



Application

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

94609 - Teacher Leadership Grant- Tipton Community Schools

Teacher Leadership and Compensation System

Status: Under Review

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Program Area of Interest Teacher Leadership and Compensation System

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Organization Information

Organization Name: Tipton Community School District

Organization Type: K-12 Education

Tax ID: 42-6003760

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Recipient Information

District Tipton Community School District
Use the drop-down menu to select the district name.
County-District Number 16-6408
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.
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52772

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Tipton Community Schools- Executive Summary

Tipton Community Schools believes in and practices continuous improvement. Our vision for the Teacher Leadership grant is to continue this improvement to help all our students reach their full potential now and into the future. Our Model 3 plan embeds Instructional Coaches into our current leadership model with four full time teacher leaders in the areas of instruction and technology and 15 members of our staff to be Model Teachers.

Connection to District Initiatives:

The Tipton Community School District is currently engaged in a number of initiatives where teacher leadership would prove to be a huge benefit to our process of strengthening instruction. These initiatives include Multi-Tiered System of Supports (MTSS), Professional Learning Communities (PLC), and Iowa Core Curriculum (ICC) implementation and development. The plan places teachers in key positions to focus on results for both students and teachers with the following teacher leader positions:

Instructional Coaches:

The four Instructional Coaches will support teachers in opportunities to grow, refine and share their expertise. They will work as a colleague with classroom teachers to support student learning and teacher practice. They will focus on individual and group professional learning that will expand and refine the understanding about effective instruction, with a focus on student achievement. To meet this purpose, they will provide personalized 1:1 support based on the goals and identified needs of students and individual teachers. Thus, student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.

Model Teachers:

Model Teachers teach full time, provide on-going support for other teachers, and serve as a model of exemplary teaching practice for Initial and Career Teachers. These teachers work with the Curriculum and Professional Development Leaders in one or more areas, participate in teacher professional development, demonstrate continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. They provide on going support to other teachers in one of two ways: They will mentor Initial Teachers, or they use their expertise to assist in the delivery of district professional development through the District Leadership Team.

This plan will not be replacing current leadership positions because we place great value in what administrators and staff provide to our district. Instead, the Tipton Teacher Leadership plan creates multiple, meaningful, and differentiated teacher leadership roles and bolsters the structure we already have established in terms of school improvement. Our district is committed to continuing excellence in our schools.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

Tipton Community School used our mission statement, "Improve the quality of learning today to create lifelong learners for tomorrow" to drive our work as community members, parents, educators and administrators. This was our guide as we developed a Teacher Leadership and Compensation plan to meet the needs and goals of our students and the professional learning of our staff.

A committee of three parents, four teachers, three administrators representing the three buildings along with the District's Director of Curriculum was formed to develop the plan for Tipton. We also had representation on the committee from the Tipton Education Association. In year one, the district utilized Grant Wood AEA staff to guide us in the process. We held six planning sessions meeting for two hours each time. We also attend Iowa DE webinars and read the Teacher Leadership and planning documents.

Since our first submission we have met monthly and have attended seven AEA 10 workshops. Additionally the TLC funds provided the district the ability to use professional leave time to collaborate and revise our plan to meet our students' needs.

All Tipton Community School District committee members will receive a \$1000 stipend, half was distributed at the submission of the proposal and half to be distributed after acceptance of the proposal. We have had 100% attendance and participation for all sessions.

All professionals in the district were invited to participate on the TLC committee and surveyed for their input. All members who wished to participate were utilized in the process. Teachers and parent representatives from all three buildings are represented on the TLC committee. Also, during two open-session school board meetings district options for designing the local teacher leadership system were presented and parents provided feedback on the direction of the plan. With input from the TLC committee it was unanimously decided to proceed with Comparable Plan Model. Weekly updates from the Superintendent were provided for all members of the TLC committee and the school board. Through Google Docs, each stakeholder group contributed to developing and finalizing the plan. This plan was a collaboration of ideas from all invested parties as to what would be the best way to improve our school and the education of our students, and how this grant could help meet those needs.

Our plan deals with the minimum salary, new teacher induction, MTSS, Iowa Core, and rigorous selection of leaders and alignment of the Iowa professional development standards. Our community, school board and staff were kept informed as we progressed to the enclosed plan. Local media was helpful along with newsletters and continuous updates given on our progress.

After looking at our district needs and goals the TLC committee came to an unanimous consensus that the comparable plan model would best meet our needs. All parties worked together to craft this plan with parents, teachers and administrators having a voice in what would be best for Tipton Community School District. The final submitted plan of the TLC committee is a result of these efforts and fully supported by all groups mentioned in this statement.

After the plan was created teachers were surveyed about the TLC plan. In year 1, 69% of the teachers were in support of the Model 3 plan and 43% of the teachers were interested in applying for one of the leadership positions. In year 2, 77% of the teachers are in support of implementing the TLC grant, 31% of the staff are interested in the Model Teacher position, 45% expressed interest in becoming a Mentor Teacher, and 27% were interested in a K-12 Instructional Coach position while 18% of the staff were interested in a K-12 Instructional Technology Coach position.

Our inclusive committee and the school board are responsible to see that this plan is carried out as written and accepted. The administrative team will ensure the long-term success of the TLC plan and will evaluate its effectiveness with budget and professional development support to the teacher leaders. Our TLC committee is committed to the long-term support of this plan and to create a teacher leadership program that improves the quality of teaching and learning for the students of Tipton Community Schools.

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

The district goals are determined annually based on data gathered through multiple summative and formative assessments. Once goals are reviewed then presented to the SIAC committee, District Leadership Team and administration for feedback prior to School Board approval. The following District Goals and data support the vision of Tipton's Plan.

District Goals:

Generate enthusiasm while increasing learning

Our aim will be accomplished by improving the quality of learning today for the life long learners of tomorrow.

Goal 1: All Students will prepare for success beyond high school.

Increase number of students that are proficient in Reading, Math and Science to meet state expectations.

Goal 2: All students will utilize technology to prepare for success beyond high school.

Goal 3: All students and staff will feel safe and connected at school.

Data trends indicate a need to increase emphasis on literacy and math. By increasing the percentage of students scoring at or above proficiency on the Iowa Assessments we will ensure success beyond high school. Data trends also indicate a need for increased emphasis on literacy to close the achievement gap between low SES students as well as those students who carry an IEP. When we compare these student populations, there is a discrepancy in achievement. The Instructional Coaches (IC) and Model Teachers (MT) proposed in our plan will provide added support and leadership to our district to increase student achievement.

Literacy and Math data can be found at <http://tinyurl.com/tiptontlc>

The plan supports the local context and statewide goals of the system in the following ways:

Attract and Retain New Teachers

Tipton will attract and retain effective teachers by providing mentoring to Initial Teachers through one-on-one personalized collaboration with MTs and ICs. This will result in a better transition into the profession and help retain teachers. Through the use of TLC funding, MTs and ICs will be able to leverage resources and use their expertise to assist in the delivery of job-embedded professional development in targeted areas. This funding will provide Initial Teachers additional coaching, mentoring and opportunities for observing exceptional instructional practices. Collaboration and support will improve achievement for all students and thus help new teachers gain confidence and competence keeping them in the profession.

District Goals:

All students and staff will feel safe and connected at school.

All students will prepare for success beyond high school.

Promote Collaboration

Leadership roles will promote collaboration among teachers to support student achievement in the Iowa Core. Through these roles teachers will be supported and encouraged to grow, refine and share their expertise with one another. When this occurs teaching will improve and student achievement will increase. With the added personnel proposed in the plan, the ICs will work with AEA personnel and teachers to share, model, and assist with the integration of the Iowa Core Curriculum to target student achievement.

District Goals:

All students and staff will feel safe and connected at school.

All students will prepare for success beyond high school.

Reward Professional Growth

Tipton will reward professional growth and effective teaching by providing career pathways for teachers to share their expertise, which will improve student achievement. The positions of MTs and ICs will provide enhanced career opportunities for teachers. These roles will allow Tipton to move its professional development towards a coaching model, which follows up on initial training and becomes job-embedded, ongoing professional learning with continuous support. The ICs and MTs will work side by side with teachers to provide support, collaborate and help implement district goals. This will lead to increased student achievement and teacher development. The district will utilize student achievement data to customize the use of the MTs and ICs.

District Goals:

All students and staff will feel safe and connected at school.

All students will prepare for success beyond high school.

Improve Student achievement

Our goal is to improve student achievement by strengthening the quality and depth of instruction. The plan will provide ongoing and job-embedded professional development and teacher support to improve student achievement by strengthening instruction in all content areas of the Iowa Core. The ICs and MTs will work with classroom teachers to identify meaningful implementation of scientifically based instructional strategies to optimize students' learning potentials. They will work directly with teachers to disaggregate data, identify appropriate instructional strategies, provide staff development, and model classroom implementation.

District Goals:

All students and staff will feel safe and connected at school.

All students will utilize technology to prepare for success beyond high school.

All students will prepare for success beyond high school.

Using Part 3 application narrative from Year 1?

No

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

Our key initiatives are Iowa Core, Professional Learning Communities, and Multi-Tiered System of Supports.

Iowa Core

As we align with Iowa Core; funding from the TLC plan will provide Instructional Coaches (IC) and Model Teachers (MT) who will support K-12 teachers in their implementation of Iowa Core curriculum, instruction, and assessment.

The leadership positions will build capacity for teacher leaders to share content specific learning and exemplars in the delivery of Iowa Core and the Characteristics of Effective Instruction. MTs and ICs will deliver and support professional development by serving on the District Leadership Team or by mentoring Initial Teachers. They will provide support for Career Teachers by providing job-embedded, 1:1 support based on the goals and identified needs of students and individual teachers.

ICs will support teachers in implementing and the alignment of classroom instruction and assessment using the Iowa Core. These leadership roles will provide opportunities for teachers to grow, refine and share their expertise with one another. ICs having both content and instructional expertise will work as a colleague with classroom teachers to support student learning and teacher practice.

ICs will improve student performance by strengthening instruction in all content areas of the Iowa Core. In addition, the IC will focus on individual and group professional development that will expand and refine the understanding about effective instruction with a focus on student achievement. To meet this purpose, they provide personalized 1:1 support based on the goals and identified needs of students and individual teachers. As a result, student learning increases, student outcomes improve and students will be prepared to succeed in a globally competitive environment.

Professional Learning Communities (PLC)

Tipton PLCs are ongoing and embedded within context-specific needs of a particular setting, aligned with reform initiatives and grounded in a collaborative, inquiry-based approach to learning. PLCs work interdependently to achieve common goals established through analysis of district student achievement data. All collaborative meetings are data informed, standards driven, focus on instruction, equity and results and revolve around the Characteristics of Effective Instruction.

MTs will provide leadership during PLC meetings. They will serve as a model to Initial and Career Teachers while gaining leadership experience which will further help their career. Part of the district's professional development is to focus on assessment for learning through PLC collaborative work throughout the district. MTs will work with all teachers to implement the strategies and theories that will help increase student achievement through PLC teams. During PLCs, all teachers will have opportunities to plan, problem solve, develop materials and lessons, and engage in peer coaching. PLCs will focus on the areas of teaching and learning, student engagement, technology, and assessment. Four critical questions will be examined:

- What do we expect students to learn?
- How will we know when they've learned it?
- How will we respond when they don't?
- How will we deepen the learning for students who have already mastered essential knowledge and skills?

ICs will help improve PLCs by providing leadership in PLC meetings. They will help teachers to analyze data, share feedback, strategize and provide additional materials while planning for instruction. While in the classroom they work with teachers to support learning, model the Characteristics of Effective Instruction into the Iowa Core, provide differentiated instruction strategies and help teachers and students utilize technology to learn in all core academic areas. Outside of the classroom these leaders will provide teachers resources related to instruction and curriculum, assist in researching instructional strategies, provide encouragement and support to teachers as they hone their craft, and encourage ongoing professional growth for teachers.

Multi-Tiered System of Supports (MTSS)

Currently MTSS is implemented at all grade levels to support students. Teacher teams collaborate to review instructional data to drive instruction and provide interventions. ICs and MTs will provide the additional support as teams use formative assessment to collaborate and analyze data to drive instruction.

The addition of the ICs and MTs will allow for increased collaboration in meeting the needs of the students. Teacher leaders will be able to meet with teachers to analyze data, share feedback, strategize, model teaching and provide additional materials while planning for instruction. Additionally, the ICs can use their area of expertise to assist with instructional support for students needing targeted instruction.

Using Part 4 application narrative from Year 1?

No

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

Current Tipton Mentoring Program

The current Tipton/i3 mentoring goal is to create and promote excellence in teaching, enhance student achievement, build a supportive environment, increase the retention of promising beginning teachers and promote the personal and professional well being of classroom teachers.

Tipton recently transitioned to a combination of our local and i3 Mentoring program, which shares full-release mentors with several other school districts throughout the AEA consortium. The full-release mentor supports all beginning teachers for 60-90 minutes each week. The mentor and new teacher collaborate together on scientifically based instructional strategies, classroom management, observations with feedback and other support services. This partnership focuses on accelerating teacher effectiveness through comprehensive programs for new teacher induction and mentoring. The programs developed through this partnership are critical for fostering improvement to ensure high-quality teacher performance and instruction, and ultimately improve learning outcomes for our students.

Our district continues to provide supplemental mentoring assistance through our District mentoring program. Each teacher new to the district attends a two-day new teacher academy in August and is assigned a local mentor to assist in day-to-day process and procedures, on-site instructional assistance and problem solving. Tipton mentors are carefully selected and are rigorously trained using NTC's research-based curriculum and methodology for reinforcing beginning teachers' strengths and bolstering skills and abilities known to have the most impact on student learning. The mentors'/mentees' work is aligned with state and local Professional Teaching Standards, Common Core State Standard implementation and driven by expectations expressed in the teacher evaluation system.

Gaps in the Current Mentoring Program

Analysis of district data indicated the following current mentor program gaps:

- In contract scheduling conflicts with mentor/mentee pairing
- Lack of professional release time for mentor and mentee
- No data-driven documentation for beginning teacher retention
- Lack of out of contract mentor pay to attract mentors
- Lack of observation and feedback
- Lack of administrative participation

TLC funding to support Current Teacher and Induction Program

TLC funding will provide Model Teachers and Instructional Coaches will work with building principals and director of curriculum to accelerate our beginning teachers' understanding and implementation of building and district initiatives. Our plan will provide additional PreK-12 support and training for all professional partners involved by providing new teachers with additional opportunities to view, discuss and collaborate with Model Teachers and Instructional Coaches.

TLC funding will provide Instructional Coaches or Model Teachers to be released from classroom duties to observe and give feedback to new teachers. This will help to provide an active community of practice where new teachers can collaborate with and learn from the expertise of accomplished teachers. In addition, these leadership roles will provide additional time to develop collegial relationships, collaborative learning experiences, and be able to plan, monitor, and implement scientifically based instructional practices.

The TLC plan will provide the teacher leaders with the ability to meet with Initial Teachers to analyze data, share feedback, strategize and provide additional materials while planning for instruction. The teacher leaders will provide resources to merge theory and practice/application, which will lead to increased student achievement. Model teachers will serve as a model of exemplary teaching practice while working along side the Instructional Coach and district administration. Model Teachers will mentor Initial Teachers or use their expertise to assist in the delivery of district professional development and provide on-going support to all teachers.

TLC funding will address the current gaps in the following ways

- Schedule definitive collaboration time between mentor/mentee
- Access to Model Teachers to observe and collaborate
- Instructional Coaches can cover release time for mentor or mentee to observe one another
- Instructional Coaches can observe Initial Teachers and model effective instructional practices
- Provide a stipend for mentor teachers
- Providing the needed support to retain highly effective Initial Teachers which will then increase student achievement

Narrative

Using Part 5 application narrative from Year 1?

Yes

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

Please include the following information in your narrative:

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Using Part 6 application narrative from Year 1?

No

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

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

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

Selection of Teacher Leaders:

Our selection process begins with teacher applications for a TLC teacher leadership position. The application will ask for the following information:

- Minimum five years of teaching experience - with at least one in the district
- Advanced degrees preferred
- Demonstrates understanding of the Iowa/Common Core Curriculum Standards
- Demonstrates evidence based instructional strategies
- Demonstrates excellent communication skills and ability to collaborate
- Demonstrated teacher leadership skills
- Participation and implementation of District and Building Professional Development
- Recognized as skilled in the use of instructional technology
- Advancing towards mastery of all the Iowa Teaching Standards

A site-based review council of teachers and administrators from each of the district's attendance centers will accept and review applications/interview for each of the four teacher leadership roles and fifteen model teacher positions. The principals and superintendent will review the recommendations of which applications should be approved for the teacher leadership positions. The superintendent will take the recommendations to the Board of Education for approval.

Measure of Effectiveness:

Candidates will be scored by the selection committee using the rubric at Teacherpreneur Application Rubric. http://www.sai-iowa.org/3b_Rubric%20for%20Teacherpreneur%20Applicants.pdf

This rubric will be used to help the selection committee determine which applicants best fulfill the criteria for professional growth proficiency. The rubric will outline in detail the job required criteria with candidates being measured as:

0 = No evidence, 1 = inconsistent, 2 = somewhat consistent, 3 = consistent, 4 = masterful and spreading

Each year, teachers in leadership roles will be reviewed on their performance in their role. Teachers who complete the time period of a leadership assignment and have earned a satisfactory review will be eligible for reassignment to the current leadership position or apply for a new leadership position. Reviews will be based on the teacher's effectiveness in the role as measured through: peer feedback, supervisor feedback, quantitative incremental gains in areas of focus, and growth on the Teacherpreneur Application Rubric.

Professional Growth:

Professional Growth will be continuous and ongoing. Teacher leaders will be encouraged to improve student learning through their development of:

Continuing Education: Increasing knowledge of current educational trends, best-practices strategies and its impact on student achievement.

Demonstration of deep understanding of the Iowa Core Curriculum Standards through the use of evidence based instructional strategies that align directly to the Iowa/Common Core Standards and actively participates in District and Building Professional Development.

Collaboration and effective communication with other teachers in the alignment and implementation of Iowa Core Standards and the Five Characteristics of Effective Instruction and is skilled in the delivery of instructional strategies.

Advancement towards mastery of all the Iowa Teaching Standards: Artifacts of instructional strategies and teaching practices that demonstrate not just meeting all the Iowa Teaching Standards but moving towards mastery in many of the eight standards

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

Our TLC plan makes teacher leaders a central part of our Professional Development (PD) system. Teacher leaders, will work with the Curriculum Director and Administrators to plan, prepare, deliver and implement professional development. Teacher leaders will use the IPDM in their planning for PD and a guide for their work.

District leaders will collect and analyze data on the current state of instructional practices through teacher observations, walk-throughs, feedback from teachers, and student achievement data. Data will be used to set explicit goals for PD. Based on district data and goals, content for PD will be selected while adhering to the following guiding principles:

- Maintain the focus on student achievement
- Include multiple, diverse perspectives to improve decision making
- Respect and nurture the diverse intellectual, reflective, and leadership capacity
- Planned, implemented, and evaluated collaboratively
- Embedded, ongoing, sustainable, and differentiated
- Utilizes best available research and data
- Recognize that not all teachers learn in the same way. Provide differentiated levels of PD

Collecting/Analyzing Student Data

Instructional Coaches (IC) and Model Teachers (MT) will collectively focus on district goals and data to regularly measure the impact of the methods that are being implemented to increase student achievement.

Goal Setting and Student Learning

The DLT and ICs will analyze student achievement data to design and focus district professional development. The team will meet quarterly to determine progress on student learning goals.

Selecting Content

The DLT, ICs and administration will use the data to determine PD needs that correlates with the district goals and determine areas of improvement. Selection of PD content will be influenced by state education initiatives, research-based strategies, and technology improvements. Data is collected and proficiency charts are developed and disaggregated for all grades and subgroups then presented to the SIAC and school board for approval.

Designing Process for Professional Development

The DLT and ICs will plan, prepare and facilitate PD as well as collaborative at the building level with sessions connected to district goals. The team will work to provide the staff with personalized job embedded PD, 1-on-1, small group and whole group opportunities guided by the IPDM cycle.

Training and Learning

The ICs will provide ongoing job embedded PD based on the IPDM cycle and district achievement data. Teachers will transfer new learning through multiple opportunities of demonstrations, planning, problem solving, developing materials, peer coaching, and observations. Collaborative routines must be planned for, supported, and monitored. The ICs learn from the implementation of PD will inform decisions about future training, the need for support, and adjustments in learning opportunities.

Collaboration

ICs support teachers by providing resources to enhance content to improve student performance. Collaboration is built in for teachers on a regular basis and the professional development initiative is part of the daily work. Collaborative meetings, such as PLCs provide time to plan, discuss achievement data, apply new content strategies and solve problems.

Implementation

ICs will implement strategies in classrooms by establishing a schedule for collaborative teams to collect and analyze implementation and student performance data as described in the Implementation Plan. ICs will identify and make provisions for any support that may be needed by teachers to effectively implement the selected PD target. By providing MTs, especially for Initial Teachers, these teacher leaders will open their classrooms for observation and demonstration of practices.

Ongoing Formative Data Collection

ICs and MTs will be a part of PLC teams. Collaborative meetings will provide leadership and on-going PD as they analyze assessment data with classroom teachers at regular intervals. At these meetings it will be determined if students are responding to changes in instruction and make necessary adjustments based on identified learning gaps. Classroom teachers along with the help of the ICs and MTs plans can be put in place using the PLC framework and MTSS process.

Evaluation

PD is successful based on two factors: if content was implemented as planned and if students acquired the desired knowledge. Evaluation is based on formative and summative data. The quality of the evaluation depends on having clearly stated goals. PD opportunities will be evaluated to measure their effectiveness through observations and direct feedback from staff. We will monitor the level of teacher implementation and the impact on student achievement. This will allow us to make adjustments to our PD.

Teacher leaders will enable the district to provide coherent, coordinated, high-quality PD in a variety of settings and with levels of support to meet the needs of teachers and the high standards of IPDM.

(IPDM, 2009)

Using Part 8 application narrative from Year 1?

No

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

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

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

Short Term Measures of Effectiveness:

- District self-reflection of fidelity of implementation of the TLC plan
- Survey to gather both quantitative and qualitative feedback on various efforts and initiatives that are identified through the plan
- Identification of things that went well and areas of improvement
- Number of teachers who utilize Instructional Coaches and Model Teachers
- Amount of Technology being implemented into the Iowa Core
- Results and feedback shared with DLT to identify necessary next steps
- Surveys of effectiveness of professional development provided by the DLT

Long Term Measures of Effectiveness:

Improve Student Learning by Strengthening Instruction

If Instructional Coaches and Model Teachers are effective at supporting teachers in opportunities to grow, refine and share their expertise, then student learning will increase, student outcomes will improve and will be reflected in:

- Iowa Assessments
- NWEA
- FAST
- Formative/summative assessments
- Diagnostic probes
- ACT scores
- AP enrollment
- Graduation rates
- Post-secondary data

Our district has measurable deficiencies, which has identified us as a School In Need of Assistance (SINA). This plan will add full time Instructional Coaches to our staff and their focus would be to work with teachers and students to increase student achievement. Using annual assessment data the Instructional Coaches will provide additional educational resources, strategies, and pedagogy to identify and meet the educational needs of our students.

Attract and Retain Teachers

The plans effectiveness can be measured by the percentage of time that Model Teachers and Instructional Coaches are being utilized by Initial Teachers. It is anticipated that as all teachers work together in these roles they will grow, refine their expertise, and share with one another. These teacher leadership roles allow our school system to increase support for Initial Teachers and students, that in turn advances systemic improvement efforts and student achievement.

Reward Professional Growth and Effective Teaching by Providing Career Opportunities

Tipton will reward professional growth and effective teaching by providing career pathways for teachers to share their expertise which will improve student achievement. The Model Teacher positions and Instructional Coaches will provide enhanced career opportunities for teachers.

Promote Collaboration

The TLC plan will allow Tipton to move its professional development towards a coaching model, which follows up on initial training and becomes job-embedded, ongoing professional learning with continuous support. The Instructional Coaches will work side by side in classrooms with teachers to provide support, collaborate and implement targeted district goals. Model Teachers will work closely with all teachers in PLC groups and will support Initial Teachers in a mentoring capacity.

Monitoring the Plan

We will analyze student achievement data, if student achievement data shows improvement, more students are proficient in the area of literacy and math. If there is an increase in technology integration we will know the roles we have identified in the TLC

plan are successful. If we don't see improvement then we will make appropriate changes to the plan to better meet student needs. As a district, we will continue to use the process of Plan, Do, Study, Act to continually improve our district and student achievement.

Tipton has used IPDM for many years. As a part of this, we utilize our District Leadership Team, made up of teachers and administrators, to analyze district data to focus our professional development and district initiatives based on student needs.

TLC system goals will be revised annually based on data gathered from student achievement results, self-assessments, implementation walkthroughs, recruitment and retention information, surveys and minutes from meetings with stakeholders.

The TLC Oversight Committee, including administration, will revise job descriptions and responsibilities for teacher leader roles based on identified needs. Teacher survey data on perception and effectiveness of TLC program will inform the Oversight Committee and administration on needed changes as the system grows and develops.

Monitoring will take place through ongoing communication between teacher leaders and administrators. District administrators will monitor the needs of teacher leaders and provide supports to ensure their success. Feedback received from informal conversations, surveys and scheduled meetings with teachers and stakeholders will help to measure the impact and effectiveness of the TLC program.

Using Part 9 application narrative from Year 1?

No

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

The TLC plan is woven into structures already embedded in the district. Our district continually reviews district initiatives, prioritized our structures, processes and initiatives to create a focused, coherent strategy for school improvement. Through the implementation of this continual cycle of school improvement (Plan Do Study Act), several structures have been put in place that will allow us to support the sustainability of our TLC plan over time.

Through district PD provided by the DLT we began implementing the **Iowa Core** and Characteristics of Effective Instruction in 2009 by studying each of the characteristics with a three year in-depth study of assessment for learning. This work prompted us to increase collaboration among teachers, through **Professional Learning Communities**.

Our district made the commitment to train staff in the PLC model and many of district staff have attended a PLC institute. Beginning in the fall of 2013, weekly PLC meetings were held at the elementary level to begin analyzing student data and identifying essential standards.

The work of PLC teams led the district to understand the need to identify and address the “gaps” between struggling students and their peers. That led our district to implement **Multi-Tiered System of Supports** in 2013 to develop a systematic way to respond to the needs of every student. Our study of Assessment for Learning is a key component in the PLC model with its use of common formative assessments to analyze core instructional needs as well as the needs of the struggling student in the MTSS process.

The careful construction of these structures and initiatives leads to the undeniable sustainability of our TLC plan. Our emphasis on effective instructional practices and analysis of student data, strengthened by the underlying structures of a cohesive district strategy, PLC, and MTSS. The proposed teacher leadership roles in this plan will provide the much needed support for teacher teams as they continue in these capacities.

Long-term professional development focus will be enhanced by the proposed positions of Instructional Coaches and Model Teachers. Our district has had, and will continue to have, a commitment to the mentoring of Initial Teachers as a way to support quality teaching and improve content and pedagogical knowledge of the Initial Teacher.

Sustainability can also be developed through future action. It is the commitment and responsibility of the TLC committee, district administrators, and Board of Directors to keep a clear, targeted focus on the key purpose of each teacher leader position and its corresponding roles and responsibilities to allow them to be achieved with fidelity. Being careful to avoid adding increased responsibilities beyond the defined scope of the position will prevent the erosion of the intended responsibilities for the teacher leadership positions. This will maintain the fidelity and the sustainability of the plan and its proposed positions.

Current professional development initiatives also ensure the sustainability of the teacher leader positions.

These include:

- Increasing collaboration through PLCs
- Increasing effective teaching strategies including Characteristics of Effective Instruction
- Implementation of Iowa Core standards
- Addressing individual student needs through MTSS

The proposed Teacher Leadership positions directly support the attainment of these initiatives. We will continue to build upon our existing structures and initiatives to support and sustain the TLC plan.

Several key staff will be responsible for the success of this plan. Training and support provided by the DE and AEA are necessary for teacher leaders. The Board of Directors, in partnership with the superintendent, will continue to ensure the alignment intended and enacted roles and responsibilities, as well as committed time for training and implementation. The school improvement coordinator will facilitate DLT meetings, provide organizational assistance in maintaining the underlying structures, and collaborate in development and delivery of professional development to remain aligned to the purposefully designed strategy for school improvement. Building administrators will encourage full utilization of the roles by their staff and support the teacher leaders in carrying out their responsibilities. The TLC team members selected to participate in the selection

and evaluation process will ensure that quality candidates are selected for these positions, rigorously evaluated, and the quality of the teacher leadership system is maintained. The expertise and interpersonal skills of the selected teacher leaders are a key to its success.

Ultimately, the success of the plan lies in the acceptance of these roles by staff and their willingness to utilize the proposed teacher leader positions to continue the district's focus on implementing the Iowa Core, increasing student achievement in a collaborative culture.

Grant Allocation

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

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

Certified Enrollment Number	886.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$273,614.52
Total Allocation	\$273,614.52

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$33,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$217,000.00
Amount used to provide professional development related to the leadership pathways.	\$23,614.52
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$273,614.52

Other Budgeted Uses - Description

Item description

Amount budgeted

\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended

\$273,614.52

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

Remaining Allocation to be Budgeted

\$0.00

Budget Alignment

Using Part 10 application narrative from Year 1?

No

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

Student learning is at the heart of school improvement and professional development efforts. Our goal is to increase student achievement through:

- Increase teacher collaboration through the work of Professional Learning Communities
- Increase effective teaching strategies through professional development focused on Characteristics of Effective Instruction and formative assessment
- Implementation of Iowa Core standards
- Addressing individual student needs through the development and implementation of MTSS

Our local data, in combination with our district goals, determined the leadership positions that are outlined in our proposal. These positions require the following budget allowances:

Total Projected Amount: \$273,000

Remaining Budget to be allocated: \$0

The Tipton Community Schools TLC budget is aligned to the school district vision of creating a life long learner. Our plan is designed to insure the financial resources are used to meet the district goals using the Comparable Plan Model.

Tipton Community Schools will not use the TLC funding to meet the state teacher minimum pay salary requirement.

- Minimum Salary requirement: \$33,500
- Tipton Salary for beginning teachers: \$33,699

Tipton will use the TLC budget to fund teachers in leadership roles

- Model Teachers: 15 teachers = \$ 33,000
- Instructional Coaches: Four Full time = \$217,000
- Professional Development for Teacher Leaders = \$23,614.52

The major portion of our TLC plan is for four full time **Instructional Coaches**. These teachers, having both content and instructional expertise, will not be assigned a teaching load, instead will work as a colleague with classroom teachers to support student learning and teacher practice. They will focus on individual and group professional learning that will expand and refine the understanding about effective instruction, with a focus on student achievement. To meet this purpose, they will provide personalized, 1:1 support based on the goals and identified needs of students and individual teachers.

Model Teachers will assist in professional development design and delivery with an emphasis in research-based strategies to increase student learning. They will also participate in PLC's in a collaborative leadership role. In addition, they will either serve on the District Leadership Team or serve as a mentor to new teachers.

Professional Development for extended days and support for the Teacher Leaders is figured into the salary totals along with \$23,000 set aside for their professional development during the school year. The district will use the instructional support levy to provide any shortage of funds to implement TLC.

Tipton has 72 certified staff 25% of that is 18.

- We will have 15 Model Teachers and four full time Instructional Coaches.
- The 15 Model Teachers will be evenly distributed across our district
- Prek-4th Tipton Elementary: 400 students 28 staff
- 5th-8th Tipton Middle School 300 students 22 staff
- 9th-12th Tipton High School 270 students 22 staff

Tipton Community Schools is financial sound and has experienced student growth over the last nine years. We have a 17% solvency rate due to our sound financial planning. State funding will still be important to fully implement TLC, the district will consider expenditures to support TLC, particularly in the area of professional development.

Tipton Community Schools is a state leader in quality education and will strongly support the efforts of TLC in our school district

from the Tipton School Board and district administration. We believe this will have a positive impact on student learning and achievement.

Assurances

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

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

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

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

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

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