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Application

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70554 - Teacher Leadership and Compensation (TLC) System

73553 - Van Meter TLC Grant Application
Teacher Leadership and Compensation System

Status: Under Review Submitted Date: 2014-01-23 04:58:31
Signature: Deron Durlflinger Submitted By: Deron Durlflinger

Applicant Information

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Program Area of Interest* Teacher Leadership and Compensation System
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Organization Information

Organization Name:* Van Meter Schools
Organization Type:* K-12 Education
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Recipient Information

District* Van Meter Community School District
Use the drop-down menu to select the district name.
County-District Number* 25-6615
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 515-261-4700.
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Zip Code*	50261

Abstract/ Executive Summary

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

Personalized. Innovative. Global. Van Meter Schools.

The mission of Van Meter Schools is to personalize learning for each student's success both today and tomorrow. Though our mission speaks specifically to students, we believe in the personalization of learning for all learners in our organization--adults and students alike. To this end, we have grounded ourselves in the practices that align most closely to our vision:

- Professional Learning Communities (PLCs)
- Authentic Intellectual Work (AIW)
- Multi-tiered System of Supports (MTSS)
- Standards-Based Grading (SBG)
- K-12 Spanish
- Iowa Core
- Project-Based Learning (PBL)
- Competency-Based Education (CBE)

Taken individually, these practices may seem overwhelming, but our efforts to integrate have served to create a more cohesive vision of personalization. This integration speaks to our need for additional teacher leadership. Our teachers are each in different places along their learning continuum regarding each approach, and our vision for teacher leadership would provide opportunities to meet them where they are. We have a sense of urgency and commitment to providing a more effective educational system for our students; and to do this, our teachers must have models, supports and resources. Our Teacher Leadership and Compensation Plan developed by parents, board members, teachers, and administrators expands our current system to provide additional levels of supports for learners in our district.

We have seen the impact teacher leaders can have on teaching and learning. When our district embarked upon increasing technology access in 2009-2010, we saw how the work of informal teacher leaders influenced and informed the change in other teachers' practices. In 2012-2013, we added an instructional strategist position at both the elementary and secondary levels. Student learning improved as evidenced by results on the Iowa Assessments and the increase in the number of students meeting course standards within our standards based grading system. Teacher feedback was positive and indicated support for additional teacher leadership opportunities. In 2013-2014, we increased our teacher leadership capacity by adding two more instructional leadership positions and adjusting the amount of time mentors spent in the classroom to create more time for them to support their mentees. Our history speaks to our capacity to implement an expanded Teacher Leadership and Compensation System, under Option 3, a Comparable Plan. This plan builds on current structures and is grounded in our vision and mission. For us to accomplish our goals, we believe we need to empower teachers to be the leaders of our mission to personalize learning.

Vision of the Van Meter TLC Plan

Our vision is to improve student learning through the development of a teacher leadership system that emphasizes personalized instruction and support for all students and staff.

Goals of the Van Meter TLC Plan

- Improve learning experiences by personalizing teaching and learning for each individual (students and adults).
- Provide leadership opportunities across the system for a minimum of 25% of our staff.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation.
- Attract and retain quality teachers through competitive compensation, quality professional development and support, and a work environment that is second to none.
- Use teacher leadership to provide quality professional development and instructional improvements to personalize learning for all students and adults in the learning organization.
- Use distributed leadership opportunities for more effective implementation of district initiatives.

Leadership Roles

After meeting with our stakeholder groups, we determined the following positions would best build upon the current teacher leadership structure and support student and adult learning:

- **Instructional Strategist/PD Coordinator** (1 position)- .5 time working with students, .5 time working with individual teachers and planning/providing professional development, supporting the learning of teacher leadership roles.
15 day extended contract
\$7,500 salary supplement
- **Instructional Strategist** (3 positions)- .5 time working with students, .5 time will be working with teachers to improve teaching and learning.
10 day extended contract
\$5,000 salary supplement
- **Mentor** (1 or 2 positions)- .75 time will be instructing students, .25 of their time supporting, observing, coaching, and modeling to support the mentees entry into the profession.
5 day extended contract
\$2,500 salary supplement
- **PLC Leader** (8-10 positions)- Facilitators of our PLCs.
1 additional contract day
\$1,250 salary supplement

Communication Structures for Continuous Improvement

District and building level teams meet regularly to discuss, collaborate and provide feedback about various school improvement efforts. The School Improvement Team (SIT) has members from both buildings, general education, special education, fine arts/related arts, teachers' union and administration. This team is responsible for planning professional development aligned to the Iowa Professional Development Model, supporting Iowa Core implementation and informing the direction of the district, which will include additional ways to retain and recruit staff.

With additional leadership roles being added through the TLC plan, we are adding an Instructional Leadership Team (ILT) that will focus on the professional learning of the newly added teacher leadership positions, reviewing implementation data and evaluating the impact of the TLC plan as it relates to improved student and adult learning.

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

TLC Model Number Model 3 – Comparable Plan

Narrative

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

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

Van Meter Schools included a variety stakeholders to develop its TLC plan including two administrators, two teachers of the 12 Van Meter Education Association member teachers, 2 non-union teachers of 36, and parents within our community of 1000 citizens. The process centered around developing a plan that would meet our current and future needs. Having established several components of a system of teacher leadership when we launched our 1:1 initiative, we wanted to develop a plan that could build upon our current structure.

Our committee typically met on Wednesday afternoons from 4pm - 5:45pm in the months of October, November, and December, and all members had opportunities to communicate digitally about our plan through our use of Google Drive. Members of the committee agreed to dedicate \$3,200 to be used yet this spring for the professional learning of those selected for the teacher leadership roles. The remaining \$4,000 was used to pay eight of the members of the committee \$500 each for their work in the process.

Because we already have positions called Instructional Strategists, we initially discussed the effectiveness of these positions. After analyzing student learning data and interviewing teachers, administrators, and parents, the team agreed that although the positions we currently have are effective, we need more capacity to meet needs of each teacher requesting support. We then asked, "What do we want to accomplish with additional leadership roles?" To help us answer that question, we reviewed information provided by the Iowa Department of Education, SAI, Heartland AEA, and resources that the district had collected about the impact of teacher leadership. We also reviewed literature about characteristics of effective teacher leaders to help us consider supports teachers and teacher leaders would need. To improve our current structure, we decided to have one of our Instructional Strategists also focus on professional development and to add another mentor position for teachers not only new to the profession, but also new to our district.

While expanding some roles we already have was an easy decision, we engaged in considerable discussion regarding the leadership opportunities that would benefit the most teachers. Our goal is to have a minimum of 25% of our teachers in leadership positions. This plan will engage over 1/3 of our staff in a position of leadership. We discussed a variety of positions including model teachers, instructional coaches, and lead teachers. Teachers and parents on the committee suggested adding a position to help facilitate the work of our collaborative teacher teams. This came after conversations about the impact additional leadership roles could have on our culture. We settled on PLC leaders because it would support more teachers without taking time away from working with students.

Using a protocol learned in AIW training in which each member shares his/her score and the rationale for that score, members arrived at consensus regarding the needs for the various leadership roles. The discussions that flowed from the consensus protocol allowed the group to build a better understanding as to the rationale for each position. Once we agreed to the roles of each position, compensation, and contract length, our focus moved to describing in more detail the responsibilities each would have. All groups (parents, teacher, and administration) were sensitive to the notion that our best teachers might be out of classes more than they are now, but it was agreed that we needed to empower our best to help improve learning opportunities for students and staff alike.

Input from our parent members was beneficial as they provided perspective from their careers as well as their role as parents and community members. All three parents on the committee were somewhat aware of our current instructional strategist framework, but as they became more informed about initial successes, there was a clear commitment to build upon the framework we had begun.

Our teachers on the committee were selected by our Van Meter Education Association President and the Superintendent. It was agreed that we needed to have representation from union and nonunion staff with a mix of veteran teachers and those newer to the profession. The four teachers involved played a key role in helping the group formalize the skills and expectations of identified leadership positions. After discussions about the dispositions identified by the teachers, all members of the group came to clear consensus regarding the job descriptions.

We had two administrators on the committee. One of the unique aspects to our district is that we have a Superintendent who is also our Secondary Principal, and we have an Elementary Principal who is also our Director of Teaching and Learning. Both agreed that having more instructional leaders to distribute leadership responsibilities would greatly benefit our staff and improve student learning opportunities. By identifying a Professional Development Coordinator role and establishing PLC Leaders, the planning committee is convinced that the level of support needed for Van Meter teachers to be successful will improve significantly.

The roles in the TLC plan our district is proposing align to our mission of personalizing learning. Each member of the committee demonstrated commitment to the process and implementation of the proposed plan. Parents, teachers, and administration at Van Meter Schools are supportive of the direction of providing leadership opportunities for teachers and committed to doing what is best for the students in our district. The proposed TLC plan effectively meets the needs of students, teachers, and administration.

Narrative

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

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

We developed a Teacher Leadership and Compensation plan that was modeled around our philosophy of creating a learning system that meets individual needs. For us to accomplish our goals, we believe we need to empower teachers to be leaders of our mission to personalize learning. The vision and goals of our plan are outlined below:

Vision of the Van Meter Teacher Leadership and Compensation Plan

Our vision is improved student learning through the development of a teacher leadership system that emphasizes personalized teaching and learning for all students and staff.

Goals of the Van Meter Teacher Leadership and Compensation Plan

- Improve learning experiences by personalizing teaching and learning for each individual (students and adults) in our system.
- Provide leadership opportunities at multiple levels for a minimum of 25% of our staff.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Attract and retain quality teachers through competitive compensation, quality professional development and support, and a work environment that is second to none.
- Use teacher leaders to provide quality professional development and support instructional changes that improve learning for all students and staff.
- Distributed leadership opportunities to better enable our district to implement effectively and sustain the following, each of which helps us personalize learning for all staff and students:
 - PLCs
 - AIW
 - MTSS
 - SBG
 - K-12 Spanish
 - CEI
 - PBL

• CBE

The goals of our system align closely with those of the state. Components of the plan have already been put in place by our district. We have established four Instructional Strategist positions (two in each building) and mentors serving K-12 teachers new to the profession as needed. This is the 2nd year of our program. We increased the number of Instructional Strategists because of the feedback we received from teachers and because of the impact on student learning. Though all of our improvements can't be tied to our use of two instructional strategists in the 2012-2013 school year, we did see some positive results on the Iowa Assessments as indicated below:

2012-2013 Iowa Assessments

District Goal: 90% Proficient and/or show 1+year's growth and 25% advanced proficient

Reading				Math				Science						
	% Proficient (FAY)	% Prof &/or more than 1 year growth	% Advanced Proficient	Both District Goals met?		% Proficient (FAY)	% Prof &/or more than 1 year growth	% Advanced Proficient	Both District Goals met?		% Proficient (FAY)	% Prof &/or more than 1 year growth	% Advanced Proficient	Both District Goals met?
3	91.1	94.9	12.2		3	92.3	94.9	29.3	yes	3	92.3	94.9	43.9	yes
4	74.4	86.4	26.5		4	79.1	86.4	24.5		4	88.4	93.2	20.4	
5	92	96.1	26.4	yes	5	92	94.1	30.2	yes	5	92	92	20.8	
6	72.9	81.3	26.9		6	85.4	89.6	15.4		6	89.6	97.9	40.4	yes
7	87.5	94.6	20.3		7	89.3	92.8	27.1	yes	7	80.4	85.7	20.3	
8	85	87.8	18.2		8	87.8	92.9	31.8	yes	8	78	85.7	9.1	
9	87.7	91.8	28.6	yes	9	85.7	87.8	32.1		9	91.6	95.9	30.4	yes
10	93.1	98.1	21.4		10	88.7	94.3	21.4		10	96.2	96.2	21.4	
11	91.8	95.9	21.2		11	91.8	95.9	17.3		11	91.8	95.9	23.1	

Note: The students reflected in this data are only those enrolled in Van Meter for a full academic year (FAY). It does not include students who were enrolled in another district at time of testing in the 2011-2012 school year.

In 2012-2013, our district goal was for 90% of our students to be proficient or show more than one year's growth and 25% of our students to be advanced proficient in Reading, Math, and Science. As our numbers indicate, we had multiple grade levels achieve both of those goals in at least one of the core areas. Though some of the grade levels did not achieve both parts of the goal, each grade level was within a few students of meeting our district goal. This is why in the 2013-2014 school year, we have added two more instructional strategists, and why we believe with even more supports as described below, we will be able to impact student learning at Van Meter Schools to an even greater degree.

One of the challenges we have faced is providing adequate support for new staff members. We have a mentor program for teachers new to the profession and it has been effective as evidenced by feedback from new teacher and mentors alike, but we do not have a formalized plan for providing support to teachers new to our district. Being an innovative district, we are engaged in work that differs from most districts. A goal for us is to provide layered support for those new to Van Meter by having mentors and other teacher leaders assist in the induction of all new employees regardless of the number of years they have been teaching. The Teacher Leadership and Compensation system we have developed will allow us to provide that support.

PLC Leaders are another layer of support in our plan that help us provide the professional development needed for each teacher to learn in a collaborative process. PLC Leaders will be responsible for leading and facilitating our collaborative teams. If quality leadership is provided to our PLCs, teachers will have the support and guidance needed to implement district initiatives effectively and to provide personalized instruction for all of our students.

By providing multiple leadership opportunities not only to increase teacher compensation, but also to support teacher growth and development in implementing initiatives within our district, the TLC plan we have put together effectively meets the goals of our district and state to improve and personalize learning for all of our students and staff.

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

Amidst our work to implement the Iowa Core within the structure of our PLCs, Van Meter Schools is also engaged in two state initiatives, both focused on personalized learning. Competency Based Education (CBE) and Multi-Tiered System of Supports (MTSS) are both changes to the system focused on the individual student. By emphasizing quality core instruction for all students and the use of data to make informed decisions for each individual student, these personalized approaches to instruction play into one of our district's greatest strengths and core beliefs: We need to know each child well to make sure we prepare him/her for success. Each teacher leadership position outlined in our plan directly aligns to the district vision of personalization while supporting implementation of these two system changes.

CBE is a system redesign that challenges previously held beliefs about how learning takes place. Students in this system are encouraged to pursue learning opportunities that engage their personal interests and to take ownership of their learning process while they are provided individual supports along their learning pathway. This new approach for our state will take additional support for teachers in our district. No "one size fits all" applies to the implementation of CBE, so supporting collaborative inquiry through various teacher leader roles will be critical in the cycle of this improvement process. The leadership model outlined in our TLC plan utilizes multiple layers of supports for teachers and students to help move our system to one based on showing what a student has learned rather than sitting through what has been taught.

Principles of MTSS are central to our district efforts as we work to meet district goals of 95% proficient (or making more than one year's growth) and 25% of students advanced proficient as measured by the Iowa Assessments. Teacher leaders support teachers in their core instruction and help them analyze formative assessment data. Being informed by data also allows instructional strategists to provide interventions for students showing intensive need (those who need remediation and those students who need additional challenge and advancement). This dual role keeps our best teachers working with students most in need, and allows them to model instruction and collaborative conversations.

Prior to our designation as a Phase 1 school in the state's C4K - MTSS work, four years of work for teachers focused on Iowa Core implementation. We first focused on understanding the Characteristics of Effective Instruction and then unpacking the standards themselves. This year, our district has delved into the Universal Constructs as part of our district vision and mission work. While our Iowa Core Self Study data has indicated a strong feeling of shared leadership, the additional TLC roles serve to increase the opportunities staff members have to share in moving our district forward.

Grounding our teaching and learning in the Iowa Core standards is an ongoing process. Assessment data and qualitative data collected from teachers, student and parents have indicated success in the implementation of the math Iowa Core standards K-12 and work continues with literacy instruction. Current instructional strategist roles have supported this work through their collaboration with teacher teams, modeling and co-teaching with individual teachers, and vetting resources and research for classroom teachers, but we know more support is needed. Expanding teacher leadership roles will continue to support this area of growth and get our district prepared to implement the requirements of the early literacy legislation recently funded.

Because reading data indicate only slight improvements and other measures indicate teacher readiness for professional development in the area of literacy, elementary building plans are embedding literacy instruction as a focal point of team collaboration and support. Research is clear about the impact of being a proficient reader by grade 3, and our collaborative teams use the first question of MTSS, "Is our Core sufficient?", to plan building professional learning opportunities. Instructional strategists are key in providing support for this work. Not only do they share information with staff from trainings, they also find resources, collaborate around student concerns, and problem solve instructional strategies. This work helps support building and district goals of increasing student proficiency and closing the gaps in learning.

As indicated, instructional strategists have had a positive impact on student learning at Van Meter. An innovative district, we are engaged in initiatives that differ from most districts. A goal for us is to provide more support for those new to Van Meter by having mentors for all new employees regardless of the number of years they have been teaching. The TLC system we have developed will allow us to provide that support.

The final layer of our plan, the addition of PLC Leaders for each of our teams, helps the Van Meter District provide the professional development support needed for each teacher to learn in a collaborative process. The PLC Leaders will be responsible for providing leadership and facilitation of our collaborative teams. If quality leadership is provided to our PLCs, teachers will have the support and guidance needed to implement district initiatives effectively and to provide personalized instruction for all of our students.

By providing multiple leadership opportunities with appropriate compensation and supporting teacher growth and development in implementing initiatives within our district, the TLC plan we have put together effectively meets the goals of our district and state to improve and personalize learning for all of our students and staff.

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

Because Van Meter Schools is growing in the number of students served, hiring new staff is a continual consideration. Our proximity to larger metro schools also lures teachers from our district because they can often have fewer preps. Our TLC plan includes the strengthening of a mentor teacher position to support any new teacher to our district; and as described in other components of this plan, it makes our collaborative school culture enticing to teachers who want to see the impact of their work through a personalized learning environment.

Beginning teachers at Van Meter already make over \$33,500, so the funds generated from our plan will be used to support professional learning, hire staff to fill the instructional time gaps created by teachers moving to new leadership positions outlined in this plan, and to fund the stipends of our newly created leadership positions. The money we receive will greatly enhance the opportunities available for teachers in our district.

What we Have Now

Currently we partner with another district, Dallas Center-Grimes, to provide the majority of the explicit mentoring and induction program for teachers new to the profession through "Instruction for All" class. The strengths of this approach include sharing ideas with people outside the district, receiving quality instruction around issues facing new teachers, and accessing a broader network of colleagues for ideas and support. Though the current framework used for mentoring is sufficient in many ways, the outside mentor training alone does not meet all of the needs of new teachers to our district. A natural limitation of using an outside district to provide programming includes lack of opportunities to understand district-specific initiatives. Finding time for our mentors to support our mentees is a challenge as well. With our current system, we do not have a formal support system for experienced teachers new to our district. Though the current instructional strategists may check in

more frequently with those new teachers, no formal process of induction for new staff has been established. With the TLC plan we are proposing, we believe we will develop a highly effective mentoring program for ALL new teachers in our district.

Supporting All Teachers New to our District

Providing support for new teachers to our district is critical not only to individual teacher development, but also to our progress as a district. The varied roles in the TLC plan all play a part in supporting new teachers at Van Meter. In addition to the direct connection with a mentor, new teachers will have the support of instructional strategists who will provide assistance through modeling instruction and data driven conversations, for example. During Instructional Leadership Team (ILT) meetings, leaders will collaborate around the various levels of supports these new teachers receive and may need. The PD Coordinator role added in this TLC Plan will also be responsible for providing learning opportunities for mentees to attend with their mentor.

Mentees will have the following supports:

- Teach 75% of the time
- Scheduled time for collaboration with mentor (mentors will also teach 75% of the time)
- Regular observation of teachers modeling effective instructional practices
- Daily extended preparation time
- Regular reflective conversations with mentor
- Opportunity to continue mentor support beyond two years if needed

We will continue to use the "Instruction for All" training outside our district as one layer of support for teachers new to the profession. While we have also supplied new teachers a mentor in the past and will continue to do so, teachers new to the profession will not teach a full class load at Van Meter. They will be able to use the time in which they are not providing direct instruction to observe other teachers teaching, collaborate with their mentor and peers, and reflect on and plan for instruction.

Being Innovative Means More Personalized Approaches

Van Meter's work with MTSS, 1:1 technology access and standards based grading are often areas to which even experienced teachers have had little exposure. The additional mentor teacher role will help teachers new to our district learn about instructional practices our district implements as we continually strive to personalize education for our students. New teachers in our district will be assigned a mentor for two years (or as needed) to support their growth and development in our schools. This additional layer of support for our new staff will provide regular opportunities for collaboration centered on district initiatives and instructional practices. Along with the supports of other teacher leader positions including instructional strategists and PLC leaders, new staff members at Van Meter will have multiple levels of support personalized to meet their individual needs. These improvements to our current mentoring system will not only improve instruction and student learning, it will improve entry into the profession and help Van Meter Schools retain quality teachers.

Narrative

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

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

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

Teacher leadership roles created in Van Meter's plan are designed to personalize learning for students, improve the quality and responsiveness of professional learning opportunities for staff and develop a coherent instructional improvement strategy that supports effective implementation of various district initiatives.

Teacher Leadership Before TLC Plan

Van Meter values the role of teacher leaders, best evidenced by the intentional reduction in administration and increase in teacher leadership roles. Even with increasing enrollment, Van Meter Schools had five full time administrators three years ago; and today we have only three.

Student learning data, staff surveys, and community feedback provides evidence in support of the effectiveness of our current instructional leadership structure which includes the following positions:

- Superintendent/Secondary Principal
- Director of Teaching and Learning/Elementary Principal
- Instructional Strategist (2 in the elementary & 2 in the secondary)
- Mentor (1 for new teachers to profession only)

Student learning results have been positive as evidenced on the chart below:

2012-2013 Iowa Assessments

District Goal: 90% Proficient and/or show 1+year's growth and 25% advanced proficient

Reading				Math				Science						
	% Proficient (FAY)	% Prof &/or more than 1 year growth	% Advanced Proficient	Both District Goals met?		% Proficient (FAY)	% Prof &/or more than 1 year growth	% Advanced Proficient	Both District Goals met?		% Proficient (FAY)	% Prof &/or more than 1 year growth	% Advanced Proficient	Both District Goals met?
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4	74.4	86.4	26.5		4	79.1	86.4	24.5		4	88.4	93.2	20.4	
5	92	96.1	26.4	yes	5	92	94.1	30.2	yes	5	92	92	20.8	
6	72.9	81.3	26.9		6	85.4	89.6	15.4		6	89.6	97.9	40.4	yes
7	87.5	94.6	29.3		7	89.3	92.8	27.1	yes	7	80.4	85.7	20.3	
8	83	87.8	18.2		8	87.8	92.9	31.8	yes	8	78	85.7	9.1	
9	87.7	91.8	28.6	yes	9	85.7	87.8	32.1		9	91.8	95.9	30.4	yes
10	93.1	98.1	21.4		10	88.7	94.3	21.4		10	96.2	96.2	21.4	
11	91.8	95.9	21.3		11	91.8	95.9	17.3		11	91.8	95.9	23.1	

Note: The students reflected in this data are only those enrolled in Van Meter for a full academic year (FAY). It does not include students who were enrolled in another district at time of testing in the 2011-2012 school year.

More Leadership Opportunities for Teachers

We believe that an even more distributed leadership system will positively affect teacher practices and improve student learning. The instructional leadership support the teacher leaders provide will be build upon the teacher leader foundation for the district moving forward.

The framework we have developed in our plan with the teacher leadership roles, including a **PD Coordinator/Instructional Strategist**, three **Instructional Strategists**, two **Mentors**, and up to ten **PLC Leaders**, will help our district build the leadership capacity needed to improve learning opportunities for students and teachers.

Each role in the TLC plan supports our district goals and initiatives through layers of support. The **PD coordinator/Instructional Strategist** will help organize the learning opportunities for teacher leaders in a way that builds upon the district professional development outlined for the entire staff. **Instructional strategists** will still be able to work with teachers around identifying and addressing individual student needs while also working directly with students. These roles have supported district initiatives around MTSS and Iowa Core implementation and also serve as a resource for the personalized learning approach the district believes is at the heart of its work. **Mentor** teachers will be a critical component as our district continues to see growth and hires new staff. Although this role is already in place in the district as well, the TLC plan calls for additional responsibilities like supporting all teachers new to the district (veteran and new to the profession). Finally, the additional layer of **PLC leaders** provide supports for structured learning conversations (an area our implementation data suggests needs help). These leaders, while in a new position, will help facilitate a well-embedded structure for professional learning in place in our district since 2010.

The leadership positions along with the full time teaching positions added through the Teacher Leadership Supplement, will enable us to impact the quality of support for teachers, which enhances instruction, improves student learning, and increases opportunities for teachers and students alike.

Proposed Leadership Structure

If the plan is approved, our new Instructional Leadership Team (ILT) will include the following:

- Superintendent/Secondary Principal
- Director of Teaching and Learning/Elementary Principal
- **PD Coordinator/Instructional Strategist (1)**-
 - Complete the job responsibilities of Instructional Strategists (*See below*) in addition to:
 - Support the instructional leadership of principals, instructional strategists, mentor teachers and PLC leaders through co-facilitating the Instructional Leadership Team (ILT)
 - Contribute to the creation of the district professional development plan collaborating with the School Improvement Team (SIT) and the Director of Teaching and Learning.
 - Help plan, facilitate and assess effectiveness of district professional development.
 - TYPICAL WORK DAY: .5 time working with students .5 time working with teachers and teacher leaders
 - CONTRACT: 15 day extended contract at a stipend of \$7,500
- **Instructional Strategist (3)**-
 - Attend, observe and provide feedback to Instructional Leadership Teams (ILT) regarding Professional Development procedures, coaching skills, best instructional practices and facilitation of PLC's.
 - Support teachers through researching and modeling appropriate instructional strategies, best practices, protocols, and coaching practices during staff development, meetings and with other members of the ILT.
 - Assist with using Iowa Assessments, FAST, and other assessment results in the development and refinement of curriculum documents to improve instruction and supports.
 - Enhance instructional effectiveness through the support and delivery of a multi-tiered system of supports (MTSS).
 - Provide leadership and support to teachers in the areas of curriculum, assessment and instruction.

- Work with teachers in the development and implementation of Individual Career Development Plans and with building level long-range plans.
- Provide field tested and/or research based demonstration lessons that apply District best practices, educational innovations, and state standards to new learnings to improve instruction.
- Conduct regular observations to gather information that will lead to instructional improvement through regular feedback.
- Participate in the development and enhancement of a district-wide culture that promotes professional growth and student learning.
- Establish and demonstrate positive human relations with colleagues, parents, staff and community.
- Maintain an ongoing program of professional growth that meets District expectations and personal professional goals.
- Provide excellent instruction and communication with an understanding of how to facilitate growth in adults.
 - TYPICAL WORK DAY: .5 time working with students ,5 time working with teachers and teacher leaders
 - CONTRACT:10 day extended contract at a stipend of \$5,000
- **Mentor (2)-**
 - Create and foster positive professional relationships with colleagues to support new teachers.
 - Model the use and application of exemplary practices and provides examples of exemplary student work and evidence of learning as defined through District rubrics.
 - Consistently expand and individualize professional growth to accomplish the goals of PLCs, building plans and Individual PD Plans.
 - Assist teachers in developing and utilizing standards based lesson design that increases student learning.
 - Provide field tested demonstration lessons that apply best District practices, educational innovations and state standards through new learning, to improved instructional delivery.
 - Provide new learning that applies to PLC goals and action planning and provides support for mentees to help improve their instructional practices.
 - Conduct regular observations of mentees to gather information that will lead to instructional improvement through regular feedback.
 - Support mentees in creating and maintaining systems for communicating student goals, successes and methods to the community and parents.
 - Participate in the development and enhancement of a school-wide culture that promotes professional growth and student learning.
 - Provide support and knowledge that inspires and encourages the professional growth of teachers at PLC and school-wide meetings as resources are utilized for enhancement of student learning.
 - Promote and maintain student and teacher behavior expectations that are conducive to learning, maximize learning time and increases the probability of advancing student achievement.
 - Establish and demonstrate positive human relations with students, parents, other staff members, and the community.
 - Maintain an ongoing program of professional growth that meets District and team expectations and personal, professional goals.
 - Initiate and maintain the involvement of the community and parents in the learning processes at the school and ensure the accuracy, completeness, confidentiality, and security of all student information.
 - TYPICAL WORK DAY-.75 time working with students and .25 time working with mentees
 - CONTRACT- 5 day extended contract at a stipend of \$2,500
- **PLC Leader (up to 10 positions)**
 - Lead a grade level, subject area or intervention team
 - Facilitate PLC/AIW to make informed decisions about curriculum and instruction based on research and the analysis of student work
 - Help determine the essential or guaranteed curriculum (Iowa Core) for the level or courses assigned to them, set learning targets and assessments to measure student achievement, examine student work, and modify instructional practices to meet the needs of their students
 - Provide an agenda for PLC meetings
 - Facilitate PLC/AIW meetings
 - Serve as a liaison with the ILT
 - Ensure PLC/AIW notes are up to date and posted to the shared folder
 - Review material from PLC/AIW research
 - Serve as a member of the Van Meter Instructional Leadership Team
 - TYPICAL WORK DAY: Normal teacher day. Supports and facilitates PLC/AIW teams
 - CONTRACT: 1 day extended contract at a stipend of \$1,250

Supports TLC Provides

One of the challenges we have faced is providing adequate support for new staff members. We have a mentor program for teachers new to the profession and it has been effective, but we don't have a formalized plan for providing support to teachers new to our district. An innovative district, we are a part of initiatives that differ from those in most districts. A goal for us is to provide more support for those new to Van Meter by having mentors for all new employees regardless of the number of years they have been teaching. The Teacher Leadership and Compensation will allow us to provide that support.

By hiring PLC Leaders for each of our Professional Learning Communities and AIW teams, Van Meter will be able to provide the PD support needed for each teacher to learn in a collaborative process. This aspect of our plan helps the Van Meter District provide the professional development support needed for each teacher to learn in a collaborative process by hiring PLC Leaders for each of our Professional Learning Communities and AIW teams. These roles will provide another leadership opportunity for those interested, and help our district ensure that all teachers are receiving the support and guidance needed to provide personalized instruction for all of our students.

By providing multiple leadership opportunities not only to increase teacher compensation, but also to support teacher growth and development in implementing initiatives within our district, the TLC plan we have put together effectively meets the goals of our district and state to improve and personalize learning for all of our students and staff.

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

a) Measures of effectiveness

b) Professional growth

Choosing the most effective teachers for the leadership positions we have developed will be critical to the success of our program. Using a process similar to how we hire any teaching position, we will have a committee of teachers, administrators, and other stakeholders interview each candidate. The committee of teachers will include equal representation of teachers in the Van Meter Education Association and teachers not in the VMEA. Each will focus on the applicant's skills within the following areas used from the Teacher Leadership Skills Framework (more detailed info can be found here: <http://bit.ly/1gJEjj4>) created by the Center for Strengthening the Teaching Profession:

- Working with Adult Learners
- Communication
- Collaboration
- Knowledge of Content and Pedagogy
- Systems Thinking

Candidates for each position will be asked to model teacher leadership characteristics within the interview process by organizing and running a PLC meeting in which the candidate discusses instructional practices with members of the interview committee.

The applicants will be scored on a rubric aligned to the Teacher Leadership Skills Framework which takes into consideration their effectiveness on the performance task, in leading the PLC meeting around the above areas, and in their responses to interview questions. To determine professional growth, teacher leader applicants will provide individual professional development plans and answer interview questions to describe how they have evolved as teachers throughout their career. Using this information along with the rubric scores from the interview, the committee will then compile and review the results. This interview process and any other artifacts provided by applicants will be used to help build agreement on the best candidates for each position. Once consensus is achieved by the interview committee a recommendation will be given to the superintendent. This information along with previous performance reviews and the superintendent interview of the candidates will be used in determining who will be offered the position.

Once selected, individual plans and goals will be established within individual professional development plans for each teacher leader. Data will be collected through reflections, observations, and surveys around the teacher's effectiveness in working with adults, communication, collaboration, content and pedagogical knowledge, as well as systems thinking in relation to their respective teacher leader position. Student learning data will also be collected and reviewed to determine the teacher leader's impact on teacher effectiveness in relation to student learning. The teacher leader will do quarterly self evaluation and reflections on his/her effectiveness in the assigned position. This information will be used in collaboration with the administrator to evaluate the overall effectiveness of the individual in the teacher leader role throughout the year. Regular and timely feedback provided to the teacher leader by staff and administration along with personal reflections will help provide the support and ongoing data needed to perform at the highest level.

The teacher leaders will meet regularly as a PLC to review student learning and instructional data. By using formative and summative student learning data from Skills Iowa, teacher prepared assessments, and Iowa Assessments, the teacher leaders will determine what supports teachers might need to improve student learning. Instructional Practices Inventory data, other walkthrough data, and observations will be used to determine the impact of instructional strategies used. By participating in a professional learning community, teacher leaders will have the opportunity to collaborate and grow professionally both as individuals and as a team.

Bimonthly meetings will be planned with administration and the Professional Development Coordinator/Instructional Strategist to determine what supports the teacher leaders may need in relation to the district and building goals established. Professional development will be planned in alignment with the IPDM. We will use student learning and instructional practices data collected by the teacher leaders, surveys completed by staff, and observations from peers and administration to inform our professional learning for teacher leaders throughout the year.

At the end of each year, the cycle of continuous improvement, as outlined in the IPDM, will come full circle by our ILT collectively reviewing teacher leadership data collected from the Teacher Leadership Skills Framework. This review will inform future professional learning plans for the district, buildings, and for each individual filling a teacher leadership role.

This cycle of professional growth and supports will be personalized to each teacher leader's needs. The Professional Development Coordinator/Instructional Strategist will facilitate and lead the professional development with support from administration as needed. The focus will be on personal growth and impact of each individual teacher leader using an ongoing cycle for improvement outlined in the IPDM.

Narrative

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

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

b) Description of how the district's 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.

We believe that If we have professional development that is aligned, differentiated and of appropriate intensity, then instruction provided to each student will be engaging, meaningful, personalized, rigorous, and cognitively demanding. The goal of implementing the proposed teacher leadership model is to improve the quality and responsiveness of professional learning opportunities for staff and improve instruction through the implementation of various district strategies and initiatives. If we improve PD, then we can improve instruction which will improve student learning.

Analyzing various data sets, the school improvement team (SIT) along with district/building administration has established district goals and mapped out a two year professional development plan focusing on personalizing learning. This work has been taken to the building level leadership teams to be operationalized.

The data trends indicate we need to address individualized needs of students more effectively. Although we have roughly 10-15% of students who are not proficient in math, reading or science, we also have 20-30% of students in the same grade level who are advanced proficient. In light of these data, the district's work with MTSS aims at meeting students' needs wherever they are. Aligned with this work is the work of Competency Based learning. Both are significant to the district's professional development plan.

Delivery of professional learning opportunities occurs through 10 full days throughout the year which are divided between district and building level PD. We also have weekly collaborative PLC or AIW team meetings lasting for one hour. Full days often include the delivery of theory and new learning. Weekly collaborative team meetings alternate between AIW scoring sessions and PLC team created agendas. Instructional strategists support the delivery of PD by modeling instructional practices and lessons, planning lessons collaboratively, co-teaching, and providing a sounding board for reflective conversations. Besides coming into classrooms, they can also film other teacher's instruction, and cover classes to allow teachers to observe instruction in other classrooms within the district, all the while engaging in reflective conversations with individual teachers.

The ongoing cycle of professional learning is where the additional teacher leadership roles proposed in this plan will have the most significant impact. PD data reveal collaborative teams have varying levels of comfort in sharing and providing feedback to peers regarding instructional practices. We also see that some teams of teachers are more ready to implement learning from PD than others. PLC leaders will be key in keeping collaborative team meetings focused on student learning and can connect the district work with AIW to improving instructional practices of the collaborative team. This designated team leader will also be responsible for bringing back questions and concerns of a team to leadership so support can be provided in a more timely and differentiated manner. With a background in AIW, the PLC leader will be responsible for working with external AIW coaches to plan for district site visits.

Each of the leadership roles outlined below have a part in the annual evaluation of professional development. Using the IPDM rubric, the semi-annual PLC survey and formative data pieces shared in monthly Instructional Leadership Team (ILT) meetings, teacher leaders contribute to the overall evaluation of the professional learning opportunities planned and delivered for Van Meter staff. Collaboration between the ILT and SIT will take place at the end of each professional development cycle to review the data and consider adjustments to goals and direction of future PD, thus continuing the cycle of continuous improvement outlined in the Iowa Professional Development Model.

Mentor teachers address a gap in our current professional development that was most noted this past year when the district hired more teachers to address increased enrollment than in the previous five years. Given the continued projection for increased enrollment, our teacher leadership plan addresses a significant need in supporting teachers new to our district (whether they are new to the profession or not). Van Meter's work with MTSS, 1:1 technology access and standards based grading is moving more quickly than teacher preparation programs can prepare graduates. New teachers from other districts have commented on a similar feeling of being unprepared for these types of instructional demands.

Professional development coordinator is an instructional strategist who has additional responsibilities to support the learning of leadership positions added through this plan. This position will work directly with the Director of Teaching and Learning to plan and deliver professional development for teacher leaders on a regular basis.

For their own professional development, teacher leaders have opportunities to learn related to this plan. The PLC Institute in Minneapolis on June 11-13, 2014, and the AEA "Facilitating Adult Learners" class are two opportunities we anticipate will provide initial professional learning for all leaders included in our plan. In addition, instructional strategists have their own collaborative team time with other support teachers throughout the year. This is in addition to the regular Instructional Leadership Team (ILT) meetings that will be attended by the teacher leaders outlined in this plan and the district/building administration. Regular leadership learning opportunities will also be planned and delivered by the PD Coordinator.

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

- a)Description of how the district will determine the impact/effectiveness of the TLC Plan, including short-term and the long-term measures.
- b)Description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Teacher leadership roles created in this plan are designed to personalize learning for students, improve the quality and responsiveness of professional learning opportunities for staff, and improve instruction through the implementation of various district strategies and initiatives.

Each role supports these goals in slightly different ways. The use of surveys, implementation rubrics, achievement results and observations will help us monitor, evaluate and adjust the TLC plan.

Data Informed the Plan

An annual use of the IPDM 26 point rubric combined with the semi annual use of "Tracking and Assessing Cultural Changes" (*The Power of Professional Learning Communities at Work*, Solution Tree, 2007) have been used since 2007 and fall of 2010 respectively. The data are used to plan professional development and were also used to inform the creation of the TLC plan. These tools will continue to help measure long term goals and change in various components of professional learning opportunities. For example, the two lowest scores in IPDM 26 point rubric: "Collaborative team meetings structured" and "An implementation plan describes what the teacher will be studying and putting in place in the classroom" were specifically addressed in the creation of the PLC leader role in our district's TLC plan.

The Professional Learning Community (PLC) model, which uses an inquiry approach to PD supported by collaborative teaming, is one which our district implements to support teachers' learning. PLC agendas, notes and SMART goal reflections are formative data regularly reviewed to assess the quality of professional learning experiences. Reviews of the PLC notes and agendas reveal conversations focused on planning instead of learning and often not informed by any student data. Inconsistencies exist between teams and some teams' notes and agendas show little connection to district and building PD. This plan adds leadership roles to support collaborative teams more specifically through the role of PLC Leader.

Research about strong social skills and assets as they relate to maximizing professional capital is a practice to which our district adheres. While strengthening content and pedagogy has an important place in professional learning, so does the ability to collaborate and share ideas with colleagues. Results from the *InsightX Cultural Assessment* conducted by HumaneX Ventures was part of the district's data set used to evaluate the social capital of our staff and to set goals for continued support for collaborative teams. Informal tools and surveys administered via GoogleForms allow us to view data quickly and are regularly used, too. These data help us understand staff perception of culture and climate of our learning environment.

An MTSS implementation rubric (created by the district referencing Colorado Dept. of Ed RtI implementation Rubric) has provided baseline data for the implementation of MTSS. Founding principles of MTSS are in place, but implementation at the classroom level is not happening on a wide scale. Having teacher leader roles that can model and support the implementation of MTSS will be an important part of the work.

Monitoring and Adjusting Plan

We believe that if we have professional development that is aligned, differentiated and of appropriate intensity, then instruction provided to each student will be engaging, meaningful, personalized, rigorous, and cognitively demanding. The school improvement team (SIT) plans professional development monthly using the formative results from the previous learning experiences (informal surveys, exit tickets, group discussion, and observations). This helps ensure the learning experiences planned for staff are aligned to need and district vision. The Instructional Leadership Team (ILT) made up of the teacher leadership roles added in this plan will review summaries of the informal data collected by SIT. They will also consider teacher retention data and the number of applicants for open positions and analyze formative student achievement data from district wide assessments to measure the effectiveness of TL roles and use these data to make changes as needed throughout the year. This team along with SIT will be valuable in reviewing district and school level data as they relate to the short and long terms goals and make suggestions for school improvement planning including the overall TLC plan.

Short term goals for the implementation of the TLC plan would include:

- better identification of students needing support and the areas in which they need it.
- Increase in teacher survey results around differentiated PD supports
 - new teachers to district would be pulled out for specific analysis
- More descriptive PLC notes documenting more consistent, learning focused team conversations

Long term goals for the implementation of the TLC plan include the following:

- improved responsiveness of PD (measured annually by IPDM 26 component rubric, Change in IPI walk through data and feedback from SIT)
- better implementation of district initiatives (measured by the annual use of the IPDM 26 component rubric, MTSS implementation rubric, and district walk throughs),
- increase in student achievement (measured by FAST early literacy assessment, Iowa Assessments and District wide assessments),
- more immediate and prescriptive interventions that help students close achievement gaps in place for students (TIER system data intervention data)

Ultimately, the TLC Plan submitted by our district seeks to improve student learning. Besides state required assessments, we will measure effectiveness by growth in standardized, district wide assessments (namely, Skills Iowa reading and math benchmark assessments, FAST early literacy assessments and other common grade leveled assessments). While this growth and feedback is less immediate, we expect to see quantitative and qualitative examples of improved student learning.

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

Van Meter Schools is committed to providing teacher leadership opportunities. We currently employ four Instructional Strategists as a district (two in the secondary, and two in the elementary.) Currently, teachers filling these roles work with teachers as models, collaborators and co-teachers; they also work directly with our students who show the most need. We see the TLC plan as a way to enhance our current system. We have adjusted roles for staff to best meet student and teacher learning needs, so our long term objective is to increase leadership opportunities in our teacher leader system.

Teacher leadership roles created in this plan are designed to personalize learning for students, improve the quality and responsiveness of professional learning opportunities for staff and improve instruction through the implementation of various district strategies and initiatives. The use of surveys, implementation rubrics, achievement results and observations will help us monitor, evaluate and adjust the TLC plan.

Van Meter values the role of teacher leaders, best evidenced by the intentional reduction in administration and increase in teacher leadership roles. Even with increasing enrollment, Van Meter Schools had five full time administrators three years ago and today we have only three.

Student learning data, staff surveys, and community feedback provide evidence in support of the effectiveness of our current structure. We believe that an even more distributed leadership system will positively affect teacher practices and improve student learning. The instructional leadership support the teacher leaders provide will be a part of the foundation for the district moving forward. The framework we have developed in our plan with the teacher leadership roles including a PD Coordinator/Instructional Strategist, three Instructional Strategists, two Mentors, and up to ten PLC Leaders will help our district build the leadership capacity needed to improve learning opportunities for students.

Each role in the TLC plan supports our district goals and initiatives in slightly different ways. The PD coordinator will help organize the learning opportunities for teacher leaders in a way that builds upon the district professional development outlined for the entire staff. Instructional strategists, a position we have currently, will still be able to work with teachers around identifying and addressing individual student needs while also working directly with students. These roles have supported district initiatives around MTSS and Iowa Core implementation and also serve as a resource for the personalized learning approach the district believes is at the heart of its work. Mentor teachers will be a critical component as our district continues to see growth and hires new staff. Although this role is already in place in the district as well, the TLC plan calls for additional responsibilities like supporting all teachers new to the district (veteran and new to the profession). Finally, the additional layer of PLC leaders provide supports for structured learning conversations (an area our implementation data suggests needs help). These leaders, while in a new position, will help facilitate a well-embedded structure for professional learning in place in our district since 2010.

This plan allows us to create several more leadership positions, and it better enables us to hire staff to replace the direct instructional time we are currently using general fund dollars to support. Though we would envision our district maintaining what we currently have for the foreseeable future, the Teacher Leadership Supplement will allow us to hire 2-3 more full time teachers, another mentor teacher, and up to ten PLC leaders. The leadership positions along with the full time teaching positions added, enable us to impact the quality of support for teachers, which enhances instruction, improves student learning, and increases opportunities for teachers and students alike. Because much of the foundational work of this plan is already in place and supported by general education funds, Van Meter Schools is well positioned to sustain the implementation of this TLC plan and the additional roles and responsibilities it outlines.

Our current system is fully supported by the Van Meter Community District School Board as evidenced by the approval of the extended contracts for our current instructional strategists and 3/4 instructional time of our mentor teacher. Administration has worked with the district and building leadership teams to devise a system that can be sustained over time through the general fund. However, the Teacher Leadership Supplement will allow us to promote current staff to leadership positions to support teacher professional development and instruction, as well as hire new teachers to provide a more personalized learning experience for Van Meter students.

Ultimately, the VMCSB Board of Directors, district administration, the Van Meter Education Association, and the people hired for the leadership positions will be responsible for the success of the plan. We have created and developed a collaborative work environment that our TLC plan would effectively support. As with all plans, it is only as effective as the people implementing it, and we believe we have a staff of high quality individuals willing to work together to continue to improve learning opportunities for students.

Grant Allocation

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

Certified Enrollment Number*	578.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$178,497.96
Total Allocation	\$178,497.96

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$40,000.00
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)	\$128,497.96
Amount used to provide professional development related to the leadership pathways	\$10,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$178,497.96

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$178,497.96

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

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

The budget for the Van Meter Community School District Teacher Leadership and Compensation Plan will be used to supplement pay of teacher leaders, hire new staff to cover instructional class time for teacher leaders removed from full-time classroom loads, and to provide professional development for teacher leaders.

Our current salary for starting teachers is \$35,057. With the money received from the state in the Teacher Salary Supplement (TSS) we are able to meet the minimum salary outlined by the TLC guidelines.

Van Meter values the role of teacher leaders best evidenced by the intentional reduction in administration and increase in teacher leadership roles. Even with increasing enrollment, Van Meter Schools had five full time administrators three years ago and today we have only three. Student learning data, staff surveys, and community feedback provide evidence in support of the effectiveness of our current structure. We believe that an even more distributed leadership system will positively affect teacher practices and improve student learning. The instructional leadership support the teacher leaders provide will be a part of the foundation for the district moving forward. The framework we have developed in our plan with the teacher leadership roles including a PD Coordinator/Instructional Strategist, three Instructional Strategists, two Mentors, and up to ten PLC Leaders will help our district build the leadership capacity needed to improve learning opportunities for students.

We will have four leadership positions identified with an estimated number of individuals for each position outlined below:

- **Instructional Strategist/PD Coordinator (1)**- Half of this person's time will be working with students and the remaining time will be divided between working with individual teachers and planning/providing professional development as needed. This will be a 15 day extended contract at a stipend of \$7,500.
- **Instructional Strategists (3)**- Half of this person's time will be working with students and the remaining time will be working with teachers to improve instruction. This will be a 10 day extended contract at a stipend of \$5,000 totalling \$15,000 of pay for the three positions.
- **Mentor (1 or 2)**- This person or people in this position will be working with initial teachers to the profession and our district. .75 of their time will be providing instruction to students and .25 of their time will be working with mentees. These individuals will not have a full teaching schedule. The position will have a 5 day extended contract at a stipend of \$2,500 totalling \$5,000 of pay if there are two mentors.
- **PLC Leaders (8-10)**-These people will serve as support and leaders for our Professional Learning Communities. They will have a one day extended contract and be paid a stipend of \$1,250 totalling \$12,500 if there are 10 PLC leaders.

We are estimating a total cost for stipends at around \$40,000. We will budget \$10,000 for professional development, which includes training for teacher leaders in, "Working with Adult Learners" (class supported by AEA11) and attendance at the national PLC Institute in Minnesota

June 11-13, 2014. Other local opportunities include classroom observations, PLC team meeting observations and instructional walk-throughs where subs and/or release time will be provided. Each of these opportunities, coupled with time for collaboration among the teacher leaders will help flesh out the strengths and roles of each new leadership position for our school district. While clearly identifying the roles of each position continues throughout the year, the TLC planning committee saw this observation and reflection time for teacher leaders as an especially important component for starting the positions off on solid ground.

We are estimating our district to receive \$179,180
 \$310/ student X 578 (certified enrollment) = \$179,180
 Cost of stipends = (\$40,000)
 Professional Development = (\$10,000)
 Remaining funds = \$129,180

The remaining funds will be used to hire approximately three teaching positions that will be needed to back-fill the classroom instruction vacancies created by the teachers who fill leadership positions and instructional time missed by mentees not teaching a full schedule. The funds used to hire additional teachers will allow us to provide more personalized instruction and learning opportunities for students.

We believe that if we have professional development that is aligned, differentiated and of appropriate intensity, then instruction provided to each student will be engaging, meaningful, personalized, rigorous, and cognitively demanding. The goal of implementing the proposed teacher leadership model is to improve the quality and responsiveness of professional learning opportunities for staff and improve instruction through the implementation of various district strategies and initiatives. If we establish distributed leadership opportunities that provide quality PD to support personalized learning, reward professional growth and effective teaching, then we will attract and retain quality teachers, improve student learning, and make Van Meter Schools a learning environment in which everyone wants to join. We are committed to providing a personalized learning system at Van Meter.

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 district's TLC plan. Yes

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

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