



Application

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

93691 - Urbandale Community School District Teacher Leadership and Compensation Plan

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:	Urbandale Community School District
Organization Type:	K-12 Education
Tax ID:	
DUNS:	

Organization Website:

Address:

City State/Province Postal Code/Zip
Iowa

Phone:

Ext.

Fax:

Benefactor

Vendor Number

Recipient Information

District Urbandale Community School District

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

County-District Number 77-6579

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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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)

Executive Summary

Introduction & Vision

For over five years, the Urbandale Community School District (UCSD) has been integrating Quality and Continual Improvement (Q/CI) theories and practices with the goal of transforming education. At the core of this transformation is a commitment to teacher leadership and growth through training, professional development, and distributing teacher leadership throughout the system. Prior to the passage of HF 215, the UCSD began implementing a Board-approved, five-year Strategic Plan. In order to create sustainable change, ongoing district-wide training and leadership opportunities are essential. The UCSD Teacher Leadership Compensation (TLC) Plan would greatly enhance existing teacher leadership initiatives and significantly propel the district forward toward fulfilling our mission, “teaching all—reaching all,” and achieving our vision, “to bring learning to life for everyone.”

The 17-member UCSD TLC Planning Team consisted of central office staff, principals, and teachers. In addition to the almost 50 hours (over two rounds of application writing) of collaboration and development time, members attended sessions organized by Heartland AEA, School Administrators of Iowa, and Department of Education. It is the vision of the UCSD 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 continual 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.

Goals

While the duties and responsibilities will vary across the levels of the UCSD TLC System, the goal will be the same: teacher leaders will work to ensure the success of each student and teacher in the system. The work will be focused on successful implementation of Iowa Core and the deployment of the UCSD Board-approved Strategic Plan. The following table (table 1) outlines the connections between the state TLC goals, the UCSD Strategic Plan goals, and the data points that will be used in measuring progress toward those goals. Using these data points to measure effectiveness, UCSD will engage in the Plan-Do-Study-Act continual improvement process to make adjustments to the TLC Plan and ensure systemic and systematic continuous improvement in all areas. This Quality protocol will be the foundation of sustaining the TLC Plan.

Selected Model

The UCSD TLC Planning Team selected model two as the model most suited to meeting district needs. The three roles provide a framework for distributing leadership and responsibilities throughout the organization. Staff that take on the duties of each role will work closely with district administrators to deploy the Strategic Plan, monitor the effectiveness of strategic initiatives, and align district work to the guidance and expectations of the Iowa Department of Education.

- Three proposed *Facilitators of Curriculum and Professional Learning* will be responsible for planning, delivering, and monitoring the effectiveness of professional development for teachers and will guide and support instructional coaches and model teachers.
- Seven proposed *Instructional Coaches* will function in a dynamic manner; providing support to district, building, and individual teacher needs.
- Up to 60 proposed *Model Teachers* will be identified across the system and spread across all buildings and departments. Candidates will be selected based on multi-step processes differentiated to meet the unique needs of each role and to align with the additional contract days and compensation. All three positions will play a role in the ongoing cycle of the Iowa Professional Development Model by providing training and learning opportunities, collaboration and implementation of curriculum and instructional practices, and ongoing data collection.

Closing

The UCSD TLC Planning Team believes that the additional financial support of the TLC System is an essential component of the ability to achieve district goals, to close identified achievement gaps, and ultimately shed our District in Need of Assistance (DINA) label. From the District mission, vision, and values, to the Board-approved Strategic Plan, to the initiatives set forth by the Iowa Department of Education, the UCSD has a firm foundation upon which to continue building exceptional teacher leadership.

Table 1:

**District Strategic Plan
Goals**

District Strategic Plan Data Points

State TLC Goals

	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.	Core Implementation annual district self-study	Personal professional growth plans aligned to Strategic Plan	Staff survey, Staff Retention, Exit Survey
Annual Comparison Salary Schedule to leadership roles like districts	Number of staff UCSD involved in leadership roles	State & District Assessment data	Student/ parent survey	Student-centered classroom observations	Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.	Aligned
		Aligned	Aligned	Aligned	Aligned	
			Retain effective teachers by providing enhanced career opportunities.	Aligned	Aligned	
Aligned	Aligned	Aligned		Aligned		
	Promote collaboration by developing and supporting opportunities for teachers in schools & school districts statewide to learn from each other.		Aligned	Aligned	Aligned	Aligned

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

Aligned

Aligned

Aligned

Aligned

Aligned

Aligned

Aligned

Aligned

Improve student achievement by strengthening instruction.

Aligned

Aligned

Aligned

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

TLC Model Number

Model 2 Instructional Coach 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).

Urbandale Community School District (UCSD) began study and planning of teacher leadership before the passage of HF 215. During the 2011-2012 school year, over 50 district stakeholders including staff, parents, administrators, board members, community leaders, and business owners engaged in 200 hours of strategic planning. Strategic initiatives of Teacher Leadership and Instructional Coaching and Job-Embedded Collaboration grew out of this planning process. The passage of HF 215 provided an opportunity for increased urgency and key funding for these initiatives.

In the fall of 2013, district administration and Urbandale Education Association (UEA) leadership partnered to develop a Teacher Leadership and Compensation Study and Planning Team. The team was comprised of seven teachers, six administrators, and the Human Resources Manager. Once reconvened in the fall of 2014, several new members joined the team due to staff turnover. Ultimately nine teachers and eight administrators played a role in the planning and creation of Urbandale's TLC application.

TLC Team Actions

- The team engaged in over 35 hours of shared study and planning between October 1, 2013 and January 31, 2014.
- Team members presented information and gathered feedback for district staff.
- Team members presented information and gathered feedback from parents through PTO meetings.
- Team members presented information and gathered feedback from district administration and the school board.
- Team members presented information and gathered feedback from parents, teachers and students through the School Improvement Advisory Committee.
- Team members attended TLC learning opportunities provided through Heartland AEA, SAI and ISEA.
- The team reconvened and engaged in about 12 hours of additional study and planning between September 1, 2014 and October 31, 2014 in order to engage in more shared learning and to make improvements to the district application.

TLC Team Learning Process

The team utilized resources and activities suggested by the Iowa Department of Education (DE) and Heartland AEA to better understand best practice in regards to teacher leadership. This work began with the Teacher Leadership and Compensation Guidance Document developed by the Iowa DE. The team developed an understanding of the vision, theory of action, and the five "must-haves." The committee then engaged in learning through shared study of research and best practice in teacher leadership. The materials suggested by the Iowa DE and Heartland AEA were the foundation of this learning. Based upon this shared learning, the TLC team developed a plan based on Model 2, with three unique roles: 1) Facilitator of Curriculum and Professional Learning (three positions), 2) Instructional Coach (seven positions), and 3) Model Teacher (50-60 positions). The committee then surveyed staff to gather feedback and gauge interest in the three unique roles being proposed in the district plan.

Results of Staff Survey

Question 1: Should UCSD receive funding, I would be interested in applying for one of the Facilitator of Curriculum and Professional Learning positions.

Answer 1: 33 Teachers (12%) Agreed or Strongly Agreed

Question 2: Should UCSD receive funding, I would be interested in applying for one of the Instructional Coach positions.

Answer 2: 40 Teachers (14%) Agreed or Strongly Agreed

Question 3: Should UCSD receive funding, I would be interested in applying for one of the Model Teacher positions.

Answer 3: 50 Teachers (18%) Agreed or Strongly Agreed

The TLC planning team was pleased with the level of interest in the teacher-leader roles, and felt there would be many highly qualified staff available from which to identify approximately 25% as Facilitators, Instructional Coaches, or Model Teachers.

Systemic Support

Multiple stakeholder groups provided input, feedback, and guidance in the development of the district TLC plan:

- The 40 members of SIAC gave unanimous support of the UCSD Teacher Leadership and Compensation Plan developed by the district team.
- Members of the district PTO, which consists of PTO members from all eight building parent groups, gave unanimous support of the UCSD Teacher Leadership and Compensation Plan developed by the district team.
- The Urbandale Education Association (UEA) played an integral role in the development of the UCSD plan through the involvement of nine teachers, including two past co-presidents.
- District administration played an integral role in the development of the UCSD plan through the involvement of four building principals and three central office administrators.

- The Urbandale Board of Directors gave unanimous support of the UCSD Teacher Leadership and Compensation Plan developed by the district team.

The depth of this sustained work would not have been possible without the funds provided through the TLC Study and Planning Grant. A majority of the funds were used to provide substitute teachers for the nine teacher members of the team. In addition, funds were used to provide resources for the study team, to pay for members of the team to attend trainings organized by ISEA, SAI, and Waukee Community School District, and for beginning to build a library of professional resources that can be accessed throughout the district as implementation of a teacher leadership model begins.

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.

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:

- Gallup Q12 Employee Engagement Poll
- Jim Shipley and Associates District Systems Check Level III
- Staff Retention

Using Part 3 application narrative from Year 1?

Yes

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)

Whether contained in legislation, driven by the Iowa Department of Education, or described in the Urbandale Community School District (UCSD) Strategic Plan (SP), key improvement structures, processes, and initiatives will only be accomplished through purposeful distributed leadership. The UCSD Teacher Leadership and Compensation (TLC) Plan is an essential component to the success of the most significant district efforts to improve student learning.

UCSD has a firm foundation upon which to build strong teacher leadership. District mission, vision and values, and the current strategic plan goals demonstrate a constancy of purpose aimed at continuous improvement.

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 UCSD TLC planning team selected model two as the model most suited to meeting district needs. The three roles of Facilitator of Curriculum and Professional Learning, Instructional Coach, and Model Teacher provide a framework for distributing leadership and responsibilities throughout the organization. Staff that take on the duties of each role will work closely with district administrators to deploy the strategic plan, monitor the effectiveness of strategic initiatives, and align district work to the guidance and expectations of the Iowa Department of Education.

Three Facilitators of Curriculum and Professional Learning will work closely with the Superintendent and Director of Curriculum and Assessment to monitor systemic student learning and provide vertical alignment. As the district continues to implement Iowa Core, these Facilitators will engage with Instructional Coaches, Model Teachers, Principals and other teachers to ensure effective curriculum review, mapping, and unit design. As buildings throughout the district improve Response to Intervention implementation, Facilitators will take a systemic view by analyzing district data to ensure Universal Instruction is meeting the needs of at least 80% of students. This data analysis, along with the district strategic plan will inform the long-range planning of professional learning. Facilitators will coordinate, along with district administration the deployment of Instructional Coaches and Model Teachers to lead building level staff development and Professional Learning Community (PLC) work.

Seven Instructional Coaches will be embedded across the K-12 system. While Facilitators have a primary responsibility for the intended curriculum, the work of Instructional Coaches will focus on the enacted and assessed curriculum. This essential work will happen at the building level, with a focus on the first two Big Questions of the PLC, what is it we want students to learn, and how will we know students have learned. Through coordination with Facilitators and Principals, Instructional Coaches will lead and facilitate professional learning. Coaches will focus on aligning grade level, department, and building work to district student achievement and strategic plan goals. Another key responsibility of Instructional Coaches will be guiding work related to RtI or Multi-Tiered Systems of Support (MTSS). Coaches will model best practice in answering the third and fourth Big Questions of a PLC, what will we do when students don't learn, and what will we do when student already demonstrate mastery. Finally, Instructional Coaches will assist with monitoring the system with a focus on the Characteristics of Effective Instruction within Iowa Core. They will be a key component of providing feedback loops through walk-throughs and observations.

Up to 60 Model Teachers will be identified across the system. These teacher leaders will be spread across all buildings and

departments. A determining factor in their identification, and a key responsibility once deployed will be demonstrating exemplary work that improves the entire system of instruction and learning. Model Teachers will work with leaders throughout the system to ensure a guaranteed and viable written, enacted and assessed curriculum that is aligned to Iowa Core. Model Teachers will share responsibility with Instructional Coaches for facilitating professional learning and demonstrating best practice. Model Teachers will be embedded in PLCs, and will model and guide meaning collaboration with a focus on learning and results. Model Teachers will also be highly accessible to teachers on initial licensure and their mentors. TLC funds will be provided to mentees and mentors to ensure opportunities for visiting the classrooms of Model Teachers in order to observe best practice.

While the duties and responsibilities will vary across the levels of the UCSD TLC system, the goal will be the same. Teacher leaders will work to ensure the success of each student and teacher in the system. The work will be focused on successful implementation of Iowa Core and the deployment of the board approved strategic plan. Efforts will be coordinated and additional contract days will be used to allow teacher leaders and administrators the time to thoughtfully plan for continuous improvement.

Using Part 4 application narrative from Year 1?

Yes

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

Our Current Reality

UCSD is committed to providing a smooth entry into the teaching profession. Initial license teachers are assigned a mentor upon hire and attend New Teacher Academy for two days before school starts to get acquainted with UCSD, their building, and their position.

During their first two years in the district, new teachers attend New Teacher Seminars designed to improve student achievement through building the new teacher's background knowledge of UCSD's growing diversity in the areas of ESL, special education, and SES in the student body. In addition, new teachers are also required to take three other district-developed courses within their first three years in UCSD: The Urbandale Way, Curriculum, Instruction, and Assessment in UCSD, and Teaching All, Reaching All. All K-8 new teachers who teach language arts are also required to take Balanced Literacy. Another goal of these seminars is to assist new teachers with achieving the Iowa Teaching Standards.

New teachers engage in three observations with their mentors over the course of the first two years in the district - one observation in their first year and two observations in their second year. The ultimate goal of the observations is to build capacity within the beginning teacher to improve teaching and learning. New teachers are offered choices in how these observations are conducted within the following options: new teacher observes mentor, mentor observes new teacher, new teacher and mentor observe someone else together, new teacher shadows mentor teacher, and/or co-teaching by mentor and new teacher. These observations are conducted during planning periods. No substitutes are provided.

Gaps Identified in the Strategic Planning Process (SPP)

While UCSD's Mentoring and Induction (M/I) program meets and exceeds all state guidelines, UCSD desires to provide an even more robust M/I program for its new teachers.

During the SPP in the 2012-13 school year, the committee focused on workforce effectiveness and developed a strategic initiative aimed at improving the onboarding process for our new teachers. The committee decided to monitor retention of new teachers and use workforce satisfaction surveys as data points to measure the success of this initiative. Considering the best practice recommendations from The New Teacher Center, needs identified for the M/I program to enhance support of new teachers include more observation time experiences, individual coaching to target particular needs, and content specific training for curriculum materials and best practice.

One unique need for UCSD involves our commitment to Quality and Continual Improvement (Q/CI) which focuses on student-centered learning through data collection and analysis to a greater degree than most district instructional models. UCSD implements models of Q/CI frameworks such as the Baldrige Criteria in all classrooms in the district. This model is not typically learned in teacher preparation programs. To effectively sustain commitment to Q/CI, UCSD must train new teachers in how to implement Q/CI and Baldrige in their classrooms.

How TLC Funds Will be Used to Improve Entry into the Profession

TLC funds will be used to provide substitutes for new teachers and mentors to observe model teachers, be observed by model teachers, and send new teachers and mentors to other schools to learn more about the teaching profession and best practice.

Additionally, each of the three teacher-leader roles proposed by UCSD will be responsible for aspects of improving the M/I program.

Facilitators of Curriculum and Professional Learning (CPLs) will be instrumental in providing district level, discipline specific support to new teachers. CPLs will actively participate in collaborative problem-solving and reflective practices to provide responsive support for content-specific needs. CPLs will also collaborate to plan and deliver professional development activities for the New Teacher Academy, New Teacher Seminars, and some of the district required courses. CPLs will also support new teachers in understanding how to use curricular materials and best practice instructional strategies for their specific content areas.

Instructional Coaches will provide classroom level support for new teachers. Initial license teachers will be allocated regularly-scheduled time with his/her instructional coach. The instructional coach will observe, model, coach, plan, and provide professional development focused on classroom management, instructional strategies, content knowledge, and Q/CI implementation.

Model Teachers will serve as a supportive guide to new teachers. Model Teachers will be models of exemplary teaching practice for new teachers, opening their classrooms for observations and demonstrations of teaching. Model Teachers will co-teach and co-plan with new teachers as needed. Model Teachers will serve as exemplars for Q/CI implementation and the engagement of students in the evaluation and improvement of their learning. Additionally, Model Teachers will engage in peer observation and reflection with new teachers focused on classroom management, instructional strategies, content knowledge,

and Q/CI implementation.

UCSD has always prided itself on a robust M/I program. Through the SPP, a team of teachers, administrators, professional staff and community members identified a need to continually improve the way we bring new teachers into the district based on the unique needs of UCSD. TLC roles would transform the method for this improvement by providing the people power to provide more support to new teachers as they begin their careers.

Narrative

Using Part 5 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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:

1. Ensure success for all learners.
2. Provide a guaranteed and viable curriculum.
3. Develop leadership capacity throughout the system.
4. Create a sustainable learning organization to increase workforce effectiveness.
5. Strengthen productive partnerships for education.
6. 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.

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.

Urbandale Community School District (UCSD) has always aligned the processes used to recruit, identify and hire staff to the district mission, vision, values, and goals. These processes and protocols would be adapted to fit the demands and needs of the Teacher Leadership and Compensation (TLC) plan.

RECRUITMENT

Job Descriptions: The UCSD TLC planning team selected Model Two as the model most aligned to the needs of the district. Our plan for the district is to hire three facilitators of curriculum, seven instructional coaches, and 60 model teachers.

Posting: UCSD Human Resources will post positions, communicate the job descriptions and criteria, and share the hiring process that will be followed with all district staff. The process below delineates how these positions will be filled.

APPLICATION and SELECTION

Processes are purposefully differentiated to meet the unique needs of each role, and to align with the additional contract days and compensation.

Phase One: The first step in identifying key teacher leaders will be to fill three Facilitator of Curriculum and Professional Learning positions. An application that mirrors the form used for both teaching and administrative positions will be used. A key element of the application will be specific questions around achieving the shared vision of the district, key elements of the candidates ongoing demonstration of professional growth, and evidence of effectiveness in both leading improvement across the district and fostering improved learning for students. All applicants will be directed to complete the Center for Strengthening the Teaching Profession's (CSTP) Teacher Leader Self Assessment with their application, as well as a completed assessment from a district administrator and one from a certified peer.

A central office representative team will screen all applications. The team will use a rubric aligned to the Teacher Leader Self Assessment. Based on the results of screening, an appropriate number of candidates will be identified for interviews. Interviews will also closely mirror the process used for hiring administrators. A representative team of teaching staff, building administrators, and central office administrators will engage in a three-part interview. First, candidates will give a presentation focused on how their personal vision aligns to the mission, vision, and values of the district. They will share how their work would lead to achieving the vision. Interviewers will evaluate both content and presentation/facilitation skills. After the presentation candidates will engage in small group interviews with the teaching staff group and the administrative group. Quality/Continual Improvement tools will be used to gather feedback from the interview teams. The Director of Teaching and Learning and Director of Human Resources will then make recommendations to the Superintendent and UCSD Board.

Phase Two: Once the three Facilitator positions are filled, UCSD Human Resources will post seven instructional coach positions. The application process used for the Facilitator position will also be used for the Instructional Coach positions. The questions posed on the application will be slightly different, with the intent of drawing out information about how candidates employ and demonstrate instructional best practice and evidence of effectiveness in facilitating professional learning at a grade, building or district level.

Much like the process for Facilitators, the CSTP Teacher Leader Self Assessment, as well as a completed assessment from a district administrator and one from a certified peer will be used to screen applications. The team employing the rubric will consist of central office and building principal representatives. Based on the screening results, an appropriate number of elementary and secondary candidates will be identified for interviews. The interview process will be the same as for the three, facilitator positions, with a presentation and small group interviews. The make-up of the teacher and administrative teams will represent those with the most knowledge of particular levels of the district. Feedback from the interview groups will be gathered through Quality/ Continual Improvement tools, and the Director of HR and Director of Teaching and Learning will make a recommendation to the Superintendent and UCSD Board.

Phase Three: Each building will be assigned a number of Model Teacher positions based on percentage of the total district certified staff. Principals will screen applications from within their building using a rubric based on Iowa's Teaching Standards. They will then work with Facilitators and Coaches to set up walk-through observations using a rubric based on the Iowa Teaching Standards. The teacher leaders will then confer with the building principal and the principal will make recommendations to the Superintendent and UCSD Board.

REVIEW

The Director of Teaching and Learning will evaluate facilitators of Curriculum annually using the CSTP Teacher Leader Self-Assessment Rubric. The facilitator will submit a completed self-reflection form and the Director of Teaching and Learning will provide feedback against the criteria of the assessment.

The building administrator will evaluate instructional coaches annually using the CSTP Teacher Leader Self-Assessment

Rubric. The coach will submit a completed self-reflection form and the building administrator will provide feedback against the criteria of the assessment.

Model teachers will be evaluated using the Iowa Teaching Standards and identified at the end of the school year in coordination with the issuance of contracts.

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.

One goal of the UCSD strategic plan is to create a sustainable learning organization to increase workforce effectiveness. The work of teacher leaders will improve professional development (PD) and implementation of new learning. The strategic improvement planning (SIP) process is aligned to the Iowa Professional Development Model's (IPDM) Operating Principles and Cycle of PD (in bold below) as well as the Continuous Classroom Improvement (CCI) model.

1. Focus on Curriculum/Instruction/Assessment (CIA)

The goal of CIA work is to create aligned, intended, enacted, and assessed curriculum. The positions created as a result of TLC grant implementation will play a critical role in PD in these ways:

The Facilitator of Curriculum and Professional Learning (CPL) will conduct program reviews and evaluations of curriculum.

Through this work, teacher leaders will facilitate and engage in the first five steps of the IPDM.

Instructional coaches and model teachers will be part of the program review and evaluation at all levels. These individuals will work with principals and teachers on the Urbandale Continuous Improvement Leadership Team (UCILT), who also comprise building leadership teams. This work will focus on analyzing student data, setting building SIP goals, and designing short learning cycles following the Plan, Do, Study, Act (PDSA) format. These cycles will align PD at the building level with the SIP goals. Coaches and model teachers will work closely with classroom teachers to study achievement data, analyze root causes, and implement improvement theories within the CCI framework. The structure for this work is the Professional Learning Communities already established in UCSD schools.

The teacher leaders will collaborate to provide learning opportunities for teachers and administrators, collaboration and implementation of curriculum and instructional best practices, and on-going data collection, analysis and decision making as part of SIP efforts. In this way, these teacher leadership positions will play a significant role in the ongoing cycle of the IPDM. Providing teachers with opportunities to reflect on instructional practices with teacher leaders is an essential component of continually improving student learning as aligned to the IPDM. 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.

2. Participative Decision Making

Model teachers and coaches will collaborate with classroom teachers and administrators to develop and implement each SIP.

They will collect and analyze achievement data and teacher implementation data from a variety of sources to set student-learning goals and develop action plan cycles. These cycles will include differentiated PD aligned to each site's SIP goals.

Action plan cycles will have aligned measurements to determine effectiveness of efforts within the cycle and plan next steps.

Teacher leaders will work with teachers to set learning goals for each instructional cycle. These short cycles will follow CCI practices using the PDSA process. In addition to data collection, analysis, and goal setting, model teachers and coaches will work with classroom teachers to improve instructional practices by providing coaching, feedback, and opportunities for reflection.

CPLs will use these processes to work with teachers on curriculum review, assessment analysis and revision, and alignment of curriculum.

3. Leadership

UCSD has a clear mission, vision, and values (MVV). Maintaining a constancy of purpose aligned to the MVV is vital to achieving the goals in the plan. The three teacher leadership roles will lead improvement efforts at all levels, collaborating with individuals throughout the system. This collaboration is necessary to maintain a focus on the MVV and align each part of the system.

CPLs will largely work at the system level, leading the first five steps of the IPDM. Coaches and model teachers will operate mainly at the building and classroom levels, working to align improvement efforts across the system. This level of collaboration will keep the focus on the MVV and ensure the right work is being done to improve student learning.

4. Simultaneity

The teacher leaders will work through these processes using ongoing collaboration. The IPDM is cyclical, like the work of teacher leaders. Each role will work through this process collaboratively and individually. CPLs will work with teachers at the system level. Coaches will work with teachers at the building level to embed new learning into daily practice and improve current practices. Model teachers will continue to work with students, improving their practice and providing support to other teachers. Systemic improvement occurs when everyone in the system commits to continual improvement, collective responsibility, and has a shared purpose.

Using Part 8 application narrative from Year 1?

Yes

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

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

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

Urbandale Community School District's (UCSD) 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.

State TLC Goal:	District Strategic Plan Goal(s):	District Strategic Plan Data Points to Measure Effectiveness:
Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.	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. Annual Comparison of UCSD Salary Schedule to neighboring and like districts.
Retain effective teachers by providing enhanced career opportunities.	Create a sustainable learning organization to increase workforce effectiveness. Develop leadership capacity throughout the system.	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.
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.	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.

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.	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 neighboring and like districts.
Improve student achievement by strengthening instruction.	Ensure success for all learners; provide a guaranteed and viable curriculum.	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.

Using Part 9 application narrative from Year 1? Yes

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)

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.

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 3369.62

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

District Enrollment-Based Allocation \$1,040,606.05

Total Allocation \$1,040,606.05

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.	\$930,000.00
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).	\$40,000.00
Amount used to provide professional development related to the leadership pathways.	\$50,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$20,606.05
Totals	\$1,040,606.05

Other Budgeted Uses - Description

Item description	Amount budgeted
District Teacher Leadership Professional Library	\$12,000.00

Building Specific Teacher Leadership	\$8,606.05
Professional Libraries	
	\$20,606.05

Total Allocation Budgeted

Total Projected Amount to be Expended \$1,040,606.05

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? Yes

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)

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 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 on-going 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.

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