with specific times during school hours and compensation for time out-of-class designated and substitutes on the ready.

Leadership positions were stressful (i.e. overlapping commitments and few shared responsibilities).

No overlapping of leadership positions will exist.

No formal selection process of leadership positions existed (voluntary or just asked by administration).

Rigorous selection process ensures quality leaders are chosen for roles.

No leadership commitment limit was set.

Yearly application process for TLC roles ensures fresh ideas/effective leadership.

Effectiveness of all programs and initiatives was not continually measured.

In correlation with IPDM, continuous feedback, review, and revision will be made to individual content areas. Data collection and communication will support this.

By identifying overlaps and gaps in current programming and compensation among the various school levels, a starting point for creating new leadership positions was established. Next, the district’s key improvement initiatives were narrowed to 6 major content areas that would be strengthened by a TLC structure.

Current state of FCSD’s prioritized key improvement content areas.
How the Fairfield’s Future TLC model will support and strengthen the present state

Technology: 1 Technology integration Specialist

•Technology integration not embedded in instruction

Increases leaders to 1 Specialist; 7 Coaches

Adds supplemental pay

Connects technology to all aspects of instruction

Models teaching approaches for teachers to improve instruction

Literacy: 1 National LETRS trainer

This content area is specific to FCSD goals which aren’t always being met.

I.e. Annual goal: 80% of all students will score at or above proficiency on the reading subtest of the Iowa Assessments.

Yet, only 72.2% of 11th graders were proficient last year.

1 Specialist/5 Coaches

SINA goals/long term district and annual goals will all be written to reflect poverty training, increased literacy support and parent involvement.

AIW 7 trained coaches improves learning by developing instruction that challenges students to excel at intellectual rigor and civic participation

1 Specialist/7 Coaches

Adds leadership supplemental pay

Expands teaching tools and offers differentiated learning to improve student quality

Mentoring: 1 Iowa-certified Mentor trainer; 6 mentors

Current PD initiative mandated by State for new teachers

23% of employees who left the FCSD felt their mentoring was not effective

1 Specialist/6 Coaches

Supports existing mentor leadership with supplemental pay

Improves by operationalizing new teacher learning and providing growth opportunities for mentors
Data—no leaders
Currently only the middle school has skilled data collection teams who analyze data but rarely connected the data to research based-best practices or PD to allow for improvements in student achievement or quality of instruction.

Data was not shared among staff or stakeholders.
Additionally, data analysis was written in Pence Elementary and FMS SINA plans but not practiced
Creates 1 Specialist; 2 Coaches and links them directly to TLC
Goal 5: Operationalize the use of assessment and data for school and district improvement
• TLC will impact more teachers
• Assessment training will improve student learning connection between evidence and decision making at all levels will be woven into practice
• contributes to annual and 5 year goals
Iowa Core: no leaders
• Weak implementation of the IC; not embedded in instruction
Creates 3 Coaches; work with curriculum director-who serves as IC Specialist; collaboration will embed IC within other PD; more eyes to progress monitor/revise IC Plan
A TLC model will improve the coherence among all district initiatives and goals.

Decorah
Decorah’s mission statement, “Committed to creating a student-centered environment where individual needs are addressed, cooperation and teamwork are valued, competent professionals lead, community partnerships flourish, a commitment to excellence prevails, and lifelong learning continues”, guides our efforts to improve student achievement and build a cohesiveness through the alignment to the Iowa Core and initiatives outlined below. The four key initiatives are

1) Professional Learning Communities to increase collaboration and improve student achievement; 2) MTSS and K-4 Early Literacy specifically designed to support student achievement; 3) Mentoring and Induction to provide the support necessary for new teachers to be successful; 4) Instructional Support for social, emotional, and academic needs of every student.

Initiative 1: Professional Learning Communities

Current reality:
In an effort to increase teacher collaboration and improve student achievement, DCSD committed to establishing PLCs. In 2012 and 2013, several from the District attended a PLCs at Work Institute. In the fall of 2013, some attendance centers began implementing PLCs, but the vision (and subsequent work) was inconsistent. In the fall of 2014, DCSD participated in a districtwide two-day PLC training with Learning by Doing co-author Tom Many to help the entire faculty understand the power of a collaborative culture on reaching high levels of learning for each student.

How will the plan connect and enhance?

A PLC Coach will be integral to successfully implementing a collaborative effort to differentiate the support each team needs in the Professional Learning process. This coach will work with administrators and teachers to implement, with integrity, the big ideas of the PLC model for continual student growth, the development of common assessments, determining essential skills, and the effective use of student data to determine interventions (MTSS) to ultimately increase student achievement.

Initiative 2: Multi-Tiered Support Systems (MTSS)

Current reality:

Currently we lack a system-wide process to look at data and provide interventions based on student need.

All elementary attendance centers (K-4) have begun to move towards implementing the key components of the Iowa MTSS Framework along with the ELI framework. A leadership team, intervention team, and PBIS team have been established, with focus on the areas of math and reading.

How will the plan connect and enhance?

Screeners and progress monitoring assessments need to be investigated, selected, and identified for appropriateness. Screeners will be administered and analyzed in order to provide the appropriate intensity of instruction three times a year. In addition, the percentage of students that fall into each tier will be reviewed to address systemic needs. It is the intent of the MTSS model, as well as of our District, to have a strong core curriculum that meets the needs of at least 80% students at a universal level. However, we recognize the need to dig deeper into areas that are not as strong in our universal curriculum and ensure we have addressed each area of literacy and math.

The Learner Advocate will work with teachers to determine guidelines for establishing which tier students should be placed, as well as work with interventionists to ensure evidence-based interventions are being implemented with students at the intensive level. All teacher leader positions will assist teachers in identifying appropriate strategies for students at the Targeted Tier.
Initiative 3: Mentoring & Induction

Current Reality:

In previous years, building principals assigned mentors to new teachers, but the process for which mentors and new teachers worked together varied and was fairly informal. Meetings of mentors and mentees often did not take place, and little to no guidance was provided as to what the meetings and involvement with one another was to include.

How will the plan connect and enhance?

Our TLC plan will provide Mentor Teachers with professional learning focused on developing their ability to facilitate constructive but challenging learning conversations, demonstrate effective teaching, use effective observation skills, provide constructive feedback, analyze and reflect on evidence of learning, and advocate on behalf of the mentee. This will improve entry into the profession and allow the district to recruit and retain a high-quality teaching force. The new mentoring program will include a book study on The 12 Touchstones of Good Teaching, observations and feedback completed by Mentors, and a strong focus on self-reflection by mentees. New teachers will have the opportunity to observe their mentor and/or other Collaborative Teachers.

Initiative 4: Instructional Support

Current Reality:

Decorah CSD has recognized a lack of support for the whole child, beyond which teachers are able to offer in the classroom.

How will the plan connect and enhance?

Our goal is to increase the level of assistance students receive in the areas of social, emotional, and academic support. Learner Advocates will support students and their families, and in turn support teachers, by acquiring the resources students need to be successful. This may include scheduling after school tutors, overseeing summer school, locating mental health resources, and working with students with excessive absences. Other TIs will work to increase student achievement and engagement by providing teachers with the support and instruction they need to effectively implement technology, use best instructional practices, determine intervention methods, and establish classroom management techniques in order to create an effective learning environment.

Iowa City
The overarching framework for improving student learning in Iowa City is the creation of responsive classrooms to support the social, emotional and academic growth of all students as part of a strong and safe school community. Responsive classrooms include instructional and behavioral interventions to
meet the needs of all learners. Iowa City’s 375 TLs will lead this initiative by employing 3 important strategies. They will: (1) work to ensure clarity in the curriculum and consistency in what is taught; (2) help teachers implement research-based instructional strategies that increase achievement and are responsive to the needs of individual learners; and (3) assist teachers to employ formative and summative assessment processes to inform instruction.

Clarity in the curriculum and consistency in what is taught—Our TL program funds 22 part time Coordinators for the areas of Special Ed, Career/Tech, ELL, Language Arts, Math, Library, Science, Social Studies, ELP, Art, General Music, Performing Music, PE, Health, Counseling, World Languages, At-Risk, and AP. These TLs will work with staff in each area to clarify learning goals using the Understanding by Design (UbD) process. Our 20 Core Curriculum Writers will work with the Coordinators to craft effective and engaging learning activities that help teachers promote learning goals. PD developed and led by the Curriculum Coordinators will help teachers in all buildings and at all levels share a common understanding of what to teach. Through the support of Instructional Design Strategists, teachers in all buildings will benefit from collaborative coaching in their classrooms. These specialists provide the “boots on the ground” to ensure consistency in what is taught across the district.

Research-based strategies that increase achievement and are responsive to needs of individual learners—TLC funding will create Instructional Leadership Teams (ILT) in every building. ILT members (about 7 per building) will work collaboratively with building administration to develop a school improvement plan that results from a careful review of student academic and social/emotional data. ILT members will outline key strategies to increase student achievement along with a clear plan for using PD to increase the level of implementation of these strategies with all teachers. With Instructional Design Strategists in all 27 buildings, we can provide collaborative coaching in every classroom to support teachers as they work to implement the selected strategies consistently and superbly well, including helping teachers understand the MTSS processes. Our 44 Instructional Design Strategists will meet regularly as a district-level team to align their work across buildings. This team will identify PD needs shared by multiple buildings and then work to ensure the PD in every building/curricular area provides a consistent message.

To encourage and stimulate innovation, TLC funds will support Innovation Specialists (1 specialist for every 30 teachers). Specialists will be leaders in the classroom who will train and support teachers as they implement innovative strategies (which includes technology). Under the leadership of a full-time Innovation Coordinator, these 30 Specialists will be part of a district-wide team that coordinates and disseminates innovative ideas.

Teachers who are new to the profession or new to Iowa City will have additional help from 2 Coordinators for Induction along with support from building-based Mentors. Induction Coordinators will help beginning teachers accelerate their competence and confidence. They will develop and manage all induction activities including coordination with building-based mentors. Mentors will act as models and guides and provide opportunities for new teachers to observe, discuss and practice quality instruction. In addition, Mentors will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting students with special needs. An
important part of our efforts to use research-based instructional strategies includes the selection and implementation of strategies that are effective for learners from diverse cultures. Our TL Program will fund a 27-member Cultural Competence Team comprised of 1 representative from each building. The team will meet monthly to plan, coordinate, and review all culturally competency efforts across the district and ensure that selected instructional strategies are effective for students from different cultures.

Formative and summative assessment strategies to inform instruction—While our elementary schools currently use PLCs to review student data and adjust instructional practices, TLC funding will support the implementation of data teams at the secondary level. Led by the members of each building’s Instructional Leadership Team and with the support of the Instructional Design Strategists, teacher teams in all buildings will be encouraged to work in collaborative groups to assess student learning and adjust instructional practices. Through PD and coaching, teams will learn to employ both formative and summative assessment methods to monitor their effectiveness helping students master key concepts.

Because our TLC budget is over $6 million, we are able to have a full-time TL Program Facilitator to coordinate all aspects of the TL Program. S/he will have the support of full-time person to coordinate the 44 Instructional Design Strategists, 2 Coordinators to oversee the Induction Program, along with assistance of a full-time Innovation Coordinator. These TLs will function as a group to coordinate the efforts of the 375 TLs. The collaborative efforts of this group will help ensure that every building is able to create responsive classrooms to meet the needs of Iowa City’s diverse learners.

**Des Moines**

The TLC plan for Des Moines Public Schools (DMPS) connects key district school improvement initiatives, Teacher Leader roles, and outcomes aligned to the Iowa Department of Education’s TLC System - Framework for Learning Supports. DMPS will utilize Coaches, District-Wide Teacher Leaders, and School-Based Teacher Leaders to move forward the work of school improvement.

School Improvement Initiative #1: Identify, coach, and develop effective instructional practices within the classroom to guarantee all students have access to the best teaching and learning opportunities.

DMPS will support the definition and improvement of effective instructional practices through implementation of Marzano’s Instructional Framework; identify district demonstration classrooms; and guide the feedback and coaching work of (1) Instructional and SPED Coaches with career teachers and teams, (2) Technology Integration Coaches’ modeling of integration of blended learning practices, and (3) Induction Coaches’ systematic support of first and second year teachers.

Outcomes:

Support implementation of instructional strategies that ensure individual student learning needs remain the central focus of instruction (Content / Pedagogy / Assessment)
• Support colleagues in the alignment of content, instruction, and assessment (Content / Pedagogy / Assessment)

• Provide and elicit honest, open, and constructive feedback (Communication)

• Seek and engage in non-evaluative, reflective dialogue with colleagues (Communication)

School Improvement Initiative #2: Use data-driven decision-making with instructional coaching practices to monitor progress and adjust instruction and program implementation.

DMPS teachers meet at least weekly in grade-level and/or subject-level teams to co-plan, assess learning, and utilize data to inform instructional decisions. Instructional Coaches (IC) will help build the capacity of teachers through such activities as creating common formative assessments, coordinating implementation of multi-tiered systems of support (MTSS) across the district, and contributing to the refinement and evolution of the current data team and school PLC processes.

In a parallel process, School Leadership Teams, consisting of school administrators and site-based Teacher Leaders will also engage in data-driven decision-making. Together, they will provide leadership for ongoing school improvement through analysis of school-wide data, refinement of school improvement goals, monitoring of implementation, and sharing of decisions to improve effectiveness building-wide.

Outcomes:

Collaborate with colleagues on the design, implementation, and evaluation of common assessments and on the subsequent interpretation of student data to improve educational practice and student learning, including MTSS (Data / Systems Thinking)

Use assessment and data findings to influence changes in instructional practices in the classroom and across the school and/or organizational structures to improve student learning (Data)

Incorporate existing and emerging technologies in the design and delivery of professional learning and data-driven decisions (Adult Learning)

School Improvement Initiative #3: Implement collaborative structures to maximize adult learning; distribute leadership at the school site; and capitalize on expertise among Teacher Leaders, building administrators, and central office service providers.

The DMPS TLC plan intentionally positions Teacher Leader roles across the organization—in classrooms, schools, and districtwide—in order to build scalable connections and common structures for collaboration. At the site level, a minimum of eight Teacher Leaders will serve in two distinct capacities to strengthen culture in each school. Schools will utilize School Leadership Teams, which will include Teacher Leaders, to contribute to shared decision-making, vision implementation, and communication among all stakeholders. Additionally, Innovation Classroom Teachers will conduct action research,
publicly inquiring into their own practice to promote new solutions at the site level. They will share their learning with peers and inform school improvement strategies and goals.

District PLC Facilitators will refine the district PLC meeting structure to support teacher practice, collaboration, and reflection. They will contribute to the refinement of monitoring tools and resources for district-wide PLCs.

Working with school-based administrators and strengthening the connections of staff within the Office of Schools and Office of Academics will be key for engaging school leaders in building the architecture, expertise, and culture to embrace and expand teacher leadership. Clear role definitions, shared training, and explicit structures for collaboration will accelerate the successful implementation of new professional learning opportunities.

Outcomes:

Utilize peer-to-peer processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change (Collaborative Culture)

• Cultivate coaching skills specific to administrators to support Teacher Leaders (Organizational Learning)

Understand the aligned and delineated roles and responsibilities of the administrator and the Teacher Leader by following the professional learning standards (Systems Thinking)

**Lewis Central**

Current initiatives, structures, and processes

Lewis Central CSD’s student achievement goals include accelerate learning for all students, reduce the gaps for IEP students, and increase our 4-year graduation rate. In efforts to reach our goals our current initiatives focus around Assessment Literacy, MTSS and Iowa Core implementation districtwide. In addition, our elementary levels began the FAST Assessment as part of MTSS implementation with Iowa’s first phase of schools in 2013. We are also putting structures in place with K-3 literacy and recent legislation requiring all students reading on grade level by 3rd grade beginning in 2017. Positive Behavior Instructional Supports (PBIS) is an added focus for secondary.

Our district initiatives also align with five School Board-adopted SIAC goal areas (student achievement, technology integration, student social/emotional well-being, intervention systems, and PD). We are committed to engaging teachers in ongoing, meaningful opportunities to learn and collaborate, focusing on student growth and achievement. Many structures and processes are in place to support district goals and give teachers vehicles to learn and collaborate:

District Leadership Team (DLT) is comprised of 13 teachers (w/compensation) and 9 administrators. Its mission is to build awareness and accountability for improvement efforts, building capacity of members around mission/vision/purpose with a district perspective. The DLT problem-solves and makes decisions
regarding curriculum, instruction and assessment to raise the bar for all students. Districtwide PD is planned and delivered by this group.

Seven Content Teams (CT) each with 5 teachers, for a total of 35 teachers (no compensation) that collaborate to vertically align curriculum and assessment across the district.

Building Leadership Teams (BLT) consist of 40 teachers (no compensation) and are established to examine student data, develop Student Achievement Plans, and plan PD aligned with district goals.

Instructional Coaches (IC) personalize PD for teachers in various capacities. We presently have 4 full release and 3 part release coaches (w/compensation) districtwide. Coaches examine student data with teachers, assist in planning instruction, give instructional feedback, and/or support specific building and district initiatives. However, our coaches only receive episodic, informal training and fragmented opportunities to implement these roles.

Induction program for new teachers is Journey to Excellence curriculum through a partnership with Green Hills AEA (GHAEA). Mentors receive NO release time. Expectations are to meet monthly outside of classroom time to collaborate around the induction curriculum. Monitoring is built in, but lacks consistency.

Two elementary model classroom teachers (no compensation).

ENHANCEMENTS through our TLC Plan

Our TLC plan proposal enhances, expands, and systematizes current structures designed to support district goals and initiatives. Our comprehensive plan has opportunities ranging from extra duty to full release time.

We will personalize support for teachers in multiple ways, primarily through restructuring, increasing and compensating ICs, model classrooms, and all TL roles bringing that level of support one step closer to the classroom by:

Increasing the number of coaches in each building establishing a collaborative environment, who will receive coordinated, comprehensive training.

Increasing the number of model classroom teachers who demonstrate current initiatives, providing exemplars, and opportunities to engage in observation and dialogue along with on-going coaching around best practices.

Providing new teachers to the profession more supports by assigning multiple, differentiated mentors who receive additional training in coaching new teachers.

Restructuring our BLTs and CTs to increase the continuity, stability and effectiveness of these groups. They will monitor Iowa Core implementation for quality through alignment of curriculum, instruction, and assessment ensuring a guaranteed and viable curriculum for all students. These teams will provide oversight of the intended versus the delivered curriculum to secure quality implementation.
Increasing compensated teacher leadership opportunities from our current 41 roles to 123 compensated roles.

These enhancements will support district goals through its initiatives, structures, and processes. Coaches will work collaboratively with teachers to examine student data to make instructional decisions around Iowa Core and best practices that increase student achievement. By providing ongoing support and personalized PD, coaches will address district literacy and math needs. All leaders will be equipped to ensure building and district PD is accessible to all staff.

**Vinton-Shellsburg**
The TLC plan will support and strengthen the Vinton-Shellsburg Community School District’s school improvement initiatives, which are related to district goals and highlighted in the CSIP plan. Based on data and research, the district aligned efforts over the last four years to best serve our students. The district has relied on teacher leaders as an integral part of our school improvement work. With the TLC program, we will be able to strengthen the quality and implementation of our initiatives.

Our school improvement work weaves together our initiatives as we answer DuFour’s four questions. Our initiatives include implementation of the Iowa Core; implementation of Response-to-Intervention; personalization of learning; and supporting collaboration and collegiality through implementation of Professional Learning Communities using the Data Team Process.

The following district initiatives and leadership supports, although grouped according to focus area, work in conjunction with each other in order to best meet the needs of our students and teachers, to achieve district goals, and to improve student achievement.

**Implementation of the Iowa Core** – For several years, we have worked to align our curriculum horizontally and vertically to the Iowa Core. Curriculum departments have identified essential standards and “I can” statements. With the TLC program, we will have additional teacher leaders to support the work of revising our essential standards and better articulating our I-can statements (many are still too broad and in adult language). The Alignment Team will primarily lead the work at the district level but Data Team Leaders will lead the work in the smaller PLC teams.

**Implementation of Response to Intervention** – As we analyzed our student achievement data, it became clear that there was not one specific plan to move all students to proficiency. Instead, we learned we needed to individualize the work. The process outlined by the DuFour’s questions, and training provided through Solution Tree, has driven our work. Teacher leaders realized a need for core instruction that ensures all students have access to rigorous grade level curriculum. Additionally, in order for teachers to implement RtI with fidelity, they need additional training in instructional and assessment strategies including how to monitor each student’s learning. Implementing our TLC plan will allow for additional teacher leaders, including instructional coaches, who will further support this work by determining the best ways to utilize school wide support staff in the RtI process and implementing research-proven strategies. For students to experience personalized learning opportunities, our teachers need additional
support in identifying essential skills, differentiating instruction, and enhancing curriculum. The A-Team will lead the curriculum portion of the work. Instructional Coaches in conjunction with Building Decision Teams, Data Team Leaders and other teacher-leaders, will articulate and assist in the district’s responsibilities and roles in the RtI process.

Implementing Personalized Learning – As we worked with implementing RtI, we identified the need to provide teachers with more specific support around how to provide students with engaging and personalized learning. Support has been provided through the use of technology integration, inquiry based units, IEP development and implementation, and ELP programs and services. Through implementation of the TLC, we will be adding additional Instructional Coaches with experience in personalizing their students’ learning. IC will allow us to personalize student learning and differentiate student needs through providing classroom resources, modeling and other support. Data Team Leaders will provide specific support at the grade or content level.

Implementation of Professional Learning Communities using the Data Teams Process - The district has dedicated resources to provide training about Professional Learning Communities and then how to implement them using student data as a driving force through the process outlined by Angela Perry. The experiences have allowed common philosophy, language and protocols to be integrated into our work. Instructional coaches, building decision teams and data team leaders have all received training on how to facilitate the work. By formalizing the appointment, job expectations and compensation for the leaders who lead this work, we anticipate we will more fully implement our PLC’s. The Instructional Coaches and Data Team Leaders will take primary responsibility of this initiative.

Mentoring and Induction – Although not a specific district initiative, the district has partnered with Grant Wood AEA and other districts to be a part of the i3 Grant Consortium. This has allowed every beginning teacher to have an Induction Coach assigned who meets with him/her once a week. The work is individualized to each beginning teacher’s needs but follows a framework that supports our district initiatives and the Iowa Teaching Standards. Mentors are assigned to provide daily support and guidance for all beginning teachers and teachers new to our district. This supports the development of collegiality and collaboration while transitioning them into our culture.
Monticello
Improving Entry Into the Profession:

During the 2008-2009 school year, Monticello Community School District (MCSD) redesigned the Mentoring and New Teacher Induction Program. The goal of redesigning the new teacher program was to assist new teachers through the four stages for new teachers as first outlined by Kevin Ryan, Delta Kappa, (1986) and Wong and Wong in The First Days of School (2009).

MCSD currently works in partnership with GWAEA and the New Teacher Center (NTC) to provide high-quality, research-based mentoring and induction for new teachers. The district will use TLC funds to create 22 Teacher Leadership (TL) positions. These 22 TL positions are spread throughout the district in 6 different categories which include Instructional Coaches, Intervention Specialists, a Behavioral Coach, Technology Coaches, AIW Coaches and Curricular Leads. Teacher Leaders will be required to support new teachers at MCSD in the following areas:

<table>
<thead>
<tr>
<th>Newly Created TLC Position</th>
<th>Level</th>
<th>How Role Will Support New Teachers and Address</th>
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<tbody>
<tr>
<td>Identified Mentor Gaps Instructional Coaches &amp; Intervention Specialist</td>
<td>PK-4</td>
<td>5-8 9-12</td>
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<tr>
<td>Complete observations and walkthroughs in new teacher classrooms</td>
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<td></td>
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<tr>
<td>Provide feedback and coaching to increase effective instructional practices and strategies</td>
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<tr>
<td>Create opportunities to co-teach and model teaching for new teachers</td>
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<tr>
<td>Behavioral Coaches</td>
<td>PK-12</td>
<td>Complete observations and walkthrough</td>
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<td>Provide PD</td>
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<td>Coach teachers in behavioral management strategies and implementation of classroom expectations/procedures</td>
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<td>Support the implementation of PBIS PK-12</td>
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<tr>
<td>Technology Integration Coaches</td>
<td>PK-12</td>
<td>Provide in-class support</td>
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<td>PD on software and hardware that is building/district specific</td>
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<tr>
<td>Support the integration of transformational technology in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIW Coaches</td>
<td>PK-12</td>
<td>Coach new teachers on the AIW standards, criteria and teaming</td>
</tr>
<tr>
<td>On-going coaching in alignment of tasks, student work and instruction</td>
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<tr>
<td>Curricular Leads</td>
<td>PK-12</td>
<td>Provide PD on curriculum alignment</td>
</tr>
<tr>
<td>Support new teachers with the implementation of district-specific teaching resources and materials</td>
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</tbody>
</table>
Effectiveness of the MCSD New Teacher Induction Program:

The district took a proactive stance during the 2010-2011 school year and developed additional personnel structures, including the utilization of the District Curriculum Director as a Mentor Coordinator for the district and created a district-wide Mentor Facilitator position utilizing a mentor teacher emeritus.

MCSD provides professional development opportunities to mentors and new teachers as well as opportunities that are available through GWAEA and the New Teacher Center (NTC). Each year the MCSD Mentoring and Induction Program is evaluated and adjustments are made to increase program effectiveness. On a yearly basis, MCSD attempts to increase the number of teachers in its mentor teacher pool. In the past 6 years, 11 mentor teachers have been added. This is an increase of 61%. Currently, 22.25% of the MCSD teacher workforce are trained mentor teachers. Below are data regarding new teacher retention at Monticello Schools:

<table>
<thead>
<tr>
<th>Teachers New to the District Since 2008-2009</th>
<th>Teachers leaving the profession</th>
<th>Percentage of Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>1*</td>
<td>96%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Teachers to the District Since 2008-2009</th>
<th>Teachers remaining in the profession, but leaving Monticello</th>
<th>Percent Retention in Monticello Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>5**</td>
<td>80%</td>
</tr>
</tbody>
</table>

* Reason for leaving the Profession: Left for Chief of Police position, which was a former career path

** Reasons for leaving Monticello include: 2 moved for spouse’s job change, 2 returned to their hometown to teach, 1 left due to RIF (reduction in students in need of IEP services. Position was reduced to .25 FTE)

MCSD has been successful in retaining new teachers to the district and to the teaching profession. To ensure continued success, beginning teachers complete a survey which measures the effectiveness of the MCSD New Teacher Induction Program and the effectiveness of the Mentor Facilitator. These surveys are correlated to the MCSD Mentoring and Induction Impact Matrix. Below are identified areas for improvement that are based on new teacher and mentor survey data, as well as student achievement data from beginning teachers’ classrooms.

Mentor and Induction program areas of need as identified from the 2013-2014 Survey:

Additional release time, PD and coaching focused instructional strategies, technology and initiatives at MCSD
Coaching on classroom expectations, procedures and behavioral management

Increased feedback and observation from administrators (specifically, walk-through observation feedback)

Coaching on interventions for students who demonstrate gaps or deficiencies in academic achievement based on common formative assessments

While the basic structure of the MCSD New Teacher Induction Program and the Mentor Facilitator position will not change, the new TLC roles will support the district’s current personnel by helping to address the gaps found in the mentoring program. With the addition of TLC positions, our new teachers will have opportunities to co-teach with highly skilled teachers, be a part of collaborative teams focused on teaching and learning and have access to in-classroom supports. TL structures will assist MCSD in creating a model similar to what the NCT has found to be most effective through its multiple years of research.

**Davis County**

The goal of our Mentoring & Instruction (M&I) program is to retain teachers in our district and help them to be successful with the students they serve. While surveys of our beginning teachers (BTs) and mentors have shown that there is great appreciation for the support they have received, there is evidence of a strong need (50% of BTs & 75% of mentors) for more collaboration time at the beginning of the academic year and regularly throughout the year. Also, in assuming that all BTs need certain topics (St. 6: Classroom management), we have failed to address other areas of need (St. 4: Planning for instruction was indicated as a high need by 60% of BTs in first 2 years) and have not taken the time to examine and address the need for differentiated instruction and support.

When a BT starts their career in our district, they will experience greatly extended and aligned support made possible by this TLC plan. They will be assigned a well-trained and experienced mentor who will work directly with them for their first two years. In August, before the rest of the staff begins, beginning teachers and mentors will have two paid days to work together in planning the first days of school, assessing areas of strength and growth, and becoming familiar with on-going building and district professional development efforts. Time for mentors and BTs to collaborate will be built into the school day and they will also meet every other week outside of the school day. Mentors and BTs will also meet monthly as a group to strengthen their teaching skills and engage in further collaboration. Recently one of our mentors remarked, “We have always operated as an island. This plan is going to help us work together within an aligned system.” Our aligned TLC plan will not only provide mentors for BTs, but also instructional coaches to increase their ability around district initiatives, they will be included in Professional Learning Teams for differentiated instructional support, and model classroom teachers to demonstrate best practices. New teachers are a valuable commodity! We want to invest in them not only for the sake of our students, but also to increase the likelihood that they will stay in our district and, in fact, become leaders for others.
As yet our M & I curriculum is fluid, and purposely so. We know we will include planning, collaborating as a professional learning team, and evaluating student performance. However, we want to make sure that the BT experience is guided by their assessed needs. Mentors, BTs and the Director of Instruction will meet throughout the year to plan professional development that is tailored to specific needs. In the first year, we will focus more on the Iowa Teaching Standards that surface through assessment and on the practical aspects of teaching in our district. In the second year, we intend to focus on differentiated support that is identified through self-assessment, observations and shared reflections, followed by in-depth planning for professional growth.

Based on analysis of best practice (“What Really Matters Most for New Teachers” Abel, L. AERA 2010 and ASCD 2011) and feedback from surveys of new teachers in our district, the following improvements have been designed:

Select and train high quality mentors: Mentors will be selected based on their past effectiveness with students, their history of professional growth and their disposition toward mentoring. Once selected, TLC funds will be invested in thorough and careful training (Journey to Excellence through GPAEA and Mentoring Matters, Laura Lipton).

Provide two days of collaboration for beginning teachers and mentors in August prior to beginning of school year.

Ensure and protect time to meet together: During the school day mentors will have opportunities to observe BTs, visit model classrooms together and engage in lesson study.

Monthly BT peer support meetings: M & I meetings will be held monthly to address areas of assessed need and the Iowa Teaching Standards.

Reward new teachers and mentors: Our district already has a beginning salary that far exceeds the $33,500 minimum ($36,231). Beginning Teachers and mentors will be paid for extra days/hours to collaborate.

Support from additional teacher leaders: Model Classroom Teachers, Literacy and STEM coaches, and PLT leaders all have specific roles providing multi-leveled, consistent, and timely support to BTs.

Continuous program improvement: The cycle of continuous improvement (plan, teach, reflect, apply) will drive the work of the BT and mentor and the whole M & I program. The M & I program will be part of our overall comprehensive program evaluation system that collects, analyzes and uses multiple forms of data from all stakeholders, and is used for formative and summative program improvement.

We believe the structures and roles outlined in our plan ensure that our TLC goals will be met, and BTs will have wide support, dramatically increased access to exemplary teachers, and increased chances for success with students. This TLC plan will assist our district in creating a meaningful and substantial program that will help BTs develop the necessary skills in becoming effective educators, remain in our district, and stay in the teaching profession.
**Hampton-Dumont**

Currently, new teachers’ contracts are extended two days to introduce them into H-D’s professional learning initiatives, district and building procedures. The extra days also allow them to meet peers and acclimate themselves to their classrooms while beginning to develop a relationship with their mentor. We are proud that in the eight years the mentoring program has been in place, no teacher has voluntarily left teaching. Providing a mentoring program in the district allows us to tailor the topics to meet the unique needs of our new teachers and at the same time, familiarize them with the unique aspects of Hampton-Dumont.

Our previous mentor programming involved two-hour meetings for first and second year teachers each month with their mentors. Two additional full days in August were also included. During these meetings, the topics covered include being a part of the community, leading parent-teacher conferences, preparing a portfolio, planning lessons, motivating talent, and understanding the evaluation process. Mentors met daily with their mentees at the beginning of school year. Mentors and mentees were encouraged to visit each other’s classrooms and confer about what was observed. Later in the school year, meetings became less frequent. The director of the program, a respected retired teacher of H-D, observed each first and second year teacher twice a year and held a pre and post conference on what was observed.

When surveying our staff who have been through the mentoring program, results showed appreciation for the support of the current mentoring and inductions program, but offered the following suggestions:

- Allow for more time in August to prepare for the first few weeks of school.
- Consider that first-year teachers have different needs from the mentoring program than second-year teachers.
- Create a schedule that allows for a lighter-than-average work load, which would be invaluable in the first year of teaching.
- Have the time to develop a positive, trusting relationship with the mentor.

To accommodate the need for more time before the start of school, we will increase the days for new teachers’ professional development regarding the district from two to five days. This will allow for a more in-depth study of Hampton-Dumont’s curriculum and curriculum maps that have been established by grade-level teams or departments. More exposure will be given to established strategies that Hampton-Dumont uses for working with our ELL and SES students. Also, sessions with our technology integrationist will be added regarding teaching in a 1:1 environment at the secondary level and a technology rich environment at the elementary level.

The extended schedule will allow mentor teachers to contact newly hired teachers to assist them with current curriculum and textbooks. This will provide new teachers access to these materials over the summer. Likewise, mentoring will not be limited to school-related issues. This can include helping new
teachers with community-related questions, such as housing and recreation. We hope that starting a relationship with the mentors and the other district personnel early, will make new teachers feel more comfortable contacting their mentor as concerns arise, especially during the critical first few days of school. Mentors will also assist mentees in making connections with content specialists, PLC coaches, or tech integrationists within the district.

Our current mentoring program does not allow for differentiation of topics for first-, second-, or veteran teachers new to the district. Our future mentors will be asked to develop, with district support, a basic curriculum and expectations for both mentors and mentees that are in their first year, second year, and veteran teachers new to our district. Allotting mentors time during the regular school day will allow them to meet the individual needs of the mentees while working with other mentors to plan topics that can be introduced in a group setting. Our plan would limit the number of mentees to three per mentor. Our plan includes daily contact as new teachers work through their first few weeks of classroom expectations and procedures to ensure a positive start.

Our plan also will assign a lighter load to first-year teachers. Depending on the teaching assignments, this may include one or more of the following: smaller class sizes, no or fewer duties, smaller class load, no athletic coaching assignments or no athletic coaching in back-to-back seasons, and/or being assigned fewer students who receive special programming. This practice will enable new teachers to focus their attention on a successful first year of teaching.

Mentor teachers who will be out of the classroom approximately 25% of the day, will have five-day extended contracts and will be compensated an additional $5,000. To accommodate the overall plan of teacher leaders being out of the classroom, we will hire four additional teachers. Between the newly-hired teachers who have proper certification and skill sets as well as instructional coaches who will be teaching a quarter of the day, we will have highly qualified teachers in the classrooms as we cover our mentor teachers’ classrooms when they are working with their mentees. This approach will provide stability for teachers by having the consistency and ownership of teaching the subject or class throughout the year. More importantly, it will ensure consistency and stability for the students in those classrooms by seeing the same teacher every day, as opposed to having a rotating substitute teacher.

Iowa Falls/Alden
Our current mentoring program features new, initially licensed teachers being assigned a mentor teacher. The mentor teacher works with the new, initial teacher through an AEA-sponsored mentoring program, and in district as needed.

Five years of survey feedback from new teachers and mentors has been used to identify the strengths and areas of improvement for our current program. Strengths include 93% of our mentors and mentees feel the program was valuable or strongly valuable and a collaborative experience that modeled the value of continuous improvement. 97% of mentors and mentees also stated that our districts actively encourage and enable our teachers to step into leadership roles.
Although 100% of mentors felt they received adequate training to support their mentees, less than 50% of mentees feel they did not receive much guidance or support in the area of the Iowa Core. Another weakness included approximately 50% of our mentors or mentees were not able to observe one another and only about half were able to meet on a weekly or more than weekly basis.

Surveys have identified that new, initial teachers need and desire more time working with a mentor teacher. Our professional development initiatives require more time spent with a mentor teacher than is currently provided. While the AEA provides a good general mentoring program, our districts need to provide teachers with more time to work with a mentor to support them in their new role with our districts. This time would be used to develop and implement specific school improvement strategies employed by the districts including: release time for mentors to observe new teachers, for new teachers to observe mentors, and for both mentors and new teachers to engage in specific instructional discussions in order to establish targets for improvement. The districts would provide five extended contract days for new, initially licensed teachers in each of their first two years to learn in greater depth, including: the instructional expectations that the school district has for teachers, the operational expectations, in-depth professional development of the key school improvement initiatives, release time to observe exemplary teachers, release time for mentors to observe new teachers and provide on-going feedback to them.

Licensed teachers who are new to the school districts would receive five extended contract days in their first year to learn in greater depth, including: the instructional expectations that the school district has for teachers, the operational expectations, in-depth professional development of the key school improvement initiatives, release time to observe exemplary teachers, release time for mentors to observe new teachers and provide on-going feedback to them. Providing career teachers release time to work with a mentor in a specific targeted area to gain a higher level of expertise.

District surveys have also identified a need for mentoring other teachers beyond the new, initially licensed teachers. Licensed teachers who are new to our district often struggle to implement the district’s school improvement strategies with fidelity. In addition, some career teachers, on occasion, need mentoring assistance to successfully implement a specific school improvement strategy.

In response to our program review data, we set goals for how the TLC system would improve our mentoring and induction program to benefit new teachers as well as teachers that are new to our buildings. Our goals include:

Goal #1: Establish time for mentors and mentees to collaborate within the school day on a more consistent basis to improve instruction and student learning.

The TLC funding will be utilized to support new teachers, with the expectation during their first two years to learn in greater depth, including: the instructional expectations that the school district has for teachers, the operational expectations, and in-depth professional development of the key school improvement initiatives. The mentor coordinator will ensure accountability, and provide professional development for mentors, new initial, new-to-district, and selected career teachers.
Goal #2: Ensure observations of mentees by mentors as well as mentees given the opportunity to observe teachers within their buildings and other buildings within the two districts.

In addition to the increased opportunity for collaborative time, release time would also be given to observe exemplary teachers as well as release time for mentors to observe new teachers and provide on-going feedback to them. This could also be an opportunity for the mentor and mentee to co-teach in the mentee’s classroom, or for the mentor teacher to model lessons.

Goal #3: Provide support with the Iowa Core Curriculum for new mentees within the induction program, utilizing experts from their content areas to help build a network of support.

Based upon survey data, teachers new to the profession were not confident in their knowledge of the ICC. Therefore, the mentor coordinator will have training based on the Iowa Core and Characteristics of Effective Instruction to ensure learning opportunities for all new teachers. Further, new teachers will have opportunities to learn, in-depth, with experts from the AEA or neighboring schools to build their knowledge.

Goal #4: Extend mentoring opportunities to teachers that are new to the district, yet past 2 years experience in the teaching field.

The Iowa Falls and Alden School Districts have a long history of research-based, quality professional development. New teachers to our school districts typically have a lot of new learning to acquire which can only be supported with the appropriate time and resources needed. By utilizing our leadership process, new teachers would be supported throughout the school year with extra opportunities to learn and practice professional development initiatives.

MOC-Floyd Valley
MOC-Floyd Valley currently participates in the Northwest AEA Mentoring and Induction program. The purpose of this program is to help new teachers successfully transition into the teaching profession. Teachers are paired with a veteran teacher who supports the teacher for the first two years. Mentors and mentees attend AEA-wide mentoring and induction meetings four times per year for two years. These meetings are centered on the Iowa Teaching Standards and Criteria. All required activities are designed to have the mentee reflect on his/her teaching. Unfortunately, the reflections from these tasks are submitted to the AEA and no specific feedback is ever provided to the mentees.

One of the most important aspects of the mentoring program is the ongoing interaction between the mentor and the mentee. The frequency and quality of these interactions varies dramatically based upon the relational skills and commitment level of the participants. In surveying participants over the past four years, the level of satisfaction is low and the consensus is that the most effective time is the informal time between mentors and mentees. However, it has been made clear the amount of informal meeting time is insufficient to meet the needs of mentees involved.
As a school district, we are continually striving to enhance the level and effectiveness of professional collaboration and support, not only for our new teachers, but for all teachers. It is our belief that the TAP System creates a very effective system for providing that level of collaborative support in a systemic manner where relationships are strengthened, dialogue is ongoing, feedback is specific and authentic and continuous improvement is the norm.

All teachers, including new teachers, will be members of collaborative teams which include the building principal, a master teacher, mentor teachers, and career teachers. The leadership team of the superintendent, principals, master, and mentor teachers will receive nine days of training in the TAP System and how to best provide support through the instructional rubric. Prior to the school year, all teachers will spend one to two days being introduced to the TAP System. During the first semester of the year, weekly cluster meetings will be centered around empowering teachers through a shared understanding of the TAP Instructional Rubric, specifically focusing on Instruction, Designing and Planning Instruction, and The Learning Environment. During these cluster meetings, teachers share and build a collective understanding and commitment to instructional strategies and practices. In addition, master and mentor teachers will meet regularly with new teachers and career teachers to individually support them. Individual professional development plans, pre-conferences, observations, and follow-up conferences will be part of a continuous improvement cycle that is the foundation of the TAP System.

This undoubtedly provides much more focused, effective support for new teachers, actually all teachers, and is one of the key reasons why teacher efficacy is shown to increase in schools after they implement the TAP program. Through increased efficacy, teachers will have a greater desire to become a part of or remain in a TAP school district.

Through the TAP program, the mentoring system will undergo a change from its current system in MOC-Floyd Valley. Changing to this program will allow our new teachers to undergo a more beneficial mentoring experience. Beginning teachers will have opportunities for growth and collaboration through Cluster meetings which are focused on research-based instructional strategies designed to help improve teacher effectiveness and student achievement. During these Cluster meetings, new teachers as well as career teachers, will have an opportunity to learn and collaborate about these strategies and help with their implementation in the classroom. Along with weekly Cluster meetings, beginning teachers will have one-on-one meetings with master and mentor teachers to help reflect on current practice and assist with classroom implementation. Peer observations will also be conducted for new and career teachers by master and mentor teachers, along with building administrators. These observations are conducted using the Instructional Rubric and evaluating the implementation of specific skills and standards addressed on the rubric. Feedback from these peer observations provides teachers with meaningful and specific feedback about their practice and provide opportunities for reflection and discussion on improved practice. This type of feedback is more effective than spending mentor / mentee time solely on the Iowa Standards of Teaching. Beginning teachers in our district will be provided with multiple opportunities for learning, collaboration, feedback, and reflection on their practice with the hopes of improving and refining current practice.
The TAP System allows for scheduled release time for mentor teachers and full release time for Master teachers to provide coaching opportunities for teachers new to the profession. Under the current system, this is not an option. Master / mentor teachers will employ a wide range of coaching techniques that will be adapted to suit individual teacher needs. Some teachers might benefit from “lighter” coaching in which the master / mentor observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they get to observe the master teacher modeling the strategy again this time with an actual classroom of students. Still other teachers might need more intensive “elbow-to-elbow” coaching wherein they co-teach a lesson to a classroom of students, right alongside the master or mentor teacher.

Fairfield
Fairfield’s current Mentoring/Induction program exceeds state compliance, as it:

• Employs a teacher leader for the Lead Mentor position.

• Conducts a mentoring and induction program for beginning teachers that:

• Uses a process to select mentors

Provides 2 summer training days for Years 1 and 2 mentors, giving these specialists time to understand their role and build rapport with their mentee

• Includes 4 meetings per school year to review beginning teacher’s progress and gather feedback on mentoring concerns.

• Guides new teachers through the development of their professional portfolios

The Iowa State Education Association (ISEA) foundational program is enhanced through district-specific professional learning and employee expectations, such as an additional, for-credit Ethics class (teacher paid)

Generates 3 data points annually for ongoing program review/revision: Mentoring Needs Assessment, Beginning Educator Needs Assessment (BENA), and Qualitative Program Evaluation through Current State-Desired Reality analysis

To identify areas of needed improvement, an analysis of the Mentoring and Induction Program used the above three data points from 2013 and the January 2014 Mentor Lead/Coordinator Program Evaluation (MLCPE). Although 65% of teachers that have exited the district felt mentoring was effective (FCSD Employee Exit Survey, 11/13), the following programming gaps were identified by current mentors/mentees:

• Lack of administrative participation
• Late summer scramble to acquire mentors
• In-contract scheduling conflicts with mentor/mentee pairings as well as with professional release time
• Not data driven or reflective in practice for beginning educators
• Fragmented delivery of initiative training to mentors
• High expense for subs and out of contract mentor pay
• Weak on peer observation due to lack of primary organizer

Additionally, the BENA identified the specific instructional areas that beginning teachers felt were weak (i.e. maintaining student discipline, structuring the classroom/class, and more time to articulate problems and questions to mentors). The TLC plan will have Mentor Lead/Specialists who will build action plans using data to justify professional development (PD)/training in identified areas and implement them into their mentoring.

Other ways the current Mentoring/Induction program can be improved through the TLC leadership structure are as follows:

Provision for 5 summer training days (instead of a rushed 2) for Years 1 and 2 mentors, giving these specialists time to understand their role and build rapport with their mentee which will:
• Integrate ongoing initiative training with teacher induction work
• Incorporate mentor expertise in facilitating new teacher initiative induction
• Provide rigorous, focused mentor training
• Provision at no cost to new teachers of the ISEA Ethics course
• Budgeted categorically through TLS funds in professional training

Provision of compensation of time and expectation of Mentor Lead/Specialists to perform more comprehensive/collaborative duties such as:

Participate in district and building-level PD planning/data analysis, focusing on how initiatives and improvement actions impact beginning educators

• Construct a definition and goal for teacher retention rates for FCSD

Construct and implement an evaluation instrument in which the leader roles are evaluated using a pre-established set of leadership standards by mentees. The evaluation will establish a baseline for professional growth for the Mentor Lead/Specialists:
Assist in the tri-annual collection of data points that enhance Years 1 and 2 educator professional growth through reflection.

For example—mentors will utilize release time to observe their mentees, collecting data in relation to classroom instruction and management: Sally called on boys 3 times more than girls in a 15-minute period during large group math instruction.

Enact a more thorough, focused in-year teacher induction program, which will meet monthly out of contract hours, on Monday nights. Agendas will be generated based on previously-described collected instructional data which aligns with Charlotte Danielson’s framework for teaching.

Through the TLC structure, Mentor Lead/Specialists will be trained not only in how to mentor, but also in how to close the instructional gap between new and career teachers and link the PD/training with current initiatives. This training will occur in the summers prior to the upcoming school year. Additionally, they will have two years of professional guidance from a district peer observation coordinator, who will arrange peer observations and train the Mentors in how to facilitate reflective analysis of instruction based on peer observation. This training will take place during the school year, supported with budgeted release time.

By utilizing the TLC structure to enhance the current Mentoring and Induction program:

Mentor Lead and Specialists will use mentee feedback to provide more data supported PD/coaching/guidance to new teachers,

Beginning educators will feel more supported and that they are receiving more timely feedback regarding the quality of their instruction in order to grow professionally,

Novice and experienced teachers will have more professional growth opportunities as they share data and PD with leaders from all categories at monthly meetings,

Retention rates will increase as a result of teachers feeling supported and valued professionally, and

Beginning educator needs will be more proactively considered throughout comprehensive school improvement planning and decision making as a result of increased Mentor Lead and Specialist leadership duties.

Carlisle
As a growing district, Carlisle hires many new teachers each year. Presently teachers new to the profession participate in the District’s Mentoring and Induction program which pairs job-alike experienced teachers with initial licensure teachers. Mentors coach and support new teachers outside the school day and meet as a group one time per month. Experienced teachers, new to the district, are not assigned a formal mentor, nor are they a part of the mentoring program. Feedback from a formal survey of mentors, new teachers and administrators indicated that new teachers feel a strong
connection to their mentor and appreciate the support and guidance of their mentors. Additionally, mentees say their mentors are strong and capable teachers. The survey identified the following weaknesses in the program:

1. Mentors need additional training in the role of mentoring
2. Mentors need additional time before the school year starts to work with new teachers.
3. New teachers and administrators believe the current mentoring program doesn’t help new teachers learn about current district initiatives and programs quickly enough
4. The mentoring program isn’t connected to current district initiatives and programs
5. Experienced teachers, new to the district, have no formal supports for learning district programs and practices
6. No formal process or established criteria for selection of mentors

Based upon the feedback and survey data, we will improve the program by providing:

1. Formal training program for mentors (Cognitive Coaching)
2. Release time for classroom observation and peer coaching for mentors and mentees during the school year
3. A pre-service orientation for all teachers new to the district to learn about district initiatives and curriculum (one day)
4. Collaboration time for mentors and teachers new to the district prior to the start of school to support new teachers in the implementation of district initiatives and programs
5. An expanded mentoring and induction program to include all teachers new to the district rather than only teachers in their first or second year in the profession
6. Selection criteria and process for mentors

A survey was sent to current and former mentors and mentees as well as administrators. There was less than a 30% response rate. Based upon the lack of feedback, we will establish a process to formally evaluate the effectiveness of the program summatively once a year and formatively twice a year. We will use the evaluation data to inform changes and improve the program.

“The ultimate beneficiary of a comprehensive induction program is the student. A growing body of research shows that students taught by teachers who receive comprehensive induction support for at least two years demonstrate significantly high learning gains.” Janet Gless

By providing formal training to our mentors, we will strengthen their capacity to mentor and support new teachers at the classroom level. In addition we will provide ongoing professional development to
our mentors in the Data Team protocol and Professional Learning Communities (PLC). These same training opportunities will be provided to Building Learning Coordinators (BLCs) and Collaborative Team Leaders (CTLs). New teachers will be supported by the multiple layers of embedded teacher leadership (Mentors, CTLs, and BLCs). By providing common professional development related to district goals, we will strengthen the system and continue with our systemic approach within collaborative teams. By supporting and improving our instructional leaders, we will strengthen all of teachers. “The greatest impact on student learning is the quality of the teacher in the classroom.” Dr. William Saunders

Carlisle base salary exceeds the minimum $33,500; however, we will use TLC funding to enhance the salary of all new teachers by compensating them additionally for pre-service work. The pre-service work time will allow new teachers to learn district practices and initiatives, providing a solid foundation in these areas prior to the start of school. Initial licensure teachers and mentors will continue to meet on a weekly basis beyond collaborative team time to plan for instruction, reflect on classroom and instructional practices and problem-solve as necessary. Monthly mentoring meetings will continue at the district level with a focus on professional development around Iowa’s eight teaching standards and Cognitive Coaching.

Funding will be used to pay substitutes for release time for the mentor to observe in the new teacher’s classroom and provide feedback and coaching. Mentors will also model instructional strategies and best practice within their own classrooms as the new teachers observe.

Carlisle attracts and retains high quality teachers. Over the last five years, less than 4% of our new hires have left the district. Yet, we believe these supports will result in greater teacher satisfaction, efficacy and student achievement.

Clinton

Several years ago our district developed an induction program unique to Clinton that utilizes the guidelines set forth by the state. A part of the program that has been highly beneficial is to provide mentoring pairs mandatory training seminars throughout the school year focused on significant issues pertinent to the district. Topics have included: Iowa Core, Iowa Teaching Standards, cultural diversity, school/family relationships and support, and development of supportive approaches to behavior.

These training seminars are provided, as well, to veteran teachers and his/her "mentor" (called a navigator) who are new to the district. While honoring the veteran's experience as an educator the district felt strongly they needed to be exposed to the expectations of the Clinton district. The Navigator program is similar to the Mentoring program in terms of structured whole-group meetings and teacher pairings but overall is less intensive than the Mentoring program for new teachers. Based on a survey analysis over the past three years (2011-2013) from these programs, the current Mentoring/Navigator
program has been effective in meeting the needs of all new teachers that have been a part of these programs.

(55 teachers) 100% of mentors and new teachers gave a positive rating to the current Mentoring/Navigator program (excellent, good or average); no one rated the program as poor.

• 99% of mentors and mentees gave a positive rating to their Mentoring/Navigator partner (excellent, good, average).

100% of mentors/mentees rated the Mentoring/Navigator Program positively (excellent, good, average) meeting their expectations.

• 90% of all first year teachers returned for their second year. 97% have stayed in the profession over a 3 year period.

• 100% of all first and second year teachers successfully completed all aspects of the Mentoring and Navigator programs.

100% of all teaching in the Mentoring and Navigator programs attended all workshop sessions and completed all assignments tied to the training seminars.

Based on yearly data, the district believes our program has been somewhat successful in acclimating new teachers into the culture and curriculum of the Clinton schools. However, the urgency for improving student learning remains critical to the success for our students. The sooner that teachers understand the district vision for student learning and expectations for instruction the more effective they will be in the Clinton district. Teacher leadership roles for mentors and navigators will be expanded to provide new teachers with even stronger and more targeted support as they acclimate themselves into the teaching profession.

Up to this point much of the responsibility for planning and carrying out the mentoring/navigator program rested with the curriculum director and a lead teacher called the mentoring trainer, who led the new teacher training activities. Under the Teacher Leadership Compensation plan, the mentoring trainer would become the Mentoring Curriculum Coordinator. The Mentoring Curriculum Coordinator will maintain their responsibilities to train new teachers during pre-school orientation sessions and during five mentoring sessions throughout the year. They will also coordinate their work with the building instructional coaches in support, professional development, training, and guidance of new teachers.

To expand our induction program, mentors/navigators will be expected to assist in training of new teachers during days set aside before school that are designed for orientation. In this role, mentors/navigators will work closely with the mentoring curriculum coordinator and instructional coaches to learn about quality classroom instruction and curriculum, both during pre-service time and during the school year.
New teachers have indicated how much they value observing in other teachers’ classrooms. The district will build and expand on this valued activity by increasing observation opportunities for new teachers and their mentors. However, the goal isn’t just to increase observations. The real goal is to increase professional dialog between mentor and their mentee.

Mentors will also increase the time they meet with new teachers to plan for instruction, develop portfolios, brainstorm challenging disciplinary situations, implement the Iowa Core, and discuss and debrief from classroom observations. Moving more of the responsibilities for mentoring to the individual mentors/navigators will address the oft-stated need to provide more differentiated training and experiences for new teachers. Mentors will have significantly more time in meeting with 1st year teachers as release time has been built into the weekly calendar for this to happen during contract time. It is estimated that the Mentor/1st year teacher will have an additional 60-75 minutes of collaboration each week. This will allow for greater support and guidance for these pairs.

Mentors/Navigators will serve as role models for the implementation of the Iowa Core and complete mentor/mentee feedback at the end of each trimester. Mentors/Navigators will also provide evidence of meetings/planning, during and outside of contract time, through mentor logs in order to provide feedback as to the effectiveness of their activities. If by chance the relationship does not work between a mentor/new teacher or a navigator/new veteran teacher, a conflict resolution matrix has already been determined and will be handled by the Teacher Leadership Coordinator Committee or the Curriculum Director based on the specifics of the issue.

West Delaware County
Analysis of Effectiveness of the WD Mentoring and Induction Program

As part of our design process, our TLC planning Committee engaged in a review of 10 years’ worth of data related to our Mentoring and Induction program. We included teacher retention data, informal survey information and program evaluation data. We included all new teachers and mentors in this process and were able to identify several meaningful data points that helped us consider both the areas of effectiveness in our mentoring and induction program as well as areas of needed improvement.

Retention data: 40 new teachers were hired in this time period.

• 30% resigned after 1 year:
• 10% resigned after 2-5 years
• 5% resigned 6+ years
• 55% remain WD teachers:

Areas of Effectiveness
90% of our mentees felt their mentor modeled the value of continuous improvement and helped them understand the relationship between the Iowa Teaching Standards and comprehensive evaluation.

• 90% of our mentees felt that they experienced a safe and supportive relationship with their mentor.

Targeted Areas of Improvement

• 50% of mentors and mentees did not feel they had adequate time together (See ACTION #1)

100% of veteran mentors have not been provided release time to engage in non-evaluative observation and feedback conferences with mentees and 100% of the mentors currently in training were provided only minimal release time and only on training days to observe mentees. (See ACTION #1 and ACTION #2)

• 55% of mentors and mentees felt that the learning opportunities offered were only somewhat useful (See ACTION #4)

• 65% of mentors felt they did not receive adequate training to support their mentees in all areas of need (See ACTION #3)

How our TLC Plan helps us to Close our Gaps

In response to the identified areas of improvement, we set four actions for how the TLC system would improve entry into the teaching profession through our system of mentoring and induction.

Action #1: Prioritize and define time for mentors and mentees to collaborate within the school day around improving instruction and student learning.

The TLC funding will be used to provide release time to a LEAD MENTOR, MENTORS and 1st and 2nd year teachers to meet and engage in job-embedded professional development during the school day. MENTOR Teachers will be required to support New Professionals through quarterly non-evaluative observation cycles per year at minimum. More time will be provided as needed by individual MENTOR/Mentee teams. This support will include modeling and co-teaching. It will also provide non-evaluative feedback learned through a coaching model. This shift will ensure the mentoring relationship is focused on improving instructional practice directly in the classroom.

Action #2: Create two levels of mentoring supports (MENTORS and within that group a LEAD MENTOR) to ensure that novice teachers receive the collaboration necessary to improve entry into the teaching profession by building confidence, competence and reflective practice.

The district will have an assigned LEAD MENTOR who will coordinate the mentoring supports for MENTORS and New Professionals. This person will collect, analyze and respond to formative feedback from mentoring pairs to ensure the effectiveness of the program. This person will serve as a leader of our MENTORS to ensure high quality support for our new teachers. The LEAD MENTOR will foster the development of competence, confidence and genuine reflection between the pairs as a part of induction learning. This will allow MENTORS to focus on both job-embedded professional development
and non-evaluative observational cycles. Release time will be offered to the LEAD MENTOR and MENTORS to ensure the flexibility of schedules needed to meet with the new professionals.

Action #3: Articulate clear learning outcomes for induction, provide professional development and align them to the Iowa Core, the Characteristics of Effective Instruction, and the Keystone AEA supported programming. Currently, there are only opportunities for ongoing support for day to day issues that arise for New Professionals. The District is in need of a more comprehensive induction/mentoring approach. With TLC funding, it is our intent to provide induction learning before the school year starts as well as during the school year that supports New Professionals in becoming a part of our learning community. Having a LEAD MENTOR facilitate the induction learning will allow MENTORS to extend their training along-side their Mentees and follow up with job-embedded coaching and feedback which will improve the transfer and implementation of the new skills. The LEAD MENTOR will have training to ensure they develop learning targets that support new teachers in implementing both the Iowa Core and the Characteristics of Effective Instruction.

Action#4: Ensure that every MENTOR is trained in highly effective mentoring and coaching strategies and routines (for example, Journey to Excellence and Cognitive Coaching).

Data collected from the MENTORS indicated that they did not feel that their training adequately prepared them to be MENTORS. The LEAD MENTOR will be responsible for providing coaching and instruction to MENTORS to ensure that they feel prepared to be effective MENTORS. This work will be included in the job-embedded professional development. The district will continue to use Journey to Excellence training provided by Keystone AEA as the foundation of the mentoring training but will use Cognitive Coaching to supplement and extend learning opportunities. The LEAD MENTOR will have the opportunity

To create induction work designed to meet the needs of individual MENTORS if necessary.

**Fort Dodge**

We analyzed the effectiveness of our district’s current mentoring and induction program using guidelines established by the Iowa Code, district teacher retention data, and exit surveys completed by mentors and new educators. This data also helped us determine gaps that we might address to improve entry into the teaching profession and into the Fort Dodge Community School District.

**Strengths of current program**

Research-based program focused on the Iowa Teaching Standards (ITS) -- “Journey to Excellence” program used in conjunction with AEA

- 1 to 1 peer coaching
- Reflective practice
• Locally developed seminars address the 8 ITS with the flexibility to incorporate district initiatives

• Monthly seminars provide opportunities to connect with others and for broadened perspectives

• Mentors are provided training using “Mentoring Matters” materials & resources

Weaknesses with Ideas for Improvement

Monthly seminars are a large group structure (62 participants) & must address a wide variety of grade levels (preK-12) and content areas.

• Personalize learning through smaller groups

• Integrate district & building initiatives through elementary & secondary groups

• Mentoring conversations are often focused on problem-solving and management issues rather than instruction

• Build instructional capacity of new teachers (Instructional Coach)

• Reflective conversations about teaching & learning (IC, mentor)

• Support for classroom management (IC, mentor)

• Guidance for district and building level procedures (mentor)

• Mentors/mentees aren’t necessarily located in the same building

• Selection process for mentors

• Mentors located in the same building

• Mentors perform similar job/duties (grade level, curriculum area)

• Limited time with structured supports, coaching opportunities

• 5 years of scaffolded support

• Focus on professional development, building of capacity in order to retain teachers in the profession

• Job embedded learning & support

• Lack of emphasis on the use of student data for instructional decision-making

• More focus/training for new teachers on the use of data to make instructional decisions, programming decisions

We will utilize our mentor coaches, instructional coaches, and mentors to improve entry into the profession and provide a system of supports for new educators. We have defined the layers of support
that will be provided by our teacher leaders by including the effective components of our current mentoring and induction program and by addressing the gaps that were identified. Not only will this plan allow us to improve the experience of those new to the teaching profession, it will also help us to better meet the spirit of the law.

How we will utilize teacher leaders & additional funding to accomplish these goals (specifically the goal of improved entry into the profession)

Mentor coaches

• Facilitate 2 different mentoring seminar groups (pK-6, 7-12)
• Provide explicit connections amongst district practices and the professional standards for educators (ITS)
• Mentor training
• Support for instructional coaches working with new educators

Instructional coaches

• Increased coaching opportunities for new educators using a 5-year gradual release model
• Observations, modeling, coaching, & feedback regarding instruction & student learning
• Use of student data for instructional decision-making

Mentors

• 2 years of support
• A “neighbor” in the same building
• Management component (daily demands/management issues, building procedures/routines, building culture)
• Communicate with coaches/mentor coaches to build capacity of new educators
• Peer observations, reflective conversations

Initial resource for curriculum, instructional strategies, Iowa Teaching Standards, Iowa Core resources, and classroom management

Analysis of current program

In surveys regarding program review of our mentoring program, teachers overwhelmingly report that they would like the observations to happen more often and with more immediate feedback. This has
been a strong driver in our decision to use instructional coaches with scaffolding support for new teachers to improve the overall professional capital of our district.

Approximately one-fourth of teachers who left our district in the last five years were in the first five years of their career. This plan addresses the need for a strengthened professional support system. School systems often have many teachers and very few formal leaders. This system will eliminate that sense of isolation that is often felt from the classroom perspective by offering collegial, non-evaluative insight and support.
Part 5

Ames

Goals for the Ames TLC Plan:

Goal 1: Increase the percentage of teachers who routinely and effectively work with an Instructional Coach (IC) or other teacher leaders.

Goal 2: Increase implementation of District-supported research-based instructional practices that have shown effectiveness in impacting and/or increasing student learning and achievement.

Goal 3: Increase the number of teachers in meaningful teacher leadership and collaboration roles.

Goal 4: Increase the 5-year retention rate of Ames Beginning Teachers who have successfully completed their first two years in the District.

Proposed Teacher Roles & Responsibilities

The number of Beginning Teachers would vary based on hiring. They will be assigned to the classroom 100% of the time, but will have 5 or more days during the school year to collaborate with their Mentors, observe Model Teachers, and work with Instructional Coaches on classroom management, implementation of benchmarking, and instructional responses to data. In addition, they will have 7 extra contract days (2 currently plus 5 additional as provided by TLC plan) to learn to implement District curriculum, District-endorsed research-based instructional strategies, and assessment. They will be expected to demonstrate their own continuous professional growth and to provide a safe, caring environment where students are learning and succeeding. Their minimum salary of $33,500 is already exceeded in the Ames Salary Schedule. All teachers who have met the expectations of a Beginning Teacher and are awarded a standard license are designated Career Teachers. Career Teachers are assigned to the classroom 100% of the time, have a standard contract, and follow the salary schedule with no stipend or extra days. They are required to improve student learning and achievement by implementation of District curriculum and instructional practices, as well as demonstrate continuous professional growth.

Model Teachers will be assigned to the classroom 100% of the time, but will have the flexibility to collaborate with peer observers. Model Teachers will attend monthly District trainings to learn research-based strategies, which they will practice in their own classrooms with support from their principal and ICs. They will allow other teachers to come into the classroom to observe, and then reflect on those observations with the peer observers. Their lessons will demonstrate the research-based, District-supported instructional and classroom strategies that show the most promise to lead to student learning and achievement. Additionally, Model Teachers will serve as part of the teacher leader team in their buildings to identify, plan, and deliver professional development. As models of exemplary teaching practice, they will have 5 extra days on their contract and a stipend of $2,000. There will be approximately 39 Model Teacher opportunities. Mentor Teachers will be in the classroom 75% or more of the time. As models of exemplary classroom management and effective instructional strategies, they will support the professional development of Beginning Teachers and teachers new to the District. They
will routinely meet with their mentees, keep a log of meetings and discussion topics, model, observe, and provide feedback to mentees, and help plan and deliver monthly M&I meetings. They will also serve as part of the teacher leader team in their buildings to identify, plan, and deliver professional development. The 10 extra contract days for Mentor Teachers will include Mentor training, and development and delivery of pre-service training for new and Beginning Teachers. Mentor Teachers will receive a stipend of $5,000. The number of Mentor Teachers will vary according to the number of new teachers, but there will be up to 29 opportunities.

Instructional Coaches will not be assigned a classroom and will engage in full-time instructional coaching. Our TLC plan includes 15 Instructional Coaches (1 preschool, 5 elementary, 3 middle school, 4 high school, 1 District ESL, and 1 District Special Education). While working with individual teachers, PLCs, and/or entire buildings, ICs will provide professional development in a variety of forms including planning and delivering District professional development, classroom modeling, observations and feedback, PLC planning, data review, and instructional response to data. ICs will serve as members of the building teacher leader team to analyze student data and assist in professional development planning to address identified needs. They will participate in an IC PLC, where their own learning will be continuous. They will have 10 extra days to provide District professional development, to plan and deliver with other teacher leaders for new teacher workshop, to strengthen the instructional leadership of Model Teachers, and to enhance their own continuous professional growth. They will receive a stipend of $7,000.

Teachers on Special Assignment (TOSA) will not be assigned to a classroom but will engage full-time in the planning, development, and implementation of curriculum and related professional development. There are 5 TOSA opportunities in our TLC plan (1 Math/science, 1 English language arts/social studies, 1 CTE/world languages/mentoring & induction, 1 Art/music/PE/teacher librarians/counseling, 1 PD/teacher leaders support). TOSAs work with teacher teams to organize and manage the development, implementation, and assessment of curriculum, as well as provide professional development and pedagogical modeling in the development, implementation, and assessment of curriculum. They will remain current in the literature and research in curriculum as they work with building principals and building teacher leaders in data collection, analysis, and action planning. They will serve on a District School Improvement Team. TOSAs will have 15 additional days in their contracts and receive a stipend of $10,000-$12,000.

The Site-Based Council will consist of 4 teacher leaders—one elementary teacher, one middle school teacher, one high school teacher, and one special education teacher. These teacher leaders will have 5 additional days in their contract and a stipend of $2,000. Their responsibilities will include screening, interviewing, and recommending teacher leaders. They will be involved in the annual review of teacher leadership roles and applications.

Teacher Leaders and Coherent Instructional Improvement

The Beginning Teacher, Career Teacher, Mentor Teacher, Model Teacher, and IC will be District trained, but building-based. With the support of the principal, all will be involved in the same building data
collection, analysis, and action planning. Close proximity and availability for collaboration throughout the day will allow teacher leaders to be more responsive to individual teachers, PLCs, and building needs.

The TOSAs will support the other teacher leaders by leading teacher teams through a process for the development, implementation, and assessment of curriculum. Design, collection, interpretation, and reporting of District content area data will help identify professional development needs to target increased student learning and achievement.

Benefits of Teacher Leader Roles The Ames TLC plan will allow us to strengthen and expand our existing multi-tiered teacher leadership system. Specifically, our TLC plan:

- increases the number of teacher leaders and places them in all attendance centers, thereby providing more opportunities to meet the increasing requests from teachers for instructional support.
- increases the amount of released time for teacher leaders to collaborate with colleagues, thus increasing the opportunities for teachers to learn and implement District-supported research-based instructional practices.
- increases the rigor of teacher leadership opportunities and training so there is increased clarity and articulation with each role relative to District expectations.
- increases collaboration among teacher leaders, administration, and other teachers.
- provides meaningful and responsive assistance to Beginning Teachers and teachers new to our District in order to meet their immediate needs and on-going professional development.

All teacher leaders will include a focus on supporting teachers in their efforts to meet the instructional needs of each and every Ames student. The careful alignment and implementation of Beginning Teachers, Career Teachers, Model Teachers, Mentor Teachers, ICs, and TOSAs will increase instructional practices that have a positive impact on student learning and achievement.

**Nevada**

Instructional Guide is a member of the Building and District Instructional Lead Teams, engaged collaboratively in implementing the operating principles of the Iowa Professional Development Model. Instructional Guides deliver professional development activities across the district that are designed to improve instructional strategies; they also engage in the development, adoption, and implementation of curriculum and curricular materials. Guides will observe, coach, and support the career development of teachers at the building level by planning, monitoring, reviewing, and implementing best instructional practices.
The classroom of the Instructional Guide (.25 FTE) will serve as an instructional lab and resource. An Instructional Guide will receive a stipend of $10,000 which includes an additional 15 contract days.

Curriculum/Instruction/Assessment

Builds understanding of content standards (Iowa Core), how components of the curriculum fit together, and how to use curriculum to plan instruction and assessment

Works inside classrooms to help teachers implement new ideas; demonstrates lessons and engages in co-teaching, observing, and giving feedback (or having a coaching dialog)

Assists with selecting professional development (PD) content (best instructional practices) and seeks and shares knowledge about theories, research, and effective practices in adult learning

Helps structure opportunities for teachers to practice newly learned skills with peers in the workshop setting and in classrooms

Supports individual teachers’ career development plans by sharing professional resources (websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools, etc.), expertise, and knowledge related to best instructional practices, research, and learning strategies; assists teachers in implementing these in their own classroom

Shared Decision Making

As a member of the District and Building Instructional Lead Teams....

Facilitates ongoing discussions to help teachers to agree on standards, follow the district’s curriculum and priority goals, use learning progressions, and develop shared assessments

Leads committee decision-making to develop and implement a professional development plan (district and/or building) on the basis of data analysis and findings

Helps set goals, engaging colleagues in analyzing and interpreting multiple sources of data (PD plan, C-Plan)

Builds congruence among PD, district/building goals, school system initiatives, and teacher leadership functions

Leadership

Models leadership and commitment to continuous improvement

Designs processes to break the norms of isolation, address issues of trust, and cultivates a collaborative culture via peer coaching, peer reviews, and co-teaching

Represents the school on community or district task forces to ensure alignment with the district vision
Facilitates/leads professional development at the district and/or building level to accomplish high priority initiatives (e.g. Authentic Intellectual Work, Cognitively Guided Instruction, Iowa Core, Concept-Based Learning)

Helps administrators and teachers keep the focus on teaching, learning, and continuous improvement

Serves on interview committee for selection of Learning Team Coaches, Peer Advisors, and Instructional Models.

Learning Team Coach is a member of the Building Instructional Lead Team, engaged collaboratively in implementing the operating principles of the Iowa Professional Development Model. A selected number of Learning Team Coaches from each building will also serve on the District Instructional Lead Team on a rotating basis. Learning Team Coaches will assist in the delivery of professional development activities at the building level and will coordinate instructional activities relating to training and professional development. Coaches will observe, coach, and support the career development of teachers on their learning team by planning, monitoring, reviewing, and implementing best instructional practices. Coaches will maintain a full teaching load and receive a stipend of $7,000 which includes an additional 12 contract days plus 2 release days.

Curriculum/Instruction/Assessment

• Helps colleagues select and implement effective teaching strategies and studies how students respond

• Supports ongoing collective learning so teachers focus on practices that directly improve student learning

Shared Decision Making

• As a member of the Building Instructional Lead Team....

Engages in ongoing discussions to help teachers to agree on standards, follow the district’s curriculum and priority goals, use learning progressions, and develop shared assessments

Participates in committee decision-making to develop and implement a professional development plan (district and/or building) on the basis of data analysis and findings

Helps set goals, engaging colleagues in analyzing and interpreting multiple sources of data (PD plan, C-Plan)

Serves on District Instructional Leadership Team on rotating basis

• As a leader of a Learning Team....

Facilitates communities of learning (AIW teams) to identify student learning needs, teachers’ current level of knowledge and skills in priority areas, and types of learning opportunities that different groups of teachers need
Leads teams to collect and analyze data to make decisions related to professional growth and school-wide action research.

Leadership

- Provides ideas for differentiating instruction and planning lessons in partnership with fellow teachers.

Assists the Instructional Guides with processes to break the norms of isolation, address issues of trust, and cultivate a collaborative culture via peer coaching, peer reviews, and co-teaching.

- Models leadership and commitment to continuous improvement.

Guides teachers’ discussion of strengths and weaknesses of students' performance as a group, as individuals, by classrooms, and in disaggregated clusters by race, gender, and previous school.

Peer Advisor is a member of the Building Instructional Lead Team, engaged collaboratively in implementing the operating principles of the Iowa Professional Development Model. Peer Advisors will observe, coach, and support the career development of teachers at the building level by planning, monitoring, reviewing, and implementing best instructional practices; they will primarily work with Provisional and Career I teachers in their building but may also assist Career II teachers when requested. Peer Advisors maintain a full teaching load and receive a stipend of $5,000 which includes an additional 10 contract days and 5 release days.

Curriculum/Instruction/Assessment

Works inside classrooms to help teachers implement new ideas; demonstrates lessons, engages in co-teaching, observing, and giving feedback (or having a coaching dialog).

Models how to plan instruction and continuously assess progress on the basis of formative and summative data.

Shared Decision Making

As a member of the Building Instructional Lead Team....

Engages in ongoing discussions to help teachers to agree on standards, follow the district’s curriculum and priority goals, use learning progressions, and develop shared assessments.

Participates in committee decision-making to develop and implement a professional development plan (district and/or building) on the basis of data analysis and findings.

Helps set goals, engaging colleagues in analyzing and interpreting multiple sources of data (PD plan, C-Plan).

Leadership
Serves as a role model for mentees; acclimates new teachers to the school environment; and advises new teachers about instruction, curriculum, procedures, practices, and the political context

- Contributes time and expertise to make significant contributions to the development of new professionals

- Conducts peer reviews

Instructional Model is a full-time teacher who serves as a model of exemplary or innovative teaching practices and opens their classroom as a resource for other teachers within and outside the district. Instructional Models will receive a stipend of $2,000 which includes an additional 5 contract days.

Curriculum/Instruction/Assessment

- Implements appropriate learning designs and invites teachers into their classrooms to observe, co-teach, collect data, etc.

- Shares knowledge about the selection of appropriate learning strategies and how to implement these in the classroom

Leadership

- Serves as an exemplar of practice for teachers within the district and across the state

- Helps structure opportunities for teachers to practice newly learned skills with peers in the workshop setting and in classrooms

Career II Teachers carry a full teaching load, hold a standard Iowa teaching license, and have taught in the district at least one year. They participate in professional development focused on district, building, and individual goals for professional growth.

Career I Teachers carry a full teaching load, hold a standard Iowa teaching license, and are new to the district. They work with a Peer Advisor and participate in professional development focused on district, building, and individual goals for professional growth. Career I teachers will have an additional 5 contract days.

Provisional Teachers carry a full teaching load and hold a provisional Iowa teaching license; they are in their first or second year of teaching. They work regularly with a Peer Advisor and participate in professional development focused on district, building, and individual goals for professional growth. Provisional teachers will have an additional 5 contract days.
The DCCS TLC plan recognizes that a successful collaborative school community has many leaders and the leadership positions are designed to provide complementary supports in district efforts to ensure high quality instruction in every classroom and a cadre of knowledgeable and skilled professionals. The district’s TLC plan specifies leadership positions designed to support professional learning teams, provide professional partnerships for new teachers, and plan and deliver professional development in an effort to meet both individual and collective goals.

Literacy and STEM Coaches – We will have 1 Literacy Coach and 1 STEM Coach for grades PK-5 and 1 Literacy Coach and 1 STEM Coach for grades 6-12. (85% teacher leader duties, 15% student instruction) 15 Additional Days

- Seek out latest research/development and provide leadership in determining appropriateness for inclusion in district educational program
- Provide teaching demonstrations in instruction and assessment
- Conduct coaching cycles with teachers across the grades with a focus on improving universal instruction for all learners
- Prepare classroom teachers to provide Tier 1 interventions in the classroom
- Plan & facilitate grade-level and/or content area team meetings and study groups
- Work with Building Leadership Team to organize, coordinate, plan, and facilitate professional development and school improvement efforts
- Teach one group/class daily (area depends on coach’s area of expertise)
- Communicate regularly with building administrator and Director of Instruction
- Work closely with Model Classroom Teachers to develop model classrooms across grade levels and content areas with the long-term goal of developing a model school
- Collaborate with Mentors to support new teachers

Model Classroom Teachers – Our goal is to have three Model Classrooms at each building. (100% student instruction) 5

Additional Days

- Demonstrate best practice in classroom organization, management, and instruction
- Work closely with Literacy &/or STEM Coach
• Serve as early implementers of district curriculum and practices

• Open classroom for observation of teaching practices to colleague teachers as well as new teachers and mentors

• Attend on-going training in district curriculum and teaching models and be willing to share learning with colleagues

Mentors – The Mentor Teacher’s role is to work with new teachers to assist with a smooth transition into the teaching profession. (85% student instruction, 15% teacher leader duties) 5 Additional Days

• Provide ongoing support to new teachers in the implementation of effective teaching and in dealing with the demands of the profession

• Assist beginning teachers in goal setting and portfolio development

• Attend all Mentoring & Induction meetings

• Conduct classroom observations of assigned teacher to gather information leading to instructional improvement through regular feedback

• Facilitate access to additional instructional resources including Model Teachers and Coaches

• Model and demonstrate effective teaching practices

Professional Learning Team Leaders – Each building will have up to six PLT Leaders. (100% student instruction) 6 Additional Days

• Attend on-going training in Professional Learning Teams

• Assume a leadership role in Building Leadership Team &/or District Leadership Team to organize, coordinate, plan, and facilitate professional development and school improvement efforts

• Organize, prepare for, facilitate and reflect on small group professional learning teams

• Complete record keeping, budget, &/or other paperwork accurately and in a timely fashion

• Collaborate with Coaches, Mentors, and Model Classroom Teachers to ensure success and retention of beginning teachers and high quality instruction in every grade level/department

5 B –

Fullan & Hargreaves taught us that while the goal of professional capital is to increase talent, organizations don’t reach greatness by focusing on the capital of individuals. In order to get to greatness, “capital has to be shared and circulated. Groups, teams, and communities are far more powerful than individuals...” (Hargreaves & Fullan, 2012, p.3) We believe we have created roles and

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systemic structural supports, that fit together to create a cohesive and sustainable improvement framework that will strengthen instruction throughout the district.

Coaches will work strategically with teachers in planning, monitoring and assessing student learning. Two of our coaches will primarily focus on literacy; literacy instruction at the elementary and disciplinary literacy at the secondary level. The other coaches will support Science, Technology, Engineering and Math efforts. Both literacy and STEM need attention in the district and we felt giving both of those areas to a single coach would mean that one would not be addressed fully. All coaches will engage in coaching cycles and help lead inquiry around best practices in instruction. According to Adrian Rodgers and Emily Rodgers, authors of The Effective Literacy Coach (2007), “fundamental change in education is possible only through changes in teaching often based on coaching conversations between the teacher and the coach” (p. xii). This underscores the importance of this role in a system of change. This role will be integral to helping us meet each of our TLC goals. Coaches will work closely with Model Classroom Teachers to ensure that these ‘labs’ truly reflect best practices and the standards and ideals of the Iowa Core. They will collaborate with Mentors to provide additional support for new teachers and they will collaborate with Professional Learning Team Leaders to organize, coordinate, plan, and facilitate professional development and school improvement efforts.

Model Classroom Teachers will act as early implementers of new curriculum, will field-test new practices and help develop and refine effective methods and practices. They will develop classrooms that serve as observation labs allowing colleagues to observe, discuss, and reflect on the models and practices with the ultimate goal of having other teachers emulate these practices in their own classrooms. Since one of the most frequent comments heard as new strategies are being introduced is “Where can I go see that?” these classrooms provide an extremely important role in helping new practices become fully and widely implemented across a school. These constructivist work spaces will help us ensure that great instruction is systemic and not limited to ‘pockets’ of greatness. This role will be especially critical in helping us meet our TLC Goal 1 on increased student achievement through improved instructional practices as well as TLC Goal 4 which promotes collaboration and collegiality by developing and supporting teacher networking.

Mentors will provide individualized support for beginning teachers. They will observe their teaching, provide constructive feedback and engage in reflective conversations around teaching practices. The mentoring role will have significant influence on all of our TLC goals but will have the greatest impact on our TLC Goal 2 aimed at attracting, retaining, and ensuring the effectiveness of new teachers. They will work flexibly with Coaches, Model Classroom Teachers, and Professional Learning Team Leaders to ensure that beginning teachers have access to multiple professional development opportunities based on their needs and the needs of their students.

Professional Learning Team Leaders will provide leadership in all school improvement efforts. They will lead groups of teachers in inquiry cycles with grade level/content teams with the goal of strengthening instruction through analysis of student data and alignment and refinement of instruction. The work that takes place in these small groups is critically important to our overall school improvement efforts. Stigler & Hiebert (1999) note that
“Through the process of improving lessons and sharing with colleagues the knowledge they acquire, something remarkable happens to teachers: they begin viewing themselves as true professionals. They see themselves contributing to the knowledge base that defines the profession. And they see this as an integral part of what it means to be a teacher.” It is our belief that successful facilitation of these groups will lead to a feeling of empowerment for all teachers. Serving as members of the Building and District Leadership Teams will also provide an important communication loop assuring connection between the focus of individual teams and larger system goals. This role, too, will play an important part in helping us achieve all of our TLC goals; however, it will undoubtedly have the biggest impact on our TLC Goal 1 regarding improved student achievement through improved instructional practices and our TLC Goal 4 promoting collaboration and collegiality through increased networking opportunities.

PLT Leaders will also collaborate with Coaches to organize, coordinate, plan, and facilitate professional development and school improvement efforts and work flexibly with Coaches, Mentors, and Model Classroom Teachers to ensure that ALL teachers have access to multiple professional development opportunities based on their needs and the needs of their students.

While it would theoretically be possible for one person to simultaneously serve in more than one of these roles (i.e. be both a model classroom teacher and a mentor), our goal will be to attract enough interest in these positions that this won’t be necessary. The roles are designed to capitalize on personal strengths and desires while at the same time maximize the number of opportunities for leadership. There are many forces in one’s life that influence the decision to lead. The leadership roles in our plan require differing amounts of time commitments in recognition of the fact that not everyone can commit to extra responsibilities at certain times of life. Teachers will be encouraged to choose a position that works for them at a particular time with the understanding that as circumstances shift they can apply for a different leadership position. The ability to lead is not dependent on a single set of skills or a particular personality trait. The leadership roles in our plan were created with multiple personalities in mind; for example, some roles require greater degrees of self-initiative, some require higher degrees of interpersonal skills, and some require greater comfort with risk-taking. Some of the roles provide opportunities for (and require comfort with) working with large groups while others provide opportunity to work side-by-side with just one person. The opportunity to provide leadership should not require that one leave the classroom. Most of the teacher leadership positions in our plan honor the desire to lead from the classroom. The DCCSD TLC plan requires that the people in the role of the Coach (the one role that has the most classroom release time) have time in their day for teaching a group or class not only to ensure that they continue to develop pedagogical skills; but also to raise their credibility in the eyes of their colleagues. Each of these teacher leader roles is needed to ensure the success of all of our teacher leader roles. We depend on each other for the success of this TLC system and the continuing success and improvement of DCCSD and the students we serve.

**Hampton-Dumont**
The Teacher Leadership and Compensation Plan at Hampton-Dumont Schools will strengthen the collaborative efforts that currently exist among staff as we strive to provide the most effective teaching
strategies to meet the diverse needs of students from a wide range of ethnic and economic backgrounds.

Our model includes new roles of: Instructional Coach, Mentor Teacher - Secondary, Mentor Teacher - Elementary, Lead Teachers, and revises the existing roles of PLC Coaches. Lead and Mentor Teachers may also serve as a PLC Coach.

Instructional Coach:

Instructional Coaches will spend approximately 75% of their time in leadership/coaching and 25% as a classroom teacher. Based on our current curricular structure, we will have four people in this roll with two at each elementary level and two at the secondary level.

Responsibilities may include the following:

•Modeling / training / coaching best-practice for effective instruction.
•Providing curriculum updates and support for district PD initiatives.
•Coordinating intervention/enrichment activities.
•Collecting, disaggregating and disseminating assessment data.
•Coordinating meetings with teacher leader teams.
•Conducting, analyzing and synthesizing research that addresses classroom core curricular issues.
•Promoting and supporting technology integration at all grade levels (flipped teaching, interactive skill builders).

Role Rationale: We would like strong educators to have time to model their strengths, look at data, and help teachers use this data to drive their instruction. The Instructional Coaches will use their expertise to encourage colleagues to adopt the best instructional practices in the classroom, continue to implement the Iowa Core, and pursue professional development opportunities.

Mentor Teacher - Secondary Level (6-12):

Mentor teachers will spend approximately 25% of their time leading/coaching and 75% as a classroom teacher. This position will be based on having up to three mentor teachers whose assignment will be determined based on annual hiring.

Responsibilities may include:

•Teaching 6 periods / Mentoring 1 period / Planning 1 period
•Mentoring 1-3 new staff members dependent on hires in a given year
•Providing support as needed to veteran teacher new to district
•Delivering an established district-developed mentoring curriculum (including quarterly district-wide meetings)

Role Rationale: In anticipation of changes in the New Teacher/Peer Mentoring and Induction Program, this role will replace the current structure at H-D. Mentors will serve as role models, provide guidance, advocate, act as a sounding board for new ideas and teaching strategies, and provide input and strategies for their mentee. Mentors will help the mentee develop reflective anticipatory thinking skills by providing constructive immediate feedback in a non-threatening manner. The mentor should be open-minded and approachable so mentees are encouraged to seek them out for assistance.

Mentor Teacher - Elementary Level (PreK-5):

Mentor Teachers will spend approximately 25% of their time leading/coaching and 75% as a classroom teacher. We anticipate having up to three mentor teachers whose assignment will be determined based on annual hiring.

Responsibilities may include:

•Mentoring 45 min / Planning 45 min / Teaching remainder of the day.
•Mentoring multiple new staff members dependent on hires in a given year.
•Providing support as needed to veteran teacher new to district.
•Delivering an established district-developed mentoring curriculum (including quarterly district-wide meetings).
•Coordinating with instructional coaches to provide specific strategies and co-teaching for new teachers.

Role Rationale: In anticipation for changes in the New Teacher/Peer Mentoring and Induction Program, this role will replace the current structure at H-D. Mentors will serve as role models, provide guidance, act as a sounding board for new ideas and teaching strategies, and provide input and strategies for their mentee. Mentors will help the mentee develop reflective anticipatory thinking skills by providing constructive immediate feedback in a non-threatening manner. The mentor should be open-minded and approachable so mentees are encouraged to seek them out for assistance.

Lead Teacher:

Lead Teachers will spend approximately 25% of their time coaching/leading and 75% as a classroom teacher. We anticipate having five lead teachers district-wide.

Responsibilities may include:

•Teaching 6 periods / Planning 1 period / Coaching or Co-Teaching 1 period.
•Collaborating with Curriculum Director.
• Assisting Instructional Coaches and Mentor Teachers in coordinating Reading and Math across rooms at Grade Level. Role Rationale: This role will help facilitate and sustain the authentic professional learning community. With the need for more peer review, data collection, and curriculum development and mapping, this role will allow teams to move forward in a more timely and efficient manner. This position will work closely with other PLC Coaches and the Curriculum Director to use data to drive our instructional decisions.

PLC Coach

Teachers in this role will help facilitate and sustain the authentic professional learning community as a PLC Coach and will not spend any time outside of the classroom.

Responsibilities may include:

• Attending additional training as directed by Curriculum Director.

• Coordinating Peer Review Process.

• Collaborating with Curriculum Director - delivery of district PD initiatives.

• Assisting with data collection, preparation, analysis for and with other PLC coaches.

• Organizing Peer Review Process - work closely with Curriculum Director.

Role Rationale: This role will help facilitate and sustain the authentic professional learning community by planning for weekly PLC meetings using lead teacher(s) as a resource. The leadership of the person in this role will help build trust in their PLC and guide the PLC team through professional conversations needed. “It’s about balancing the needs of individual members with the need to honestly look at our teaching and do right by our students.” (Venables, 100)

b) Teachers in these roles will work collaboratively to best meet the needs of the students, the staff and the district - with the goal of raising student achievement. There will be fourteen additional professionals who will have been selected to partner with the current teaching staff. These new positions include four instructional coaches, adding a total of ten lead or mentor teachers (ratio will depend on the needs of the district). For example, given the size of our district, if there is less of a need in a particular year for mentors, we would increase the number of lead teachers and vice-versa.

The shared goal of these professionals is to optimize student achievement through improved instructional practices. Each of these individuals will share a collective commitment to fine-tune and strengthen instructional practices throughout the district, while supporting initiatives, and embracing the vision, mission, and goals of the district. Working closely with the curriculum director, building principals, and building leadership teams, progress will continually be monitored and evaluated for effectiveness.

The inherent collaborative nature of Building Level Monitoring teams, as evidenced in the SINA Restructuring plan, provides a natural working environment for the Instructional Coaches and the
MTSS/RTI leadership team to work along-side the AEA School Improvement Consultant assigned to the building. The Building Level Monitoring Team is tasked with data collection and analyzation to chart the course for the Multi-Tiered System of Supports. The data collected from the monitoring visits and data from Iowa Assessments, MTSS/RTI interventions, and other classroom assessment tools provide invaluable information into what skill sets students are deficient in which will allow for a more targeted approach for those students.

The instructional coach positions have been intentionally divided by age grouping to enable them to more closely pair best practices and implementation of specific teaching strategies with student needs. It is anticipated that individuals serving in these roles will work closely with the central office leadership team to review collected assessment data using a consistent schedule so that necessary adjustments to instructional practices are not missed. The timetable that will be established for this review of achievement data, at least once every thirty days, coinciding with the monitoring visits required as part of the SINA restructuring plan, will allow the district and teachers to make immediate changes to instructional practices. The expectation is that instructional coaches will partner with the curriculum director to disseminate information to the PLC Coaches, Lead Teachers, and Mentor Teachers to utilize as they work with colleagues in coaching relationships.

The decision to divide mentor teachers into secondary and elementary is rooted in the belief that age appropriate strategies and understanding of the developmental needs of students are best modeled by fellow educators who have worked with students at that age level. New teachers will benefit from the expertise of veteran teachers who have successfully implemented differentiation and intervention strategies as measured by student pre/post assessment data. Mentors will be encouraged to model and co-teach lessons with mentees when possible to help them develop their skills and build confidence in using a variety of teaching strategies and methods to fit the Multi-Tiered System of Supports.

The PLC Coach/Lead Teacher role is primarily designed to provide leadership in the facilitation of PLCS and function as an additional liaison between the curriculum director and instructional coaches to partner with teacher leaders in the delivery of needed resources to the entire teaching staff in a consistent manner.

**Lewis-Central**

Coherence

In an effort to ensure coherence both vertically and horizontally the Lewis Central TLC plan proposes teacher leader positions that reflect cross-building district-wide memberships as well as building specific teams. We have created a web of leadership that will:

- connect new teachers to our experts in best practices;
- connect district-wide professional learning to classroom implementation with just-in-time coaching;
- connect district curriculum decision-making to building level decision-making efforts;
connect data analysis to change in the classroom instruction; and

connect collaboration efforts to increases in teacher growth and student achievement.

Teacher Leader Roles

Model Teacher

This TL has demonstrated mastery of the Iowa Teaching Standards and desires to open his/her classroom on a regular basis for teachers from the school, district, and state to observe. A Model Teacher exemplifies best practices and maintains a direct classroom connection. Duties and Responsibilities

• Lead learners for building/district initiatives and best practices

• Serve as an observatory for colleagues

• Engage in collaborative conversations with observers as needed within the day or outside of the day

• Release time as needed for additional training and/or collaboration time

• Engage in consistent collaboration with all other teacher leaders

Mentor Teacher

LCCSD incorporates two levels of mentor support for new teachers. We have Peer Mentors that will support all new teachers with district and building level procedures, models and initiatives and an Induction Mentor (part of Instructional Coaching positions), with release time, whose emphasis is working with Beginning Educators (BE). Induction Mentors will receive additional targeted training on coaching beginning educators.

• Peer Mentors are defined to be a 1:1 ratio of teachers in the district paired with new teachers to the district as support for acclimating new teachers to district / building level procedures and initiatives. Also a source for ongoing collaboration and questions.

• Induction Mentors are defined to be teachers in the Instructional Coach position who will engage in collaborative conversations with BEs as needed within the day or outside of the day to meet the unique needs of a teacher new to the profession.

Instructional Coach (newly defined, systemic position at LCCSD with TLC Plan)

Research on professional development suggests that when teachers are reflective of their practice and work collaboratively with their colleagues, improved learning occurs (King, D., Neuman, M., Pelchat, J., Potochnik, T., Rao, S., & Thompson, J. (2004). We believe that instructional coaching, or more specifically, student centered collaborative coaching, can be an effective vehicle for this reflection and learning that will ultimately increase student achievement. Lewis Central will ascribe to a philosophy for coaching outlined by such experts as Diane Sweeney and Jim Knight. Sweeney (2013) describes a

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“student centered” model for instructional coaching as a coach partnering with teachers to design learning that is based on a specific set of learning targets, derived from the Iowa Core, and the focus is on using data and student work to analyze progress.

• The coach and teacher:
  • collaborate to make informed decisions about instruction that is differentiated and needs based;

• partner with the purpose to support the teacher in moving students toward mastery of learning targets, and ultimately standards. This process is also referred to as “formative coaching” (Nidus, G., & Sadder, M., 2009). Nidus’ and Sadders’ description of formative coaching mirrors the description of student-centered coaching provided by Sweeney. Nidus and Sadder describe the coaching relationship as a one in which “a formative coach guides teachers in using student work to determine the course of instruction, curriculum, and their own professional development” (Nidus, G., & Sadder, M., 2009).

• Instructional coaches will also:
  • work collaboratively with all other lead teacher roles to ensure district and building continuity;

• be provided specialized training, developing expertise in working with teachers, and will also serve teachers entering the profession. All new teachers entering the profession will be assigned an instructional coach who will serve as the new teacher’s induction mentor as part the IC’s responsibilities (see Induction Mentor description).

District Leadership Team

The purpose of the DLT will be to problem solve and make decisions regarding curriculum, instruction and assessment in an effort to achieve district student achievement goals. The DLT will:

• engage in data analysis and coordinate with instructional coaches in order to provide meaningful, and appropriate district wide professional learning opportunities;

• develop district-wide initiatives and deliver related professional development;

• include either Content Team membership or BLT membership to ensure coherence and alignment.

DLT members will be selected from each building from a range of disciplines, including at least a content team representative from each discipline and a BLT member from each building. The inclusion of representation from other Teacher Leader groups from each building will facilitate the communication necessary to fulfill the district’s goals, while addressing the needs and providing the voices of individual buildings and content areas strengthening instruction and improving student learning and student achievement throughout the district.

Building Leadership Teams

These teams are comprised of lead teachers that represent various content areas and grade levels. BLTs will:
• conduct student-centered data analysis to plan and determine appropriate building level goals that are aligned with the district’s targeted areas of concern;

• serve as decision-making bodies that will develop Building Improvement Plans;

• plan and co-facilitate building PD;

• act as lead learners of building initiatives, spearheading instructional initiatives aimed at increasing student growth and achievement;

• collaborate with instructional coaches establishing continuity between district and building areas of instructional emphases;

• serve as team leaders in their respective content or grade levels and also on the selection/site-based TLC council as needed.

Content Teams

Content Teams will be comprised of and facilitated by discipline-specific teacher leaders representing all grade spans district wide. The purpose of content teams is to ensure vertical alignment of curriculum, instruction, and assessment across the district. Content team members will:

• investigate and model best instructional and assessment practices;

• serve as resources in unit development around instruction and assessments;

• analyze student data and communicate with building learning teams as they facilitate vertical alignment of curriculum, instruction, and assessment;

• recommend appropriate materials selections, program changes and revisions; • take part in providing a differentiated palate of professional learning opportunities;

• open their classrooms for colleagues to view discipline-specific best practices.

Program Champions

Lewis Central’s program champions will be comprised of teacher leaders who focus on specific programs at a building level. At the secondary level, the program champion will lead colleagues in a specific building level initiative with the goal of deeper implementation of the program leading to increased student achievement. At the elementary level, the program champion is involved in developing and delivering the framework for professional development throughout the school year. Both levels will determine need based on data at the building level. We anticipate no more than 4 positions per building. These teacher leaders:

• partner with colleagues in analysis of student data and development of learning targets based on data;
• demonstrate effective strategies in planning, instruction, classroom management, data analysis, and student assessment;

• assist administrator in coordinating materials and resources for the assigned curricular department/professional development;

• collaborate to develop department-wide or course/program-specific common assessments;

• meet regularly with content lead team members;

• champion a program at the building level;

• communicate data of the program to school community.

Site-Based Councils

These teams will be comprised of equal numbers of teachers and administrators. The councils will accept and review applications for assignment or reassignment of all teacher leadership roles. After using established measures of teacher effectiveness and professional growth, considering the needs of the school district, and reviewing the performance and professional development of the applicants, recommendations for hire will go to the superintendent.

Site-Based Councils will:

• annually review the teacher leader roles and overall programming;

• oversee teacher leader hiring and performance evaluation adjusting components of the interview and evaluation processes;

• monitor the TLC plan including its vision, goals and implementation;

• meet during the school year to monitor implementation data making necessary adjustments to the TLC plan its sustainability and success.

Percent of release time from teaching duties for each role

<table>
<thead>
<tr>
<th>Role</th>
<th>% of time as classroom teacher</th>
<th>% of release time as Teacher Leader</th>
<th>Add’l time to accomplish role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Teacher</td>
<td>95%</td>
<td>5%</td>
<td>2 days</td>
</tr>
<tr>
<td>Mentor Teacher</td>
<td>100%</td>
<td>0%</td>
<td>.5 days</td>
</tr>
<tr>
<td>Peer Mentor</td>
<td>100%</td>
<td>0%</td>
<td>.5 days</td>
</tr>
<tr>
<td>Induction Mentor</td>
<td>as low as 0%</td>
<td></td>
<td>1.5 days</td>
</tr>
</tbody>
</table>

(based # of BEs)As high as 100% (coupled with instr. coaching duties)
(as induction mentor)

**Instructional Coach**
- varies
- Up to 100%
- 10 days

**Lead Teacher (all)**
- 95%
- 5%
- Up to 3 days

**Spencer**
The Stakeholders committee revised Spencer’s Part 5 to emphasize the significant role teacher leaders will play in emphasizing discipline literacy in our school culture.

**Part 5: Teacher Leadership Roles**

1. Spencer’s TLC Model 3 plan creates 44 teacher leader positions; 28% of the certified staff will hold leadership positions. The Responsibilities and Duties come from an analysis of district needs, stakeholder input, and research, including but not limited to CSTP-Center for Strengthening the Teaching Profession; West Wind Education Policy & Heartland AEA; and Knight, 2007.

CSTP research shows that teacher leaders positively impact student learning through knowledge and skills, dispositions, roles and opportunities. It is important in the roles of all teacher leaders to build effective teacher leader skills of: working with adult learners, communication, collaboration, and knowledge of content pedagogy. All teacher leaders will have their names placed on a statewide database and individual leaders may be asked to serve as statewide task force representatives. The highest priority for SCSD is the expanded role of Instructional Coaches. Spencer has employed part time instructional coaches and volunteer local coaches since 2008. The TLC plan will provide the time and training to enhance the work of the current instructional coaches and provide time and additional training for new Instructional Coaches to meet the demands of their leadership roles to work with a greater number of teachers; these teachers will engage part-time in coaching. Previously, only a few teachers were afforded opportunities to work with an Instructional Coach. A continuing emphasis for all teacher leaders is discipline literacy. A new role is that of Instructional Mentor Coach who will engage part-time in coaching; the district will change the current Induction Program to include 1-1 coaching for each new teacher. Both Instructional Coaches and IC Mentor Coaches will serve as Peer Coaches. Another new role created is Curriculum/PD Teacher Leaders who will engage either part-time or full-time in leadership; these Leaders will assist in coordinating PD, district initiatives and curriculum revision, as well as ensure alignment of the Iowa Core within a Multi-Tiered System of Supports along with K-3 Literacy. They will also provide PD for all new teacher leaders. The role of Model Teachers is modified from previous volunteer PLC and AIW team leaders. Model teachers, who teach full-time, will open their classroom doors for observation of highly effective practices, and each PLC Team and AIW Learning Team will be facilitated by a Model Teacher. The Model 3 roles are summarized below.

**Leadership Role Instructional Coach**

Coach 50 to 100% time with extended summer contract: 5 to 10 days
Duties and Responsibilities

• Collect data by observing classroom instruction and student learning; note both strengths and challenges teachers experience in delivering the expected rigorous and relevant Iowa Core instructional units with an emphasis on discipline literacy.

• Hold preliminary discussions, in-class observations and post discussion with teachers.

• Support teachers in the implementation of the Iowa Core to ensure alignment of MTSS, K-3 Literacy, and all K-12 literacy standards.

• Make peer observations, research best practices, and provide instructional strategies designed to improve instruction to support for classroom teachers.

• Guide implementation in district initiatives and assure consistency of curriculum across the district.

• May plan and deliver PD activities and/or instructional strategy sessions; coach individual teachers and teams with guided reflection.

• Attend weekly meetings with Director of School Improvement, PD/Curriculum Leader, building principals.

Leadership Role Instructional Mentor Coach

Coach 50% time with extended summer contract 5 days

Responsibilities and Duties

• Collect data by observing new teacher’s instruction and student learning; note both strengths and challenges new teachers experience in delivering instructional units with an emphasis on discipline literacy.

• Hold preliminary discussions, in-class observations and post discussion with new teachers; set up classroom observations for the new teachers to observe their Instructional Mentor Coach’s classroom and also to observe Model Teachers’ classrooms.

• Work with new teachers within the Induction framework transitioning them into the district’s initiatives and the work already done in the implementation of the Iowa Core to ensure alignment of MTSS, K-3 Literacy and all K-12 literacy standards; support PD efforts for new teachers.

• Make peer observations, research best practices, and practice instructional strategies designed to improve instruction for new teachers.

• Acclimate new teachers to a new school environment and advise them about instruction, curriculum, procedures, practices, and the school culture.

• Coach new teachers with guided reflection.
• Attend weekly meetings with Director of School Improvement, PD/Curriculum Leader, building principals

Leadership Role Curriculum/PD Leader

Coach 100% time with extended summer contract 10 days

Responsibilities and Duties

• Plan, develop, and implement curriculum and on-going professional development for the district initiatives; serve on district PD lead teams

• Plan and support on-going professional development for all teacher leaders

• Serve as a liaison among teachers, teacher leaders and administrators in issues related to alignment of the Iowa Core within MTSS and K-3 Literacy

• Collect and analyze data to help set PD plan and C-Plan goals

• Serve on District DLT Team, Lead Elementary and Secondary PD Teams, and Building Level Teams

• Continue ongoing district initiatives in addition to aligning curriculum work with the IPDM and Iowa Core with an emphasis on discipline literacy

• Plan and facilitate weekly/monthly meetings with Instructional Coaches and Model Teacher Leaders as well as meeting with Director of School Improvement, and building principals

Leadership Role Model Teacher

Classroom Instructor 100% time with extended summer contract 2 days

Responsibilities and Duties

• Host and invite teachers to observe highly effective teaching practices with an emphasis on discipline literacy

• Facilitate and lead PLCs and AIW Learning Teams in analyzing and/or scoring assessments, student work and peer observation of instruction; lead teams in reflective practices

• Identify opportunities to embed STEM across content areas and grade levels

• Attend monthly meetings with Director of School Improvement, PD/Curriculum Leader, building principals

1. A description of how each of the 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 achievement throughout the district.
For Model 3 to be effective, both the roles currently in effect and those created must work together to improve instruction and student learning. All existing and new teacher leadership roles will be interconnected and cohesive using the IPDM Action Research Cycle and its operating principles of Focus on Curriculum, Instruction, and Assessment, Participative Decision Making, Leadership, and Simultaneity. Spencer’s Iowa Core Plan focuses on implementation of the literacy standards throughout the Iowa Core: All content/subject areas include literacy instruction within the context of their subject matter. Literacy skills embedded include content-specific vocabulary development, extended reading and writing aligned with curriculum concepts, speaking, listening, and viewing opportunities intended to improve comprehension. Therefore, all teacher leaders will have additional training in teaching literacy skills as well as learning opportunities around teaching adult learners and developing facilitation skills. It is likely that current instructional coaches can provide training in teaching literacy skills for the new teacher leaders. The TLC monies will make it possible for all staff to deepen their understanding of teaching literacy skills throughout the district because all teachers will have access to working with teacher leaders. In addition, teacher leaders will enhance their own practices and advance their careers.

The teacher leaders roles, including current instructional coaches will build support systems among the leaders. A paradigm shift that includes facilitating and leading adult peers will require both additional training as well as a support network.

- Model Teachers will be supported by an Instructional Coach or an Instructional Mentor Coach
- Instructional Coaches and Instructional Mentor Coaches will be supported by a Curriculum and Professional Development Leader
- Curriculum and Professional Development Leaders will be supported by building principals and the Director of School Improvement

Our TLC plan will allow us to enhance our current teacher leadership foundation and systematize all roles, as well as provide compensation and recognition for our teacher leaders. The new positions will create a more cohesive system, and we will better support our staff and students in our school improvement efforts.

**Urbandale**

With the opportunity to utilize the roles of Facilitator of Curriculum, Instructional Coach, and Model Teacher, Urbandale Community School District (UCSD) would increase its capacity to give educators opportunities to grow, refine, and share their expertise. Access to the support of this grant will enable UCSD to continue on its journey toward accomplishing the five goals of the Urbandale Strategic Plan:

Ensure success for all learners.

Provide a guaranteed and viable curriculum.

Develop leadership capacity throughout the system.
Create a sustainable learning organization to increase workforce effectiveness.

Strengthen productive partnerships for education.

Provide efficient and effective business services to optimize resources.

Individuals implementing the three proposed roles will have the opportunity to serve other teachers by providing differentiated support as they collaborate reflectively to refine practice of UCSD teachers. Through the utilization of these positions and subsequent professional development (PD) that will be designed and delivered, teachers would gain and strengthen instructional strategies that will have been proven to produce learning gains for students. The implementation of these new instructional leadership roles will be a vital part of the fundamental paradigm shift at the core of reshaping learning throughout UCSD. These individuals will use the UCSD Strategic Plan as a guide for implementing a variety of proven Quality and Continual Improvement (Q/CI) tools. The Urbandale district will build upon the work started with the development of the strategic plan: doing what’s best for students, parents, and staff by exploring innovative ways for engaging, inspiring, and motivating lifelong learners.

Facilitator of Curriculum and Professional Learning - 15 additional contract days, $10,000 stipend, 100% of time in facilitator role

• Plan, deliver, and monitor the effectiveness of PD for teachers.
• Guide and support instructional coaches and model teachers with PD initiatives and implementation plans in buildings.
• Guide the development, adoption, and implementation of curriculum, instruction, and assessment.
• Engage in professional learning at the district, building, and classroom level to ensure high-yield instructional strategies are consistently implemented in all classrooms.
• Coordinate communication with multiple stakeholder groups including administrators, coaches, teachers, students, and families.

• Three new positions.

Instructional Coach - 10 additional contract days, $6,500 stipend, and 100% of time in coach role

• Provide support to district, building, and individual teachers.
• Oversee PD at the building level.
• Facilitate curriculum and assessment planning and implementation.
• Evaluate data/current reality of district initiatives and implementation.
• Create effective action plans with teachers to build teachers’ skills and achieve goals.
• Provide guidance and support for Model Teachers, new teachers, and career teachers through demonstration of effective teaching practices, facilitation of PLC meetings, and reflective conversations in the context of the Iowa Professional Development Model (IPDM).

• Oversee the progress of the UCSD strategic plan to ensure Q/CI principles are consistently employed.

• Seven new positions.

Model Teacher - 5 additional contract days, $2,000 stipend, and 5% of time out of their classroom

• Assist in the development and leadership of PD initiatives.

• Lead PLC groups to guide teachers in the implementation of curriculum and the analysis of data for the purpose of instructional decision making.

• Support teachers through co-teaching, co-planning, peer observation, and facilitation of meaningful reflection.

• Serve as a model of exemplary instruction for peers.

• Collaborate with others to create lessons, engage students in the process of evaluating learning, and demonstrate Q/CI practices in the classroom.

• Use instructional expertise to cultivate a high standard of excellence in teaching practice for UCSD teachers. • Up to 60 positions

The TLC study and planning team used Q/CI processes to align the vision and goals stated in the UCSD Strategic Plan to Standards for Teacher Leaders and the IPDM’s Operating Principles and Cycle of Professional Development. The specifics of each domain are stated below.

Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning

As UCSD staff has engaged in the work of implementing Iowa Core and Q/CI practices, these three roles will become the primary vehicle for facilitating professional learning across the school district. It is our vision that these individuals will foster a collaborative culture to support educator development and student learning by taking an active role in leading professional development, implementing best practice in regards to instructional strategies, support PLCs and teacher growth. In order to achieve our instructional vision, professional learning must be aligned to the district mission, vision, and values, and rooted in quality professional learning principles.

Domain 2: Accessing and Using Research to Improve Practice and Student Learning

Systemic improvement occurs when learning communities commit to continual improvement, collective responsibility, and shared purpose. These three roles are an integral part of those learning communities. They are to read and share research with colleagues, and facilitate learning around these best practices. Team learning is most powerful when it is embedded in the routines and structures of
the workday. These teacher leadership roles will become a part of measuring and ensuring implementation of Q/CI and best practices.

Domains 3 & 4: Promoting Professional Learning for Continuous Improvement, Facilitating Improvements in Instruction and Student Learning

UCSD is committed to fostering a culture of collaboration where all students benefit from the collective expertise of staff. Time for meaningful collaboration must be embedded into the schedules and routines of the typical workday. District administration and teacher leaders will be a driving force in the development of district and building master schedules and calendars. Additionally, teacher leaders will take part in learning and facilitating the work of embedding Q/CI practices in the classroom. UCSD will design a framework for supporting opportunities to collect data from peer observation, feedback, reflection, and coaching. Data will be used to guide the decisions for district and building PD. Monitoring will reduce variation and ensure a guaranteed, viable curriculum across the UCSD.

Domain 5: Promoting the Use of Assessments and Data for School and District Improvement

In order to provide Urbandale students with a guaranteed, viable curriculum, teaching and learning must be monitored. Providing teachers opportunities to reflect on instructional practice with their peers and teacher leaders is an essential component of continually improving student learning. A purposeful model of observation and feedback will break down the barriers between classrooms, grade levels, departments, and buildings, and will embed growth and learning in the regular work of staff.

Additionally, we have district initiatives that will be implemented in the next three to five years including the UCSD Learning Teams Institute (LTI), which is an innovation, designed to build the capacity of school leadership/collaborative teams. The goal of the LTI is to help leadership and other collaborative teams deeply understand and apply Q/CI principles and the characteristics of high-functioning PLCs. Learning will be based on collective inquiry using current building data. Gaining additional teacher leadership through the TLC grant will provide UCSD with an increased capacity to train more efficiently and empower schools to achieve our vision.

Domain 6: Improving Outreach and Collaboration with Families and Community

In addition to attending Board and PTO meetings when needed, there are two district initiatives that teacher leaders will intermittently participate in and facilitate to improve outreach and collaboration with families and the community during the course of it.

Parent Academy is to help educate parents so they are empowered to be advocates for their children’s education, and to provide focused learning opportunities for parents to learn about happenings within the district. We know that students have a greater likelihood of success in school and learning when their parents know about the learning environment and are able to advocate for them.

Study Circles are an opportunity for communication in a small group setting between school leaders and students, parents, and district staff, all from various backgrounds, to discuss and develop individual and group actions that help address barriers.
Barriers negatively impact the degree for which learning is brought to life for students.

Domain 7: Advocating for Student Learning and the Profession

In conjunction with the responsibilities above, teacher leaders will take an active role in advocating for learning and their profession by creating professional partnerships, belonging to professional organizations, and communication. Teachers will have the opportunity to attend curriculum network meetings at AEA to learn about best practice and new information around curriculum issues, and to build relationships with other districts. Additionally, teacher leaders need to make contact and build relationships with the DE and educational policy makers.

The system created by the TLC grant would be a driving force behind Urbandale’s constancy of purpose as we strive to teach all and reach all. All three of the positions work seamlessly together, utilizing distributed leadership to disseminate an even system of support for UCSD’s teachers and students. Utilization of these roles aligns closely with UCSD’s Strategic Plan and captures the vision of continual improvement and increased joy in learning for UCSD staff and students.
Part 6
Des Moines

The Des Moines Public Schools (DMPS) Human Resources (HR) department will organize and manage the open application and hiring process for Teacher Leaders. Review committees, consisting of equal representation of administrators and teachers, will review applications, interview candidates, and make recommendations for selection.

At the January 2014 School Board meeting, the Educator Quality Professional Development Council was approved as the Site-Based Council for the DMPS TLC plan. The Council met in October 2014 and approved the selection plan outlined below for the three levels of Teacher Leaders.

Level 1: Coaches (Instructional, Technology Integration, Induction & SPED)

Job Description: A job description will delineate basic & essential functions and required & desired hiring specifications unique to Coach roles. Common required hiring specifications include: 3 years teaching experience, 1 year teaching experience in DMPS, a valid teaching license, and evidence of effectiveness and continuing education that has enhanced the candidate’s professional work. Desired hiring specifications for Coach roles may include qualifications such as completion of “Cognitive Coaching” or experience working with adult learners.

Selection Instruments: Using Applitrack Filters, DMPS will select in candidates who meet all required hiring specifications, as provided in the online application. Thereafter, applications will be reviewed to identify candidates who also meet one or more desired hiring specification.

Additional Selection Instruments: Candidates will provide three recommendations (from 2 peers and 1 administrator). Recommendation forms will ask those providing recommendations to answer questions regarding past examples of the candidate’s professional growth that led to effectiveness in teaching. Recommendations will be scored to identify candidates with the highest performance scores to select into the Interview Select Pool.

Interview Select Pool: Selected candidates will participate in a two-part interview (I. Questioning & II. Performance Task) with the review committee, which will consist of equal representation of administrators and teachers. HR will facilitate a process to develop questions aligned to the job description and required/desired hiring specifications for the review committee to ask candidates. All questions will have quality response indicators. For Part II, candidates will be provided with the same education topic applicable to the Coach position and a timeframe in which to prepare a teaching segment prior to the interview. During the performance interview, candidates will have the same time allotment to teach to the review committee on the education topic, which the review committee will score using a rubric.

Selection Process – System: The review committee will identify evidence provided in the interview (either in Part I or II) that demonstrates a candidate’s strengths and growth opportunities for (a) the candidate’s effectiveness and professional growth, (b) the position, and (c) the required/desired hiring specifications. The review committee will identify whether or not each applicant is a viable candidate for
a Coach position within the district. All highly-qualified candidates will selected in to a Candidate Pool, and candidates will identify placement preferences. Final hiring decisions for Technology Integration and Induction Coaches will be made by the district.

Selection Process – Building: Final hiring decisions for Instructional Coaches will be made by principals. Principals will work with HR and the DMPS Offices of Academics and Schools to match Instructional Coach candidates to buildings.

To be considered Teacher Leaders under the DMPS TLC system, existing Coaches will be required to provide the three references outlined above to demonstrate effectiveness and professional growth to determine if they meet the criteria to receive the salary supplement.

A modified version of the selection process described above will be used to hire Level 2 & 3 Teacher Leaders:

A district-developed survey of peers will be administered annually regarding Teacher Leaders’ effectiveness specific to their TLC Teacher Leader roles. All TLC Teacher Leaders (new & existing) will design an individual professional development plan (IPDP) goal related to TLC work and submit artifacts that support their professional growth in that area. The evaluating administrator will review the performance survey and TLC-related IPDP artifacts to determine if s/he will be eligible to renew a Teacher Leader position for an additional year.

Fairfield

SELECTION COMMITTEE REQUIREMENTS:

• Must include 1 teacher and 1 admin rep from each attendance center, with a total of 6 teachers max

• Year 1 committee will be a combination of TLC planning committee teachers and FCSD Teacher Quality committee that meet all requirements (this is because they have a greater understanding of the TLC model and how it is proposed to work); all subsequent selection committees will be open to anyone meeting other requirements

• Term limit: 1 yr

• Members must have 1 year in FCSD; 3 in profession

• Work from Jan-May for Year 1 committee; then from May to June for following years

• Stipend: $1,000

• Duties: To accept and review applications for assignment or reassignment to a TL role (Specialists and Coaches) using the designated Selection Criteria (see below) and to make recommendations regarding the applications to the superintendent; limit staff to 1 leadership position at a time and articulate
rationale; review selection criteria annually and make revisions

SELECTION CRITERIA: Determination of Leadership Candidate Effectiveness (CE)

Requirements for ALL applicants--1 yr. EXPERIENCE in district/3 yrs. in profession; 1 year assignment before reapplication required for same leadership role or new role

Year 1 leader candidates for both specialist and coach assignments will be determined using the following criteria:

FF utilizes two instruments aligned with the Iowa Core Curriculum to determine CE. The first instrument is a Iowa Core 21st Century Employability rubric based on the Universal Constructs (UC). The instrument measures leadership qualities of: critical thinking, complex communication, creativity, collaboration, flexibility/adaptability, and productivity/accountability on a 5- point scale where 5=exceptional, 3=professional, and 1=developing. Max. score is 30 points. Candidate’s final UC scores are based on an average of self and administrator scoring. Formula representation for UC scoring:

Candidate UC Composite + Administrator UC Composite/2=Candidate Final UC Score

The next CE measurement instrument (the Innovation Configuration Maps (CEI IC) by Iowa DoE) weighs candidate pedagogy by the 5 Characteristics of Effective Instruction and their24 attributes. Max score is 120 points. Final scores are based on an average of self and 1 administrator scoring.

For determination of CE, candidates may earn a composite score of 150 points. Representation CEI IC scoring: Candidate CEI IC Composite + Administrator CEI IC Composite/2=Candidate Final CEI IC Score

Determination of Professional Growth (PG)

FF utilizes an evaluation of candidate writing to determine prior PG. Candidates are provided with a list of the past 3 years of district PD opportunities and are instructed to write about it. Prompt: In terms of PG, in what have you participated during the last 3 years? Why was the learning embarked upon, how did it improve instruction, and with whom did you learn? How did you know you improved? What is the research and how did you engage? What was technology’s role in your learning and the delivery of PD? This portion of their reflection is entitled Prior Involvement in Professional Growth (PIPG).

Candidates are then required to pinpoint current gaps in their leadership pedagogy according to their PIPG and prompted to select content that will close that gap. This portion is entitled PG.

Evaluation of Professional Growth

The selection committee will then complete a two pronged evaluation of candidate professional growth by utilizing the rubric below, which has a criteria component for PIPG and another for PG. Descriptors in the PIPG/PG rubric align with the IPDM and with the 6 PD categories found in FF.

**Only exemplary descriptors shown to limit characters:

5-exemplary *3-professional *1-developing
- professional level of discourse
- strong connection between student & professional learning
- ownership need for instructional improvement
- strong use of data to explain PD need
- reflection of implementation fidelity
- mention of impact of peer collaboration
- deep understanding of the research behind the PD
- insightful tech integration discussion
- insight on what would have improved PD
- thorough description of instructional gap from PIPG
- explicit connection between gap and inadequate student achievement
- uses theory of action in action plan
- clearly specifies research
- data-driven eval of PD on instruction

*Candidates scoring below a 3 on either prong will not be considered for position if their CE score 0-71.

Measures of Effectiveness

Comprehensive Summary of Rigorous Selection Process

CE Composite-Teacher Score  X/150

CE Composite-Administration Score  Y/150

Average CE Composite  (X+Y/2)/150

That score is scaled accordingly with selection points, found to the right of the composite score.

150-141=10
140-131=9
130-121=8
120-111=7
110-91=6
90-81=5
80-71=4

Professional Growth

PIPG Score:  5  4  3  2  1
PG Score:  5  4  3  2  1

Overall Selection Scoring

CE   Pts.  10   possible

PIPG Pts. 5   possible
PG Pts.  5   possible
Total 20   possible

The selection committee will evaluate PIPG and PG reflections. They will also analyze CE scores, digitally through the district survey instrument and add the three summative scores. Candidates with the highest Overall Selection Score will be offered leadership positions.

ANNUAL REVIEW OF ASSIGNMENT:

Another selection criterion will be added to teacher leaders that have already served a year in a specialist or coach role—Peer review.

3 peers who worked directly with that leader will be asked to complete a leadership feedback questionnaire reviewing the candidates effectiveness at specific duties directly linked to achieving the TLC goals. Peers will be asked to assign a composite score from 1-10 for that position which will be factored into application for reassignments.

The role of teacher leaders in creation and delivery of professional development will be based on the TAP rubric system of nineteen instructional methods. Professional development will be run by teacher leaders in weekly meetings and will incorporate a group of teachers by like content disciplines and grade levels. The teacher leaders will analyze student data and then convey specific instructional objectives and goals for classroom teachers to attain in order to improve instruction and student achievement.

Teacher leaders will conduct field testing on instructional strategies before assisting classroom teachers with specific methods. Teacher leaders will approach each meeting with the intent of supporting those around them. Teacher leaders will provide assistance and training in new field-tested strategies in weekly meetings. Leaders will follow up with classroom instructors weekly to aid in changing instruction to improve student achievement based on school goals. Results will then be analyzed and instructional objectives realigned. Master and mentor teachers also serve on a school-
wide TAP Leadership Team, led by the principal, which sets clear goals for groups and monitors their progress to ensure success.

Initial training occurs in the summer which consists of nine days of interactive training from experts in the TAP CORE. All members of the leadership team are also supported and coached throughout the year by NIET. The knowledge gained during this initial process and throughout the year allows the leadership team to implement the following five steps with a high degree of fidelity:

1. Targeting Specific Student Needs
2. Selecting and Field-Testing Classroom Strategies
3. Learning New Strategies in Group Meetings
4. Providing Follow-Up Coaching to Every Teacher
5. Collecting and Analyzing Student Results / Data

As described in the article “Beyond ‘Job Embedded’ Ensuring That Good Professional Development Gets Results” (NIET, 2012), the following clearly identifies the way we intend to achieve the above named steps in our district:

Identifying progressively more focused goals allows teams to zero in on very specific aspects of student work during each cycle. Teams will know exactly what they are aiming for and have the right tools to monitor whether they are hitting the mark.

After the leadership team identifies student learning goals, master teachers select research-based strategies that groups use to achieve those goals.

Master teachers consult a range of resources to identify promising research-based strategies and must “Field Test” any new strategy complete with pre and post assessments and samples of student work before introducing a strategy within the group. When it is time to introduce a field-tested strategy to a group, master teachers follow a “gradual release” approach that deliberately moves from describing to explaining to modeling to guided practice to independent practice supported by intensive in-class coaching.

The intent is to ensure that teachers build the expertise necessary to apply what they learn in team meetings so their students meet the goals established in the school plan. The TAP System expects master and mentor teachers to follow up after meetings to provide every teacher with one-on-one coaching that carefully adjusts the content and form of coaching to meet teachers’ individual needs. In the TAP System, all teachers are expected to bring analyzed student work to team meetings so that various proficiency levels are represented. Master teachers guide the conversation, asking probing questions and ensure that the discussion remains focused on the explicit student needs at the heart of the current meeting cycle.
The TAP System ensures that master and mentor teachers are not simple “coaches” or “team facilitators,” although they do perform both functions, they are true instructional leaders in their schools. Research has proven that job-embedded professional development will improve instruction and student learning if there is a sufficient infrastructure in place to support, oversee, and reinforce it.

In the National Institute for Excellence in Teaching (NIET) March 2012 report, professional development under the TAP System results in increased student achievement due to professional development being delivered by site-based teacher leaders during the school day. Specifically, NIET described how incorporating TAP will maximize the impact of collaborative learning teams and instructional coaching. TAP takes the next step to support, oversee, and reinforce professional development through a range of strategies including explicit teacher leadership goals, clear responsibilities for principals, and school-wide instructional leadership teams. (NIET, “Beyond ‘Job Embedded’”, 2012). The TAP System incorporates both strategies that research has found to be effective...collaborative learning teams and instructional coaching.

The professional development model of TAP also correlates well with the Iowa Professional Development Model (IPDM). The TAP model, within the realm of the weekly meetings, would include several components of the IPDM such as the following:

- establishing a leadership team,
- collecting and analyzing student data, goal setting for student achievement, selecting content and designing professional development, training and learning opportunities, collaboration, implementation, formative evaluation, program evaluation, and developing individual teacher professional development plans.

It is vital to consider these components to ensure that the TAP System is supporting the needs of learners and educators alike.

**Spencer**

The Spencer Stakeholders committee reviewed multiple literature references to revise the plan to connect the TL Selection criteria (part a) which now matches the Pt.5 positions and shows prior demonstrated professional growth criteria in the chart (part b).

**Part 6 - Teacher Leadership Selection Process**

a.) Prior demonstrated measures of effectiveness

TLC Selection Process:

A Site-based Review Council appointed by the school board will be comprised of equal number(3) of teachers & administrators who will post positions, accept & review applications submitted to the central office, and make recommendations to the superintendent.
Council rationale-- gain trust and assure credibility of the hiring process

Applicability-The selection process framework shall be applicable across the district in a consistent & transparent manner: each teacher leader will have at least 3 years of teaching experience and taught at least 1 year in the district; possess a current teaching license and have demonstrated competency on the IA teaching standards.

Selection Criteria: The district will determine and evaluate prior demonstrated measures of effectiveness in selecting teacher leaders by:

Candidates will:

1. Complete the CSTP TL Self Assessment and the Spencer District Teacher Leader Opportunities and Duties chart

Reflection will help the candidate pinpoint a specific role of interest related to the results from the TL Self Assessment and will show prior demonstrated professional growth

1. Outline Experience--Complete an application for a specific role and provide a resume & narrative
   a.) show effectiveness in the classroom & through previous leadership aligned with District’s Goals:
      • Transition teachers who have demonstrated leadership in PD initiatives, collaboration, and highly effective instructional; nurture teachers in anticipation of future leadership roles
      • Promote a collaborative culture
      • Continue to improve student achievement
   b.) use strengths from the CSTP Self Assessment & the chart

1. The Council may require a personal interview for any of the teacher leadership roles

The Site-based Review Council will use a standard scoring rubric consisting of the following criteria that aligns with the District’s

Goals (shown above) to review all candidates:

• Knowledge of research supported instructional practices and our district initiatives that include Iowa Core implementation within MTSS, K-3 Literacy, and AIW

• Ability to facilitate and/or collaborate with diverse groups

• Expertise in data driven decision-making and service on district/building committees that gather and analyze data

• Desire to grow and develop professionally, especially in content areas and instructional strategies
Each Council member will score the individual criteria separately after reviewing the application, resume and narrative and a personal interview if appropriate. The Council will tabulate scores and enter into a consensus building process to reach a collaborative decision for whom to hire for the respective roles.

Annual Review of Assignment: one component of the annual review will include peer review on the effectiveness of performance to the teacher’s leadership role. A teacher may apply: for assignment in a new leadership role; reassignment; or to opt out of that role.

6b.) Prior demonstrated professional growth

Responsibilities and Duties from previous professional growth and district opportunities are found in the chart.

Candidates will be given an unmarked chart to mark their own progress, and when finished, a district matrix found in Pt. 7.

Spencer District Teacher Leader Opportunities and Duties

- Facilitates/leads PLC’s or AIW Learning Teams
- Identifies student learning needs and enhances own current level of knowledge and skills related to understanding and implementing the IA Core
- Implements learning strategies & district initiatives
- Invites teachers into their classrooms for modeling instructional practices
- Leads/involved in decision-making to develop and implement PD plans on data findings
- Helps teachers implement new ideas, demonstrates lessons, engages in co-teaching, mentoring and or peer observation, and gives feedback
- Helps colleagues select/ implement effective teaching strategies
- Serves as a New Teacher Mentor
- Role models for mentees through peer observation/modeling
- Advises new teachers about instruction, curriculum and practices
- Holds district and/or building committee memberships
- Helps set goals as a member of a planning team (C-Plan, PD Plan)
- Facilitates/leads PD and instructional supports to accomplish high priority initiatives, IA Core, MTSS, K-3 Literacy and AIW
• Cultivates a culture of collaboration—demonstrates relationship skills with peers to build trust & respect

**West Delaware County**

To realize the potential of our TLC plan it is of critical importance that we select teacher leaders who have:

• pedagogical expertise

• drive to continually improve their own professional practice

• ability to develop and maintain strong positive professional relationships

• leadership skills to leverage these strengths to assist colleagues in improving their own professional practices

All TLC positions will require a minimum of three years’ experience, at least one year of which is in the West Delaware district. Selection:

All application materials will include:

• A statement of interest which details the teacher’s experience, skills, and proposed contributions to the team relative to the position

• A copy of two most recent Individual Professional Development plans

• Letters of support from two colleagues

• A videotape of the candidate modeling effective instructional practices within the classroom

• For coaches, a videotape of a collaborative process between the candidate and a colleague which focuses on improvement of professional practice

Application materials will be reviewed and interviews of qualified candidates will be conducted by the Selection Committee and scored based on a rubric that includes the following components:

• Evidence of skills and expertise necessary for the particular position, based on detailed job descriptions for each position

• Evidence of previously demonstrated effectiveness, which will include:

  • evidence of support from colleagues who have worked with the candidate

  • evidence that colleagues are committed to working with the Teacher Leader candidate to improve practice and are confident in the candidate’s ability to support and improve their work

  • evidence of effective instructional practices as documented through peer observations and PLC Data Focus documentation,
including selection of effective instructional strategies and student post assessment data.

- Evidence indicating a professional philosophy and demonstrated practice of growth and improvement will include:
  - evidence of active participation in district professional development
  - detailed examples of active participation in continuing education or self-selected PD
  - participation in AEA and other PD opportunities
  - membership in professional organizations
  - other evidence of scholarship

- Indications of capacity for leadership and contributions to the team structure and process will include evidence of previous leadership positions within the district including leadership/membership in:
  - PLC
  - BLT
  - PBIS
  - SST/Mentoring Council
  - SIAC
  - other leadership work

The members of the selection committee will be differentiated based on the specific teacher leader position.

- A district-level approach will be utilized for MENTORS and COACHES. This committee will be comprised of three administrators (including the Director of School Improvement), and three teachers.

- A site-based approach will be utilized for selection of MODELS and TEAM LEADERS. These committees will be comprised of a minimum of three teachers and one administrator from the building to be served by the position.

Qualified candidates will be recommended to the Superintendent, who will make the final selection based on the recommendation of the selection committee, completed rubrics, and supporting evidence from previous evaluations. Annual review

Annual review will be conducted by representatives from the original selection committee. The focus of the review will be structured self-reflection, peer feedback, and administrator evaluation of the effectiveness of the teacher leader in the same priority areas identified in the selection process:
• pedagogical expertise
• the drive to continually improve their own professional practice
• the ability to develop and maintain strong positive professional relationships
• the leadership skills to leverage aforementioned strengths to assist colleagues in improving their own professional practices

Our process will be based on Charlotte Danielson’s work and “A Model Framework for Designing a Local Staff Evaluation System Based on the Iowa Teaching Standards and Criteria.” All components will be based on evidence of successfully fulfilling the requirements detailed in the job description, as well as evidence of work supporting the goals of our TLC plan, work toward the District Vision, Characteristics of Effective Instruction, Iowa Teaching Standards, and Individual Professional Development Plan.

The documentation of evidence of growth and skill include:

• artifacts from a colleague, a student, and a parent
• the IPDP plan and assessment of progress
• formal observation of instructional practice
• formal observation of TLC practices detailed in the job description for the particular role

This evaluation will place particular emphasis on supporting the professional growth of colleagues in ways that impact classroom instructional practice and enhance student learning. Evaluation criteria will address the individual’s growth in terms of improved professional practice for the teacher leader and the extent of improved professional practice of colleagues as a result of the work of the teacher leader.

The measures used will be both qualitative and quantitative:

Qualitative measures:
• Input from teacher colleagues who work with the teacher leader
• Input from families and students regarding the teacher’s instructional experience in the classroom
• Input from administrators
• Reflective dialogue with the teacher leader

Quantitative measures:
• Improvements in the use and quality level of Characteristics of Effective Instruction as defined by the Iowa Department of
Education Innovation Configuration Maps

• The frequency and nature of support and follow up provided to colleagues
• Evidence of meeting the specific components of the job description for the particular role

**Vinton-Shellsburg**

The Vinton-Shellsburg CSD will use the teacher leadership positions as a way of retaining our best teachers and providing for their development and all teachers’ professional growth.

Currently our retention rate of teachers is lower than we need it to be if we want to continue building on our district’s school improvement work. By engaging more teachers in leadership positions we anticipate a higher retention rate amongst our teachers. We want teacher leaders who have at least three years’ teaching experience; are life-long learners; are proven instructional strategists; are positive, collaborative, and communicative; and have a strong work ethic. Vinton-Shellsburg teacher leaders will have embedded best practices and the Iowa Core in their teaching while personalizing learning in their classrooms. Our teacher leaders will have been actively involved in our district initiatives and have participated in specialized training including: PLC, special education literacy, Response to Intervention, mentoring, and have demonstrated the ability to focus on numeracy, literacy, and engagement in their classrooms.

**District Selection Council**

The district will establish 4 different councils to serve the hiring needs. There will be an elementary council, a middle school council, a high school council, and an overall district council. Each council will have equal numbers of teachers and administrators on the interview committee. The teachers on each council will be selected for the District Leadership Team from the following committees: Teacher Leadership Compensation (TLC), the Building Leadership Team Teams (BLT) and Teacher Quality (TQ).

Any teacher applying for a leadership position will not participate in the hiring process of that position. The administrators on each council will include building principals and the Director of Curriculum & Technology.

**Rigorous Selection Process**

We will use a rigorous selection process to select the best candidates to serve in our leadership positions. The positions will include Instructional Coaches (IC), Data Team (DT) leaders, Alignment Team (A-Team), Building Leadership Team (BLT) and Mentors. The Instructional Coaches, PLC leaders, A-Team, and Mentors will follow the application process listed below. The district will partner with Grant Wood AEA to provide support for first and second year teachers using induction coaches; Grant Wood has its own rigorous selection process that they follow. Instructional Coaches will follow a slightly different process than the rest of the leadership positions.
Positions will be posted for two weeks. Included with the posting will be a job description, time requirements, and compensation. The DT leaders, A-Team, BLT and mentor candidates will submit the following before being selected for an interview: a resume and application; two examples of communication to parents, teachers, administrators, or community; and a response to the following question – “What is a new learning for you?”

Instructional Coaches candidates will submit the same items as listed above plus a response to, “Tell us about your professional learning responsibilities over the last three years.” The candidate will submit student assessments that demonstrate differentiation or project-based learning or personalization.

Once all applicants have been screened by the appropriate hiring council, potential leaders will be selected for an interview. A pool of questions will be developed and each council may use any number of those questions to determine the candidate’s competency for the desired leadership position. Every IC applicant will be asked to demonstrate their own leadership style during the interview by viewing a lesson on video, critiquing the lesson, and then sharing how they would give feedback on the lesson. This will provide the committee a glimpse into the candidates’ coaching styles and how they will interact with adult learners.

Indicators of Professional Growth

There are three artifacts the candidate will produce to indicate their solid professional growth. The candidates’ resumes will speak to their involvement and participation in district staff development, current district committees served on, and current professional organizations. The writing samples (“What is a new learning for you?” and “Tell us about your professional learning responsibilities.”) will speak to the candidates’ current classes, conferences, and workshops and how the learning has directly impacted their teaching. In addition, there will be specific questions to address the candidates’ knowledge of the Iowa Professional Development Model and the Iowa Core.

The hiring councils will use a lesson feedback rubric, an interview rubric, and an interview consensus form for the team to fill out to determine the most qualified candidate for the Instructional Coach positions. All other positions will have a specific rubric for that position to determine the most qualified teacher leader. Each hiring committee will make a recommendation to the superintendent, who in turn will make a recommendation to hire for the school board’s action.

Each assignment will be a one year position and then evaluated on a yearly basis based on artifacts, surveys and other data. According to the Center for Strengthening the Teaching Profession (CSTP), teacher leaders need to be effective in five areas: working with adult learners, communication, collaboration, knowledge of content and pedagogy, and systems thinking. Each leader will be given peer and principal feedback. The Instructional Coaches will form their own PLC and this group will be facilitated by our Curriculum Director. Teacher leaders will use the “Teacher Leadership Self-Assessment” on the CSTP website to analyze and then set goals on how to improve in these five areas of leadership. The district will work with Grant Wood to develop and design professional development that will support these new leaders in their work. Finally, a formal evaluation will be done by the Curriculum Director.
Union

The TLC Committee understands the importance of selecting teacher leaders who show evidence of being an effective teacher and leader on a regular basis. Without this continual presence/leading by example, the impact of the teacher leadership position will be diminished. It is imperative the selection process is comprehensive. The TLC Committee understands teachers who have been focused on their classroom may not presently possess the necessary leadership skills. The Selection Committee will be seeking those teachers who build relationships and have shown evidence they are willing to learn how to coach and work with adults.

Measures of effectiveness.

-- Possess three/more years of exemplary teaching experience-1 year in district

-- Demonstrates

• excellent facilitation/communication/collaboration skills
• ability to modify/enhance curriculum to meet diverse needs of all students
• skills in implementation of classroom planning/instruction/assessment
• interpersonal/problem solving/organizational skills required to effectively facilitate coaching/ PD initiatives
• use student work and performance data to make informed instructional decisions
• active leadership participation in the district
• evidence of content knowledge/project specific knowledge
• use and/or knowledge of effective instructional strategies

Professional growth.

-- Demonstrate

• commitment to ongoing professional growth
• ability to reflect on own practice
• receptiveness to learning/implementing new ideas/strategies
• implementation of district/building initiatives and school improvement efforts

All positions will be posted listing minimum requirements, duties/responsibilities, extra hours, and salary supplements. A request for membership on the Selection Committee will be publicized. The
Selection Committee will include an equal number of administrators and teachers: director of instructional services, 4 principals and 5 teachers: 1 LPC teacher, 1 DG teacher, 1 MS teacher, 1 HS teacher, and 1 at large from the MS or HS. Members on the TLC Committee interested in applying for any positions will excuse themselves from the TLC Committee during the creation of the rubrics/generation of the interview questions. The Selection Committee will make recommendations to the superintendent. The Selection Committee will conduct the process in phases. First, the three full-time positions will be chosen. Then Selection Committee will accept applications for the other positions. The selection process includes:

Letter of Interest—All Applicants

--Evidence of passion for teaching, commitment to being a teacher leader

• A rubric will be used to evaluate cover letter for evidence of effectiveness as previously listed.

Resume—All Applicants

--Evidence of continued growth as a professional and active participation in leadership.

• A rubric will be used to evaluate resume for evidence of effectiveness as previously listed.

Classroom Video—Instructional Strategists/Technology Integrationist

--Written reflection: written essay explaining the planning of the entire lesson, how they effectively engaged all students, how they differentiated instruction, how they chose the teaching strategies and activities, how they provided relevant feedback, how they monitored and assessed student learning and reflection on what went well and what they learned to better teach to individuals or the group.

--Video: 20 minutes of instruction from the lesson described in the written reflection showing the best evidence of being an effective teacher.

• Use rubric to evaluate written reflection and video for evidence of effectiveness as previously listed.

The rubric will include demonstration of evidence of implementation of building/district initiatives such as IPI, AIW, reading or math Core implementation, MTSS, technology.

Video working with a colleague—Instructional Strategists/Technology Integrationist

Objective being the professional growth of the teacher/s

--Written reflection: written essay explaining planning of collaboration, relationship established, quality of questioning, how they probed for information and reflection on what went well and what they learned they might do differently.

--Video: 20 minutes of working with a colleague/s demonstrating evidence of effectiveness as a leader as previously listed.
• Use rubric to evaluate written reflection and video for evidence of effectiveness as previously listed. The rubric will include criteria for coaching/collaboration, body language, active listening skills, focused conversation, and evidence of pedagogy strategies.

Interview (All Applicants except Mentors)

--60 minute interview

• Will use rubric to evaluate evidence of candidate’s teaching practices, how they have continued to learn/grow as a teacher, how they have been a teacher leader, why they are interested in a leadership role, how they envision themselves as a leader and how they can work with other leaders to improve student achievement. Rubric will include an evaluation of how they provide evidence of being reflective.

The Mentor selection process will use the same criteria as all other leadership positions. Upon hiring a beginning teacher, the building principal will use their knowledge of the veteran teacher’s ability to meet Union’s TLC Program criteria when selecting a mentor teacher to work with each new teacher. Principals will also consider factors such as the veteran teacher’s current and past teaching roles, grade level or content area experience, departmental assignment, and building assignment as part of the mentor selection process. The principal may ask candidates for mentor teacher assignments to submit any or all of the above items (cover letter, resume, video of teaching, video of work with a colleague, and/or interview) to assist with the selection process.

Red Oak

Red Oak CSD has experienced success in implementing and sustaining previous initiatives because of the commitment and motivation of our school community to create the best learning environment with the highest levels of achievement for ALL students. For example, because we hold collective commitments including the shared responsibility for high levels of learning for all students, our Professional Learning Communities (PLC) have been successfully implemented and sustained for over 7 years. PLCs represent “how we do business.” Our building leadership teams, supported by our principals, were instrumental in leading the implementation of PLCs. Members serving on these teams committed to ongoing learning about PLCs and to initiating this work in their teams through their use of protocols and processes. Teachers commented feeling empowered as a result of PLC implementation. Principals committed designated time to engaging with PLCs and facilitating agendas or agenda items as necessary. Teacher leaders, principals, and the superintendent communicated consistently with all stakeholders including the Board, SIAC, and parent advisory groups.

We have also been successful in implementing our local mentoring program for new teachers. A teacher leader heads the program and has been skilled in training new mentors, supporting the learning of both mentors and mentees, and collaborating with administrators. Furthermore, each building has also been successful in implementing and sustaining building-specific initiatives. For example, Washington Intermediate has worked with the AEA reading consultant to implement and sustain interventions that have increased reading achievement for students with special needs. The middle school has successfully
implemented and sustained PBIS as a result of the leadership of the BLT, the ongoing communication between staff and administration, the education and support of the parent community, and the backing of the school board.

We have been successful in the past due to the commitment of key stakeholders to fulfilling their responsibilities, high levels of trust that exist within and across our organization, and the strong will and desire our stakeholders have for doing whatever it takes for all of Red Oak students to achieve at high levels. We bring these same strengths to our TLC plan. Although pockets of excellence exist within our system, we want a more cohesive, systemic approach to leading, teaching, and learning. We want all students to realize gains associated with the most effective teachers, and we want all educators to share in a rich understanding of our students’ pre-K - 12 experience. We know our TLC plan is the lever to help us achieve our vision, and we know from experience that we have the capacity to make this happen.

By creating both building-specific and district-wide leadership roles for teachers and blending them with our existing roles, we expect not only to be more cohesive in our work, but also to amplify the talent in our district such that all students benefit from the power of effective teaching. With the implementation of 6 formalized teacher leadership roles, teachers will have opportunities to observe high leverage strategies and best practice, including strategies that support integration of technology; to practice the strategy or tool with the support of a coach; and to receive on-time, on-demand feedback during implementation. For example, all teacher leaders will engage in professional learning, coordinated by the teacher leader coordinator and administrators, to enhance their own skill sets. Lead teachers will support the teacher leader team in deepening their understanding of the Iowa Core and the Characteristics of Effective Instruction. Therefore, when an instructional coach, for example, accompanies a teacher to observe a model teacher demonstrate a strategy, that instructional coach brings to the table the perspectives and experiences of all of the teacher leaders with whom he/she has learned. The result is a systemic, cohesive approach to our school improvement efforts and multiple and varied layers of support for teachers.

The following chart depicts the roles and responsibilities of key staff who will help build capacity to implement and sustain our TLC plan such that we can attain our TLC goals.

<table>
<thead>
<tr>
<th>Key Staff</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Board</td>
<td>-Approve contracts to fulfill teacher leader positions</td>
</tr>
<tr>
<td></td>
<td>-Approve contracts to sustain current classroom responsibilities not being fulfilled by teacher leaders with additional staff</td>
</tr>
<tr>
<td></td>
<td>-Approve adjustment in minimum salary and the effects on the current pay scale</td>
</tr>
<tr>
<td>Superintendent</td>
<td>-Communicate the importance of the plan to staff, parents, and community</td>
</tr>
<tr>
<td></td>
<td>-Keep stakeholders informed of research and progress re: the plan</td>
</tr>
</tbody>
</table>

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Allocate resources to buildings to support implementation of TLC

Navigate and lead the change process

**Principals**
- Support implementation and professional development of teacher leaders
- Allocate resources (time, materials, etc.) to support teacher leaders
- Serve as a resource for instructional strategies to teacher leaders
- Collect data and evaluate the effectiveness of teachers and TLC leaders
- Participate in program evaluation and recommend changes as needed
- Navigate and lead the change process

**TLC Leaders**
- Promote Red Oak’s TLC vision
- Fulfill job responsibilities
- Collaborate with each other to create a systemic, cohesive approach
- Share resources to help others build success in their own classrooms
- Focus teacher’s attention to Iowa Core, student achievement, and other district initiatives

**Teachers**
- Actively collaborate with TLC leaders to improve instruction and implementation of Iowa Core and other district initiatives
- Utilize teacher leaders in their own capacity to make changes that will lead to increased student achievement

**Nevada**
The Nevada Community School District has a vast capacity to implement the TLC plan. A survey distributed to all teaching staff revealed 86% of staff were supportive of our district implementing leadership roles for teachers and compensating teachers for those roles. Also, per the survey, 64% would consider applying for one of the leadership roles. A poll of parents showed that 83% are supportive of the district building teachers’ capacity through leadership roles. Collectively, these survey results provide a resounding support for increasing the effectiveness of instruction and student achievement through the TLC plan.

Over time, Nevada Schools has hired dedicated and passionate educators who are committed to implementing structures for ongoing improvement. This initiative will be no different. The plan provides for ongoing professional development to increase the integrity and consistency of adoption. The Board of Education will have endorsed this plan and provided their full support.

Past practice illustrates that the Nevada Community School District is committed to sustainability. The district has previously partnered with the state and AEA to implement many initiatives, such as
Cognitively Guided Instruction, Authentic Intellectual Work, and Multi-Tiered Systems of Support. As funding for these initiatives sunsets, the district has been committed to keeping them in place. History would show that we use the money that the state provides to get things up and running, and we continue to fund these important initiatives when the money provided by the state is no longer available.

The mentoring and induction of new employees has long been a priority for Nevada Schools. The “Nevada U” program that is already in place also promotes sustainability and consistency within our district. Through this program, new staff are initiated to the culture, expectations, and initiatives of the district. The entire staff works on these same expectations and initiatives during professional development time and AIW team meetings.

Our district’s TLC plan will follow in the footsteps of prior initiatives in terms of implementation and sustainability. We will implement the plan with integrity and judiciously use the funding provided to bring about positive change. At whatever time in the future the funding sunsets, the TLC plan will already be interfaced with our current practice and will have become a fabric of our operation. Our commitment to a program that improves instruction and student achievement does not wane when the funding tapers - our history is evidence of that.

The TLC committee will carry the primary responsibility for the oversight of this initiative by continuing to meet throughout the year to evaluate progress of the system as a whole and to evaluate and select the Instructional Guides. The individual Instructional Guides will shoulder most of the day to day implementation (driving professional development, Nevada U, and working with Learning Team Coaches) and will report periodically to the TLC committee. The TLC committee will report to the Board and the School Improvement Advisory Committee annually.
Part 7

Ames

With our TLC plan, teacher leaders will have an active role in both design and delivery, which formalizes and extends the role of the teacher leader.

They will also review APR goals that were proposed by Content Area Teams and approved by the School Board to determine what professional development is needed to support and attain those goals. After District professional development has been addressed, building teams will meet to develop their building professional development plans for the school year. Both District and building professional development plans will continue to be based on the IPDM and will identify how each teacher leader will be directly involved, including formative evaluation during the year that allows refining plans during the year.

<table>
<thead>
<tr>
<th>IPDM</th>
<th>TEACHER LEADER ROLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish PD leadership team</td>
<td>At the end of the school year, principals will meet with their Model &amp; Mentor Teachers and ICs to review building-level student data to determine areas of strength and need and recommend a PD plan for the following school year. The results will be shared with the District PD planning team, which includes District administrators, principals, ICs, and TOSAs. TOSAs will work with their respective District Content Teams to review student data in their areas and set annual goals, which will be included in the C-Plan and reviewed by the District PD planning team to identify PD needs. The District PD planning team, which includes District administrators, principals, ICs, and TOSAs, will review District data at the end of each school year to identify PD needs and plans for the following year. Data reviewed will include C-Plan goals, AYP AMOs, and building goals. The Teacher Quality Committee provides additional oversight of building and District professional development to ensure alignment of PD with TQ funds.</td>
</tr>
<tr>
<td>Collect/analyze student data</td>
<td>All Ames teachers are responsible for collecting a variety of student data in accordance with the District Comprehensive Assessment Plan. Mentor Teachers will help Beginning and New Teachers learn our data collection methods. Model and Mentor Teachers will support their PLCs in data analysis.</td>
</tr>
</tbody>
</table>
ICs will assist in training Model and Mentor Teachers in data analysis. They may also support individual teachers and PLCs with data analysis.

Mentor & Model Teachers and ICs assist with building-level data collection and analysis.

ICs and TOSAs assist with district-level data analysis.

| Goal setting & student learning | After reviewing building data, Mentor & Model Teachers and ICs will work with their principal to set building goals for the year. They will also be part of the process to develop PLC and Career Development Plan goals that address improvement in student learning. TOSAs will be part of the District planning team to help meet District APR goals as well as setting professional development targets to meet AYP AMOs. |
| Selecting content | Once the principal, Mentor & Model Teachers, and ICs have set student learning goals, they will select research-based PD that addresses the identified need and align with District initiatives. TOSAs will be involved in selecting District PD content that is research-based. |
| Designing process | The principal, Mentor & Model Teachers, and ICs will design their building PD plan based on the IPDM to define formative assessments to refine PD in order to meet the annual student learning goal. As part of the District professional development planning team, TOSAs will have an active role in the design of District PD and supporting building PD. They will design PD to include theory, demonstration, practice, and collaboration, reflecting the IPDM. |
| Training & learning opportunities | Building and District PD may be delivered by Mentor & Model Teachers, ICs, TOSAs, or others who have the necessary expertise. Training must align with District initiatives. |
| Collaboration | Mentor & Model Teachers, and ICs will be actively involved in leading PLC work which address the 4 Questions in the PLC Flowchart. Mentor & Model Teachers, ICs, and TOSAs will have a teacher leader PLC facilitated by the TOSA for PD/Teacher Leader Support. |
| Implementation | Mentor & Model Teachers, and ICs will support their colleagues in the implementation of research-based practices that are determined to be areas of |
focus and need by the District and building professional development planning teams.

Model Teachers will welcome observers in their classrooms as they demonstrate instructional practices. They will facilitate their PLC.

Mentor Teachers will collaborate with New and Beginning Teachers by discussing, modeling, and observing. They will facilitate their PLC.

ICs will work with PLCs to plan for implementation. They will model, observe, reflect, and support teachers in efforts to implement instructional practices with fidelity.

**Formative evaluation**

Principals, Model & Mentor Teachers, and ICs will review student data on a regular basis to make adjustments in their year-long plans, as needed.

TOSAs will review student data with District administrators to refine PD plans during the year, as needed.

**Program evaluation**

Principals, Model and Mentor Teachers, and ICs will review building implementation of professional development initiatives. They will include analysis of pertinent student data to evaluate the impact of PD, including needed changes. Building PD evaluations will be compiled and evaluated at the District level to determine District PD needs.

**Developing teacher Career Development Plans**

Principals and ICs will provide guidance and support as teachers and PLCs develop and implement their CDPs.

**Clinton**

For the past several years, the CCSD has intentionally focused professional development (PD) on a few critical initiatives aimed at improving student achievement: Iowa Core, Gradual Release (GR), Professional Learning Communities (PLCs), and Multi-Tiered Support System (MTSS). To properly implement these and other critical endeavors, the CCSD Teacher Leadership positions will be utilized to improve student achievement through implementation of the Iowa Professional Development Model (IPDM).

Using the IPDM, teacher leaders will use all available data in a cycle of continuous improvement to plan, deliver, and re-evaluate targeted PD. Teacher Leadership Coordinators (TLC) will coordinate and support all teacher leadership positions in the identification, delivery, analysis and evaluation of current and future PD initiatives. Instructional Coaches (IC) will deliver PD training and then model, observe, and provide feedback as research-based instructional strategies are implemented. PLC Leaders (PLCL)
will support all PD training and implementation through collection and analysis of data while answering the four guiding PLC questions. The Mentoring Curriculum Coordinator (MCC) and Mentors/Navigators (M/N) will coordinate training around key district PD initiatives to new teachers. Lead Content Specialists (LCS) will participate in the review and selection of instructional materials to support PD, implementation of the Iowa Core, and ensure vertical alignment of instruction.

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
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</table>
| Collecting/Analyzing Student Data       | All teacher leadership positions will have responsibility to support the analysis of student data. Teacher Leadership Coordinators (TLC) and Instructional Coaches (IC) will provide the training associated with this analysis to all other leadership positions.  
TLC and ICs will also participate in the analysis of both building and district student data.  
PLC Leaders (PLCL) will work with grade level/content area teachers in analyzing formative, summative and universal screening results to determine appropriate instructional responses.  
Mentors and Navigators (M/N) will support new teachers in learning about data collection and analysis methods commonly used in the district. |
| Goal Setting and Student Learning       | TLCs and ICs will work with building principals to identify relevant and purposeful building goals and aligned building-level professional development activities.  
ICs and PLCLs will assist grade level/content-based PLCs in setting SMART goals in response to formative assessment data.  
ICs and PLCLs will work with principals and individual teachers to assure alignment of Teacher Career Development Plans with building and district PD initiatives. |
| Selecting Content                       | TLCs and ICs will take the lead in working with principals and building leadership teams to select research-based strategies based on student performance data. The Iowa Reading Research Center, IowaCore.gov, the What Works Clearinghouse, and our AEA partnership will be utilized in the selection of strategies to be implemented within GR and MTSS.  
Utilizing the same resources, ICs and PLCLs will work together to select appropriate instructional responses/strategies when students are not successful in universal tier instruction. |
| Designing the Process for PD            | The TLCs, ICs, Mentors/Navigators, and building principals will work closely with the Director of Learning and Collaboration (DLC) to develop sustainable PD |
activities specific to district-wide areas of need as identified through analysis of student performance and instructional audit data.

ICs and PLCLs will play a critical role in identifying, planning, and providing building and grade/content specific PD training that incorporates all phases of the IPDM.

All PD activities must align with district initiatives.

<table>
<thead>
<tr>
<th>Training/Learning Opportunities</th>
<th>ICs will primarily be responsible for the delivery of PD training. ICs will also model/demonstrate strategies and provide feedback to teachers throughout implementation. PLCLs and M/Ns will support PD activities by providing feedback to peers and responding to questions from coworkers related to the topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration/Implementation</td>
<td>ICs role will be critical in ensuring that PD is implemented with fidelity as they model, observe, and provide feedback to classroom teachers. ICs are also responsible for creating powerful professional relationships with PLCLs, M/Ns and classroom teachers. These relationships will create a safe atmosphere necessary for teacher to learn, provide anecdotal data as to the effectiveness of training activities, and to inform the next steps.</td>
</tr>
<tr>
<td>Data Collection (Formative Evaluation)</td>
<td>Principals, ICs and PLCLs will review building-level student performance data on an ongoing basis. Data will inform instructional practice at the PLC level as well as identify building-wide professional development needs, both short and long term. Based on data analysis, principals and ICs will collaboratively work with the DLC to recommend adjustments to district PD plans.</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>The Superintendent, DLC, TLCs, ICs, and principals will meet annually to analyze building and district achievement data, teacher survey results, and anecdotal data to determine effectiveness of current initiatives and to identify future needs. A summary of progress will be created and provided to the Board of Education, as well as school and community stakeholders.</td>
</tr>
</tbody>
</table>

Summary:

The district currently lacks the people power and teacher leadership needed to effectively plan, deliver, and support quality professional development around our critical initiatives. When more teachers are
involved in the leadership and delivery of professional development in the district, then student achievement will increase.

Des Moines
The Des Moines Public Schools (DMPS) TLC plan provides the needed support to efficiently deliver professional development (PD). Together, district PD structures and the TLC plan will create a robust system of support to develop each individual teacher, as well as the collective capacity of the organization. The fidelity and rate with which the adoption of new practices are implemented will be increased by directing support as close to the classrooms as possible. Teacher Leaders will:

Support PD at all levels, from the annual district-wide PD day to monthly district PLCs to weekly school and grade/content level collaboration and PD sessions.

Support differentiated collaboration and PD through individualized coaching of teachers at the school/classroom level related to district initiatives.

(a) Teacher Leader Roles in PD
DMPS utilizes a district-wide PD plan that consists of four components:

PD via adjusted dismissal Wednesdays, which can be building-directed, teacher-directed, or in district Professional Learning Communities (PLCs)

Educator Quality Professional Development (EQPD) Day

Monthly Teaching & Learning meetings for building leaders

PD Modules for differentiated support

The chart below outlines the role Teacher Leaders (highlighted in bold) will play in the creation and delivery of PD in Des Moines.

<table>
<thead>
<tr>
<th>TEACHER LEADER ROLE IN CREATION &amp; DELIVERY OF PD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building-directed</strong></td>
</tr>
</tbody>
</table>
Each month, one early-release Wednesday is teacher-directed PD; **Lead & Model Teachers & ICs** are available to support teachers in the Peer Review Process, 1-1 coaching related to individual growth plans, or other requested support.

**District PLCs**

**Lead & Model Teachers & ICs** serve as facilitators for monthly district PLCs focused on district initiatives.

**EQPD Day**

**Lead & Model Teachers & ICs** serve as facilitators for the annual PD day on topics related to district PD or needs identified by buildings or groups of teachers.

**Monthly Teaching & Learning meetings**

**Lead Teachers, ICs, Model Teachers,** as needed, & Principals attend monthly district PD meetings for building leaders. They may also assist in the development & delivery of sessions. These sessions support school- & classroom-level implementation of district initiatives.

**PD modules for differentiated support**

**Lead & Model Teachers & ICs** help develop & serve as facilitators for special PD modules.

(b) **Alignment with IPDM**

The Iowa Professional Development Model (IPDM) is standard protocol for all teacher development in Des Moines. The district PD Plan, in conjunction with the support provided by Teacher Leaders, concurrently builds the capacity of the organization and develops the skills of individual teachers through implementation of the IPDM operating principles and cycle of PD.

**IPDM OPERATING PRINCIPLES**

<table>
<thead>
<tr>
<th>Focus on curriculum, instruction &amp; assessment</th>
<th>PD content addresses district instructional priorities &amp; school needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participative decision making</td>
<td><strong>Lead Teachers &amp; ICs</strong> engage in the design of PD at the district &amp; school levels</td>
</tr>
<tr>
<td>Leadership</td>
<td><strong>Lead &amp; Model Teachers, ICs &amp; Induction Coaches</strong> are leaders in supporting teacher understanding of PD theory &amp; providing opportunities for demonstration, practice &amp; collaboration</td>
</tr>
</tbody>
</table>
Simultaneity

Teacher Leaders attend to multiple district & school issues supporting teachers at their varying performance levels, without losing focus on critical district priorities

The IPDM is implemented at three levels, through:

Development and implementation of the district PD Plan (see Section (a) above)

Development and implementation of the school improvement planning process

Support for individual teacher development

**School Improvement Planning:** Lead Teachers and ICs serve on the School Leadership Team to build the capacity of the school through development, implementation, and monitoring of the School Improvement Plan, utilizing the eight steps of the IPDM cycle:

**Development**

1. Collecting and analyzing data
2. Goal setting
3. Selecting plan and PD content
4. Designing plan action steps and associated PD

**Implementation**

5. Training/learning opportunities
6. Collaboration

**Monitoring**

7. Ongoing data collection (formative)
8. Program evaluation (summative)

**Support for Individual Teacher Development:** The IPDM cycle also provides the framework through which Teacher Leaders support the development of individual teacher skills:

Collecting and analyzing teacher performance data and goal setting (steps 1, 2)
Lead Teachers, ICs, and Induction Coaches support teachers in a self-audit of practices identified in the Instructional Framework and development of a professional learning plan.

Selecting PD content, designing action steps, and developing learning opportunities (steps 3, 4, 6)

Lead Teachers, ICs, and Induction Coaches work with teachers to identify actions to support their personal growth including modeling instruction and scheduling observations in Model Teacher classrooms.

Lead Teachers, ICs, and Induction Coaches demonstrate instruction and observe teacher delivery of instruction.

Facilitating collaboration (step 6)

Lead Teachers, ICs, and Induction Coaches facilitate conversations related to classroom observations.

Lead Teachers & ICs facilitate formal district- or school-level collaboration times and may assist with Peer Review.

Lead Teachers & ICs facilitate conversations among teachers with common needs/interests.

Ongoing data collection: the study of implementation (formative assessment of teacher performance) (step 7)

Lead Teachers, ICs, and Induction Coaches help teachers collect and analyze data related to implementation of professional learning plans.

Fort Dodge
The goal of our TL program is to positively impact student learning by paying attention to specific subgroups (African American, special education, and ELL).

Specific goals for our TL program believed to have a positive impact on learning include:

Classroom instructional strategies improve through collaboration with coaches following a student centered coaching model based on student learning.

Teachers benefit from improved collaboration with peers and TLs and report an understanding of their role as change agents with recognition that student success and failure is a direct result of what we do.

Teachers improve their practice by engaging in high quality professional development including action research.

Teacher leaders recognize and participate in opportunities for professional growth through the support of the Teacher Leader program.
With our current PD system, it is difficult to achieve all of these goals. We have relied heavily on a large group approach with movement toward smaller, differentiated groups. It has been difficult for teachers to play a significant role in the planning and delivery of PD resulting in a disparity between the information presented during PD and its application in the classroom. Teacher leaders will be able to offer differentiated PD. The TL program will work in conjunction with building and district level administrators to effectively execute PD and offer support in classroom application. The following teacher leader roles will assist in this process by helping the district achieve the above-mentioned goals.

Program Facilitators (PFs), Instructional Coaches (ICs), Technology Integration Coach (TIC), Mentor Coaches (MCs), PLC leaders, Curriculum Facilitators (CFs): Goals 1, 2, 3, 4

Building Leadership Teams (BLTs): Goals 2, 3, 4

Teacher Quality Committee (TQC): Goals 2, 4

<table>
<thead>
<tr>
<th><strong>IPDM Component</strong></th>
<th>How the district will utilize teacher leaders to <strong>plan and deliver</strong> PD</th>
</tr>
</thead>
</table>
| Collecting & analyzing student data | PFs and ICs will gather and review data from district and state assessments. This data will be used to identify priorities for professional development.  
All Full-time TLs and PLC leaders will gather and review data from the classroom level. This data will be used to make instructional decisions and identify interventions.  
BLTs will gather and review data from their respective buildings to identify trends impacting instruction. |
| Goal setting & student learning | PFs, TIC, and ICs will lead the goal-setting process at both the district and building levels, and work in conjunction with BLTs at the building level.  
PLC leaders will facilitate conversations within their PLCs, using data to set goals that will improve instruction.  
ICs will work with experienced teachers and MCs will work with new teachers to implement individual goals.  
All TLs will ensure data collection and analysis will lead to goals that focus on all students learning at high levels. |
<p>| Selecting Content | All full-time TLs and CFs will study critical pedagogy and select research-based PD that is most likely to accomplish the district’s priority goal areas. |</p>
<table>
<thead>
<tr>
<th><strong>PLC leaders</strong> foster an action research environment in which all PLC members are responsible for selecting critical content matched with best-practice pedagogy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Designing Process</strong></td>
</tr>
</tbody>
</table>
| **Training/Learning Opportunities** | All full-time TLs will **deliver** PD using a variety of formats for engaging teachers. Three venues for PD will assist us in carrying out the vision of a student-centered coaching framework including sessions that are large-group, small-group, and one-on-one.  

All full-time TLs, BLT and PLC members will deliver initiatives with ongoing follow-up, support and technical assistance.  

PFs, with oversight from the TQC, will ensure all PD aligns with district initiatives. |
| **Collaboration/Implementation** | Collaboration will occur between teachers and **PLC leaders** based on the 4 questions that drive PLCs. This collaboration facilitates the implementation of new strategies, data analysis, and determination of essential skills.  

**All full-time TLs** will collaborate with teachers offering support with unit/lesson planning, modeling lessons, giving just-in-time feedback, reflecting on current practice, classroom management, and assessment.  

**Full-time TLs** will collaborate to identify teacher needs that will drive the **planning and delivery** of PD.  

**BLT members** will collaborate with **TLs** to implement a process for decision-making including the examination of successful practices and areas of concern to the school community.  

**All TLs** will help foster a culture of collaboration structured, facilitated and maintained in PLCs. |
| **Formative Evaluation** | Both the quality of PD and its impact on student achievement will be formatively evaluated.  

**All TLs** will collect data on the planning, delivery and implementation of PD from surveys and implementation logs on an ongoing basis. |
Results from common assessments guide decisions made by all TLs and classroom teachers to improve student achievement.

**Program Evaluation (Summative)**  
All TLs will collect and use data regarding PD, implementation, and student achievement to recalibrate and focus district and building goals for the coming year.  
PFs will share formative PD data with the TQC twice per year for additional oversight.

**Developing an Individual Teacher Professional Development Plan**  
ALL full-time TLs will provide support for teachers in the development and implementation of their Individual Professional Development Plans.

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**Hampton-Dumont**

The TLC plan will provide the district with the ability to coach more teachers in the use of evidence-based instructional practices (e.g. progress monitoring, feedback, gradual release of responsibility) ultimately leading to increased student achievement. The teacher leaders such as Instructional Coaches, PLC Coaches, Lead Teachers, and Mentor Teachers have an extensive role in the development and delivery of Hampton-Dumont Community School District’s Professional Development Plan. The Hampton-Dumont CSD aligns their planning phases and incorporates the key elements with the the Iowa Professional Development Model (IPDM).

<table>
<thead>
<tr>
<th>IPDM Key Elements</th>
<th>Teacher Leader Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish PD Leadership Team</td>
<td><strong>Instructional Coaches, PLC Coaches, and Mentor Teachers</strong> will review building-level student data, C-Plan goals, and AYP results to determine areas of need and assist in the development a district-wide PD plan.</td>
</tr>
</tbody>
</table>
| Collect and Analyze Data           | **All District Teachers** will collect and analyze student data according to the Hampton-Dumont Assessment Plan.  

  **Instructional Coaches, PLC Coaches, Lead Teachers, and Mentor Teachers** will instruct staff in how to use data to improve universal instruction. Additional training will be provided in the use of formative assessment to drive Tier II and III instruction. |
<p>| Goal Setting &amp; Student Learning    | <strong>Instructional Coaches and Lead Teachers</strong> will lead the goal-setting and instructional strategy selection process based on system data (from TIER, EdInsight, MAP, etc) to ensure that the goals support the attainment of the Iowa Core. |</p>
<table>
<thead>
<tr>
<th>PLC Coaches</th>
<th>will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices within their curricular domain. PLC coaches will facilitate the peer review process with their team members using a “Notice and Wonder” protocol. This process offers an important opportunity to support the implementation of effective teaching strategies in the classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting Content</td>
<td><strong>Instructional Coaches</strong> will review instructional resources to select the most effective, evidence-based materials to increase student achievement based on the Iowa Core. <strong>PLC Coaches</strong> will facilitate the exploration of the learning strategies that will be most helpful for student achievement in curricular areas. <strong>Mentors Teachers</strong> will demonstrate and review requested strategies and follow up with mentees to evaluate new strategies.</td>
</tr>
<tr>
<td>Designing Process</td>
<td><strong>The district</strong> will monitor the delivery of professional development through the existing PLC structure. <strong>Instructional Coaches and Lead Teachers</strong> will design PD to include theory, demonstration, practice, and collaboration, while reflecting the IPDM for all teachers. <strong>Instructional Coaches</strong> will differentiate teaching needs of individual teachers and teaching teams by assisting in the creation of implementation plans.</td>
</tr>
<tr>
<td>Training and Learning Opportunities</td>
<td><strong>Instructional Coaches, PLC Coaches, Lead Teachers, and Mentor Teachers</strong> or those with the necessary expertise will deliver district and building PD and will align with current district initiatives including MTSS, K-12 literacy, and Iowa Core implementation. <strong>Instructional Coaches</strong> will co-teach and model learning strategies being studied in PD. <strong>PLC Coaches</strong> will support teachers on their team in the implementation of initiatives.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Our Professional Learning Communities structure is an example of true collaboration PK-12 and supports one of our district’s guiding principles, “Collaboration is our culture.” <strong>Instructional Coaches and PLC Coaches</strong> will lead PLC work through collaborative design and facilitation of professional learning when implementing the multi-tiered</td>
</tr>
</tbody>
</table>
system of supports. PLC coaches will collaborate with administration and the curriculum director by sending them PLC team meeting notes weekly.

**Lead Teacher and Mentor Teachers** provide support for teachers in unit design, modeling strategies, alignment with the Iowa Core, and other district initiatives.

### Implementation

| All Teacher Leaders | Implementation will focus on the priority of the district TLC plan that is to improve teaching and learning by monitoring student achievement data. From this data, the district can direct, create, and launch purposefully based professional learning delivered through our existing PLC structure. The implementation will be studied through TLC developed surveys, data study, and implementation notes. |

### Formative Evaluation

| Instructional Coaches and Lead Teachers | Instructional Coaches and Lead Teachers will collect and analyze progress data on professional development implementation through surveys and student achievement data. The results of the formative data set based on this information will be shared at Building Leadership Team meetings. |

### Program Evaluation

| The Instructional Coaches, PLC Coaches, and Mentor teachers | The Instructional Coaches, PLC Coaches, and Mentor teachers will use the following data points to measure the effectiveness of the district professional learning plan: |

- student achievement data
- score from the IPDM District Profile (self study)
- implementation data from PLC team notes
- walkthrough data from building principals

This information will also be shared out with the district SIAC, Schoolwide Title I Committee, and the public.

### Developing Teacher Career Plans

| Instructional Coaches, Lead Teachers and Mentor Teachers | Instructional Coaches, Lead Teachers and Mentor Teachers will evaluate and update the design format to record SMART goals, data, and action steps. |

| PLC Coaches | PLC Coaches will assist teachers in writing their career development plans by analyzing data, setting SMART goals and designing action steps to meet those SMART goals. |

| ALL Teacher Leaders | ALL Teacher Leaders will be involved in supporting teachers in continued data analysis throughout the year to ensure that teachers are using data to measure progress on their growth goal. |
Teacher Leaders’ Roles in Creating Professional Development

Over the last several years, NCSD has transitioned from professional development delivered by outside sources to a district-wide team of teachers who have created much of the district’s professional development. Our TLC plan is designed to continue the multi-year commitment to a few focused initiatives by increasing the number of teacher leaders involved in planning and delivering professional development. The three Instructional Guides and a selected number of Learning Team Coaches from each building will serve on the District Instructional Lead Team (DILT). Alongside administrators, this team will use a variety of data (such as student performance data, classroom walkthrough data, teacher needs assessment data) to evaluate the current level of implementation of district-wide professional development initiatives. This team will then make decisions about next steps to improve implementation; they will also create and lead the professional development at the district and building levels, including Nevada U, the district’s induction to professional development for new teachers.

Teacher Leaders’ Roles in Delivering Professional Development

Each leadership role in our TLC plan will be responsible for delivering professional development on some level. Professional development at the district level will be led by three Instructional Guides and the selected Learning Team Coaches who serve on the DILT; this group will also deliver Nevada U. Building-level professional development will be led by each building’s Instructional Guide and Learning Team Coaches; Peer Advisors and Instructional Models may also be called on to deliver professional development at the building level based on their individual expertise. At the classroom level, Instructional Guides will work one-on-one with teachers to effectively implement district-wide initiatives and also to assist teachers with individual professional development goals. Additionally, Peer Advisors will coach and assist new teachers within their classroom.

Teacher Leaders’ Roles in Steps of IPDM

Collecting/analyzing student data

Instructional Guides analyze district student achievement data such as Iowa Assessments, FAST, or AIW walk-through data to determine effectiveness of programming and areas of student need.

Learning Team Coaches analyze data at the building level in collaboration with their learning teams and the Instructional Guides to focus building-wide professional development.

Peer Advisors work with new teachers to analyze student achievement data (both summative and formative) within the new teacher’s classroom and assist the new teacher in planning, monitoring, and implementing best instructional practices.

Goal setting/student learning
Instructional Guides and Learning Team Coaches work with individual teachers to develop individual career development plans based on district professional development goals (AIW, Iowa Core, technology integration).

Peer Advisors work with new teachers to implement the Iowa Teaching Standards and work toward district professional development goals (AIW, Iowa Core, technology integration).

**Selecting content**

At the classroom level, all TLC roles work with teachers to select appropriate, research-based instructional strategies tied to district and individual professional development initiatives.

At the building level, the Building Instructional Lead Team (Instructional Guide, Learning Team Coaches, Peer Advisor, Principal) selects the focus of professional development content based on analysis of collected data and building goals.

At the district level, the DILT selects the professional development content based on feedback from each building’s BILT and district-wide data.

**Designing the process for PD**

Each TLC role helps facilitate the process of professional development during weekly 90-minute district late starts on Mondays, full-day professional development, and team meetings (such as grade-level or department meetings, AIW team meetings).

As necessary, Instructional Guides coordinate with outside resources to help build internal capacity for the design and delivery of professional development.

**Ongoing cycle**

Throughout the process of professional development, all teachers collect and review artifacts and data to continue the professional learning process.

Ongoing collaboration and feedback between administrators, TLC leaders, and teachers improves implementation of professional development to increase student achievement.

**Summative program evaluation**

Quarterly, the TLC leaders review professional development progress with stakeholders such as the school board and School Improvement Advisory Committee for feedback.

The DILT and BILT use stakeholder feedback and district student achievement data such as Iowa Assessments, FAST, or AIW walk-through data to evaluate effectiveness and determine future direction of professional development.
Williamsburg
Williamsburg’s TLC vision is to create a differentiated teacher leadership system that strengthens instructional skills and builds a collaborative culture of continuous improvement in teaching and learning so each student becomes a productive and informed global citizen. “The goal of staff development is to change an individual’s knowledge, understanding, behaviors, skills, values and beliefs” (Showers, 2002). If we actively engage teacher leaders, increase support for new teachers, expand leadership capacity to provide coherent and focused professional learning to strengthen instruction, then we will improve the quality of teaching and learning, increase student achievement and empower students to be global learners.

Joyce and Showers (2002) worked with Iowa Department of Education to create the Iowa Professional Development Model (IPDM). The TLC plan’s inclusion of differentiated teacher leader roles and responsibilities supports Joyce and Showers (2002) extensive research on five components of effective staff development:

Presentation of theory/description of new skill
Modeling new strategy
Practice new skill
Feedback on performance
Coaching

Williamsburg’s Professional Development plan is aligned with the Iowa Professional Development Model. However, teacher survey and student achievement data analysis suggests a need to increase systemic implementation of evidence-based instructional strategies. Showers’s (2002) research indicates minimal implementation (19%) is achieved with the first four components while transfer into practice increases to 95% with effective coaching. TLC expanded leadership capacity will include modeling and coaching to increase transfer and sustainability of new skills.

Lead Learning Team (LLT) teacher leaders have primary responsibility to design differentiated professional development to ensure implementation of district initiatives: 1) CLT process, 2) alignment of curriculum and assessments to Iowa Core, 3) research-based instructional strategies, and 4) MTSS. All teacher leaders have responsibility to support and provide professional learning aligned to IPDM, a model of continuous improvement:

Collecting/Analyzing Student Data- All teacher leaders will collect/analyze student data. Mentors and model teachers will provide support in collecting and analyzing data for instructional decision-making. LLT leaders provide professional development in formative and summative assessments and data analysis. Coaches will support teacher use of data analysis skills to guide instruction.

Goal Setting- Mentors and model teachers support teachers in identifying student and professional learning SMART goals. LLT leaders and coaches will collaborate in analysis of teacher and student data
in setting goals in the CLT and MTTS process. All teacher leaders will participate in district determining professional development goals and district wide goals for C-Plan, APR, and SINA.

**Selecting Content**- LLT leaders and coaches will review and identify research, specific instructional strategies, and best practices to meet student and teacher learning goals. Mentors and model teachers will support participation and application of specific instructional strategies and identified district initiatives through demonstration, modeling, and reflective conversations.

**Designing the Process**- LLT leaders and instructional coaches will collaborate with district administrators to design a differentiated professional development plan to meet a range of teacher learning needs. Model and mentor teachers will participate by collecting survey and implementation data for analysis, review, and revision of content or delivery of professional learning.

**Teacher Learning Opportunities**- LLT leaders will plan and provide district professional development aligned to IPDM, to increase skills and knowledge in district initiatives: CLT process, Iowa Core, research based instructional strategies, and MTSS. Mentors will support beginning teacher participation in CLTs and district initiatives. Model teachers will provide demonstration, modeling, co-teaching, and reflective conversations. Coaches will support learning, transfer, and implementation of district initiatives. Model teachers, LLT leaders and coaches will provide targeted support in differentiated learning needs-integration of technology, personalized learning, PBIS, etc.

**Collaboration/Implementation**- All teacher leaders have shared responsibility to build collaborative cultures for effective professional learning. The CLT and MTSS processes are collaborative, continuous improvement models closely aligned to IPDM. Both processes focus on essential skills, assessing and analyzing data, identifying instructional strategies, and emphasize teaching and monitoring student learning. The TLC plan aligns and supports the IPDM process by building a collaborative learning community focused on strengthening instructional skills and knowledge. The plan builds a shared responsibility for student learning.

**Ongoing Data Collection**- Ongoing data collection is a key component in the IPDM continuous improvement cycle. LLT leaders will provide professional development on data-driven, instructional decision-making. Mentors and model teachers will support individual teachers in using data to guide instruction. LLT leaders and coaches will support district-wide implementation and sustainability.

**Summative Evaluation**- All teacher leaders have the responsibility to collect and analyze teacher and student data. Teacher and student survey data, implementation data, student achievement data, and retention/exit interview data will be analyzed to evaluate the effectiveness of the district’s professional development and TLC plans. The summative evaluation process will focus on analysis of teacher learning and student achievement data to guide the professional development plan for the upcoming year.
Part 8
Ames

The Ames TLC plan will be assessed annually to evaluate its impact and effectiveness and to make adjustments and revisions.

GOAL 1: Increase the percentage of teachers who routinely and effectively work with a teacher leader.

History: Over the past 3 years of the Instructional Coaching program, more teachers have worked with ICs as they see the benefits. Beginning Teachers have assigned times to work with their Mentor Teachers. TOSAs work with individuals and departments to facilitate curriculum development and implementation following the IPDM.

Current: Of the staff members working with ICs, Mentors, and TOSAs, 81% of Ames teachers work with one or more teacher leader.

Short term goal: 85% of our teachers will routinely and effectively work with a teacher leader.

Long term goal: 90% of our teachers will routinely and effectively work with a teacher leader.

Evaluation Measures: 1) Teacher leaders will log which teachers they work with, for how long, and the content covered. 2) Evaluation surveys filled out by the teacher leaders and collaborating teachers rate the effectiveness of the teacher leaders, content, and quality of collaboration (modeled after the Woodruff Instructional Coaching Scale). 3) Principals will monitor and report teacher leader collaborations. All three data points will be used to evaluate improvement and additional needs.

Monitor/Adjust: These data will be compiled annually and shared with the Site-Based Council and Administration to determine progress and need for adjustments.

GOAL 2: Increase implementation of District-supported research-based instructional practices that have shown effectiveness in increasing student learning and achievement.

History: Data indicates that implementing District-supported research-based instructional practices have improved student achievement/learning. This goal will help address the following student achievement goals from our C-Plan.

Current: In 2012-13, 79.3% of Grade 7 students scored at and above the proficient level in Reading on the Iowa Assessment. In 2012-13, 85.7% of Grade 3 students scored at and above the proficient level in Math on the Iowa Assessment. In 2012-13, 80.1% of Grade 7 students scored at and above the proficient level in Science on the Iowa Assessment.

Short term goals: In 2013-14, more than 79.3% of Grade 8 students will be proficient in Reading on the Iowa Assessment. In 2013-14, more than 85.7% of Grade 4 students will be proficient in Math on the
Iowa Assessment. In 2013-14, more than 80.1% of Grade 8 students will be proficient in Science on the Iowa Assessment.

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

Each building also reviews and analyzes their own data to identify annual goals for professional development and teacher career development plans that align with State and District goals and the Iowa Professional Development Model.

Evaluation Measures: Walkthrough data that assess implementation of District-supported research-based instructional practices, PLC goals that target implementing instructional practices, and C-Plan goal measures.

Monitor/Adjust: The District will annually assess the C-Plan goals to evaluate the impact and implementation of District-supported research-based instructional practices. Based on District and building data, principals and their teacher leaders will develop plans to address needs in instructional practices and/or student achievement.

**GOAL 3: Increase the number of teachers in meaningful teacher leadership and collaboration roles.**

History: In the past 3 years, an average of 11% of Ames teachers have assumed teacher leadership roles in the District.

Current: 14% of our teachers are in teacher leader roles.

Short term goal: 25% of Ames teachers will be in a teacher leader role.

   Long term goal: Consistently at least 25% of Ames teachers will be involved in a teacher leader role.

   Evaluation Measures: List of Model and Mentor Teachers, ICs, and TOSAs presented to the Board; annual evaluation consisting of teacher/self, peer collaborator, and administrative components presented to Site-Based Council.

   Monitor/Adjust: Based on annual reviews, the Site-Based Council will evaluate the effectiveness of each position and recommend adjustments and reappointment of teacher leaders.

**GOAL 4: Increase the 5-year retention rate of Ames Beginning Teachers who have successfully completed their first 2 years in the District.**
History: Over the past 5 years, 47% of Beginning Teachers who completed our M&I Program since 2009-10 have remained teaching in the Ames School District for 5 years, which resembles national retention rates.

Current: The current 5-year retention rate for Beginning Teachers in Ames is 47%.

Short term goal: Increase the 5-year retention rate in Ames of Beginning Teachers to 65%.

Long term goal: Maintain at least an 75% 5-year retention rate in Ames of Beginning Teachers.

Evaluation Measures: Annual survey of Beginning and Mentor Teachers, annual evaluation of the M&I Program. Additional metrics will be added to track reasons teachers leave Ames.

Monitor/Adjust: Mentor and Mentee weekly logs and reflections allow minor adjustments during the year. Mentors and Mentees annually rate their individual experiences as well as the M&I Program. These data will be evaluated by the M&I TOSA and shared with the Site-Based Council, Board, and Administration for needed changes.

Each component of the Ames TLC plan will be evaluated separately and as part of the entire TLC program. These evaluations will be presented to the Site-Based Council, Administration, and Board for program evaluation reporting and determining any changes.

Ankeny

The district will use multiple measures to determine short-term and long-term impact of the TLC Plan. There are three primary areas: 1) determine if student achievement, specifically in reading and math, have been impacted as a result of the TLC plan, 2) examine classroom implementation of the research-based instructional strategies, and (3) discern teachers’ perceptions regarding the effectiveness of the TLC plan in improving research-based instructional practices.

In order to examine these three primary areas, it will be imperative to examine both quantitative and qualitative data. Similar to a mixed methods design in a research study, it will be important to examine the data individually and comparably. This triangulation of quantitative and qualitative data points will provide more insight to the effectiveness of the TLC plan.

Model used to examine cumulative effectiveness of TLC plan.[click on link]

**Short-term Data Collection**

**Student Achievement Data**
The first area addresses the impact of the TLC plan on student achievement, specifically in math and reading. The summative data provided using the Iowa Assessments will be examined for overall math achievement and reading comprehension. This data set will be examined annually to determine student progress and growth and to set new district and building goals for the following school year.

**Classroom Implementation of the Research-Based Instructional Strategies**

In Ankeny, all certified teachers participate in a rigorous Professional Growth Model using Charlotte Danielson’s research-based instructional components/rubrics. These components provide descriptive language across a continuum of Distinguished, Proficient, Basic, and Unsatisfactory. All certified staff, in collaboration with their evaluator, will select two to five components from the Danielson Framework on an annual basis. Evaluators collect data through walk-throughs and formal observations of teacher performance on the selected Danielson components.

The quantitative data collected from observations will be used annually to guide building administrators in collaboration with teacher leaders, to determine next steps for professional learning. Informal data collected during walk-throughs will provide additional just-in-time data to guide professional learning.

**Teachers’ Perceptions**

Teachers’ willingness to work with teacher leaders and their belief that teacher leaders positively impact what happens in their classrooms are two required elements for classroom coaching to work (Ross, 1992). Without this important level of buy-in, it would be unlikely for teacher leaders to impact instructional practices or student achievement (Carroll, 2006; Ross, 1992).

A Teacher Leadership and Compensation Survey will be administered to teachers to collect teacher perception data regarding the overall effectiveness of Ankeny’s Teacher Leadership and Compensation Plan with more specific questions regarding Ankeny’s specific teacher leadership roles (Master Instructional Mentors, Instructional Leadership Teams, Instructional Coaches/Strategists, and TLC Coordinators). The first series of questions will collect key demographic information (building, grade, content area, years teaching) that will provide a more focused analysis when determining effectiveness for various stakeholders. More specific questions designed for each leadership role will ask teachers to respond on a Likert-like scale the impact of teacher leaders on their classroom practices and their experience in working with the teacher leaders.

The data gathered from the annual survey will be used each year in several ways: 1) Teacher leaders will meet in annually with the coaching coordinators to review and analyze the survey results, reflect on practice, and establish new goals to guide future work, 2) District administration will meet with the leadership coordinators to review and analyze the survey
results, reflect on practice, and establish new goals to guide future work, and 3) The Teacher Leadership and Compensation Steering Committee will meet annually to review and analyze the survey results, reflect on TLC plan, and establish new goals to guide future work.

**Long-Term Data Analysis (every 3 years)**

Student achievement, overall teacher evaluation results, and teachers’ implementation of research-supported practices, and teachers’ perceptions regarding the teacher leadership roles will be examined longitudinally every three years to examine significance over time.

Although the intent of the TLC plan is to provided increased teacher leadership opportunities, the secondary focus and purpose is on student achievement. The mean scores for grade level student achievement data for three years prior to the TLC grant and the current year(s) will be examined to determine gains pre- and post- the implementation of additional leadership roles. Descriptive statistics will be used to determine the possible need for additional statistics to examine the relationship between individual teacher characteristics and student achievement.

**Iowa Falls-Alden**

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

The impact/effectiveness of the TLC plan will be measured in the short-term by formative and summative measurements that are unique to each leadership role. In the long-term, impact/effectiveness of the TLC plan will be measured by the extent to which the goals of the TLC program are met.

Listed below are the leadership roles in the TLC plan, and an explanation of how short-term and long-term impact/effectiveness will be measured.

**Mentor Teacher**

Short-term impact will be measured by a series of surveys and reflections in a *Leadership Log. Pre, quarterly, and post surveys of new teachers will be conducted, and the results analyzed. Survey components will include:

- Goal setting and attainment
- District orientation and operations
- Progress in meeting the Iowa Teaching Standards
- Quality of modeling/coaching provided
• Success in implementing school improvement initiatives

*Leadership Logs* are completed weekly by all teacher leaders and contain information on how teachers were supported, what strategies have been implemented, how students have been served, how students have grown, how effective professional development has been, and other key types of information. The logs serve as a way for leaders to reflect on how well they are progressing in fulfilling their leadership responsibilities. *Leadership Logs* are presented to the Iowa Falls-Alden School Based Review Council (Council) each quarter for the purposes of accountability, monitoring progress, and making program adjustments.

Long-term impact will be determined with respect to TLC goals, especially success in components of two goals: (1) “Attract competent and promising new teachers by offering short-term and long-term professional development,” and (2) “Retain effective (new) teachers.”

**Mentor Coordinator**

Short-term impact will be measured by the results of quarterly surveys, post surveys, and on-going reflective dialogue between mentor teachers and the mentor coordinator. Surveys and dialogue will measure how well the mentor coordinator is serving the mentor teachers and how well the mentor teachers are serving the new teachers in respect to:

• Goal setting and attainment

• District orientation and operations

• Progress in meeting the Iowa Teaching Standards

• Quality of modeling/coaching provided

• Success in implementing the district’s school improvement initiatives

Long-term impact will be determined with respect to all TLC goals, especially success in components of two goals: (1) “Attract competent and promising new teachers by offering short-term and long-term professional development,” and (2) “Retain effective (new) teachers.”

**Technology Integration Leader**

Short-term impact will be measured through three strategies: the use of Clarity™ (a web-based survey completed by all teachers and students twice a year) to determine the extent that technology is integrated into the curriculum, teacher perception surveys on how supportive the leader has been in assisting with technology integration, and completion of the *Leadership Log.*

Long-term impact will be determined with respect to TLC goals, especially success in “improving student achievement by strengthening instruction.”

**Data Leader**
Short-term impact will be measured through two strategies: the use of quarterly teacher perception surveys on how supportive the leader has been in assisting with data analysis and instructional interventions, and completion of the *Leadership Log.

Long-term impact will be determined with respect to all TLC goals, especially success in “improving student achievement by strengthening instruction.”

AIW Student Engagement Coach

Short-term impact will be measured through two strategies: the use of quarterly teacher perception surveys on how supportive the leader has been in assisting with modeling and implementing AIW components (increasing critical thinking skills, elaborated communication, and value beyond school) and completion of a *Leadership Log.

Long-term impact will be determined with respect to all TLC goals, especially success in “improving student achievement by strengthening instruction.”

IPI Student Engagement Coach

Short-term impact will be measured through two strategies: the use of quarterly teacher perception surveys on how supportive the leader has been in assisting with implementing IPI-based practices (increase the level and quality of student engagement in the classroom) and completion of the *Leadership Log.

Long-term impact will be determined with respect to all TLC goals, especially success in “improving student achievement by strengthening instruction.”

Student Success Coach

Short-term impact will be measured through three strategies: the use of quarterly teacher perception surveys on how supportive the coach has been in assisting with reducing student behavior problems and improving student attendance and achievement; an on-going analysis of student behavior, attendance, and achievement data; and a completion of the *Leadership Log.

Long-term impact will be determined with respect to all TLC goals, especially success in “improving student achievement by strengthening instruction.”

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

The Council will meet with teacher leaders each quarter to:

• Review Leadership Logs that provide information on teacher support, strategies implemented, students served, student growth, professional development, and other key information

• Review quarterly survey/feedback information and data that is compiled and analyzed by teacher leaders
Review program adjustments as recommended by the teacher leaders

Support, modify, or not support, recommendations for adjustments

Central Lyon

Three sets of existing district goals are included in the Central Lyon Teacher Leadership Compensation Plan. The goals for the statewide TLC system are also incorporated into the Central Lyon TLC plan.

The first two school specific sets of goals are the short and long range goals taken from the recent CPlan and all focus on student achievement. The third set is the district goals for 2013-2014 and focus not only on student achievement, but also on how to produce the optimum environment to help students achieve more.

Relevant student achievement data was gathered and reported in the latest CPlan. From this data the prioritized needs of the students include 1) improve conceptual understanding of fractions for all students as measured on standardized tests; 2) continue to focus on improving inquiry scores as measured by Iowa Assessments; 3) improve understanding of words in context especially in the lower elementary and 4) improve usage and expression, spelling, and punctuation performance as measured by Iowa Assessments, and our multiple writing assessment. From these needs our existing short-term goals were formed.

Long-range goals include having all K-12 students proficient in reading comprehension, mathematics, and science and to use technology in developing that proficiency.

The four district goals include a financial one, an academic goal, a facilities/technology/transportation goal and a professional development, staff expectations and accountability goal.

1) The Central Lyon District (CLD) will maintain a strong financial status while continuing to fulfill and maintain the needs of the academic program by providing proper staff levels and regular curriculum revision.

2) The CLD will do whatever possible to provide the best education for students of all ages, and all abilities. This includes providing academic programs that analyze the needs of a wide variety of students.

3) The CLD will maintain and provide the necessary and most up-to-date physical plant and equipment purchases including good facilities for all programs, above standard transportation fleet, and up-to-date applicable technology. This will be accomplished through rotational spending and continuous upkeep to provide the best possible amenities to the students and staff while utilizing public tax dollars in a responsible and cost-effective manner.

4) All CLD employees are expected to perform at the highest levels, to be professional, to be role models for students, to use resources – including technology appropriately.
These all work together to support efforts at improving teaching for the purpose of helping students achieve.

The short term goals will be measured on standardized tests, the Iowa Assessments, our district’s locally developed multiple assessments, the MAPS test and 2nd assessments. The literacy goals will be measured with unit reading tests, AR, and CBM (Curriculum Based Measurements). The long-range goals will be measured through test scores, graduation rate and ACT scores. The School Board will evaluate the district goals.

The state-wide goal of attracting able/promising new teachers will be reached by promoting success in the district, offering good facilities, offering a growing Iowa community, a 1:1 computer program with 8th grade – 12th grade students and a plan to expand this to the entire district and a positive network program with area colleges. Other attractions for new teachers and also an incentive for keeping current teachers are test scores that exceed state and national averages in all subject areas. The district’s ACT average is 24.0 compared to 22.1 for the state of Iowa. The district also has a high graduation rate and a high percentage of students who go on to secondary school.

A more effective mentoring program will be tailored to the Central Lyon District through the use of TLC funds. This will help meet several of the state goals, i.e. attracting able/promising new teachers, retaining current teachers and promoting collaboration.

Some of the reasons that Central Lyon does not have a big problem with teacher retention are that small class size is maintained, there is an effective after school program, and there is an early literacy program. Learning Communities have developed among the staff. There is very little teacher turnover. There are good employers in town who often hire spouses of staff members. Some of the teachers have family in the area, which also contributes to longevity in the system. The positive reputation of both staff and students contributes to retention of effective teachers.

The statewide goal to promote collaboration among teachers will be met with collaboration days that are built into the calendar. Currently six days are already included. Professional development is encouraged and rewarded with a $750 incentive and allowing teachers to advance on the master contract schedule with professional development hours. TQPD Teacher Quality and Professional Development allow teachers to earn credit.

The statewide goal of rewarding effective teaching will be met by encouraging effective teachers to apply for leadership opportunities available through the TLC Plan.

All of the efforts, both in the local context and those tailored to meet the statewide goals are designed to improve student achievement.

Impact/effectiveness will be determined by multiple methods. The short-term academic goals will be measured by the assessments mentioned with the goals. The long-term academic goals will be measured through trends in Iowa and district assessments. The state goals will be measured through surveys including pre/post and mentor/mentee surveys. Positive teacher retention will be a result of meeting state goals.
The TLC Planning Committee will continually monitor the success of all goals, both locally and statewide and will revise the plan accordingly.
The Ames Community School District has a long-standing history of including teacher leaders in a variety of capacities to design and deliver professional development, review and revise curriculum, and develop and analyze formative assessments. Therefore, the infrastructure to support the Ames TLC plan is well established. This includes:

- the Superintendent and Board of Directors will continue to support and review existing and new structures as part of an annual formal program evaluation of the Ames TLC plan
- existing job descriptions, which are the foundation of the expanded teacher leadership positions and have been reviewed and revised to reflect increased rigor and responsibilities
- supervision structures for existing positions, which have been refined to include the additional teacher leadership positions
- a selection process for Instructional Coaches that has been refined for all teacher leadership positions, but has been aligned with guidance provided by legislation and the Iowa Department of Education
- many of the existing teacher leadership positions will continue to be funded by current funding streams
- existing leadership teams and PLCs within the District and in buildings assessing and analyzing student data
- collegial interaction both informally and in routinely planned meetings between the Ames Education Association and Administration

The principal will maintain the role of building instructional leader and ensure that the District initiatives are carried out in his/her school. He/she will also have an active role in determining how the teacher leaders in his/her school support teachers while aligning with District expectations, which follow the Iowa Professional Development Model (IPDM). To this end, the principal will regularly meet with the teacher leadership team to discuss how each role interacts with the other and to ensure that all teachers are being served with a consistent message and equitable services.

While the infrastructure is well established, additional structures will help ensure that our TLC plan is implemented with fidelity and is sustainable.

- One of the TOSA positions will be assigned as a Teacher Leader Coordinator and will collaborate with building principals and the Associate Superintendent to ensure that teacher leaders are performing as outlined in the TLC plan. The TOSA will develop, implement, and direct professional development opportunities for all teacher leaders.
- Principals will provide continuous, quality evaluations of each teacher leader. Principals will receive administrative professional development on evaluation techniques and practices and will work with the Associate Superintendent to enhance their evaluation skills.
- Teacher leader job descriptions and hiring processes will be reviewed annually by teacher leaders, administration, and the Site-Based Council. Suggested revisions and/or refinements will be incorporated into the TLC plan and shared with the Board of Directors.
- The TLC plan will be reviewed throughout the first year of implementation. The Site-Based Council, the teacher leaders, and the administration will all take part in reviews to ensure that early intervention can address any parts of the plan that are not functioning properly.
• The Site-Based Council will annually review the teacher leader roles and overall programming, as well as job performance and job hiring to see if components need to be added or revised in the interview process, the evaluation components, or the implementation of the TLC plan.

The key to the success of the Ames TLC plan will be a seamless articulation and implementation of each of the teacher leadership roles. Additionally, the teacher leaders must collaborate closely with other teachers as well as building principals and central administration to provide continuous professional development and growth that results in improved student learning and achievement. Currently, there are teachers asking for Instructional Coaching support as well as content areas that need updating to align with the Iowa Core. However, we lack the resources to be responsive at this time. We are confident that the Ames TLC plan addresses District-identified needs, the articulation of the teacher leader roles in the District, and program evaluation to routinely ensure we are responsive to changing needs of our District, our students, and our community.

Clinton

The infrastructure of district leadership lends itself well to supporting our comprehensive TLC plan. The structure we have in place for the implementation and sustainability of our TLC plan includes the following:

• Current leadership positions within the district (Teacher-Quality Committee, Building Leadership Teams, two Instructional Coaches, Building Data Intervention Teams, Curricular Chairs, Department Heads, Mentoring Coordinator, Mentors, and Navigators);
• Job descriptions have been clearly defined for all leadership positions. All facets of the hiring process have been developed and clearly articulated to the stakeholders;
• This is the ninth year of our New Teacher Induction Program. The TLC plan utilizes and expands on this already-successful program;
• PLC’s are in their fourth year of implementation. The TLC plan will allow an expansion of responsibilities for PLC leaders, with additional compensation;
• The AEA partnership will provide leadership training, particularly for our Instructional Coaches;
• An extensive communication system will continue to share the expectations and progress of the TLC plan.

Process and Sustainability Management:

The Superintendent, Director of Learning and Collaboration, building administration, and the Teacher Leadership Coordinator Committee members will be responsible for the following tasks to assure sustainability of our plan:

• Plan and implement training for the new leadership positions during the summer of 2015;
• Hiring internal leadership and external replacement teachers in a timely manner;
• Receive and communicate stakeholder feedback using surveys and face-to-face forums;
• Organize collaborative leadership meetings for instructional coaches;
• Regularly convene with PLC leaders and Lead Content Specialists to provide training;
• Oversee and allocate funds for leadership positions;
Monitor the evaluation process of leadership positions.

Sustainability Concerns

- If an Instructional Coach decides to return to the classroom, all efforts will be made to honor the desire within the parameters of the Master Contract.
- Declining enrollment in the district is another concern. Fewer students will likely lead to fewer teachers. This may lead to a decrease in the numbers of PLC leaders, mentors, navigators, and possibly, instructional coaches.
- The district has been fairly successful in providing training and support for certain levels of teacher leadership in the district (i.e. Mentors, PLC leaders, Navigators), but has struggled in finding professional development opportunities for instructional coaches and now the newly-developed teacher leadership coordinator committee. The District will work closely with the AEA and State Department of Education to provide this necessary support.

Responsibility for the Success of the Plan

Teacher Leadership Coordinator Committee: These building committees will meet at specified times during the school year with the Superintendent and Director of Learning and Collaboration to evaluate the effectiveness of the teacher leaders and their roles in supporting instruction throughout the district. The team will use staff feedback, including surveys, to evaluate the current success of the teacher leaders at both the building and district levels. Data gathered from staff feedback will be used to guide improvements to the TLC plan and continue the process of refining the roles of teacher leaders. The team will also evaluate the effectiveness of meeting the five goals set out by our TLC plan and communicate the feedback to the district staff.

School Board: The members of the Clinton School Board have expressed their support of the district’s TLC plan and will be informed annually of the effectiveness of the plan.

Superintendent: The superintendent was the driving force behind the creation of our TLC planning committee, has organized all of the planning meetings, and has played an active role in the writing of this plan. The Superintendent will oversee the Teacher Leadership Coordinator Committee members and work through any concerns that may arise in the process. The Superintendent will provide feedback to the school board, community and staff.

Director of Learning and Collaboration: The Director of Learning and Collaboration is one hundred percent committed to the success of this plan and has been an active member of the TLC planning and revision process. He will be instrumental in providing professional development guidance, training opportunities for leadership positions, and alignment of resources.

Building Principals: The building principals are totally supportive of the TLC planning and its impact on the learning environment across the district. Building principals will work as a part of the Teacher Leadership Coordinator Committee to promote an environment that is conducive to training and supporting teacher leaders.
**Clinton Education Association:** The Clinton Education association and UNI-SERV Director began working with district administration and on the process in August of 2013. The CEA will make sure that the TLC plan works within our districts master contract. The CEA president, chief negotiator, and fourteen members of the CEA served on the TLC planning committee.

**Teacher Leaders:** The Teacher Leaders are the backbone of our Teacher Leadership Plan. These teachers will undergo a rigorous application process to ensure the most qualified and best fit for the leadership positions. It is their expertise that will ensure the success of this plan through improved classroom instruction leading toward increased student achievement.

**Urbandale**

Throughout the 2012–2013 school year, Urbandale Community School District (UCSD) staff and stakeholders engaged in strategic planning. The UCSD Board approved the Strategic Plan (SP) in June of 2013. The initiatives, milestones and data points within the plan will be used by leaders throughout the system to guide, monitor, and sustain continuous improvement.

Current Strategic Initiatives from District Plan

**Urbandale Continuous Improvement Leadership Team (UCILT)**

UCILT has become the primary vehicle for facilitating professional learning across the school district. In order to achieve our instructional vision, professional learning must be aligned to the district mission, vision, and values, informed by district data, and rooted in quality professional learning principles. In efforts to continually improve, district leadership will ensure UCILT members are well prepared to lead professional learning in their schools. Members will also assist in monitoring the impact of professional learning on classroom practice and student learning. Meaningful professional learning is embedded within the regular work of staff. Collective inquiry, coaching, feedback, and reflection are key attributes of systemic improvement. Purposeful teacher leadership creates a culture in which continual improvement is everyone’s job.

**Peer Coaching and Observation**

UCSD will design a framework for supporting opportunities for peer observation, feedback, reflection, and coaching. Peer observation and coaching will be used to monitor classroom implementation related to building and district goals and initiatives. This monitoring will reduce variation and ensure a guaranteed and viable curriculum across the Urbandale Community School District.

**Learning Teams Institute**

The Urbandale Learning Teams Institute is an innovation designed to build the capacity of school leadership/collaborative teams. The goal of the Learning Teams Institute is to help leadership and other collaborative teams deeply understand and apply the PDSA Improvement Cycle and the Essential Characteristics of high functioning Professional Learning Communities (PLCs). Learning will be based on
collective inquiry regarding current building data. Participating teams will use the knowledge gained to increase the effectiveness of their own school improvement plans.

Improvement of the system is rooted in meaningful collaboration. The PDSA Cycle and Essential Characteristics of Professional Learning Communities provide detailed frameworks for team learning. The Learning Teams Institute will provide teams with the tools to create a constancy of purpose and to remove the barriers between staff. This will empower schools to achieve our vision.

Embedded Collaboration

UCSD is committed to fostering a culture of collaboration where all students benefit from the collective expertise of staff. Time for meaningful collaboration must be embedded into the schedules and routines of the typical workday. Providing collaboration time will be a driving force in the development of district and building master schedules and calendars. In addition, best practice in the use of collaboration time will be ensured through team learning and ongoing monitoring of collaborative work.

Onboarding

UCSD is committed to recruiting and retaining a highly effective workforce. In addition to providing the required mentoring program for new-to-the-profession teachers, UCSD will evaluate and improve supports and training for all new teaching hires. The onboarding process will inform new teachers of the Urbandale mission, vision, and values. Teachers will be empowered to bring learning to life through an aligned process of training, practice, reflection, and feedback. Commitment to shared vision is an essential component of a high-functioning organization. Providing new teachers with clarity regarding how we expect to achieve our vision and goals creates efficacy.

While the implementation of the strategic plan will be the vehicle through which the TLC plan is sustained, the responsibility for management falls to district staff. The Superintendent, Director of Curriculum, Director of Quality/Continuous Improvement and the Director of Human Resources will manage, align, and coordinate the district TLC plan. The staff that fill the roles of Facilitator of Curriculum and Professional Learning, Instruction Coach and Model Teacher will engage in annual analysis, evaluation, and planning for continuous improvement using established district strategic planning protocols. Principals will engage in monitoring the TLC plan at the building level. They will coordinate these efforts with Instructional Coaches, Model Teachers, and all staff. They will provide feedback to Facilitators and central office administrators that will be essential to sustaining the initiative and planning for continuous improvement.

UCSD uses the Plan, Do, Study, Act (PDSA) process to ensure systemic and systematic continuous improvement in all areas. This Quality protocol will be the foundation of sustaining the TLC plan. Staff at all levels of the system will engage in aligned improvement efforts focused on improved learning for staff and students.

Finally, support from the UCSD community and board will be essential to the success of the TLC plan, and the district’s ability to sustain the initiative. Those responsible for the management of the plan will strive to effectively communicate with all stakeholders about the work of teacher leaders, and how that work is fostering improvement in instructional practice and student learning.
Carroll

Part 9 - Capacity to Implement and Sustain the Plan

The district is fully capable and ready to implement and sustain the Teacher Leadership and Compensation plan. Many of the pieces to implement the plan are already in place.

- Past practice illustrates that the CCSD is committed to sustainability. For example, AIW has grown to be a part of our school culture due to strengthening the initiative by increasing the number of coaches, using teachers to assist with data-collection through classroom walk-throughs, establishing a lead team, and adding layers of professional development within the framework. Teacher leaders also serve in leadership capacities on the MTSS, CGI, and PBIS leadership teams. The district has partnered with Heartland AEA to implement initiatives such as AIW, MTSS, Early Literacy Initiative, CGI, and PBIS leadership Teams. The TLC plan will support our goal of continuous improvement.

- The district volunteered to be a part of the state pilot program on early reading intervention (TIER) during the 2013-14 school year. The use of teacher leaders will enhance our ability to understand the results and be better equipped to address student needs. Our willingness to be a pilot district represents our commitment to implement research-based programs.

- While CCSD currently has in place a PLC framework, we realize that there is room for growth. Becoming a viable PLC community requires a structure that values shared leadership, meaningful collaboration, and professional inquiry. We see teacher leaders playing a valuable role in “tightening up” team discussions and outcomes.

- The district currently has a mentoring program in place. The district uses the AEA mentoring and induction program for new teachers. New teachers are provided additional days at the beginning of the year for professional development. The TLC program will enhance our capacity to allow teachers to learn and grow while implementing research-based teaching strategies.

Needed Infrastructure:

CCSD has a PK-12 Curriculum Director, who is the principal of two elementary buildings. Instructional coaches will provide the continuum of support needed for implementation of Iowa Core. Additional leadership roles are also needed to: improve professional development activities and guide implementation of new curriculum and instructional materials. Teacher leaders will observe, coach, and support all teachers at the building level. Instructional coaches and model teachers will provide the clarity our staff needs to impact student achievement.

Key Staff and TLC Plan Sustainability:

Superintendent - The superintendent will be responsible to support the vision for the TLC plan. The superintendent’s role is to keep lines of communication open among all stakeholders. This
will be critical as teachers and administrators in the district adjust to a new leadership environment.

Principals - The principals will play a key role in the success of the TLC plan. A new type of leadership will be vital to a greater shared leadership environment. Working with teacher leaders on a regular basis, principals will be essential in the development of teacher-leadership skills. Helping classroom teachers understand the roles of the teacher leaders will be important in the development of the program.

Teacher Leadership - All leaders will be important as the district transitions to the TLC program. Using their skills and passion, they will work 1:1 with staff to build relationships and the trust necessary to focus on the key elements of the TLC program. Having instructional coaches employed full-time will make this transition easier. Teacher leaders will be able to understand what their role encompasses outside the classroom, how to structure their day, and the skills necessary to work with adults successfully.

Key decision makers - A team comprised of the superintendent, principals, and teachers will be responsible for selecting those teachers who will participate in, and continue to participate in teacher leadership positions.

All administrators and teacher leaders will require ongoing training and support to effectively implement and sustain the TLC plan. Teacher leaders selected will participate in a variety of professional development opportunities to strengthen their leadership skills. Opportunities include: Jim Knight’s Model - Partnership Coaching, MTSS training, AIW, and AEA professional learning experiences developed around TLC. While the teacher leadership roles have some common expectations and responsibilities, CCSD recognizes that each group of leaders will require differentiated PD. The TLC Plan will provide our district with continued teacher leadership positions to build and improve our current professional development initiatives.

Knowing that the implementation of the TLC grant is a second order change, adjusting and monitoring the plan will be important. Building and district leadership will continually communicate with staff. Due to the possibility of changing responsibilities of the teachers leaders, communication will be important to all parties. Progress toward our TLC goals will be communicated with parents and community members through board meetings, SIAC, and monthly publications such as the superintendent’s blog.

Staff members will be asked to answer survey questions regarding the teacher leaders, allowing for data-collection centered around the effectiveness of the TLC plan, teachers’ needs, and addressing comments about the teacher leadership process. The teacher leaders will use the data to determine next steps in order to make necessary adjustments in current practices. Administration will regularly seek feedback from the teacher leaders to address questions and concerns regarding the effectiveness of the TLC plan.
Sustainability will also be developed through future action. It is the responsibility of the TLC committee, district administrators, and Board to keep a clear, targeted focus on the key purpose of each teacher leader position and its corresponding roles and responsibilities.

Ankeny

Our district has been committed to instructional coaching for the last five years. After reviewing the components of the TLC, the Association and Administration focused on expanding this structure and more fully developing the roles of teacher leaders. We collaborated with our stakeholders about a vision for expanding teacher leader roles and adding additional support. In the few short years that the instructional coach structure has existed, we have observed an attitude shift toward the effectiveness of instructional coaching.

Stakeholders have shared their support of the TLC plan. Specifically, the Board of Education has been informed of the TLC plan and the resulting leadership opportunities and instructional support for teachers. The parents in our community are very active in the school district and have been given many different opportunities to share their input in creating, implementing, and sustaining the TLC plan (i.e., PTO, Policy Committee, Instruction Committee, SIAC, etc.). Teachers have had input in the process through the Teacher Quality Committee, building conversations, and most directly the AEA which has been instrumental in the creation of the TLC plan. Teacher input and recommendations were sought at many stages of the process through conversations, presentations, and surveys conducted by the AEA and the district with an overwhelming number of teachers responding favorably to the plan options.

The TLC plan provides one Coordinator and one facilitator that will oversee the teacher leadership roles. These roles will be critical in ensuring the District’s TLC plan is implemented with integrity and that all leadership roles are aligned and working towards the common goal of improved student learning. The coordinator and facilitator will use formative and summative data to evaluate the effectiveness of the teacher leadership roles and provide the just-in-time coaching and support that is critical to success. The addition of both a coordinator and a facilitator will help to set clear expectations of the leadership roles and responsibilities and provide the ongoing support and professional learning for teacher leaders.

Along with the coordinator and facilitator, Instructional Coach/Intervention Strategists (ICs/ISs) will provide both a systemic view and building specific view of teacher’s learning needs. While solid instructional practices are fundamental toward improving student learning, the TLC plan also provides for support to assist teachers with specific strategies for technology integration and students with special needs. In both of these areas, our teachers crave effective best practices. This comprehensive analysis of professional learning needs at all levels will ensure our professional learning plan is both broad enough to move our system forward, yet differentiated enough to ensure learning at the building, PLC, and individual level.
Our District has long been a devout user of the Iowa Professional Develop Model. The key components of the model will be continued to ensure ongoing examination of data, goal-setting, and alignment of professional learning to meet teacher needs at various levels of the organization. Through our laser-like focus around the Professional Learning Community (PLC) process and our new Professional Growth Model (using Danielson rubrics) we will be able to collect a volume of data on both student and teacher learning needs. This will provide the ongoing data needed to re-evaluate and adjust as necessary for continued learning.

**Ability to Sustain Over Time**

We are confident of our ability to sustain the plan over time. During the grant creation most of our conversations were not concerned over the ability to sustain the components of plan, but instead whether the state would sustain funding. The philosophy behind this plan has been endorsed and funded at Ankeny long before the TLC grant opportunity as evidenced in the various leadership roles available across the district. Through the years, the District has weighed whether adding more staff or adding instructional coaches were the better investment. Even in light of tight budgets, the District was committed to keeping instructional coaches as a priority within the system. This model is reaping rewards for students and teachers alike.

The instructional coach model was implemented five years ago, yet with extremely large buildings meeting teachers’ needs have been difficult. Each building has utilized the Building Leadership Team (BLTs), focused mostly on management issues, for close to a decade. In the last two years, all BLTs have transitioned to become an Instructional Leadership Team (ILT) with the focus now on providing professional learning differentiated at each building. New first and second year teachers new to Ankeny have been assigned teacher mentors for many years to support their acculturation and acclimation to the profession.

These layers of leadership for our teachers have been solidly in place for 5-10 years and likely will not dissipate with or without the TLC grant. However, even in a large district it is extremely difficult to recruit teachers, who feel maxed out with the high expectation of improved student learning, into these types of leadership roles. The TLC grant will provide the added funding and structure to support and more fully develop additional leadership opportunities. We are confident that the overall goals and purpose of an aligned leadership model, along with appropriate compensation, will entice teachers to take advantage of leadership opportunities.

As the District continues to grow, it is evident that turnover and change will occur. The increase of teacher leaders will ensure that our classroom teachers continue to grow and learn in preparation for evolving leadership opportunities. This grow-your-own model is extremely beneficial in a district that increases around 500 students each year.
Oskaloosa

Current Infrastructure:

The district is fully capable and ready to implement and sustain the Teacher Leadership and Compensation Plan. Many of the pieces necessary to implement the plan are already in place. The current infrastructure includes:

- **The district already employs two full-time Instructional Coaches**. We utilize Title I and general fund dollars to fund the literacy instructional coaches. Hiring additional instructional coaches demonstrates the commitment to providing professional development to implement and sustain programs. Our staff currently supports having literacy instructional coaches in place and will embrace the impact of additional instructional coaches.

- **The current instructional coaches already participate in the development and implementation of professional development** targeting specific needs according to data and professional growth plans.

- **Stipends allocated to teacher leaders are from multiple sources**. We are currently using Teacher Quality funds to provide a minimal stipend to the PLC facilitators in our district. In addition, mentoring dollars from the state are used to provide compensation to mentors.

Needed Infrastructure:

Building the capacity of teacher leadership has been a commitment. We have been creative in the way we fund our current coaches, and we want to alleviate the burden on general fund expenditures as much as we can. The TLC plan we have in place commits dollars to a model we feel is critical to the success of our current plan.

People Responsible:

*Superintendent* - The superintendent will provide the vision for the Teacher Leadership Program. Keeping lines of communication open amongst all leaders will be critical as everyone adjust to the new leadership model.

*Director of Curriculum and Instruction* - The D.O.C will oversee the training/professional development and monitoring goals and evaluation. The Director of Curriculum attends weekly meetings with the Coaches and oversee lines of communication. We would continue to have monthly meetings with the director of curriculum and instruction as we currently do.

*Principals* - Principals will be essential in the development of teacher leadership by working with teacher leaders on a regular basis. Principals will continue to have weekly meetings with the coaches and the director of curriculum and instruction.

*Teacher Leadership* - Meeting monthly with each group supports the stability of each position; the superintendent, curriculum director, and building principals must oversee the most critical element of sustainability so that we will continue to have quality teacher leaders. Each instructional coach would
need basic training in adult learning theory, conflict resolution skills, collaborative conversations/fierce conversations, and adjusting to a teacher leader role, etc. The district will utilize the Eastern Iowa Network of Instructional Coaches, AEA classes, and book studies for the teacher leaders.

**Future Sustainability**

Our district has the ability to sustain the program into the future by already having teacher leaders and instructional coaches in place. Training would be sought out from organizations such as School Administrators of Iowa, the local AEA, Learning Forward Iowa, or even from the Iowa Association for the Supervision of Curriculum Development (ASCD), from the University of Northern Iowa Center for Teaching and Learning, and/or through articles about quality instructional coaching models and methods from authors like Jim Knight. The best learning will be from our existing coaches and sharing their experiences in the field.

We could certainly enrich our current paradigm with the grant dollars available through the TLC plan. Our goal remains one of building teacher leadership capacity to increase both staff and student learning/achievement and to sustain the school improvement initiatives designed to meet those goals.

**Fairfield**

A few words regarding capacity...since 2007, FCSD teachers have participated in a culture of reflective practice. Standards-based reporting to implement the Iowa Core, Authentic Intellectual Work to analyze the rigor of tasks assigned to students, and metacognition regarding current instructional practices in alignment to Balanced Literacy and Understanding by Design are endeavors that have built the district capacity to enact this complex leadership structure that requires such a high degree of critical thinking. Analysis of items with different grain sizes is embedded, but not systemically practiced currently. This leadership structure is not a plan outside of the grasp of Fairfield teachers. Actually, it is what Fairfield’s best and brightest teachers need to grow. If FCSD is to move from good to great and yield student achievement results that move two buildings off Schools in Need of Assistance lists, then this structure is critical.

FCSD administration, teachers, and parents have collaborated to create a leadership structure with goals that directly build upon the District’s strengths (strong improvement initiatives, established mentoring program, teachers committed to improving the quality of education, and goals that put student achievement as the #1 priority). By building upon current improvement initiatives, the TLC plan has a strong foundation. Leadership training and coaching experience are assets of several staff already, so those individuals and others will have an opportunity to broaden their leadership duties by applying for the new roles of ‘Lead’ and ‘Specialist,’ meaning quality teachers exist to fill the roles. Likewise, data has already been collected to evaluate weaknesses in student achievement, so justification for initial professional development (PD) exists as does the knowledge of how to collect data. The fact that only 18% of current structures have compensated roles shows teachers are willing to go above and beyond to improve student achievement.

FCSD has taken steps to begin implementation. The Teacher Quality/TLC planning committee drafted Selection Committee applications. The Selection Committee will post Lead and Specialist positions in
May. The first Fairfield’s Future (FF), the overseeing leadership structure, meeting will be May 24. June 2014 marks the first round of Fairfield’s Future summer academy work.

Key roles contributing to the success of this plan:

- **Directors**—curriculum, technology, tech integration, and at-risk are director positions filled in-district. These positions ensure oversight and leadership for a new plan, something that demands time and energy. These people will not be doing all the work, but rather facilitating the protocols and processes.

- **Outreach Lead**—summer training entails a communication action plan that serves two purposes: 1) to keep the original TLC planning committee abreast of implementation and 2) to improve community relations by sharing this professional growth opportunity in its earliest stages. This seminal communication will serve as evidence of early-stage progress monitoring.

- **Leads and Specialists**—responsible for data analysis to measure the effectiveness of (1) the improvement initiatives support PD/training/action, (2) the TLC plan/goals to determine if structural changes are needed, and (3) teacher quality to determine if the 8 Principles are being incorporated into teaching and reciprocally if student achievement is increasing.

- **Selection Committee**—charged with determining the effectiveness of the leadership roles using rubrics, observations, and feedback; thereby assuring the strongest leaders are chosen.

- **FF**—will facilitate monthly meetings to improve collaboration and identify any issues that may need immediate attention which should prevent structural breakdowns.

The leadership roles, trainings, PD, and other costs of the TLC plan will be funded from multiple sources (Teacher Quality, At Risk, Iowa Core, Mentoring, and hopefully TLS). This combination of funding streams is possible because the TLC plan merges all of the above mentioned responsibilities and categories into one comprehensive initiative. The coordination of services, funding, and responsibilities is critical for ensuring sustainability.

Another component of sustainability is the TLC long-term investment in Lead and Specialist training: Ruby Payne-poverty training; Langford-leadership skills; Authentic Intellectual Work Coach; and Technology Integration (ITEC) prove that FCSD is looking to grow its own. By professionally training teacher leaders who in turn will mentor other teachers, the PD investment will strengthen the teaching quality of the District for years to come. Similarly, if FF is able to provide parents/guardians with data supporting the reasoning for needed PD then parents will be willing to support and participate to improve their own skill, knowing it could improve student achievement. The same holds true for teachers. For this reason, FF’s website will strive to improve collaboration with the community and staff by providing webinars to parents and teachers. The more stakeholders support the TLC plan, the more apt it is to sustain itself.

This leadership system will streamline workflow and improve efficiency with which leaders achieve comprehensive school improvement. The fact that the IPDM has been an informal habit of practice contributes to the highest degree of likelihood that FCSD will implement with fidelity, keeping all professionals’ eyes on the plan’s vision and goals.
The overall culture of FCSD will change. Years of collaboration and consensus building, leadership structure, strengthened instruction, and focused/data supported PD will remain solidly with the district. The TLC plan will empower teachers to become “Fairfield’s Future”.

MOC-Floyd Valley

At MOC-Floyd Valley, we believe that the most powerful tool we have to enhance student learning is meaningful professional collaboration. We have sought opportunities to stretch ourselves to this end. We have sent teams of teachers and administrators to the 90-90-90 Conferences. We have sent teams of teachers and administrators to Solution Tree’s Professional Learning Community Conferences. We have engaged in a district-wide book study of Du Four’s Whatever It Takes. As a result of these efforts, we have developed and utilize pyramids of interventions and have redesigned our building schedules to allow for regularly scheduled collaborative teaming. This teaming is done by grade-level at the elementary and middle school levels and through inter-departmental teams at the high school.

In 2006, we were selected as one of twenty high schools to participate in the Iowa High School Project. Our focus was on developing rigorous & relevant lessons and instruction. In 2007 we were one of three Iowa School Districts selected to participate in the Iowa Pay-for-Performance grant. We implemented a hybrid plan that had elements of pay-for-performance and elements of a career ladder. The pay-for-performance stipends were awarded to teachers if they met the SMART goal established with their principal as a part of their individual professional development plans. We utilized mentor and veteran teachers and new teachers in our career ladder portion. The mentor teachers worked for 10 additional days in the summer, with Lori Nebelsick-Gullett on understanding and developing effective formative assessments. The mentor teachers then directed the professional development with the rest of the staff throughout the next school year. Some of the veteran teachers provided additional support to our new teachers throughout the year. When the funding ended, we discontinued the pay-for-performance stipends, but we have continued to utilize teacher leaders through our ongoing professional development efforts.

When we received the AIW grant at the high school, we had a leadership team of eight teachers and the principal. These people were trained and have since, trained and collaborated with the rest of the staff. In addition, a team of six teachers worked for an additional six days in the summer to develop a unit-planning guide that incorporates what we have learned about assessment, AIW, and the Iowa Core. This unit planning guide is currently used by our high school staff during daily collaborative time. The middle school is also involved in AIW with the leadership team working with the rest of the staff during their regularly scheduled collaborative time.

We were excited when we developed PLC teams and provided them with time to meet and collaborate. This collaboration showed promise. AIW provided a framework and a common language for our collaboration that led to more growth. We have laid the groundwork for the TAP System because we have a high level of trust in each other and an expectation for learning and growth. The TAP System will move us even further by emphasizing data and frequent consistent feedback around agreed-upon professional practices.
We have shared our efforts and sought input and feedback from staff as we have developed our plan. We have been working with our school attorney to make sure we have a memorandum of understanding agreed upon with the Association. We will continue to be transparent in our process moving forward. We will develop our selection committee in February and we will share the finalized criteria for master and mentor teachers with our staff. Those interested in applying will be encouraged to prepare their materials so that if we are selected, the interview/selection process can begin immediately. Master teachers will be selected first, and will then become part of the selection committee for mentor teachers. Once the master teachers are selected, we will also begin the hiring process to replace the teaching positions vacated by these master teachers.

We are applying for this grant independent of any other school districts, but are hopeful that we can share the cost of training with other Districts that plan to work with the National Institute for Education Excellence. To that end, we have already visited with the Okoboji School District. Okoboji is also planning to utilize the TAP System if they receive the grant. We will coordinate schedules to combine districts for the planning. This will also provide opportunities for networking between our master and mentor teachers and theirs. We will be open to this type of coordination with other districts once grant recipients are selected.

**Spencer**

**Part 9: Implementing and Sustainability of the TLC Plan**

The district School Board has a deep understanding of the integral role professional development (PD) plays in improving and sustaining student academic achievement. Since 2008, the district has had an instructional coaching program in place to support the implementation of PD initiatives into instructional classroom practices. Instructional coaches have supported the following initiatives: Authentic Intellectual Work, Cognitively Guided Instruction, and Every Child Reads. The roles of Instructional Coaches have been highly supported by the School Board as a means to improve teaching skills and strategies of teachers. The Board further understands the need for professional growth and training opportunities for the the instructional coaches if they are to grow in content pedagogy and working with adult learners. Therefore, the district has the track record in place to both implement the TLC System and sustain it.

Implementation and sustainability of AIW has been a district focus for 7 years.

- **Year 1**: A team of 5 secondary teachers and 2 administrators completed year 1 of the Iowa Department of Education AIW pilot; the AIW researchers led the training. One of the AIW researchers was assigned to support the pilot team and has continued to support the district’s efforts. Collaboration with other districts across the state aided the efforts of the team
- **Year 2**: 10 secondary classroom teachers volunteered to be trained while the pilot team continued its learning
• Year 3: Secondary instructional coaches received additional training at the AIW Coaches Academy where the planning was completed to bring the full secondary staff into AIW. New teachers are provided AIW training by the instructional coaches and attend a State Kickoff

• Years 3 and 4: The 15 teachers already trained served as leaders for the 20 plus secondary learning teams. The instructional coaches supported their own learning teams as well as the teacher leaders

• Years 5, 6, 7: The instructional coaches along with selected teacher leaders have piloted unit planning and curriculum development. The instructional coaches attended the AIW Next Steps Academy, and 3 more staff members attended the AIW Coaches Academy. The Center for AIW and the Iowa DE initiated training for AIW local coaches 3 years ago

• Currently the district has 9 AIW local coaches. The local coaches provide ongoing support to each of the 20+ learning teams and serve on the PD Planning Team. For sustainability of this initiative, all secondary instructional coaches and the curriculum and professional development leader are required to become certified AIW Local Coaches

The Board has maintained the goal to build local capacity to sustain the reform; the student achievement data supports the continuation of AIW. Teachers are encouraged by improved achievement data linked to AIW. Secondary PD is based on teacher collaboration, using the AIW framework to implement the Iowa Core. In grades 7-11 reading and math on Iowa Assessments, 100% grade levels showed significant improvement in bringing more students to proficient levels since 2008. Improvement ranges from 6% to 20% increase in students proficiency.

Implementation and sustainability of CGI has been a district focus since 2008; 3 administrators and 8 lead teachers in grades K-8 were trained and have provided training for the elementary staff to build capacity. This PD is in response to district needs to improve student achievement in mathematical problem solving. Teacher leaders support grade level professional learning teams that meet monthly to collaborate on classroom practices. Teachers practice in their classrooms with feedback from instructional coaches, teacher leaders, and their peers. During monthly learning teams, teachers address and share their implementation practices as well as work on probes and assessments tied to Iowa Core.

Implementation and sustainability of ERC has been a district focus since 2007. Teachers were trained to use data to deliver small group reading instruction. Through ECR has been part of the intervention process across the district. As a result, all K-12 staff have had PD in literacy strategies, including tiered vocabulary instructional practices and reading comprehension along with content area text features and text structures. Disciplinary literacy practices continue to be a focus of curriculum revision within instructional units throughout the district.

Key staff responsible for the 3 major initiatives include:

• Model Teachers will lead each of the the 30+ learning teams, fill out the team meeting record, report out to the Curriculum and Professional Development leader the teams
concerns and challenges, open their classrooms for demonstration of fidelity to the initiative

- Instructional Coaches will train and support Model Teachers in their new leadership roles, work with classroom teachers as well as open their classrooms for demonstration of fidelity to the initiative, report out to the Curriculum and Professional Development leader the Model Teachers concerns and challenges
- Curriculum and Professional Development Leader will provide the training for the Model Teachers, support Instructional Coaches, work with classroom teachers as well as content level/grade level curriculum teams

Currently in the district, an infrastructure is in place that supports and sustains teacher leadership roles. The initiatives that drive PD and the demands placed on teachers in implementation of the Iowa Core are labor and time intensive. The district has 30+ learning teams that meet outside the school day led by a volunteer team leader leading to practices that have changed classroom instruction. The Board currently funds instructional coaching and understands the value of teacher-led collaborative PD. They believe in finding the funding for the programs and practices that improve student achievement. Therefore, the TLC System will provide additional opportunities for 25% of the teachers to participate.

Albia

The Albia Community School District (ACSD) is confident that the capacity currently exists to implement the TLC Plan and sustain it over time. The district has established many current practices and has existing resources that will help the TLC plan be successful. The administration, teaching staff, and the Board will work together to implement the plan according to the vision set forth by the TLC Planning committee.

Because the plan was collaboratively created by many stakeholders, it has initial buy-in. However, we realize implementing the plan will be a second-order change for many. When second-order change occurs, research states that four responsibilities of leaders can be negatively impacted. They are: Culture, Communication, Order, and Input (Marzano, 2003). It is important to understand that effective school leaders actively combat these leadership responsibilities by consciously increasing communication, collaboration, and getting input to promote a positive culture. The district plans on doing this with a practice that is already in place – facilitating monthly meetings with a Labor Management Committee (LMC).

The LMC concept was initiated by the district ten years ago. The district’s LMC consists of 5 administrators and 5 teachers that meet monthly to maintain and improve a positive working relationship for all staff. The goal is to be proactive in identifying areas of concern and discovering workable, “Win-Win” solutions. The LMC meetings will complement the implementation of the TLC Plan. Specifically, the LMC will accomplish these things to ensure the TLC plan is effective and sustainable over time:
• Discussions will be held relating to the TLC Plan to help identify the challenges and potential solutions annually.
• A gap-analysis will occur in order to determine where the district is and where it needs to be in terms of successfully implementing and sustaining the TLC Plan.
• Protocols will be used that will allow for input regarding the TLC Plan.
• Teachers and administrators will communicate ideals and beliefs related to the TLC Plan in conversations that ensure practices are aligned with agreed-upon purposes, goals, and understandings of the TLC Program.

Lines of communication will remain open by teachers communicating through their PLT/Grade Level Teams. These leaders, in turn, will communicate to the building-level representatives of the LMC. Correspondence will be taken during meetings and distributed throughout the system in order to keep everyone on the same page as the TLC Plan is implemented. The LMC will help the district model “we are in this together” attitude. Input from staff will be actively sought after in order to move from “buy-in” to “ownership” as documentation will indicate issues were raised and addressed in a timely manner. The transparency of the LMC process will create a consistent, uniform message that will help staff understand the TLC Plan. It will be the responsibility of the superintendent to ensure the LMC process continues to be implemented in the district and addresses the TLC Plan. From there, it is a joint-responsibility of everyone on the LMC to ensure the TLC Plan recommendations made by the LMC are acted upon.

Another factor that ensures the success and sustainability of the TLC Plan are the many components already in place. Two major components are the mentoring program and Personal Learning/Data Teams. These components are not new to staff. These programs need to be strengthened and the TLC Plan provides the resources to accomplish that. Only the Instructional Coach/Model Teacher position is new so that is the area on which the LMC work will place most of their attention.

Another key component in assuring the success of the TLC Plan and sustaining it over time is the plan we have in place to effectively monitor the attainment of our goals. As stated in Part 8, this involves data collection by administrators and teachers. They will collect and analyze data on student achievement in literacy, math, implementation of the Iowa Core and instructional strategies, beginning teacher competency and growth, and the effectiveness of teacher leaders. This data will include peer and self-evaluations, rubric data addressing program quality, implementation log data, lesson plans, walk-thru data, curriculum software program data, professional development survey data, formative and summative student assessment data, and student and staff surveys. The data will be shared with the District Leadership Team, Citizens’ Advisory/School Improvement Team, and the Board of Education thereby assuring transparency, rationale for improvement, and the overall success of the TLC Plan. Of course, confidential evaluative information would not be shared, but used for analysis, self-reflection, and personal goal-setting.

The final factor that increases chances for the success of the TLC Plan, both now and in the future, is our high retention rate for leaders and administrators in the district. Everyone associated with the district understands that decisions are made in the best interest of students and this concept will never go away. The TLC plan is in the best interest of students, so it will be a part of the district for many years.
Decorah Community

Implementation of Decorah’s plan began with a design process including input from various stakeholders. Teachers contributed in depth to its development through discussions with TLC team members and an extensive survey seeking the needs of the district and desires for improvement. We are using a process that supports the TLC vision of empowering teachers and creating a climate of collaboration. The plan will be sustained, reviewed, and improved through ongoing evaluation by the school’s Shareholder group, TLC Committee, Administrative Team, the BLT/DLT, the TLs themselves, with continual input from the collective faculty.

Our focus for the TLC plan has centered on creating structures, processes, and functions that will sustain change rather than just support it in the short term. We guarantee our plan’s viability by having the correct supports in place, including involving the appropriate personnel in the ongoing review, recommendation, and revision of the program. These supports include:

- AEA and Solution Tree partnership to provide training on coaching skills and PLC protocol
- Luther College partnership to use pre-service teachers and work study students for supervised support in the general ed. classroom
- Feedback data on an individual and group basis
- Policies, including detailed job descriptions, selection criteria, and evaluation, to assure fair access to the positions and treatment while filling the teacher leader roles
- An organized communication system to assure that everyone involved understands his or her role and how the system is progressing. This includes external and internal stakeholders who have knowledge of the program and what will lead to its success.

Professional Development for TLs:

All key staff will require ongoing training and support to effectively implement and sustain our TLC system. Decorah will utilize internal and external resources to create meaningful PD opportunities to build our system into a coaching culture. Because each TL role serves a specific purpose, each group will require differentiated PD around research-based models of effective coaching, collaboration, and data-driven leadership.

Areas of individual or collective professional development may include some of the following training and learning opportunities: Cognitive Coaching, Partnership Coaching (Jim Knight’s University of Kansas Model), peer coaching and feedback routines, the IA Core and the Characteristics of Effective Instruction, Iowa’s RTI-MTSS framework, IPDM, exemplary mentoring and induction practices, curriculum and assessment design and implementation, the PLC process, data analysis protocols, and adult learning theory.

In addition to PLC support, each TL will receive mentoring support from leaders within and outside of the system. This is built upon the University of Kansas partnership coaching model that suggests “a well-prepared and talented coach can accomplish a great deal, but every coach’s impact will be magnified when she or he works in partnership with an effective instructional leader.” To be effective, each of our
TLs will need modeling, mentoring, and feedback to continue to improve. As a result, building and district administrators must evolve their role into one of a “coach for the coaches.” Additionally, TLs will be supported in building their network outside of the district with other veteran TLs and coaches.

Key Staff Supporting Sustainability:

**Superintendent**-

- Receive recommendations from the Selection Committee on Teacher Leaders
- Receive recommendations from the TLC Committee and the DLT to monitor or adjust the district TLC plan
- Ensure transparent communication between the district and the Board of Education and other stakeholders regarding the TLC plan
- Monitor and supervise the use of the TLC funds

**Building Principals**-

- Make recommendations on the selection and evaluation of teacher leaders
- Facilitate the Building Level Teams
- Facilitate the Mentoring program book study and initial mentor/mentee meeting in the fall
- Support alignment of curriculum, instruction, and assessment
- Support teachers actively participating in the Iowa Professional Development Model, including observations, summative evaluations, and facilitating career plans

**Curriculum Director**-

- Coordinate the selection, evaluation and support for curriculum and assessment
- Coordinate training and learning opportunities for TLs
- Facilitate the district TLC Committee and oversee the TLC Program, including the TLC budget
- Participate in ongoing professional development

**Teacher Leaders**-

- Participate in ongoing professional development and reflective practice
• Collaborate with administration and teachers in order to collect and analyze data and determine district needs

• Engage in observation and coaching with teachers in order to improve instructional practices

**District Leadership Team & Building Leadership Team**

• Development of goals appropriate to the needs of the district/building

• Recommend professional development needs by district/building

• Review and recommend continuation of existing teacher leadership roles and creation of new roles based on district needs

**Communication:**

Leadership Teams and administration will continually communicate with staff. This communication and collaboration will be important due to the changing roles of colleagues. Progress toward district goal attainment will be communicated with parents and community members through board meetings, building level newsletters, and the Shareholders group.

**Union**

Because UCSD has had a long-time commitment to involving teachers in the leadership of the district and teachers have been involved in leadership roles on numerous committees, UCSD is in a great position to implement and sustain our TLC Plan. Also, throughout this whole process, we have made sure our TLC Committee conversations were shared with all of the stakeholders of the district.

The school board is fully supportive of the TLC Plan and has discussed how UCSD can sustain the plan over time. The school board has building level presentations as part of their monthly agendas to stay current on what is happening to improve learning and teaching.

The groundwork for a successful implementation and sustainment of the TLC Plan are in place in the UCSD. Both elementary buildings work collaboratively together and have attended PLC training with Solution Tree and our plan is to send additional teachers this next summer. Administrators are supporting the process and teacher leaders are helping guide the process. The MS and HS teaching staffs are working collaboratively planning and implementing professional development, utilizing teacher leaders throughout the process. Overall the culture and climate of the teaching staff and administration is in a position to successfully implement the TLC Plan. The TLC Committee has taken the time to gather data and research what additional positions will have the greatest impact on student learning.

Below are only three examples of the successful implementation of past UCSD initiatives involving teacher leaders.
One example is the HS implementing a successful student support system designed/managed by teacher leaders. Union High School was chosen to participate in the Department of Education's Iowa High School Project and then chosen to be one of Iowa’s Rapidly Improving Schools (IRIS) initiative (2009). A team of teachers developed a cohesive system to address the needs of our struggling students, has been called upon to talk to other districts, and has presented at a national conference. Examples of success include a 50% reduction in the number of students with D's and F's, strengthened relationships between students and teachers, and an improvement in overall school culture in climate.

A MS example is the implementation of Positive Behavior Interventions Support. MS teachers gathered data and identified a need. PBIS teacher leaders received extensive training from AEA 267. The PBIS Team Leader has been responsible for training new staff members/committee members on FBA instruction and the UMS Knights’ Code of student expectations (Respect, Responsibility, Self-Discipline, and Pride.) The PBIS Team developed the Major/Minor Behavior Matrix, the Discipline Flow Chart, the Behavior Office Referral Form, the Safe Seat/Student Reflection system, and the Office Student Reflection Sheet. Staff is aware of the individual needs of students who are unsuccessful and determines the need for CICO (Check In, Check Out), Why Try, or behavior trackers. The PBIS Team organized the Got-U reward program to recognize positive student behavior and two members were trained in Bullying Response Investigation.

A K-5 example is our K-5 SINA Team who implemented PLCs. All teachers were invited to attend Solution Tree’s PLC Conference in Minneapolis in June. The district used SINA/DINA money and additional professional development money to fund the training. Some teachers asked for a book study on "Learning by Doing: A Handbook for Professional Learning Communities at Work" by Richard and Rebecca DuFour. A teacher volunteered to work with AEA 267 to develop a book study proposal and twenty-five teachers and one principal participated. All teachers were able to begin their PLC work groups with a working knowledge of the process in order to implement PLCs as a key component of our professional development and assessments.

While many teachers volunteer and assist with our school improvement efforts, the TLC Grant will provide additional leadership positions to support and coach teachers. We have been identified as a DINA with one elementary building a SINA. Our professional development and building SINA teams have determined the best way to address this is to focus on CORE instruction and expanding our pedagogical approach.

Our TLC leadership positions will strengthen Union’s school improvement efforts that have been our focus for the last few years. These efforts align with our TLC Goals: Improve student achievement by strengthening curriculum and instruction and Increase technology integration

The following staff will be responsible for ensuring the TLC program's successful implementation and sustainability over time:

- TLC Committee will include 8 teachers and the administrative team. They will meet two times a year to monitor and evaluate the district’s TLC plan and make adjustments accordingly. The Leadership Council will consist of the K-5 Instructional Strategist, the 6-12 Instructional Strategist, the Technology Integrationist and the administrative team. This council will meet monthly to review the Professional Development Plan and implementation of the school improvement initiatives.
The K-5 and 6-12 Instructional Strategists & K-12 Technology Integrationist — To provide a systematic plan, the Instructional Strategists, the K-12 Integrationist and the building principals will meet monthly with other appropriate level teacher leaders to monitor the implementation of the Core, the PLC’s, mentoring and technology integration opportunities. They will coordinate, design, and evaluate the professional development efforts.

The collaboration of the administration, teacher leaders, other teachers involved in committees, AEA and MISIC will definitely provide for a successful implementation of our TLC Plan.
In order to understand how Teacher Leadership and Compensation (TLC) funds will be used to support the elements of the Urbandale Community School District (UCSD) Plan, you must first understand the shared mission, vision, values and goals communicated in the district’s strategic plan (SP), *Transformation to Excellence: Our Moral Imperative*.

**Mission**

Teaching all, Reaching all

**Vision**

Urbandale will be a school district that brings learning to life for everyone.

**We value**

- innovation through continual improvement
- joy in meaningful lifelong learning
- a collaborative culture
- safe and caring schools
- a consistent, rigorous, and relevant curriculum
- a committed, passionate workforce
- strong partnerships with all stakeholders
- the optimization of resources
- trustworthiness, respect, responsibility, fairness, caring, and citizenship

**System Goals**

- Ensure success for all learners; provide a guaranteed and viable curriculum.
- Develop leadership capacity throughout the system.
- Create a sustainable learning organization to increase workforce effectiveness.
- Strengthen productive partnerships for education.
- Provide efficient and effective business services to optimize resources.

The TLC planning team used the SP as the foundation upon which this plan was built. The system goal, create a sustainable learning organization to increase workforce effectiveness, contained a strategic initiative to study models of teacher leadership and instructional coaching before HF 215 was passed into law. The district values of, a collaborative culture, and a committed passionate workforce, demonstrate a commitment to distributed leadership regardless of increases in funding. However, through the study and planning process our district team became convinced that our lofty vision and goals are most likely to be realized through the purposeful application of the funds HF 215 can provide.
The October 2013 Certified Enrollment for UCSD (3369.62) would generate $1,040,606.05. With the belief that Human Capital is the most essential component of TLC plan success, 94% of these funds will be dedicated to salaries, supplemental pay and professional learning for identified teacher leaders. Should the district plan be approved, $930,000 will be paid to teacher leaders taking on three roles (Model 2). Three Facilitators of Curriculum and Professional Learning will have 15 additional contract days and spend 100% of their time in the Facilitator role. These teacher leaders will maintain placement on the salary schedule and receive $10,000 in supplemental pay. Seven Instructional Coaches will have 10 additional contract days, and spend 100% of the their time in the Coach role. These teacher leaders will maintain placement on the salary schedule and receive $6,500 in supplemental pay. Up to 60 Model Teachers will have five additional contract days and will receive $2,000 in supplemental pay. Model Teachers will spend 95% of their time in the classroom, but will open their classrooms as models of instructional best practice to initial and career license teachers. In addition, Model Teachers will assist in the planning and leading of district and building professional development, and with curriculum review.

The application of these Model 2 roles within UCSD will bring learning to life for all teachers. Implementation of the plan embeds meaningful collaboration into daily work. Student learning will improve as the learning of adults becomes authentic, proactive, and constant.

In order to empower teacher leaders stepping into these new roles, $50,000 will be dedicated to ongoing professional development. The focus of the professional learning in the first year will be two-fold. First, opportunities to develop and build skills in facilitating adult learning will be provided. Second, on-going differentiated professional learning in the application of Quality/Continuous Improvement will empower teacher leaders to provide support for ongoing district-wide staff development.

The remaining 5% of first year funds will be dedicated to two purposes. $40,000 will be used to provide for substitute costs to allow Model Teachers time out of their classrooms. This time will be used for several purposes. First, to allow time to meet with Facilitators of Curriculum and Professional Learning, Instructional Coaches, and administrators to analyze data and plan purposeful staff development. Second, to provide time for curriculum review and work aligning to Iowa Core. And finally, to facilitate opportunities for Model Teachers to observe initial and career license teachers and provide feedback and coaching.

The final $20,000 of first year funds will be dedicated to creating district and building professional libraries with appropriate materials and tools. These resources will be aligned and will support clarity and coherence across the district as teacher leaders facilitate continuous improvement.

In closing, it is the vision of the Urbandale Community School District (UCSD) Teacher Leadership and Compensation (TLC) Planning Team that implementation of the TLC Plan will bring learning to life for UCSD staff and students by fostering a collaborative culture in which responsibility for continuous improvement is distributed throughout the system. Improvements in student learning will be achieved through systematic and systemic structures for teacher leadership, a non-evaluative culture based on respect and trust, increased understanding of the facilitation of learner-centered classrooms and a shared focus on our mission, Teaching All, Reaching All. TLC funds will be allocated with this vision providing a constancy of purpose. UCSD will annually evaluate the TLC system and plan against the goals of the state and the district strategic plan. We remain committed to continuous improvement and unlimited possibilities for each student.
Using TLC funds, DMPS will implement a system that achieves the district’s TLC goals. Funds will be spent on salary supplements for Teacher Leader positions, classroom coverage (ranging from full-release to sub coverage), professional development (PD), and mileage. TLC funding will help DMPS move from a loosely-organized teacher leadership structure where most leadership positions are unpaid and do not benefit from ongoing PD/support to a system that trains, supports, and compensates all Teacher Leaders. Funding will enable the district to meet its goals to attract able and promising new teachers, retain effective teachers by providing enhanced career opportunities, reward professional growth, and promote opportunities for collaboration. Achieving these goals will enable DMPS to improve student achievement in Des Moines.

**RAISE THE MINIMUM SALARY [Budget - $0]**

DMPS minimum salary is above the required minimum salary.

**SALARY SUPPLEMENTS [Budget - $1,898,650]**

*NOTE: Regardless of whether the position is new or existing, each teacher supported through TLC funds will be hired using a rigorous selection process detailed in §6.*

**Teachers in Coaching roles (196)** [Instructional (150), Technology Integration (12), SPED (16), and Induction (18)] will provide coaching and PD on best practice regarding such things as IA Core Curriculum, assessment, and effective instruction. For additional time and leadership responsibilities, Coaches will receive a total salary supplement of $4,200, which is inclusive of 6 outside of contract days to engage in PD. **Total Cost: $823,200**

**District PLC Facilitators (120)** will plan and lead eight focused learning sessions with peers on early-release Wednesdays, as part of DMPS’ professional development system. Facilitator roles will vary; however, all will guide/direct specific programs and teams. For additional time and leadership responsibilities, PLC Facilitators will receive a total salary supplement of $1,450, which is inclusive of 3 additional contract days to engage in PD. **Total Cost: $174,000**

**Demonstration Classroom Teachers (55)** will open their classrooms to provide a laboratory for colleagues and school leaders to see best practices in action. Intentionally spread across all content areas, these demonstration classrooms will highlight particular core practices necessary for high-quality teaching and learning. Teacher Leaders will model and debrief teaching practice with visiting practitioners. For additional time and leadership responsibilities, Demonstration Classroom Teachers will receive a total salary supplement of $2,950, which is inclusive of 3 additional contract days to engage in PD. **Total Cost: $162,250**

**Teachers in the TLC Coordinator roles (2)** will be responsible for assisting in the management and implementation of the district’s TLC plan with the support of existing central office staff. For additional
time and leadership responsibilities, Coordinators will receive a total salary supplement of $10,000, which is inclusive of 20 additional contract days. **Total Cost: $20,000**

**School-Based Teacher Leaders (496)** were previously informal roles. Each building will be allocated 6-12 School-Based Teacher Leader positions, based on school size. Within each school, 2-4 Teacher Leaders (TL) will be recognized as **Innovation Classroom Teachers**. Previously informal roles, these innovators will publicly identify, implement, assess, and promote new solutions at the site level. The remaining School-Based TLs will work collaboratively on **School Leadership Teams** to create, facilitate, and evaluate the school improvement plan and support teacher peers in implementing improvement strategies related to grade-level or departmental goals. For additional time and leadership responsibilities, School-Based TLs will receive a total salary supplement of $1,450, which is inclusive of 3 additional contract days to engage in PD. **Total Cost: $719,200**

**CLASSROOM COVERAGE/SALARIES [Budget - $8,055,500]**

The district is budgeting the total compensation to cover a full-release Teacher Leader at $89,000 per FTE; however, actual total compensation will be based on the individual teacher’s place on the salary schedule and health insurance selection.

- Instructional Coaches: 73 new FTE teachers. 50-100% released. **Total Cost: $6,497,000**
  - ES: 1 FTE per building = 37 FTE
  - MS: 2 FTE per building = 20 FTE
  - HS, category (a): 2 FTE per building = 8 FTE
  - HS, category (b): 3 FTE per building = 6 FTE
  - Alternative Schools/Programs: 2 FTE district-wide
  - Technology Integration Coaches: 12 new FTE. 100% released. **Total Cost: $1,068,000**
  - Induction Coaches: 3 new FTE. 100% released. **Total Cost: $267,000**
  - TLC Coordinators: 2 new FTE. 100% released. **Total Cost: $178,000**

Funds are also allocated to hire substitutes/teacher emeritus to cover classrooms to allow teachers to observe or co-teach with Teacher Leaders in demonstration classrooms. **Total Cost: $45,500**

**PROFESSIONAL DEVELOPMENT [Budget - $41,694.42]**

Funds are allocated for consultants, professional development, and materials to train teachers in leadership pathways. Teacher Quality PD, Title I PD, and Title IIA funds will be used in coordination with TLC funds to provide for PD activities. TLC PD funds will be supplemented with approximately $200,000 in additional funds. PD for all Teacher Leaders will focus on the Iowa Department of Education’s **TLC System - Framework for Learning Support**.

**OTHER COSTS [Budget - $14,000]**

Funds are budgeted for local mileage for teachers in leadership pathways to travel to buildings throughout the district to plan, deliver, and attend PD/other activities and for teachers to visit demonstration classrooms.
Year 3 TLC Exemplars More than 1000

This document includes randomly selected narratives from several school districts with more than 1,000 students that scored 9 or 10 on the listed part of the application. While the Commission on Educator Leadership and Compensation gave each of the parts below a high score, these examples should not be considered the full range of acceptable approaches to each part of the application; school districts could design an approach for each part of their application different from those described below. This document is simply a resource as school districts develop a Teacher Leadership and Compensation plan that is tailored to their local context and aligned with the statewide vision of Iowa’s TLC System.

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Part 1

Ballard

The Ballard Community School District utilized a thorough and comprehensive process in developing the TLC plan. The planning process included four phases: learning, development, writing, and feedback. All phases utilized the expertise of the TLC Planning Committee and included feedback from stakeholder groups. The committee consisted of six elementary teachers, six secondary teachers, four building principals, the Superintendent, the Director of Teaching and Learning, the Ballard Education Association President, the Ballard Board of Education Vice-President, a representative of Heartland AEA, and four parents, representing each of four buildings.

The planning grant was used to compensate committee members for their time at a cost of $6,820. The committee met seven times for approximately two hours per meeting. The meetings occurred from March 2015 to September 2015 and were very well attended. The remaining balance of the planning grant will be used for professional development of instructional coaches during the spring of 2016.

The learning phase consisted of many activities. The committee studied the TLC Guidance issued by the Iowa Department of Education. The group read and discussed articles on instructional coaching, teacher leadership, and mentoring. Presentations were made by a Heartland AEA coach and trainer, as well as two coaches from Saydel. Members of the team attended visits to Central Decatur, North Polk, Gilbert, Roland-Story, and Humboldt. All site visits were debriefed and key learnings were shared. The final activity of the learning phase was the administration of a survey to all teachers to identify beliefs about coaching, mentoring, professional development, and a framework for instruction. The survey revealed a large majority of teachers:

- believe in and support an effective mentoring program for new teachers,
- believe instructional coaching is valuable,
- would willingly partner with a coach,
- believe an effective TLC system will improve student outcomes, and
- support the goals of Teacher Leadership and Compensation identified in the Governor’s Education Reform Plan.

To initiate the development phase, the committee identified elements they would like included in the plan. Those were collected, and members were invited to share their respective elements during the development of the plan’s contents. Beginning with the fifth meeting, the committee was divided into subcommittees to develop the critical elements of each part of the application. At the completion of each part, groups shared their content and sought feedback from the greater committee.

The content that resulted from the development phase was captured and incorporated into the writing of the application. Throughout the writing of the application, members of the
committee were invited to provide feedback. The writing of the application was completed in July. In August, a draft of the application was shared with the Board of Education, and feedback was sought and incorporated. The same process occurred with the TLC Planning Committee and the School Improvement Advisory Committee (SIAC) when school resumed in late August. With support and approval from the Board, Administrators, the TLC Planning Committee, and the SIAC, the plan was presented to teachers in individual building meetings. Following the presentation, a survey was administered to the teachers to determine their support of the plan. The data from the survey indicates the plan is supported by 100% of teachers.

In summary, the plan included the expertise and input of key stakeholders, and the process resulted in a high level of commitment to the plan as it is approved. The input of stakeholders will not end with the submission of the application. The same stakeholder groups will be utilized for program evaluation purposes on a regular basis following implementation.

Forest City
The initial consideration for the development of the Teacher Leadership and Compensation application began in the fall of 2014. The Forest City Board of Education and central administration determined it was the best decision to delay applying until the third year of the program implementation. A planning committee was appointed through collaboration with the Forest City Education Association and District Administration.

The appointed TLC Planning Committee included the following members:
- Elementary Grade 5 Teacher
- Middle School Special Education Teacher
- Elementary Kindergarten Teacher
- High School Guidance Counselor
- High School Social Studies Teacher (FCEA President)
- Instructional-Technology Integration Specialist
- Superintendent of Schools
- Elementary Principal
- Middle School Principal
- High School Principal
- High School Assistant Principal/Activities Director

The planning group determined the ideal approach to involving a broad cross section of community members and parents was to conduct a number of meetings and a focus group session. In addition, the School Improvement Advisory Committee will be involved in order to integrate the TLC program with the District improvement goals and professional development plan.
Ongoing planning began in the fall, 2014 with the planning committee reviewing the resources that were available on the Iowa Department of Education website. On February, 2-3 2015, the TLC Planning committee held a two day workshop to review in depth the TLC Guidance Document, Application and scoring rubric. At this time, a lengthy discussion and deliberation process took place concerning the model that was the best fit for the district. In addition, the group considered the criteria for screening and selecting the staff members for the various leadership roles that will be deployed. Following this two day session, the development of roles and responsibilities for the TLC plan took place.

On June 1, 2015, the TLC Planning Committee held a one day retreat to determine the critical elements to be included for each of the ten parts of the plan. The group also developed a timeline for the completion of the application with emphasis on dissemination of the pertinent information to all stakeholder groups.

During June and July, 2015, the application was written by members of the TLC Planning Committee.

In August, 2015, the TLC Plan and Application were shared with the:
1. TLC Planning Committee,
2. Forest City Board of Education,
3. Total faculty, and
4. Focus group of community members and parents.

On August 26, 2015, a survey was sent out to determine the following:
1. What percent of the staff believed that the TLC initiative had the potential to improve teaching and learning?
2. Who among the staff were interested in applying for leadership roles?

In September, 2015, the plan and application were reviewed and endorsed by the School Improvement Advisory Committee.

The results of all stakeholder groups input on the TLC Plan and Application included the following:

Board of Education commitment: 100% of the Board of Education membership.

Administrator commitment: 100% of administrators actively support the direction of the Teacher Leadership and Compensation plan and are involved in the development process.

Teacher commitment: After the entire teaching staff reviewed the proposed Teacher Leadership and Compensation plan, survey results indicated that 96% believed the plan would have a significant impact on teaching and learning and supported the plan and application. In addition, thirteen (13) teachers indicated an interest in serving as an
Instructional Coach or Model teachers. Eleven other teachers were interested in Model Teacher positions.

Parent commitment: Six community members and parents volunteered their time to review the TLC plan through their involvement in focus groups. 100% of this membership approved and supported the plan.

School Improvement Advisory Committee. 100% of the participants involved believe it will make a significant impact on the schools’ teaching and learning and will provide active support for its implementation.

On September 14, 2015, the TLC final plan and details were reviewed and approved by the Forest City Board of Education.

Funds designated for planning were used in the following manner:
- Planning Committee Meetings Costs = $235.00
- Meeting Facilitation Costs = $1,430.00 (Outside Consultant)
- Writing Costs = $2,071.00 (Outside Consultant)

Total Costs = $3,736.00

Storm Lake
During the first round of grant application, the SLCSD TLC planning team included 2 board members, the superintendent, the curriculum director, 1 administrator from each building, 1 elementary counselor, 2 early childhood teachers, 1 middle school ESL teacher, 2 high school teachers, and 1 parent representing each building. All teachers were given the opportunity to apply to serve on the TLC planning committee. The local education association selected applicants based on previous leadership roles and the ability to represent teachers in their buildings. Building principals identified parents not employed by the district that were actively involved in their children’s education.

All teachers in the district are part of a PLC. The planning committee shared information and received input from teachers on the components of the teacher leadership (TL) system during PLC meetings. Input from PLCs centered on how the leadership positions would work, the selection process and a procedure for a teacher to exit a leadership position if desired. These discussions were reinforced and teachers were updated during building meetings. The information gathered was shared with the planning committee and used to develop the application.

In addition to teachers, parents, board members, and administrators offered input on the plan. During advisory meetings, parents asked good questions and provided insight on how they thought the TL Grant would positively impact education. A parent asked if teachers would be interested in being leaders. As a result, a teacher survey was developed including a brief
explanation of the leadership positions and sent to teachers. The results indicated approximately 48 teachers (28%) would be interested in participating upon application approval.

After receiving input and analyzing the TLC legislation, the planning committee determined the Instructional Coach model with slight modifications to compensate PLC leaders would work best for the district. Present practices and structures could be enhanced and become the foundation of a TL system and positively impact student learning.

As the application was completed, committee members were asked to edit each part of the application for content, compare the responses to the scoring rubric, and offer input. Additional input was received from consultants at Prairie Lakes AEA. During the first round, a final draft of the application was completed and submitted to the Iowa DOE.

In the spring of 2014, the district was notified that its application was not approved. The TLC reconvened in the fall to determine the next step in the application process. The committee decided to take more time to research effective TL programs in districts that received the grant in the first round. The committee also decided to work with representatives from the AEAs and solicit input from teachers, parents, and board members to submit a revised application. Feedback was received through email surveys and discussions with teachers and parents. Input received included 1. Revising the curriculum and professional development leader position to increase the focus on the districts ELL population and helping teachers use data to drive instruction, 2. Adjusting how instructional coaches would serve each building, 3. Developing a more articulated TL selection process, and 4. Developing a system by which teacher leaders could return to their teaching position if desired.

During the 2014-15 school year, planning grant dollars were used to pay for substitute teachers so committee members could work on the application, to compensate planning committee members for their work time outside the regular school day and during the summer, to enable teachers to attend teacher leadership focused PD activities and to pay for assistance from a consultant who had successfully assisted first round applicants.

The stakeholders demonstrated commitment in the following ways:

**Teachers** from each building served on the planning committee both during and outside of the regular school day and in the summer. Other teachers offered input through email surveys and during PLC meetings. 28% of the teachers indicated an initial desire to serve in a leadership position and several others showed an interest after reading and providing input on the grant application.

**Parents** provided input on the application and parent representatives from each building served on the initial planning committee. Parent interest in the TL process was evident during School Improvement Advisory Committee meetings and individual conferences.
The school board and administrative team showed commitment by participating on the planning committee and offering input to improve the plan. Principals hired substitutes to cover for planning team members as they developed the grant and attended PD sessions. The Board provided financial resources in addition to the planning grant to assist in the grant development.
Part 2

Allamakee

ACSD has as its goal that all K12 students will achieve at high levels in reading, mathematics, and science, preparing them for success beyond high school. Our students perform well on standardized tests, making steady gains since the advent of NCLB 2001. However, the poverty rate has also doubled in that time. Currently more than 50% of students in ACSD qualify for free or reduced meals through the federal meal program. ACSD has focused on reducing the achievement gaps due poverty and special education differences. Significant changes have been made to curricula. We have implemented professional development to address these gaps. Teachers have attended classes to learn effective strategies. Nevertheless, the high school and middle school are now on the SINA list with all three elementary schools on watch lists. Additional personnel resources will allow us to address deficiencies and implement strategies for improvement.

The goals of our TL program are to create a system that:

- Ensures all TL efforts focus on student learning.
- Encourages teachers to take a leadership role.
- Provides a range of leadership opportunities.
- Focuses on capacity building from within.
- Offers financial incentives to encourage leadership development.
- Allows ongoing feedback, support, and reflection.
- Uses data to assess progress, making changes as necessary to impact student learning.

TL program goals work in context with state goals:

1: Attract and retain effective teachers through effective new teacher mentoring and enhanced teacher leadership opportunities. Surveys of teachers in our school district have reflected that our past mentoring and induction methods have not been effective. We will partner new teachers with a mentor teacher for at least two years. New teachers will observe and be observed by mentor teachers, engage in conversations with their mentor using ideas in the book 12 Touchstones of Good Teaching (Goodwin and Hubbell 2013), and log and report their work to administration. Our plan will retain effective teachers through professional conversations about teaching and learning (Instructional Coach, Technology Specialist); teacher-directed professional development (Instructional Coach, TQ/TLC team); and providing support for students and families in the areas of social, emotional and academic development (Intervention Specialist).

2: Promote a continuous learning process based on the Iowa Professional Development Model (IPDM), the Iowa Teaching Standards, and the Characteristics of Effective Instruction. The IPDM is at the center of our plan to develop systemwide continuous learning. New TL positions will help teachers acquire the skills and knowledge to regularly demonstrate the principles of the Characteristics of Effective Instruction and meet the eight Iowa Teaching Standards, as well as
help teachers to learn new skills and support changes until they become part of our practice. Each of the TL positions, along with administration, will develop professional learning opportunities following the standards of the IPDM.

3: implementation of Professional Learning Communities to increase student engagement/achievement. ACSD has begun to implement PLC’s. Author Thomas Many delivered a twoday seminar which outlined the process for quality PLC practice. We know that implementation with fidelity requires more than initial training but ongoing support, renewal, and collaboration. Teachers meet in their PLC a minimum of one hour per week to review student data, discuss instructional content, and to problem solve the support for individual student and group needs. Teachers complete and submit a work log to the building principal and district curriculum director. This process is beginning to show signs of positive impact on student learning. Teachers are becoming more comfortable discussing assessment data, formative and summative data, and soft data as it relates to their own students and their own teaching. The Tls will provide ongoing reflective, student centered support.

4: Development of Common Assessments and a continuum of intervention strategies to meet the learning needs of every student. The SIAC goal of the district is to ensure college and career readiness for all students through: the development of 21st Century leaders through digital educational experiences; addressing the Iowa Core Curriculum through PLC’s; fostering a safe, healthy, and positive learning environment where learners can thrive, and continuing to increase proficiency levels in the core areas of reading, math, and science. Our TL model provides a smooth linkage of these goals by developing common assessments and providing a continuum of intervention strategies to meet the learning needs of every student. The Tls will provide ongoing support and modeling for using student data to assess progress, making changes as necessary to positively impact student learning.

**Newton**

The NCSD’s vision statement for the Teacher Leadership and Compensation plan reflects the Iowa Task Force’s TLC theory of action and captures the stakeholders’ hopes for the TLC plan: *Empower teachers to create a culture of educational excellence through leadership, collaboration and support to positively impact student achievement and inspire community pride in the Newton Community School District*. This vision supports the district’s mission statement: “The Newton Community School District will do whatever it takes to ensure all students learn to think, innovate, and succeed”.

The NCSD has created four TLC Goals to accomplish this vision. These measureable goals align with the statewide TLC goals and the NCSD Goals shown below.

**NCSD will**
1. achieve sufficient improvement on the State Assessment at each grade level and within all subpopulations to ensure that 80-85% of students are meeting the expectations of the core curriculum with core instruction.
2. engage parents and the community by providing worthwhile opportunities designed to increase participation in the educational process.
3. provide: (1) an encouraging and positive environment, (2) that is safe and secure, (3) emotionally and physically healthy, and (4) conducive to student and staff learning.
4. employ, retain, and professionally support highly qualified staff who will prepare our students to succeed in our changing global economy by utilizing technology, engaging students, and placing student’s needs first.

NCSD TLC Goal #1: Improve student learning by improving the instruction students receive each day.
Aligned to State Goal 3 and 5 and District Goals 1 and 3
Local Context: The 2014 Iowa Assessments indicate that 74.68% of the NCSD students are proficient in reading, 78.68% in math, and 80.85% in science in grades 3-8 and 11. Together, the roles defined in the TLC plan will enhance district capacity in ongoing efforts to provide all students with a high quality education through the delivery of a guaranteed and viable curriculum aligned to the Iowa Core, and by using research-based instructional practices as guided by data-informed decision-making. The TLC plan provides 8 instructional coaches to support all teachers at all grade levels. Currently the district only has 1 fulltime IC for grades 4-6, 1 partial IC for grades 7-8, and 1 half-time IC for grades 9-12. The TLC plan also provides for model teachers for all staff and a strengthened mentoring program for beginning teachers. In addition, the current structure of building leadership teams and department chairpersons will be replaced with a more cohesive and aligned structure of Building and District Instructional Leaders.

NCSD TLC Goal #2: Attract, develop, and retain promising new teachers.
Aligned to State Goal 1, 2 and 4 and District Goals 3 and 4
Local Context: Development of beginning teachers will be nurtured through the TLC system of complementary supports including instructional coaches, mentors, model teachers, and building and district instructional leadership teams. This system will ensure that new teachers have multiple opportunities to receive professional development and support based on their needs and the needs of their students. New teachers already receive a competitive starting salary of $36,163.

NCSD TLC Goal #3: Retain effective teachers and provide enhanced career opportunities by rewarding professional growth and effective teaching with increased leadership responsibilities and compensation.
Aligned to State Goal 2 and 4 and District Goals 3 and 4
Local Context: Currently approximately 25% of the NCSD teachers engage in leadership roles. However, these roles are not well defined, nor are they consistently compensated, distributed and evaluated across the district. The TLC plan will expand and enhance teacher leadership in the NCSD so approximately 35% of the teachers have the opportunity to have a TL
role. Each of these TL roles has a job description which defines the position goal, qualifications, responsibilities, salary supplement, release days, and extended days. Teachers will undergo a rigorous selection and evaluation process to ensure the highest quality teacher leaders. The promise of these collaboratively and financially supported career paths will aid in retaining the best and brightest teachers.

**NCSD TLC Goal #4: Distribute leadership roles among the PK-12 staff to create a collaborative culture in buildings and across the district and to ensure quality professional development that is differentiated for building, teacher, and student needs.**

**Aligned to State Goal 3 and District Goals 2 and 3**

**Local Context:** Current teacher leadership teams in the NCSD exist at the building levels. The TLC plan will ensure that district and building indicatives are articulated consistently across all grade and building levels. Within each building, Building Instructional Leaders (BILs) and ICs will work with all members of the staff to analyze formative and summative data to determine the needs of the students and teachers. Within the district, District Instructional Leaders (DILs) from each building, ICs, and administration will comprise the District Instructional Leadership Team (DILT) which will meet regularly to determine and develop district-wide professional development needs using formative and summative data from the buildings. Professional development will be designed to meet those needs using the IPDM, PLC and MTSS frameworks. ICs, BILs, and mentors will support teachers in implementing learning from professional development, including modeling best practices. The DILT will create district goals and ensure that there is collaboration, consistency and alignment among all building and district professional development and initiatives. The TLC Site Council will be responsible for evaluating and suggesting adjustments to the plan.

**Sioux Center**

**Vision:** Educating the whole student for a whole lifetime using rigorous and relevant curriculum emphasizing a strong focused leadership structure at all levels of the district.

This vision compliments the Mission Statement of the Sioux Center Community School District, *Educating the Whole Student for a Whole Lifetime*, and several of the beliefs of the Sioux Center Board of Education. The district has a strong history of teacher leadership and effective professional development based upon the Iowa Professional Development Model. This vision will assist the district in building upon and improving the professional development goal of the district.

In the 2002-2003 school year, the district partnered with Iowa Association of School Boards in the Lighthouse Project. It was at this time that teacher leadership teams were developed at the building and district levels. In the 2004-2005 school year, the district studied and implemented the characteristics of DuFour’s work on Professional Learning Communities (PLC). It was at this time that collaboration time was created every Wednesday afternoon for PLC teams. In the 2008-2009 school year the district began implementing Authentic Intellectual Work (AIW) thus expanding the focus of the teacher leaders and PLC teams to the three tenants of AIW. Through the study and discussion of the teacher leadership team, known as the High
Achievement Team (HAT), and the progression of learning through AIW, the district began to look at Standards Based Instruction (SBI) which is the district’s current focus.

The district believes that, because of the commitment of the current staff to student learning, a culture of collaboration has been developed that is dedicated to student success based upon data and accepts no excuses for failure. This culture has gained a reputation in Northwest Iowa that draws well-qualified new and experienced teacher candidates to the district. Also, current staff feels efficacious and confident they can succeed.

The teacher leadership model proposed by the Sioux Center Community School District is based on a plan to strengthen the current leadership system and create additional support for teachers in their ability to serve students at a higher level. Keeping in mind the changing demographics of the district, 11.2% increase in in overall student population, a 4.9% increase in English Learners to a total of 15.4%, and nearly an 8% increase in students in poverty to 41.1%, instruction must meet a variety of learning needs. Therefore, the goal of the Teacher Leadership Compensation plan will remain the same as the district’s goal for teacher learning, and professional development will remain the same as well.

**District Professional Development Goal:** Improve instruction at every grade level and content area.

**Rationale:** If instruction improves at every grade level and content area, then student achievement will improve at every grade level and content area.

In the 2014-2015 AYP Determination Kinsey Elementary School was designated as a SINA-2 in reading and a SINA-1 in math. The district also missed on Making the Adequate Yearly Progress (AYP) on required district standardized assessments (Iowa Assessment) for Title III and Sioux Center Schools are required to have a Title III Corrective Action Plan (CAP). Here is the district’s student data for math and reading:

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In order to meet the diverse learning needs of diverse student population, the district is implementing strategies to differentiate instruction. In the fall of 2015, the entire certified staff and all paraeducators received extensive training in the Sheltered Instruction Observation Protocol model (SIOP). SIOP is designed to make the curriculum more comprehensible to English Learners but research shows that using the SIOP model improves the ability for all students to access the curriculum at a higher level.

The district provides all students in grades seven through twelve with an electronic device, currently a laptop, and has a goal of one electronic device per every two students in grades kindergarten through sixth grade. Teachers are supported by three fulltime technicians and a technology integrationist. This support assists teachers in using the tools provided to them and to their students in a way that will effectively meet student learning needs.
Algona and LuVerne

The Algona and LuVerne CSDs have been engaged in continuous improvement for decades. The districts entered into a whole grade sharing agreement for students in grades 7-12 beginning in August of 2015. In conjunction with the whole grade sharing agreement, the districts have adopted calendars and professional development structures that allow for collaboration at all grade levels, PK-12. The joint Teacher Leadership and Compensation Plan developed by the Algona and LuVerne CSDs supports and strengthens several existing initiatives and promotes continuous improvement. Our plan connects directly to, supports, and strengthens our existing initiatives: Iowa Core implementation, technology integration, data, student engagement, student success, literacy, and teacher mentoring, all through the work of Professional Learning Communities. The district’s school improvement initiatives are interconnected with each other and directly aligned with TLC leadership roles.

Current Reality #1: Over the past three years 80% of the staff in the districts have attended a PLC workshop and the districts are committed to sending the remaining staff members who have not had the opportunity to attend. In addition, the districts have worked to ensure time during the school day for staff to collaborate.

TLC Support for Current Reality #1: PLC/Data Leaders will provide leadership for their teams in clarifying the Iowa Core, development of formative assessment, interpretation of data and planning for extra assistance to ensure success for all students. The three critical questions of the PLC process are 1) What do we want students to know? 2) How will we know when they have learned it? 3) How will we respond when they don’t learn it or when they already know it? These questions will guide the work of the PLC leaders and Instructional Coaches.

Current Reality #2: There currently is not a formal system in place to collect, analyze, and use data to improve student learning. Teachers are overwhelmed by data and struggle to use data that is collected.

TLC Support for Current Reality #2: The TLC system includes Instructional Coaches (4) and PLC/Data Leaders (20) who, with proper training, will be able to assist teachers in effectively collecting, analyzing, and interpreting data. Better utilizing data within our PLC teams will lead to better instructional decisions and increased student success and engagement.

Current Reality #3: Literacy, including writing, has been a district focal point for the past three years. Two years ago teachers requested training on the Write Tools program for teaching writing. Staff also worked with AEA staff to clarify the writing standards of the Iowa Core and developed student writing samples that meet standards to share with students.

TLC Support for Current Reality #3: Instructional Coaches and Mentor Teachers will continue to assist current staff, as well as staff new to the district, in the implementation of Write Tools.
program to improve student literacy through writing. Instructional Coaches will also assist staff in implementation of best practices related to reading.

Current Reality #4: A 1:1 environment exists for grades 3-12 with ample technology for PK-2. There have been significant resources devoted to upgrading technology infrastructure, as well as purchasing hardware and software.

TLC Support for Current Reality #4: The district currently has a technology director/integrationist. The TLC grant will allow Instructional Coaches to not only assist teachers in implementation of best practice instructional strategies, but also utilizing technology to support those strategies.

Current Reality #5: Over the past several years we have worked on developing clarity surrounding the Iowa Core. Substitutes have been hired to allow groups of teachers to meet, discuss, and develop rubrics for assessing student work.

TLC Support for Current Reality #5: Development of formative assessments of the components of the Iowa Core is an important component for effective PLCs. Teams will develop the necessary clarity of the Iowa Core and develop appropriate formative assessment that, when applied to MTSS time already available, will assist teachers in helping all students be successful.

Current Reality #6: Through surveys over the past three years the district has extended the number of days for mentors and mentees to work together prior to the start of each school year. This has been very well received in new teachers reporting feeling better prepared.

TLC Support for Current Reality #6: Our TLC system will provide each new initial teacher and new-to-district teacher with Mentor Teachers. By working with a Mentor, these staff members will be better prepared having increased clarity of curriculum and best instructional practices. Mentor Teachers and Instructional Coaches will have time to collaborate prior to working with mentees to increase the likelihood of mentee success.

**Estherville Lincoln Central**
The ELC school district has been engaged in continuous improvement for decades. The district has adopted a similar professional development structure at all grade levels, PK-12, but there is some uniqueness at each level to accommodate site specific issues. Our district has continually collected and studied data from a variety of sources to attempt to analyze needs to drive initiatives. The majority of the school improvement initiatives have been district-wide such as Iowa Core Curriculum, technology integration, literacy, poverty study, student engagement, student success, mentoring program and peer review. We have some site specific improvement groups that relate directly to a district initiative such as a literacy team, K-4; SINA teams, 3-8; PBIS K-4; MTSS K-4; and Project Based Learning/Authentic Assessment 5-12. The ELCSD developed our TLC plan based on these current school improvement initiatives and professional development, which utilizes a system of continuous improvement. Our planned TLC leadership
roles will connect directly to, and support and strengthen our existing initiatives: data, technology integration, teacher mentoring and peer review, Iowa Core implementation, and literacy. All areas are overseen by the District Leadership Team with successful students being the focus of each initiative. A diagram showing the interconnectedness of our district's school improvement initiatives and proposed leadership roles follows:

Current Realities and TLC Support

#1 Although we use data at all sites to drive decisions to improve student learning, there is currently no system to collect, analyze, and use data in a consistent manner. Data includes, but is not limited to: Iowa Assessment, FAST, TELPA, I-ELDA, and local summative assessments.

Our TLC plan includes 3 Instructional Coaches to design data gathering, management, and interpretation methods to help district teachers effectively and efficiently use the data to make better instructional decisions. All other proposed leadership roles will use this data design to drive decisions and programs.

#2 The ELC School District believes technology use and integration is a critical component of the educational process. We have implemented a 1:1 computer initiative in grades 9-12, with lower grades to follow in subsequent years. There have been significant resources devoted to upgrading technology infrastructure and purchase of hardware and software. We have 1 tech integrationist, 1 teacher-librarian, 1 technology director, and 1 technician to support our efforts for the district.
We plan to strengthen technology integration in instructional practices, to enhance student learning and allow technology connections between and among current initiatives. Our 3 Instructional Coaches, 8 Model Teachers, 9 Mentors, and 10 PLC Leaders will all provide additional support to our technology initiative through their work with classroom teachers.

#3 Our existing mentor program followed the model provided by the state and local AEA utilizing teachers in our district that had completed mentor training. Seeing a need for more local driven content, we developed our own Mentor/Mentee Induction Program.

Our TLC system would provide for the training of 9 mentor teachers, 3 at each level, to work with new initial teachers and each new-to-district teacher. Our system would use Instructional Coaches to train, coordinate, and facilitate professional development and collaboration for mentors and mentees. The locally trained mentors would provide consistency and ensure district initiatives and goals remained an integral part of the mentoring process. The new Instructional Coaches would provide better, more consistent support for our mentor teachers, strengthen the experience for new teachers, provide connections and support for career teachers, and enhance the overall teaching experience for both mentors and mentees.

#4 Iowa Core Implementation has been a focus initiative for several years. We have mapped our curriculum to the core and used test data to determine instructional gaps. Teachers have been on their own to complete this work.

The TLC grant would provide direction and leadership for our Iowa Core work through the support of Instructional Coaches, Model Teachers, Mentors, and PLC Leaders as these would be resources teachers could use to ensure alignment of curriculum and assessments with the Iowa Core.

#5 Data has shown Literacy needs to be a continued priority for our district as our students need continual improvement in this area. All sites have had a required literacy goal for many years. Each level has provided a variety of programs to improve in this area, but there has been little to no coordination among the levels or the initiatives.

Our TLC grant would provide the leadership needed to coordinate our literacy efforts in a more purposeful direction through the analysis of data and efforts of our Instructional Coaches, Model Teachers, and PLC Leaders.

#6 We have had a District Leadership Team in place for many years. A version of this group began as an effort of site-based leadership that needed coordinated district oversight. It evolved into a group that tackled all new state mandates. They currently are responsible to provide our district professional development, and are made aware of initiatives such as PBIS, MTSS, SINA teams, etc. through reports from the various groups in charge of these initiatives. They have also acquired the responsibilities of the TQ Committee which ties directly to
professional development and Iowa Core. Release time has been provided for members to do work, but many hours beyond the school day are still necessary in order to complete the tasks. With the TLC grant, the DLT will become the group responsible for the hiring of all TLC positions, peer review of these positions, and oversight and coordination of all district initiatives will shift to this group. They will also continue to plan and implement the district professional development. The TLC grant will allow the extra time needed of these leaders to complete these tasks.

**South Tama County**

The South Tama County School District (STC) recognizes the school improvement process requires a continuous effort by all stakeholders. The STC district developed our TLC plan based on these common school improvement initiatives and on professional development, which utilizes a system of continuous improvement. Our plan connects directly to, supports and strengthens our existing initiatives and improvement structures: Mentoring/Induction, Evaluation Systems, Recruitment/Retention, Professional Development, Iowa Core implementation, MTSS/RTI, K-3 Literacy, and Parent/Community involvement.

**Mentoring/Induction**

South Tama County created a new mentoring program in 2012 to limit the amount of time spent out of the classroom and to better address the specific needs of our district. Teachers new to the profession are assigned a mentor for two years, while veteran teachers new to the district have a mentor for one year. Throughout the school year, mentees and mentors participate in facilitated group meetings with their cohort to address topics universal to all new staff members, such as classroom management, lesson planning, parent-teacher conferences, and district initiatives.

**Evaluation Systems**

Master Contract currently requires evaluation of all teaching staff on a three year cycle by building administration. The Site Council will review the performance of instructional coaches on an annual basis per master contract.

**Recruitment/Retention**

STC teacher retention has been fairly successful, but could be improved. Data collected has shown an 87% retention rate in new staff over the last five years. Teachers new to the district start at year five on the salary schedule to remain competitive with neighboring districts.

**Professional Development**

Teachers can pursue their master’s degrees or graduate credit by taking advantage of the district contribution of $1,000 annually toward tuition as per master contract. STC’s Professional Development Plan aligns with the following TLC goals:

- Improve student achievement by strengthening instruction
- Promote collaboration by developing and supporting opportunities for teachers at STC to learn from each other.
Cultivate professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities.

**Iowa Core**
With the assistance of Mid-Iowa School Improvement Consortium (MISIC), the STC curriculum has been aligned to the Iowa Core and learning targets established. Textbooks and assessments align to the Iowa Core. To assess the Iowa Core, the district uses Iowa Assessment data.

The Instructional Coaches will ensure curriculum is aligned to the Iowa Core through observations, coaching cycles, and data analysis.

**MTSS/RTI**
Each building has a team to address student concerns. But, inconsistencies exist between building with MTSS/RTI use. Some inconsistencies are:
- Some teams only address behavior.
- Two of the three buildings have supplemental instructional time built into the schedule.
- Teams are in different stages of implementation.

The TLC plan will assist in building a collaborative, district-wide learning environment by working with teacher PLCs, administrators, the Instructional Coach Facilitator, and others to create seamless transitions in interventions and instruction across grade levels, buildings, and content areas.

**K-3 Literacy**
At this time, FAST (Formative Assessment System for Teachers) testing is conducted three times a year. Interventions and progress monitoring align with the FAST data. Teachers are in charge of FAST training, data collection, and progress monitoring with twenty to thirty minutes provided for interventions daily.

The TLC coaches will assist teachers in analyzing and interpreting the FAST data. Through the use of coaching cycles and professional development, instructional coaches will help staff develop strategies to improve student proficiency and prevent third grade retention mandated by state law.

**Parent/Community**
Current reality is most parent involvement within our school district does not address student improvement. Committees include:
- Booster Club
- Parent Night at Elementary
- Friends of the Middle School
- Open House for all buildings at the beginning of the year
Most parent involvement within our school district only addresses student improvement on an individual basis during parent/teacher conferences.

Invitations have been extended to parents to participate in a multitude of district initiatives including the TLC Grant writing process. Unfortunately, participation has been minimal.

The TLC Plan will provide coaches as a liaison to communicate information to parents and the community on a quarterly basis. Information to be disseminated would include: test scores, current events in classroom, school initiatives, successes, and concerns.
Sioux Center

In the 2011-2012 school year the Sioux Center Community School District implemented its own state approved mentoring and induction program. The vision of the district’s mentoring and induction program is the following: “The Sioux Center Community Schools is committed to assisting new teachers with their development and understanding of our schools and community as well as their transition from student to quality educator.” It is important to the culture of our system that they be initiated into our professional development with the expectation of continual personal and professional growth.

The goals for the mentoring and induction program are listed below:
1. Introduction to mentoring - The school climate will enhance the well-being of beginning and experienced teachers
2. Dealing with Fears & Anxiety - To create a supportive environment that assists new teachers with skills related to effective communication.
3. Classroom Management - Beginning teachers will identify with appropriate classroom management techniques and strategies.
4. Teacher Effectiveness - Probationary teachers will develop and acquire the skills, knowledge, and professional approach to operate as quality educators.
5. Teacher Renewal - Beginning teachers will be exposed to and practice the mandated obligations for licensure renewal.
6. Culture of Collaboration - Beginning teachers will be active members of established Professional Learning Communities (PLC).

Mentors are trained based upon the following principles:
1. Help participants understand the scope and limits of their role as mentors.
2. Help mentors develop the skills and attitudes they need to perform well in their role.
3. Introduce mentors to the concept of positive teacher development.
4. Provide information about the strengths and vulnerabilities of the new teachers who are in the program.
5. Provide information about program requirements and supports for mentors.
6. Answer questions.
7. Build the confidence of participants.

The curriculum for the mentoring and induction program was developed by teacher leaders of the High Achievement Team. The mentor training will be provided by “home-grown” experts who will study and prepare to deliver the curriculum to selected mentors. The curriculum will consist of the following:
1. Includes curriculum that is consistent with staff development practices and adult professional needs including skills for classroom teaching, demonstration, and coaching.
2. Determines stressors and addresses ongoing mentor needs.
3. Reflects a clear understanding of the role of the mentor.

The district’s Criteria for Mentor Selection:
1. Evidence of a minimum of 4 years of exemplary classroom teaching.
2. Demonstrates a positive impact on student achievement and the use of data-driven decision making.
3. Evidence of commitment to students' success and their learning.
4. Willing to provide personal time and attention to the beginning teacher.
5. Demonstrates commitment to teaching excellence.
6. Demonstrates strong interpersonal and communication skills.
7. Demonstrates commitment to working with beginning teachers.
8. Demonstrates ability to work collaboratively with adults.
10. Demonstrates coaching skills.
11. Demonstrates flexibility.
12. Willing to be paired with content area alike or grade alike (preferred).

During the two year of continuum of the mentor/induction program, all beginning educators will be supported through the following:

**Mentors/new teachers Interactions (15-20 hours)**

Structured time with mentors/new teachers will be designed to address the “Topics – Big Ideas”

1. Introduction to mentoring
2. Classroom Management (Year 1, reviewed year 2)
3. Teacher Effectiveness (Introduced year 1, focused on year 2)
4. Teacher Renewal (year 2)
5. Culture of Collaboration (Introduced year 1, focused on year 2)

**Program Evaluation**

**Goal 1:** The school climate will enhance the well-being of beginning and experienced teachers

1. Seven Conditions Surveys – pre and post
2. The Seven Conditions Surveys measures derived from the Literature on School and Organizational Change (IASB Lighthouse Project).
3. Mentee reflection logs

**Goal 2:** To create a supportive environment that assists new teachers with skills related to effective communication.

1. Parent-Teacher preparation through team meeting logs
2. Newspaper and newsletter articles
3. Copies of electronic communications
4. Mentee reflection logs

Goal 3: Beginning teachers will identify with appropriate classroom management techniques and strategies.
   2. Mentee reflection logs
   3. Mentor will observe in Mentee’s classroom

Goal 4: Probationary teachers will develop and acquire the skills, knowledge, and habits of mind to operate as quality educators.
   1. Teacher participation in HAT sponsored modeling of strategies
   2. Participation in topical sessions and demonstration of proficiency in content taught.
   3. Authentic Intellectual Work
   4. Inductive Thinking
   5. Concept attainment
   6. Formative and summative assessments
   7. Differentiation of instruction
   8. Curriculum mapping
   9. Peer Coaching through observation of mentor and other teacher classrooms
   10. Mentor will observe in Mentee’s classroom.
   11. Mentee will participate in PLC discussions about strategies

Goal 5: Beginning teachers will understand the mandated obligations for licensure renewal.
   1. Evidence of renewal conversations
   2. Completion of the renewal process

Goal 6: Beginning teachers will be active members of established Professional Learning Communities (PLC).
   1. Mapping logs
   2. PLC meeting logs
   3. Mentee reflection logs
   4. AIW team meeting
   5. E-walk observations building administrator
   6. Peer Coaching through observation of mentor and other teacher classrooms
   7. Mentor will observe in Mentee’s classroom.
Anamosa

The ACSD district currently lacks the people power and teacher leadership needed to effectively plan, deliver, and support quality professional development around our critical initiatives. Research including that of Elmore and Fullan indicate that when more teachers are involved in the leadership including that of professional development in the district through an environment of shared accountability, then student achievement will increase.

In 2011-2012 as budget balancing measures, the support position for curriculum and instruction was reduced with those responsibilities assigned to the superintendent and building administrators. In the position’s prior state, it was a shared role with the assistant principalship or SAM. A Mentor Program Lead, Building Leadership Teams, and Professional Partners (Mentors) were the remaining district structures, all of which were responsibilities of administrators and/or full-time classroom teachers with minimal compensation.

As a first step to develop sustainable coherent instructional systems including professional development (PD) that is driven through an environment of distributed leadership, the ACSD identified the need for and hired a systems leader facilitator role for the current school year, 2015-2016. The fully dedicated District Systems Facilitator (DSF) will coordinate and support all teacher leadership positions in the identification, delivery, analysis and evaluation of current and future PD initiatives. This position will also facilitate the review and selection of instructional materials and supporting PD, the implementation of the Iowa Core, and the vertical alignment of instruction as well as the development and implementation of other systems as need determines. At this time, this position will remain fully district-funded.

**Proposed Teacher Roles & Responsibilities**

**Beginning Teachers (BT):** The number of Beginning Teachers would vary based on hiring. BTs will be assigned to the classroom 100% of the time. They will utilize planning periods during the school year to observe Model Teachers, and work with Instructional Coaches on classroom management, implementation of formative assessment, and instructional responses to data. In addition, they will have a Professional Partner to facilitate implementation of district curriculum, district-endorsed research-based instructional strategies, and assessment and an Induction Coach from Grant Wood who will meet with them regularly. They will be expected to demonstrate their own continuous professional growth and to provide a safe, caring environment where students are learning and succeeding. The ACSD salary schedule already exceeds a minimum salary of $33,500.

**Induction Coach (INC):** ASCD will continue to work in partnership with the GWEA Induction Consortium to support the induction of beginning teachers. This collaboration provides shared full-release coaches who has had extensive professional development and demonstrated
expertise in areas of curriculum, instructional practices and effective coaching to support
beginning teachers.

Induction Coach will complete observations and walkthroughs in new teacher classrooms. They
will provide feedback and coaching to increase effective instructional practices and strategies
and create opportunities for co-teaching and model teaching for new teachers. They will
provide on-going coaching in alignment of tasks, student work and instruction

**Professional Partners (PP’s):** All teachers who have met the expectations of a Beginning
Teacher and are awarded a standard license are designated Career Teachers (CTs). CTs are
assigned to the classroom 100% of the time, have a standard contract, and follow the salary
schedule with no stipend or extra days. They are required to improve student learning and
achievement by implementation of district curriculum and instructional practices, as well as
demonstrate continuous professional growth. New to the district CTs will be assigned to a PP to
help facilitate implementation of District curriculum, District-endorsed research-based
instructional strategies, and assessment. PPs will receive a stipend of $500 with 2 additional
days on their contract. The number of professional partners will be determined by the number
of new to district career teachers each year. We have budgeted for 10 per year based on prior
year averages.

**Model Teachers (MT’s):** MTs will be assigned to the classroom 100% of the time, but will have
the flexibility to collaborate with peer observers. Model Teachers will attend regular trainings
to learn research-based strategies, which they will practice in their own classrooms with
support from their principal and ICs. They will allow other teachers to come into the classroom
to observe, and then reflect on those observations with the peer observers. Their lessons will
demonstrate the research-based, district-supported instructional and classroom strategies that
show the most promise to lead to student learning and achievement. Additionally, Model
Teachers will serve as part of the teacher leader team in their buildings to identify, plan, and
deliver professional development. As models of exemplary teaching practice, they will have 4
extra days on their contract and a stipend of $1000. There will be up to 12 MT opportunities.

**Teacher Leaders (TLs):** TLs will be assigned to the classroom 100% of the time. TLs will lead
groups of teachers in inquiry cycles with grade level/content teams with the goal of
strengthening instruction through analysis of student data and alignment and refinement of
instruction. The work that takes place in these small groups is critically important to our overall
school improvement efforts. They will organize, prepare for, facilitate and reflect on small
group professional learning teams, completing record keeping, and other paperwork accurately
and in a timely fashion. They will assume a leadership role in Building Leadership Team &/or
District Leadership Team to organize, coordinate, plan, and facilitate professional development
and school improvement efforts. They will collaborate with ICs, the Mentor Program Lead, and
Model Classroom Teachers to ensure success and retention of beginning teachers and high
quality instruction in every grade level/department. Teacher Leaders will attend on-going
training to continually enhance their skills. As teacher leaders, they will have 8 extra days on
their contract with a stipend of $2,000. There will be approximately 24 Teacher Leader
opportunities.
**Instructional Coaches (ICs):** ICs will not be assigned a classroom and will engage in full-time instructional coaching. Our TLC plan includes 3 Instructional Coaches (1 Elementary, 1 Middle School, and 1 High School). While working with individual teachers, TLs, and/or entire buildings, ICs will provide professional development in a variety of forms including planning and delivering district professional development, classroom modeling, observations and feedback, TL planning, data review, and instructional response to data. ICs will serve as members of the Building Leadership Team to analyze student data and assist in professional development planning to address identified needs. They will participate in an IC Team, where their own learning will be continuous. They will have 20 extra days to provide district professional development, to plan and deliver with other teacher leaders for new teacher workshop, to strengthen the instructional leadership of Model Teachers, and to enhance their own continuous professional growth. They will receive a stipend of $5000.

**Technology Integration Coach (TC):** The TC will not be assigned a classroom and will engage in full-time instructional coaching. Our TLC plan includes 1 District-wide Technology Integration Coach. While working with individual teachers, TLs, and/or entire buildings, the TC will provide professional development in a variety of forms including delivering district professional development, classroom modeling, observations and feedback. The TC will serve as a member of each of the Building Leadership Teams to analyze student data and assist in professional development planning and address identified needs. They will participate in an IC Team, where their own learning will be continuous. They will have 20 extra days to provide district professional development, to plan and deliver with other teacher leaders for new teacher workshop, to strengthen the instructional leadership of Model Teachers, and to enhance their own continuous professional growth. They will receive a stipend of $5000.

**Teacher Leaders and Coherent Instructional Improvement**

The Professional Partners, Teacher Leaders, Model Teachers, and the three Instructional Coaches will be district trained, but building-based with the exception of the Technology Integration Coach and Induction Coach who will serve district wide. With the support of the principal, all will be involved in the same building data collection, analysis, and action planning. Close proximity and availability for collaboration throughout the day will allow teacher leaders to be more responsive to individual teachers, grade and department level teams, and building needs.

**Benefits of Teacher Leader Roles**

The ACSD TLC plan will allow us to structure a sustainable multi-tiered teacher leadership system. Specifically, our TLC plan:

- Provides meaningful and responsive assistance to Beginning Teachers and teachers new to our district in order to meet their immediate needs and ongoing professional development
- Increases the number of teacher leaders and places them in all attendance centers, increasing opportunities for teachers to attain instructional support in a timely and consistent manner
- Increasing the opportunities for teachers to learn and implement district-supported research-based instructional practices
- Increases collaboration among teacher leaders, administration, and other teachers

All teacher leaders will include a focus on supporting teachers in their efforts to meet the instructional needs of each and every ACSD student. The careful alignment and implementation of Professional Partners, the Induction Coach, Model Teachers, and Instructional Coaches will increase instructional practices that have a positive impact on student learning and achievement.

The visuals below detail our system support structure with the addition of these roles.
District Organizational Structure
Part 6

Anamosa

In order for the potential of the ACSD TLC plan to be realized, teacher leaders selected must demonstrate high levels of key knowledge, skills and attributes. Selected teacher leaders must consistently demonstrate:

- Deep pedagogical expertise
- Drive to continually improve their own professional practice
- Ability to develop and maintain strong positive professional relationships
- Leadership skills and respect in order to assist colleagues in improving their own professional practices
- Demonstrate technological aptitude

All TLC positions will require a minimum of three years’ experience, at least one year of which is in the Anamosa Community School District.

Selection:

- All application materials will include:
  --A letter of interest which details the teacher’s experience, skills, and proposed contributions to the team relative to the position
  --A copy of two most recent Individual Professional Development plans
  --Letters of support from two colleagues

- Application materials will be reviewed and interviews of qualified candidates will be conducted by the Selection Committee. Scoring will be based on a rubric that includes the following components:
  - Evidence of skills and expertise necessary for the particular position, based on detailed job descriptions for each position
  - Evidence that colleagues are committed to working with the Teacher Leader candidate to improve practice and are confident in the candidate’s ability to support and improve their work
  - Evidence of effective instructional practices
  - Documentation of a data-based focus, including selection of effective instructional strategies and student pre and post assessment data
  - Evidence indicating a professional philosophy and demonstrated practice of personal professional growth and improvement will include:
    - Evidence of active participation in and implementation of district professional development
    - Detailed examples of active participation in continuing education or self-selected PD
    - Participation in AEA and other PD opportunities
    - Membership in professional organizations
    - Other evidence of scholarship
• Indications of capacity for leadership and contributions to productive team structure and processes including but are not limited to previous successful leadership positions held within the district

• Selection Committees:
  
  o The members of the selection committee will be differentiated based on the specific teacher leader position
    
    ▪ An AEA-level approach will be utilized for the INDUCTION COACH. Consideration of district interests will be facilitated through the district program lead
    
    ▪ A district-level approach will be utilized for the DISTRICT INSTRUCTIONAL AND TECHNOLOGY COACHES. This committee will be comprised of four administrators (including the District Systems Facilitator), and four teachers
    
    ▪ A site-based approach will be utilized for selection of MODELS and TEAM LEADERS. These committees will be comprised of a minimum of three teachers and one administrator from the building as well as the District Systems Facilitator to be served by the position

• Qualified candidates will be recommended to the Superintendent, who will make the final selection based on the recommendation of the selection committee, completed rubrics, and supporting evidence from previous evaluations

• The superintendent will make recommendation to the board of education

**Annual Review:**

Annual review will be conducted by representatives from the original selection committees. The focus of the review will be on the effectiveness of the teacher leader in the same priority areas as identified in the selection process.

Our process will be based on Charlotte Danielson’s work and “A Model Framework for Designing a Local Staff Evaluation System Based on the Iowa Teaching Standards and Criteria.”

All components of the review will be based on evidence of successfully fulfilling:

• Requirements detailed in the job description
• Evidence of work supporting the goals of our TLC plan
• Work toward the District Vision
• Characteristics of Effective Instruction
• Iowa Teaching Standards
• Individual Professional Development Plans

This review process will include the following data points and artifacts:

• Structured self-reflection
• Peer feedback
• Artifacts from a colleague, w/optional artifacts from a student or a parent
• IPDP and assessment of progress
• Formal observation of instructional practice
• Formal observation of TLC practices detailed in the job description for the particular role

This evaluation will place particular emphasis on supporting the professional growth of colleagues in ways that impact classroom instructional practice and enhance student learning.

The individual’s growth in terms of improved professional practice as a teacher leader and the extent of improved professional practice of colleagues as a result of the work of the teacher leader will be addressed. The measures used will be both qualitative and quantitative:

Qualitative measures:
• Input from teacher colleagues who work with the teacher leader
• Input from administrators who work with the teacher leader
• Reflective dialogue with the teacher leader

Quantitative measures:
• Improvements in the use and quality level of Characteristics of Effective Instruction as defined by the Iowa Department of Education Innovation Configuration Maps
• The frequency and nature of support and follow up provided to colleagues
• Evidence of meeting the specific components of the job description for the particular role
Part 7

Please see Year 1 and Year 2
Garner-Hayfield

GHV’s vision for the Teacher Leadership positions is to provide the best instruction possible for our students and families. This can only be accomplished by obtaining and retaining high quality teacher leaders supported with a strong professional growth model. Our goals for teacher leadership are to

1. Increase student achievement through improved instructional practices.
2. Attract and retain new teachers and ensure they are effective and retain effective teachers by providing enhanced career opportunities.
3. Promote collaboration and increase collegiality by developing and supporting teacher networking.

Measurement of Impact and Effectiveness of Plan:

Short Term Measures of Goals:
- Number of teachers collaborated with
- Number of teachers taught with
- FAST assessment results
- NWEA Map assessment results
- Teacher Feedback and Input (formalized in a survey)
  - Rate impact of teacher leader on self
  - Rate growth experienced because of teacher leader
  - Rate impact of teacher leader on students
- Administrative feedback and input
- SBRC Feedback and Input

Long Term Measures of Goals:
- Iowa Assessments results (aggregate and disaggregate data)
- NWEA Map assessment results - spring results (aggregate and disaggregate data)
- Growth of individual students using results from multiple assessments
- Growth of student groups using results from multiple assessments (aggregate and disaggregate data)
- Teacher retention rates
- Teacher Feedback and Input Trend Data (from formalized survey over time)

How GHV will Monitor and Adjust Plan:

GHV will form a monitoring committee that will meet quarterly and provide feedback regarding our TLC plan. This group will be comprised of both internal and external stakeholders; this mixed representation will allow for a variety of perspectives, from a variety of viewpoints (including those from decision makers and outside professionals). The conversations about making adjustments to the plan will be framed around our three goals. The monitoring
committee will collect data using surveys specific to the goals, and make potential adjustments based upon that data/feedback.

A “beach ball model” from Fierce Conversations will be used to provide structure. Material (i.e. data/feedback) to be reviewed will be sent beforehand. Committee members will be reminded of the significance and desire to learn their perspectives.

Once the meeting begins, the goals for the TLC will be reviewed by committee members. The members will treat each goal as a perspective of the “beach ball”, rather than each goal being it’s own “beach ball”. This way, the perspectives will come together to form a larger picture of the entire TLC program. The committee will use the format outlined below to guide the program review meetings:

1. Thank everyone for coming.
2. Give everyone a copy of the TLC Evaluation Form and talk through it to quickly focus attention and resources on the topic. The points listed on this form will guide thoughts and conversations for each TLC position, not for individuals filling these roles.
3. Individuals will review the program using the Evaluation Form. After individual review, staff members will share out their review with the larger group. The purpose of this is to get every team member’s perspective.
4. Each team member will be reminded that their perspectives are important, especially if they differ from others’.
5. When you have heard from everyone, ask each team member to write down concise answers to these questions:
   i. What adjustments, if any, are needed to meet Goal #1
   ii. What adjustments, if any, are needed to meet Goal #2
   iii. What adjustments, if any, are needed to meet Goal #3
6. After everyone has read their adjustments, the chairperson will ask, “Did we miss anything essential?”
7. The committee will list actions to take as a result of the previous dialogue.

Through this process, the monitoring committee will have the information they need to make recommendations about the future of the teacher leadership program. At the same time, the district will have the information needed to plan and request modifications to the teacher leadership system at GHV.

Howard-Winneshiek
The HWCSD has a clear vision to measure the impact and effectiveness of the TLC goals. The vision is one of continuous improvement, as detailed in the IPDM, with the center of the model being student learning. Coordination of statewide and local school district goals will be integral to the success of our Teacher Leadership and Compensation (TLC) plan. Tools to measure, monitor, and ensure successful implementation of short and long term goals will also be
employed to support the TLC program’s impact and effectiveness. We propose to build the program through a progression of preparation, implementation, reflection, and revision in order to best support the goals of our district. Howard Winneshiek will conduct an ongoing and rigorous program evaluation of its entire TLC Plan.

Determining the Impact and Effectiveness of the TLC Plan

<table>
<thead>
<tr>
<th>TLC Goal</th>
<th>Short-term Measures of Effectiveness</th>
<th>Long-term Measures of Effectiveness</th>
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<tbody>
<tr>
<td>Improve student achievement by strengthening instruction</td>
<td>Instructional Coaches will observe teachers to gain understanding of individuals’ skills, strategies, approaches, demeanor, and personality in the classroom to analyze and inform implementation.</td>
<td>Each spring the District Leadership Team (DLT) will conduct a needs analysis that considers school/grade level/content area/subgroup performance results.</td>
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<tr>
<td>Promote collaboration by developing and supporting opportunities for teachers to learn from each other.</td>
<td>Instructional Coaches and Curriculum Leaders will analyze data and student work with teachers to identify strengths, isolate areas of need, determine trends, and highlight effective instructional strategies.</td>
<td>The DLT will draft a theory of action for each identified focus area with indicators to be used for monitoring and evaluation purposes for each identified focus area.</td>
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<tr>
<td>Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.</td>
<td>The district will create job descriptions for the proposed new teacher leadership positions (Instructional Coach, Curriculum Leader, Mentor Teacher, Model teacher, and Teacher on Special Assignment) and hire teachers to fill them.</td>
<td>The DLT will survey teachers annually, analyze the results, and share them with district stakeholders.</td>
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<tr>
<td>Retain effective teachers by providing enhanced career opportunities.</td>
<td>The district will create job descriptions for the proposed new teacher leadership positions (Instructional Coach, Curriculum Leader, Mentor Teacher, Model teacher, and Teacher on Special Assignment) and hire teachers to fill them.</td>
<td>The district will track the percentage of teachers leaving the district to pursue other professional challenges, such as teaching elsewhere, pursuing administrative positions, and teaching at the college level to see if there is a decrease.</td>
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<tr>
<td>Attract able and promising new teachers by offering</td>
<td>Instructional coaches and Curriculum Leaders - in</td>
<td>The DLT will survey teachers annually, analyze the results,</td>
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competitive starting salaries and offering short-term and long-term professional development and leadership opportunities. consultation with the DLT will identify professional development plans, roles, content, and schedules. and share them with district stakeholders.

Monitoring, Evaluating, and Adjusting the TLC Plan

HWCSD will utilize the DLT for monitoring and evaluation of the TL program. This team will meet regularly and will be charged with tracking the overall impact of the teacher leadership program, as well as quality of implementation.

For the purpose of measuring short-term impact, the DLT will:
- set and track annual goals aligned to teacher leadership program goals
- set and track mid-year outcomes aligned to teacher leadership system outcomes
- collect and discuss informal feedback from teachers, administrators, and teacher leaders on a monthly basis

For the purpose of tracking quality of implementation and long-term impact, the DLT will:
- develop a matrix to define quality implementation and long-term impact in a way that aligns to goals and outcomes identified in Part Two.
- develop strategies, tools, and resources to monitor and evaluate the maturity and effectiveness of the teacher leadership program that include how the performance of teachers and students changes over time.
- develop and oversee an evaluation process for teacher leadership roles.

The annual review process developed by the DLT will:
- outline a set of standards to be used for evaluation of teacher leadership roles.
- specify timelines and protocols to be used for the evaluation of instructional coaches and other teacher leadership positions.
- include a process for reviewing effectiveness of the evaluation process.

Through this process, the DLT will have the information they need to make recommendations about the future of the teacher leadership program. At the same time, the district will have the information needed to plan and request modifications to the teacher leadership system at HWSGD.

**Spirit Lake**

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<tr>
<th>Goals</th>
<th>Short Term Measures</th>
<th>Long Term Measures</th>
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<td>Improve student achievement</td>
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393
observe teachers to gain understanding of individuals’ skills, strategies, approaches, demeanor, and personality in the classroom to evaluate and inform implementation. Coaches will analyze student achievement data and consult with teachers based on those results.

conducted a needs analysis that considers school/grade level/content area/subgroup performance results.

Promote collaboration among staff to advance instructional practices.

Teacher Leaders will analyze data and student work with teachers to identify strengths, isolate areas of need, determine trends, and highlight effective instructional strategies. Coaches will also facilitate team meetings and/or the Peer Review Process Model teachers will open their classrooms for others to observe, learn, and reflect upon instructional practices.

The Peer Review Process will utilize instructional coaches and Model Teachers to lead collaboration efforts in advancing instructional practices as well as district and building goals.

Provide a plan for teachers to experience career growth and leadership opportunities at multiple levels.

The district will create job descriptions for the proposed new teacher leadership positions (Instructional Coach, Technology Integrationist, Director of Strategic Relationships, Model Teacher, Mentor Teacher) and hire teachers to fill them. 25% of teachers will be participating in leadership roles.

The DLT will survey teachers annually, analyze the results, and share them with district stakeholders. The leadership role percentage will remain at 25%.

Attract/Retain effective teachers by continuing to offer competitive salaries and providing enhanced career opportunities.

Differentiated leadership roles will be put in place. Teacher Leaders— in consultation with the DLT— will identify professional development plans, roles, content, and schedules.

The district will track the percentage of teachers leaving the district to pursue other professional challenges in education and/or leaving the education profession to see if there is a decrease and understand why teachers are leaving the district.

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<tr>
<th><strong>Promote collaboration among staff to advance instructional practices.</strong></th>
<th><strong>Provide a plan for teachers to experience career growth and leadership opportunities at multiple levels.</strong></th>
<th><strong>Attract/Retain effective teachers by continuing to offer competitive salaries and providing enhanced career opportunities.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Leaders will analyze data and student work with teachers to identify strengths, isolate areas of need, determine trends, and highlight effective instructional strategies. Coaches will also facilitate team meetings and/or the Peer Review Process Model teachers will open their classrooms for others to observe, learn, and reflect upon instructional practices.</td>
<td>The district will create job descriptions for the proposed new teacher leadership positions (Instructional Coach, Technology Integrationist, Director of Strategic Relationships, Model Teacher, Mentor Teacher) and hire teachers to fill them. 25% of teachers will be participating in leadership roles.</td>
<td>Differentiated leadership roles will be put in place. Teacher Leaders— in consultation with the DLT— will identify professional development plans, roles, content, and schedules.</td>
</tr>
</tbody>
</table>

The Director of Learning and Development will oversee the implementation process for Spirit Lake. She will utilize the DLT to track the overall impact of the TL program, as well as quality of implementation.

For the purpose of measuring short-term impact, the team will:
- set and track annual goals aligned to TL program goals
- set and track mid-year outcomes aligned to TL system outcomes
• collect and discuss informal feedback from teachers, administrators, and teacher leaders on a quarterly basis

For the purpose of tracking quality of implementation and long-term impact, the team will:
• define quality implementation and long-term impact in a way that aligns to goals and outcomes identified in Part Two
• develop strategies, tools, and resources to monitor and evaluate the maturity and effectiveness of the TL program that includes how the performance of teachers and students changes over time.
• develop and oversee an evaluation process for TL roles

The evaluation process developed by the implementation team will:
• outline a set of standards to be used for evaluation of TL roles
• specify timelines and protocols to be used for the evaluation of instructional coaches and other TL positions
• include a process for reviewing effectiveness of the evaluation process.
Charles City
The Charles City Community School District (CCCSD) has a strong infrastructure in place to support the TLC plan. We have a long history of an IPD (Instructional Professional Development) Team in place. It is comprised of Teacher Leaders and Administration. This team collaborates and reviews data to determine needs of the district for improving student learning. The TLC team would provide additional time for staff members and the IPD team to focus on professional learning outside the regular contract day. The TLC program would allow time for staff to collaborate on strategies and implementation to address NCLB legislation requirements which stipulates that every student be proficient at each grade level.

Success with our Current Infrastructure

Historically, the CCCSD district has had much success implementing unique initiatives.

1:1 Initiative: The CCCSD implemented 1:1 Laptop Computer Roll Out to all High School students in 2012. This initiative proved to be positive for our district as it allowed incorporating technology into the classroom and provided students a chance to expand their learning beyond the classroom doors.

PLC: A recent and highly successful professional development initiative has been the implementation of our Professional Learning Communities (PLC). The entire staff has worked in collaborative teams within PLCs, with a common focus of the Characteristics of Effective Instruction (CoEI).

PBIS: The CCCSD has implemented the Positive Behavioral Interventions and Supports (PBIS) system beginning with staff training in 2008-09 for our MS team and 2011-12 for our K-5 teams. Extensive training with a leadership team and roll out to faculty and students has proven to be a successful implementation for PBIS.

MTSS: Multi-Tiered System of Supports is CCSD’s newest implementation. Time is set aside each day for students at K-8 grade levels to receive instruction in deficit areas. TAG time was also used during this time as well as interventions for each student’s needs. At the HS level, SMART lunch is time scheduled during the instructional day used to meet the individual needs of students.

CoEI: (K-12) Practiced learning and realigning of our teaching methods to meet the standards of CoEI. A considerable amount of time has been spent in our PLCs reviewing, observing, learning and practicing the CoEI.
FAST: (K-5) Teachers were trained in the proper administration and implementation of Formative Assessment System for Teachers (FAST). This provides data collection and analysis, which leads to decision making for the needs of all learners.

### Sustainability

<table>
<thead>
<tr>
<th>Clearly defined roles</th>
<th>Through the TLC program, leadership roles will be strengthened with more specific roles and duties.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership training</td>
<td>TLC will give us the money to obtain more specific training to support teacher leaders.</td>
</tr>
<tr>
<td>Communication structures</td>
<td>TLC will provide the funding needed to meet, discuss, plan, share on a much more frequent basis than previously held.</td>
</tr>
<tr>
<td>Access to professional knowledge</td>
<td>Full time Instructional and Success Coaches will have both the time and resources available to access and share with staff the most recent research-based best practices.</td>
</tr>
<tr>
<td>Involvement of family and community</td>
<td>TLC will help promote routines to support building relationships with parents based on student learning.</td>
</tr>
<tr>
<td>Data routines</td>
<td>TLC will allow for more modeling of data-based decision making and evidence-based discussions.</td>
</tr>
</tbody>
</table>

### Ensuring the Success of our Plan

To ensure the success of our plan and identify and address any problems that may occur, evaluative processes will be used regularly. A rubric for feedback will be used and include the following:

<table>
<thead>
<tr>
<th>Establishing a supportive environment by setting clear goals,</th>
<th>Consistently</th>
<th>Usually</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Proof used to determine Ratings</th>
</tr>
</thead>
</table>

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collaborating with other adult leaders, and building a professional culture

**System Vision and Alignment** through school and district leadership; district alignment, and implementation.

**Professional Development** through effective communication, collaboration, content and pedagogy, and systems thinking.

**Access to Resources** through data and technology support, collaboration, and resource materials.

The administration, instructional and success coaches will work collaboratively to review rubric feedback to ensure the quality of our program continues. Leadership role duties will include:

**Administration**: Provide vision and support; communicate between Department of Education and teacher leaders any changes or updates to TLC program; regularly communicate with all stakeholders

**Instructional Coaches**: Conduct review of rubric feedback; respond to feedback and modify professional learning

**Success Coaches**: Conduct review of rubric feedback; respond to feedback and modify professional learning

**Model Teachers**: Work with administration to ensure smooth transitions; commit to improving instruction; regularly communicate with all staff.
Creston and Prescott

The district is fully capable and ready to implement and sustain the Teacher Leadership and Compensation Plan. Many of the pieces necessary to implement the plan are already in place. The current infrastructure includes:

- **The district already employs two full-time instructional coaches in the role of professional development coordinators.** Our current coaches work with teachers K-12 to develop instructional skills with AIW and Think Alouds by coordinating professional development and co-teaching in the classroom. They also assist with other instructional strategies and serve as a mentor to new and experienced teachers.

- **The district has a District Leadership Committee (DLC).** This group is comprised of Subject Area Committee (SAC) Chairs as well as administrators and Instructional coaches. The purpose of this committee is to further develop and implement new research based strategies for curriculum, instructions and assessment.

- **The district currently utilizes Authentic Intellectual Work (AIW) for its professional learning.** The district has developed a Building Leadership Team where members coach teachers with district initiatives such as AIW and Alouds.

- **The district currently has a mentoring program in place.** The district currently uses the AEA mentoring and induction program with new teachers. However, we plan to create our own district mentoring program to better fit the needs of our new teachers. New teachers are also provided two additional days at the beginning of the year. All teachers are provided the opportunity to visit other classroom teachers to observe the instructional practices of other teachers. The TLC program will enhance our capacity to allow teachers to grow from each other through the study of research-based teaching strategies.

**Needed Infrastructure:**

The district needs more instructional coaches in order to increase student achievement. Since the district already has two instructional coaches employed, the addition of three more instructional coaches will enable the coaches to spend more time assisting teachers in the classroom by collaborating and co-teaching. This will reinforce and strengthen the skills acquired by our teachers in our ongoing professional development of AIW and Alouds.

**Persons Responsible:**

**Superintendent** - The superintendent will be responsible to continually provide the vision for the Teacher Leadership Program. As the leader of the district leadership team, keeping lines of communication open amongst all leaders will be critical as all in the district adjust to a new leadership environment. Keeping all stakeholders apprised of the program will be an important role of the superintendent.
Principals - The principals will play a key role in the success of the teacher leadership program. A new type of leadership will be vital in a greater shared leadership environment. Working with teacher leaders on a regular basis, they will be essential in the development of teacher-leadership skills. Helping classroom teachers understand the roles of the leaders will be important in the development of the program.

Future Sustainability:

Good ideas have yielded little without sustainability. Sustainability is broadly defined as meeting the needs of the present without compromising the ability of the future. The following will be our tools of sustainability:

1.) The district will put into place a clear set of criteria and protocols for evaluating each position. This will include a summative review by each building administrator and measurable student achievement targets that include both summative and formative assessments.

2.) Quality professional development will be provided for each facet of the positions’ job description. The district will utilize local AEA and state-level resources to ensure that each person in this position is given access to quality professional development to assist them in meeting their job responsibilities.

3.) The Teacher Leader team will make regular reports at local board meetings and provide written correspondences with staff and community throughout the year. These practices will help the positions become known and familiar to all staff and parents within our system. These positions will be sustained to the capacity in which they are defined, evaluated, trained, and incorporated with fidelity within the system.

Perry

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

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

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

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

**Sustainability Management**

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

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

**Role of Building Principals**

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

**Hiring**

All staff members will be given equal opportunity to apply for open TLC positions on an annual basis. Staff members who accept full time positions will have their current position filled. The teacher who accepted the TLC position will be ensured a position within the district if they elect to return to the classroom or are asked to resign their leadership position. Teachers hired to replace the newly hired TLC positions will be subject to Master Contract conditions on transfers and retention. This will ensure getting the best possible candidates to replace our teachers who accept leadership positions.
Initial hiring will take place once we have been approved for the TLC Grant. We anticipate these hiring’s to occur in February with training to be scheduled once the positions have been filled. The initial hiring order will be Teacher Leadership & Mentor Coordinator, followed by Instructional Coaches, Mentors, and PLC Leaders. Model Teachers will be contracted by the Teacher Leadership & Mentor Coordinator and the Director of Teaching & Learning as identified by the needs of the district.

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

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

Progress towards district goals will be communicated with all stakeholders through board meetings, website, and Perry Community School Advisory Committee. This will allow us to determine the public perception of how our resources are being allocated and to explain the positive impact that the TLC plan is having upon our students.
Part 10

Newton

The NCSD TLC vision is to empower teachers to create a culture of educational excellence through leadership, collaboration and support to positively impact student achievement and inspire community pride in the Newton Community School District. The 81 leadership roles created represent 35% of FTE staff and are differentiated both in responsibilities and compensation, supported by professional development, and provide multiple and varied types of support for teachers and students. The budget details the costs associated with implementation to fulfill the goals of the NCSD TLC plan:

1. Improve student learning by improving the instruction students receive each day.
2. Attract, develop, and retain promising new teachers
3. Retain effective teachers and provide enhanced career opportunities by rewarding professional growth and effective teaching with increased leadership responsibilities and compensation.
4. Distribute leadership roles among the PK-12 staff to create a collaborative culture in buildings and across the district and to ensure quality professional development that is differentiated for building, teacher, and student needs.

Estimated Allocation of Funds by Role

<table>
<thead>
<tr>
<th>Levels</th>
<th>#</th>
<th>FTE</th>
<th>Extended Contract Days per role</th>
<th>Salary Stipend/District Cost per role</th>
<th>Release Days per role</th>
<th>Classroom Replacement District Cost per role</th>
<th>District Cost per role</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-4,5-6, 7-8, 9-12</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>$1,000/$1,170</td>
<td>0</td>
<td>0</td>
<td>$1,170</td>
<td>$4,680</td>
</tr>
</tbody>
</table>

One of the Instructional Coaches will serve as the TLC Coordinator and will orchestrate the implementation, facilitation, and data collection of the TLC plan to ensure the system is implemented with fidelity and integrity. Goals 1-4

<table>
<thead>
<tr>
<th>Level</th>
<th>#</th>
<th>FTE</th>
<th>Extended Contract Days per role</th>
<th>Salary Stipend/District Cost per role</th>
<th>Release Days per role</th>
<th>Classroom Replacement District Cost per role</th>
<th>District Cost per role</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-12</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>$2,500/$3000</td>
<td>0</td>
<td>0</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

The Instructional Coaches will assist classroom teachers by providing direct support and assistance in the classroom in the use of effective instructional strategies, use of data and
technology to improve student achievement, and aligning curriculum and instruction to Iowa Core. Goals 1 & 4

<table>
<thead>
<tr>
<th>Level</th>
<th>#</th>
<th>FTE</th>
<th>Extended Contract Days per role</th>
<th>Salary Stipend/District Cost per role</th>
<th>Release Days per role</th>
<th>Classroom Replacement District Cost per role</th>
<th>District Cost per role</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-4 (4); 5-6 (1); 7-12 (3)</td>
<td>8</td>
<td>8</td>
<td>15</td>
<td>$7,500/$8,800</td>
<td>0</td>
<td>$70,000</td>
<td>$78,800</td>
<td>$630,400</td>
</tr>
</tbody>
</table>

The **District Instructional Leaders (DILs)** lead their grade level/department teams and serve on the Building Instructional Leadership Team. In addition, they serve on the District Instructional Leadership Team (DILT). DILT is a district-level data team that sets district goals, plans district wide PD develops and monitors the district Iowa Core Plan and determines specific PD initiatives based on student data and teacher need. They also serve as **model teachers**. Goals 1-4

<table>
<thead>
<tr>
<th>Level</th>
<th>#</th>
<th>FTE</th>
<th>Extended Contract Days per role</th>
<th>Salary Stipend/District Cost per role</th>
<th>Release Days per role</th>
<th>Classroom Replacement District Cost per role</th>
<th>District Cost per role</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK(1); K-4 (4); 5-6 (1); 7-8 (1); 9-12 (2); BB (1)</td>
<td>10</td>
<td>0</td>
<td>5</td>
<td>$4,000/$4,700</td>
<td>9</td>
<td>$1,170</td>
<td>$5,870</td>
<td>$58,700</td>
</tr>
</tbody>
</table>

The **Building Instructional Leaders (BILs)** lead their grade level/department teams and serve on the Building Instructional Leadership Team (BILT). They examine building achievement data, plan and deliver PD, assist with goal setting and collaborate with other building leaders. They also serve as **model teachers**. Goals 1-4

<table>
<thead>
<tr>
<th>Level</th>
<th>#</th>
<th>FTE</th>
<th>Extended Contract Days per role</th>
<th>Salary Stipend/District Cost per role</th>
<th>Release Days per role</th>
<th>Classroom Replacement District Cost per role</th>
<th>District Cost per role</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-4 (16); 5-6 (4); 7-8 (5); 9-12 (10); K-6 Spec (1); K-6 SpEd/Title (1)</td>
<td>370</td>
<td>2</td>
<td>2</td>
<td>$2,000/$2,300</td>
<td>4</td>
<td>$520</td>
<td>$2,820</td>
<td>$104,340</td>
</tr>
</tbody>
</table>
Mentor Teachers work within the Mentoring Program to provide beginning teachers with the support necessary to ensure high levels of student achievement and improved teacher retention. They address personal and professional needs and train teachers on Iowa’s eight Teaching Standards. They observe, critique, and provide support and advice on effective teaching practices. They also serve as model teachers. Goal 1 & 2

<table>
<thead>
<tr>
<th>Level</th>
<th>#</th>
<th>FTE</th>
<th>Extended Contract Days per role</th>
<th>Salary Stipend/District Cost per role</th>
<th>Release Days per role</th>
<th>Classroom Replacement District Cost per role</th>
<th>District Cost per role</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-12</td>
<td>22</td>
<td>0</td>
<td>2</td>
<td>$2,500/$3,000</td>
<td>7</td>
<td>$910</td>
<td>$3,910</td>
<td>$86,020</td>
</tr>
</tbody>
</table>

Beginning Teachers: Although this is not a teacher leadership role, the TLC plan allows for release days for beginning teachers to meet with their mentors and observe model teachers. Goal 2

<table>
<thead>
<tr>
<th>Level</th>
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<th>Release Days per role</th>
<th>Classroom Replacement District Cost per role</th>
<th>District Cost per role</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-12</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>$0</td>
<td>7</td>
<td>$910</td>
<td>$910</td>
<td>$20,020</td>
</tr>
</tbody>
</table>

Allocated Budget for Professional Development: $16,527.00
Prior to the 2016-17 implementation of the TLC Grant, NCSD will continue to build capacity for potential TLs during the 2015-16 school year using remaining funds allocated in the TLC planning grant. $16,527 has been budgeted in the TLC plan to provide PD related to the leadership roles. Through this crucial professional development, all TLs will enhance their knowledge and skills in the areas of best instructional practices, PLCs, the Iowa Core, collaboration, coaching, integration of technology for instruction, differentiation, and leadership. Professional development opportunities that are differentiated according to the needs of each role may be utilized from the following sources:

- AEA professional development
- PLC Works
- Iowa Department of Education
- Jim Knight Coaching
- University of Kansas SIM
- District adopted curriculum PD
- Professional Association PD
- Other PD opportunities as they become available that support the TLC plan

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