

# **CENTERVILLE COMMUNITY SCHOOLS**

## **Centerville, Iowa**

634 North Main  
Centerville, Iowa 52544

641-856-0601

## **DISTRICT PLAN FOR**

# **Teacher Leadership and Compensation System 2016-17**

**Prepared by the Centerville Teacher Leadership Grant Committee**

December 2015

Revised April 2016 by the TLC Committee

School Board Approved May 2, 2016

## **Table of Contents**

### **Overview**

- I. Vision and Goals, Part 2 of the Grant**
- II. Connection to Current District Initiatives, Part 3 of the Grant**
- III. Current Induction and Mentoring Program, Part 4 of the Grant**
- IV. Responsibilities and Duties for Leadership Roles, Part 5 of the Grant**
- V. Selection Process, Part 6 of the Grant**
- VI. Professional Development, Part 7 of the Grant**
- VII. Teacher Leadership System Evaluation, Part 8 of the Grant**
- VIII. Capacity to Implement and Sustain, Part 9 of the Grant**
- IX. Allocated Budget, Part 10 of the Grant**

### **Appendix 1. Timeline**

### **Appendix 2. Application**

## Overview

The Centerville Community School District is committed to the establishment of a teacher leadership system. The process included input from all stakeholder groups including, parents, teachers, board members and the community. The committee collaborated to develop a plan based on the input of stakeholders, information and resources from workshops, survey data and the independent reading and fact gather by members.

The Centerville School District Mission is “*All students will learn well, become lifelong learners, and contribute positively to society*”. The vision of the Centerville Teacher Leadership System is to improve all levels of student achievement by empowering teachers to work collaboratively to improve the alignment of content, instruction and assessments by participating in the planning and facilitating of quality professional development activities that align with the district goals for teacher leadership and academic achievement. The teacher leadership system vision supports our district’s mission statement by retaining and attracting highly effective teachers who will promote the mission of students learning well and model for students and peers the lifelong learning process, which will lead to a positive contribution to society.

Within our district we have established multiple PLC groups all working on improving student achievement and focused this year on literacy instruction at all grade levels in all content areas. The district has been involved in the state’s C4K Early Literacy initiative and is practicing the MTSS framework to provide support for all students. Each building has a C4K Team that meets monthly. The Centerville School District has had a mentoring program since 2006. The goals and structure of the the district's current mentoring program are already aligned with the the goals of the teacher leadership program and have teacher leadership positions established.

There will be three layers of teacher leadership roles. The positions will be Instructional Coaches, Lead Teachers and Mentor Teachers. The district will also participate in the Great Prairie AEA Consortium and have an Induction Coach for all beginning first and second year teachers. Instructional Coaches will be released from their classroom 100% of the school year to spend their time meeting and attending to the instructional needs within the district PK-12. This would include modeling, coaching, providing feedback, conducting observations, and planning sessions to meet with lead teachers. Lead Teachers will be partially released from classroom duties for no more than 10% of the time. They will be engaged with monitoring student achievement goals and assist with professional development using the PLC model. Lead Teachers will plan and facilitate instruction within the Mentor Teachers’ buildings. Lead Teachers will

be involved with planning and facilitating the teams by supporting the vertical alignment of curriculum.

Mentor Teachers will be in the classroom 100% of the time. These teachers will work closely with the Instructional Coaches and Lead Teachers and staff to actively implement and model instructional practices, collect formative and diagnostic data and collaborate with peers to improve student achievement. Mentors will attend mentor meetings 1 time a month after school 30-60 minutes.

Centerville School District will align its Teacher Leadership System with the Iowa Professional Development Model. Instructional Coaches will collaborate with the Curriculum Director, administrators and Lead Teachers to develop and implement quality professional development based on the Iowa Professional Development Model.

Centerville Schools will be using criteria provided in training with the New Teacher Center Training to serve as the district's Teacher Leader Measures of Effectiveness to select and evaluate teacher leaders. The district will have a committee, selected annually that will follow the selection process of screening, interviewing and selecting the teachers for each role. The selected teacher leaders will be presented to the superintendent in order to make recommendations to the school board for hire and approval of assigned roles. Teacher Leaders will be evaluated two times during the year. The effectiveness of teacher leaders will include considerations for improvements and updates in job descriptions. After successful first year implementation, teacher leaders can apply for the same position or a different leader position in the district.

The Centerville School District believes in lifelong learning and has a history of focusing on learning outcomes. We are currently implementing the *DuFour Professional Learning Community Process* for collaboration purposes and to analyze our data. We use SMART goals as a way to monitor academic progress of students through the curriculum. Monitoring all of components along with the evaluation of overall program using short term goals that allow for adjustments to the process and long-term goals which will help sustain the teacher leadership system in our district.

## **I. Vision and Goals**

### **Mission/Vision:**

The Centerville School District Mission is "*All students will learn well, become lifelong learners, and contribute positively to society.*" The vision of the Centerville Teacher Leadership System is to improve all levels of student achievement by empowering teachers to work collaboratively to improve the alignment of content, instruction and assessments by participating in the planning and facilitating of quality professional development activities that align with the district goals for a sustainable system. The Teacher Leadership System vision supports our district's mission statement by retaining

and attracting highly effective teachers who will promote the mission of students learning well by increasing student achievement. Teacher Leaders will model for students and peers the lifelong learning process by attending training and workshops with the goal of bringing new and current instructional practice initiatives to the staff.

**Goals for the Teacher Leadership System:**

1. Each school year, the Centerville School district will offer enhanced career opportunities to all teachers and 25% of the staff will be selected to serve in teacher leadership roles.

Measures/Sources of evidence

- Job Descriptions
- Advertisement of new positions
- Selection Criteria
- Contracts offered
- Leadership and coaching training
- Monitor number of applications for positions

2. Each school year, the school district will have 25% of teacher leaders in place, trained in roles and responsibilities to support teachers' professional growth.

Measures/Sources of evidence

- Minutes from professional development planning
- Professional development is driven by student data analysis
- Agendas from team meetings
- Self evaluation of leadership skills twice a year

3. Each school year, all teacher leaders will receive feedback and be evaluated through the TLC system.

Measures/Sources of evidence

- Mentee survey data
- Teacher feedback survey data
- Frequency and type of collaboration with teachers

4. Each school year, teacher retention will increase from the current 50% to 80% after two full years of implementation of the TLC

Measures/Sources of evidence

- District Data for number of applications for new positions
  - Exit interview data
5. Each school year, teachers' implementation of professional development plan will increase from the fall each year to spring of the following year.

Measures/Sources of evidence

- Walk through data
  - Unit and lesson plans
  - PLC agendas and minutes
  - Collaboration logs
6. Each school year, student achievement will increase in reading and math during the current school year compared to previous years.

Measures/Sources of evidence

- District Screening data
- Iowa Assessments
- AYP

Percentage of students proficient on the Iowa Assessments for 2014/15 school year

Grade	3	4	5	6	7	8	9	10	11
Reading	79%	78%	78%	85%	81%	75%	84%	77%	81%
Math	81%	84%	82%	81%	82%	69%	80%	79%	86%
Science	87%	87%	80%	86%	87%	89%	76%	74%	80%

**II. Connection to Current District Initiatives**

Implementation of a Teacher Leadership System will strengthen and support sustainability of our current and future district initiatives. Instructional Coaches will oversee and provide leadership to other Lead Teachers as well as facilitate the implementation and sustaining of programs, data collection and analysis and leading of professional development activities. The role of Lead Teachers will be to assist in the training and monitoring of instructional practices and program implementation, as well as data collection. Mentor Teachers will model instruction, observe and do peer review

with new staff. They will provide ongoing mentoring to all 1st and 2nd year beginning teachers and teachers new to the district.

### **Professional Learning Communities**

The Centerville School District has adopted the DuFour Model for Professional Learning Communities as the process we will use to collaborate, with the focus on results and academic achievement. Within our district we have established multiple PLC groups, all working on improving student achievement and focused this year on literacy instruction at all grade levels in all content areas.

The Teacher Leadership System will establish lead teacher roles that will help facilitate this process.

- Instructional Coaches will attend training and gather resources for PLC's and lead planning of professional development activities for lead teachers and mentor teachers.
- Lead Teachers will facilitate district wide PLC's
- Mentor Teachers will provide ongoing mentoring to all 1st and 2nd year beginning teachers and teachers new to the district.

### **The Centerville School District is implementing the DuFour Model for Professional Learning Communities of collaboration to vertically align curriculum across grades PK-12.**

- The Instructional Coaches will work with the Curriculum Director, Principals, and Lead Teachers for planning and modeling of expectations at the district level in all content areas.

### **Multi-tiered system of supports (MTSS )Framework**

The Centerville School District has been involved in the state's C4K Early Literacy initiative as a Phase 1 School for grades 3-6 at Lakeview Elementary and has applied and been accepted as a Phase 2 School for grades K-2. We have made improvements and our district scores are above both the state and regional AEA averages in several grades for both reading and math. Our Lakeview Elementary 3-6 grade building was removed from the SINA list for math achievement during the 2013-2014 school year. Our secondary staff attended a full-day training during the 13/14 school year that was prepared and presented by their peers and the AEA. Our district is continuing to look at our instructional practices and assessments to improve student achievement at all levels PreK-12. The district has worked on implementing a full inclusion model using the MTSS framework to guide this process. Teachers and administrators have worked collaboratively to adjust schedules and to provide struggling students with both targeted

and intensive research-based interventions in addition to the core curriculum that all students have access to.

- The Instructional Coaches will attend training to support and sustain this program.
- Lead Teachers will provide district-wide support by planning, collecting and preparing district data for collaboration time.
- Mentor Teachers will assist new teachers to the district with planning, collection, and analysis of data and planning for differentiation.

### **Collaboration and Peer Review**

The district currently has 36+ hours of professional development time built into the calendar that includes a one-hour early release every Wednesday, nine 2-hour early release dates scheduled the first Wednesday of every month, four full-day workshops, one-full-day professional development days and one teacher quality day.

- Instructional Coaches will lead the collaboration and peer review process. They will monitor participation, agendas and provide resources for collaboration.
- Lead Teachers will be actively involved with planning and facilitating groups by supporting the vertical alignment of curriculum.
- Mentor Teachers will assist new teachers to the district with planning, collection, and analysis of data and planning for differentiation.

All teachers who serve in leadership roles will be required to attend professional development opportunities at the state and regional level with the intent of bringing current and best-practice instruction to our district. They will plan, prepare and deliver professional development to the staff.

### **III. Current Induction and Mentoring Program**

The Centerville School District has had a history of teachers who have the capability and initiative to step into leadership roles in a variety of positions. Since 2006, the district has sustained a successful mentoring program. The current mentoring plan includes an administrator who serves as the district facilitator and is also the curriculum director, one lead mentor and 12 mentor teachers who are trained and then assigned to each new hire. The mentoring program also includes new teachers coming to the district with prior experience greater than two years. The goal, of providing mentors to the new hires with experience, is to acclimate them to unique policy and procedural information and to introduce and train them in our district's expectations for current district and building initiatives.



Past initiatives have been teacher lead during professional development. Teachers serve on various committees such as Technology, School Improvement, Wellness and Teacher Quality and rotate membership and lead roles. Because of our established teacher leaders, we are able to file for this grant with the intent of building on a climate of collaborating to improve student achievement. Based on the survey results, and current participation of staff in our mentoring program, we feel confident we have, at a minimum, 25% of our staff ready to fill the leadership roles.

#### **A. Goals of the mentoring program**

It is the goal of the Centerville School District to have a quality, caring and competent teacher in every classroom. Based on the research of Darling-Hammond (2010) and Ingersoll & Kralik (2004), it is our belief that the training and retaining of quality teachers leads to better student achievement. Retaining quality teachers will lead to a more sustainable and cohesive instructional program. The following goals have been chosen to guide the District's mentor and induction program in this effort.

1. To promote excellence in teaching as described in the Iowa Teaching Standards in order to enhance student achievement.  
Evidence: A portfolio of artifacts that demonstrates competency in all 8 teaching standard and supporting criteria.
2. To create a fluid progression from pre-service education through induction and mentoring to the master teacher level. Beginning teachers will reflect and identify professional growth and future targets for continuous improvement.  
Evidence: Completion of 6 Learning Projects each year, 6 Learning Focused Growth Plan and Progress sheets, and mandatory attendance at scheduled district mentor/mentee group meetings
3. To increase the retention of promising new and/or beginning teachers, counselors, librarians and long-term substitutes by identifying district employment trends.  
Evidence: Retention report summary exit interview information. The district will conduct an exit interview with new or beginning teachers that leave the district with the purpose of monitoring trends in order to revise and improve the program.
4. To transmit the culture of school system within the context of a continuous and comprehensive school improvement plan.

Evidence: Attendance record for professional development activities within the district and through area education agencies. Data collected from observations and instructional practices inventories conducted by lead teachers.

The Centerville District follows the *Journey to Excellence Program* in conjunction with our regional AEA. Each year the cohort meets monthly following the pre-determined calendar of events. Mentor teachers oversee the progress and completion of the mentees learning projects each month and have additional meeting with their assigned mentee.

The following is a schedule of the 2015-2016 monthly events. All new hires attend the session with additional sessions for the beginning teachers with 1-2 years experience.

8-17	Working Together, Accomplishing Goals, Teaching Standards Overview and Port	Portfolio: New Teacher-Journey to Excellence Vision, Challenges and Support
10-15	Classroom Management Teaching Standard 6, Creating a Learning Environment	New Teacher-Journey to Excellence Classroom Management Teaching Standard #6
11-19	CRISS Creating Independence Through Student-Owned Strategies	New Teacher-Journey to Excellence Planning and Preparation and CRISS
12-17	Competence in Planning and Preparation for Instruction Standard # 3, Instruction that Meets the Multiple Learning Needs of Students Standard #4	New Teacher-Journey of Excellence Using Strategies to Deliver Instruction and Manage Classroom
1-14	Fulfilling Teaching Professional Responsibilities Teaching Standard #8 and GPAEA Resources	New Teacher-Journey to Excellence Recap and Reflection Time of first 1/2 of year
2-18	Teaching Resources to Aid with Instruction, Planning, Managing and Monitoring Standards #3 and #4/#5	New Teacher-Examine, analyze, and reflect on a current lesson and learning target
3-23	Love and Logic, Engages in Professional Growth Standard #7,	New Teacher-Portfolio Artifact and Evaluation Review

	Enhance Academic Support Standard #1, Classroom Management Standard #6,	
4-20	Monitoring Student Growth Standard #5 and Professional Growth #7, GPAEA Class Course Offerings, License, Recertification	New Teacher-Journey to Excellence Reflection of Working Notebook
5-18	Celebrations and End of Year Reflections and Preparations	New Teacher-Celebrations, Reflections, and Preparations

One of the ways our district plans to improve on our present teacher leadership process is to implement a more rigorous selection process and increase the compensation for teachers in leadership positions by supplementation to salaries. Based on the fact 89% of our staff had a positive response on the teacher survey there is a desire among the staff to have leadership roles, which will require a formalized and rigorous selection process. Additional professional development would be planned for training for our lead teachers to enhance their skills for instructional coaching, peer coaching strategies and techniques necessary to be successful.

The administration team reviewed the current plan and identifies areas of improvement.

**Gaps in current plan.**

- Analysis and understanding of data collected
- Understanding MTSS screening and interventions process
- Understanding and setting SMART Goals

**How we will address the gaps through the teacher leadership system**

- There will be a minimum of 1 mentor teacher assigned to a group of new teachers.
- Instructional Coaches will facilitate training for Lead and Mentor Teachers on data analysis.
- Mentor Teachers will facilitate the use of data and analysis of data during mentor meetings and PLCs.
- Instructional Coaches and Lead Teachers will monitor implementation of the interventions at the building level.
- SMART Goals will be added to the calendar of topics for new hires and mentor teachers will monitor the progress of goals.

#### **IV. Responsibilities and Duties for Leadership Roles**

During the 2013-14 school year we had 103 teachers and plan on 25% or 24 teachers assigned to teacher leadership roles. The committee structured the program with three tiers of leadership aligned with the established mentoring and peer coaching practices we currently have in place. We will expand the leadership opportunities by compensation, rigorous selection process and professional development activities for leadership roles. to create a sustainable leadership program. The Curriculum Director is an administrative position but will collaborate with all teachers in leadership roles. There will be 2 Instructional Coaches, **17** Lead Teachers, and **5** Mentor Teachers.

The vision of the Centerville Teacher Leadership System is to improve all levels of student achievement by empowering teachers to work collaboratively to improve the alignment of content, instruction and assessments by participating in the planning and facilitating of quality professional development activities that align with the district goals for a sustainable system. The goal is to enhance career opportunities, provide leadership training to teacher leaders, provide all staff with relevant performance feedback, retain quality teachers, increase effectiveness of initiatives and improve student achievement.

#### **Instructional Coaches: 2 Full time equivalent (FTE) positions (1 PK-6, 1 7-12)**

Works closely with the administrative team with the purpose of supporting the implementation of district initiatives, and monitoring of instructional strategies and data analysis with the goal of improving student achievement.

#### Duties and responsibilities will include but are not limited to:

- Released from their classroom 100% of the school year.
- Instructional Coaches will meet monthly with the administrative team
- Coach and mentor Lead Teachers and Mentor Teachers.
- Facilitate collaborative leadership meetings and maintain records of agendas and minutes.
- Support classroom teachers through demonstrations, co-planning, co-teaching, and peer coaching.
- Seek and provide resources during the school year.
- Develop and implement vertical school-wide professional development activities.
- Lead planning, facilitation, and monitoring of district-wide professional development.
- Lead monthly mentor meetings.
- Work with district leaders and teachers to address instructional issues.

- Create and organize a district video library for instructional use for peer review and self reflections of instructional practices.
- Research and communicate about current instructional practices and assessments.
- Analyze school-wide student data and facilitate discussions toward student needs.
- Instructional Coaches will facilitate training for Lead and Mentor Teachers on data analysis.
- Instructional Coaches and Lead Teachers will monitor implementation of the interventions at the building level.

Qualifications:

- Must meet the minimum requirement of a career teacher and has been with the school district for at least two years.
- They will need to have obtained a Masters Degree in a relevant academic discipline.
- At least five years of successful teaching as demonstrated through the evaluation process and results of student data.
- Demonstrate characteristics of effective leadership.
- Demonstrate knowledge of multiple learning strategies and differentiation.
- Demonstrate knowledge of district initiatives.
- Demonstrates knowledge of Iowa core and district curriculum.

**Lead Teachers: 17 positions, 90% of time in Classroom**

Works closely with the Instructional Coaches to create a professional learning environment the purpose of monitoring the implementation of instructional strategies and data analysis with the goal of improving student achievement.

Duties and responsibilities will include but are not limited to:

- Providing instruction to students at least 90-100% of time.
- Lead teachers will meet with as a member of the Elementary or Secondary District Leadership Team 1 time per month for a ½ day.
- Guide and facilitates PLC collaboration time with team members.
- Be actively involved with planning and facilitating teams by supporting the vertical alignment of curriculum.
- Assist with monitoring student achievement goals and assist with professional development using the PLC model.
- Observe and demonstrate instructional strategies.
- Facilitates discussions about improving instructional practices.

- Assist peers by providing resources and feedback.
- Seek current research-supported best practices.
- Coordinate and coach the instructional practices and initiatives identified by the district.
- Support teachers in aligning instruction to the Iowa Teaching Standards and Criteria.
- Assist with planning, facilitating and monitoring professional development.
- Instructional Coaches and Lead Teachers will monitor implementation of the interventions at the building level.

Qualifications:

- The Lead Teachers will have successfully taught for four years as measured by performance evaluations.
- Been with the current school district for two years.
- Demonstrate characteristics of effective leadership.
- Demonstrate knowledge of multiple learning strategies and differentiation.
- Demonstrate knowledge of district initiatives.
- Demonstrates knowledge of Iowa core and district curriculum.

**Mentor Teachers: 5 positions, 100% of time in Classroom**

Works closely with the lead teachers and staff to actively implement and model instructional practices, collect formative and diagnostic data and collaborate with peers to improve student achievement.

Duties and responsibilities will include but are not limited to:

- Mentors will provide instruction to students 100% of the time.
- Mentors will attend mentor meeting 1 time a month after school 30-60 minutes.
- Facilitate the discussion of student performance.
- Assist teachers with identifying student learning needs.
- Support the collection and analysis of data.
- Organize and support the teachers engaged in peer observation.
- Work with induction coach, instructional coach and lead teachers to determine needs for professional development activities.
- Demonstrate problem solving skills related to classroom management, behavior issues and differentiations of instructional practices.
- Work with other school leaders and administration to address instructional issues.
- Demonstrates effective classroom instruction for others to observe.

- Assist initial teachers with planning, collection and analysis of data and planning for differentiation.
- Make their classroom available to initial and veteran teachers for observation of instructional practices.
- Maintain communication log of interactions with peers and lead teachers.
- Host student teachers.

Qualifications:

- Has been successfully teaching for 4 years as measured by performance evaluations and been with the current school district for two years.
- Demonstrate characteristics of effective leadership.
- Demonstrate knowledge of multiple learning strategies and differentiation.
- Demonstrate knowledge of district initiatives.
- Demonstrates knowledge of Iowa core and district curriculum.

Instructional Coaches, Lead Teachers and Mentor Teachers will collaborate with district leadership and staff to develop quality professional development activities using the Iowa Professional Development Model framework for the process. Leadership will collect data and evaluate the effectiveness of both the Professional Development Plan and the Teacher Leadership plan on an annual basis.

Some of the tasks that will need to be accomplished are:

- Set Goals: Administrators, Instructional Coaches, and teachers will collaborate on student learning expectations at all grade levels and content areas.
- Select Instructional Content: Principals, Instructional Coaches and Lead Teachers will select research based instructional materials and strategies based on student data.
- Design Professional Development: Curriculum Director, Instructional Coaches and Lead Teachers will design the learning plan for the district based on student needs.
- Implement Professional Development: This is a continuous cycle based on the Iowa Professional Development Model. All staff participates.
- Training Opportunities: Administrators will attend training with selected teacher leaders with the purpose of continually seeking best practices and initiatives that meet the district's needs for student achievement.
- Ongoing Data Collection: Curriculum Director, Instructional Coaches and Lead Teachers will collaboratively look at data at the district, building, and Mentor Teachers at grade and classroom level to identify areas of instructional need.

- Evaluation of Effectiveness: Administrators and staff will participate in overall evaluation of the teacher leadership program and effect on student achievement.

## **V. Selection Process**

Selection Committee: The district will have a committee, selected annually, composed of four administrators and four teachers not applying for a leadership position that year. Teachers serving on the selection committee must have taught at least 3 years and one year in the district. The principal will ask teachers to sign up to serve in this role. All teachers will be given a confidential survey to indicate teachers they feel would be effective with selecting teachers for the leadership positions.

Selection Process: The Selection Committee will screen applicants according to *competency on Iowa Teaching Standards*, using a rubric with the recommended criteria for each position for scoring purposes. The superintendent will take the recommended contracts to the School Board to hire the teachers for the leadership positions.

Annual review of the Teacher Leaders: Teacher leaders will be evaluated two times during the year by the following:

- Documentation of job description and responsibilities
- Survey of staff feedback on teacher leaders job performance
- Performance evaluation with the principal
- Evaluation Protocols provided during the training with New Teacher Center
- Developed two SMART goals identifying areas of growth

The district will have the responsibility to support these Teacher Leaders by having the necessary foundational attributes properly placed. These conversations will be on-going to ensure success for all stakeholders, including the teacher leaders. The effectiveness of teacher leaders will include considerations for improvements and updates in job descriptions. After successful first-year implementation, teacher leaders can apply for the same position or a different leader position in the district following the same process as the year before.

Hiring Process: Teacher Leaders will be selected through a competitive, performance-based, and rigorous selection process.

### **Instructional Coaches:**

- Teachers will submit a coaching video that will be evaluated during the hiring process. They will be sharing strength and weaknesses of their performance.



- An objective evaluation tool will be completed by each committee member that measures the following skills and knowledge of:
    - Leadership and Communication Skills
    - Iowa Core Standards
    - Instructional Strategies
    - Assessments
    - District Initiatives (past and present)
    - Current trends in education and legislative initiatives
- Supervised By: Curriculum Director

**Lead Teachers:**

- Lead Teachers will submit a video of a lesson depicting a Standard from the Iowa Common Core.
  - While viewing the video, committee members will ask questions and the applicant can share insight into the lesson.
  - A Likert scale will be used to determine an objective score for each applicant.
  - An objective evaluation tool will be completed by each committee member that measures the following skills and knowledge of:
    - Leadership and Communication Skills
    - Iowa Core Standards
    - Instructional Strategies
    - Assessments
    - District Initiatives (past and present)
- Supervised By: Principals and Instructional Coaches

**Mentor Teachers:**

- Mentor Teachers will submit a lesson-as-part of an intensive interview with the Selection Committee.
  - A Likert will be used to determine an objective score for each applicant for the following skills and knowledge:
    - Communication Skills
    - Classroom Management
    - Knowledge of Standard, Instruction and Assessments
    - District Initiatives (past and present)
- Supervised By: Principals

Both sets of criteria (*Measures of Effectiveness and Professional Development*) will be used for the teacher leadership positions.

<b>Effectiveness Criteria</b>	<b>Knowledge/Skills</b>	<b>Dispositions</b>
Working with adult learners	Understands the PLC Model Building trusting relationships	Accepts and acts on feedback. Values the work of learners.
Communication	Facilitation of meetings, feedback, listening, written documents, questioning, mediation of conflict	Believe all are working in the best interest of the students. Foster climate of community. Value professional expertise.
Collaboration	Collaborative skills Organizational skills	Honest and willing to work with all learners. Inspires passion and motivates others. Life long learner.
Knowledge of Content and Pedagogy	Subject matter knowledge Able to assist others in their content area and classroom application. Able to understand data and use for making decisions.	Reflective. Committed to supporting growth of others. Accepts a challenge.
Systems Thinking	Works effectively within the system	Able to analyze the whole picture. Understand the school culture. Respect different views.

The following Professional Growth criteria will be used to select and evaluate teacher leaders.

<b><u>Professional Growth Criteria</u></b>	<b><u>Examples</u></b>
Education/Training	Possesses advanced degree in educational field Has completed additional coursework within discipline Has attended training that coincides with goals Implements evidence-based strategies Contributes during PD and PLC time Serves on district committees Skilled in use of instructional technology
Leadership	Provides training for the teachers Coaches in PLC teams and other positions
Participation in	Attends trainings aligned with district initiatives

District	Guides full implementation of the Iowa Core
Personal Growth	Continues to explore new practices and learning needs of the students

**VI. Professional Development**

Dr. J. David Cooper’s, Linda Hammond Darling and Joyce & Showers have provide our district with the research that shows the link between teacher leadership, professional development and instructional practice that lead to student achievement in the classroom. The Iowa Professional Development Model is used in our district to frame the work we do to grow as professionals and lifelong learners. The implementation of the Teacher Leadership System will enhance our professional development plan by providing a close link between the goals of our district to reach reading, math and science proficiency and to maintain a safe and supportive learning environment. Teachers who apply for the roles will be able to provide valuable insight into the needs of teachers in the classroom during the planning and evaluation part of the professional plan.

Instructional Coaches will provide a comprehensive Pre K-12 perspective, Lead Teachers will provide a building and content level perspective and Mentor Teachers will provide the daily classroom and grade level perspective during the implementation of the Professional Development Plan.

<b>Components of the Iowa Professional Development Model</b>	<b>Role and responsibilities of the Teacher Leaders</b>
Establish Leadership Team	<p>Teacher who serve on the professional development team will be selected on a 2 year rotation cycle. The Team will consist of Administration: the curriculum director, 1 secondary principal, 1 elementary principal. Teacher Leadership: 1 instructional coach, 2 lead teachers, 2 mentor teachers. Teachers: 2 secondary teacher and 2 elementary teachers.</p> <p>There will be equal representation of lead and mentor teachers from both elementary and secondary for a total of 12 staff on the committee.</p> <p>The Teacher Quality Committee will act as a separate committee and may share members. The role of the Teacher Quality Committee will be to ensure funds are aligned with professional development plans.</p>

Collect/analyze student data	All staff is responsible for collecting student data. Instructional Coaches will work with the Director and collect and monitor district data. Lead Teachers will collect/analyze and monitor building level data. Mentor Teachers will collect/analyze and monitor grade level and classroom data that drives daily instruction.
Goal setting and student learning	All staff are involved with goal setting and student learning. Instructional Coaches and Lead Teachers will participate with the building principals in establishing building goals that are aligned with the district goals. They will assist teacher with aligning their career goals with district and building goals as needed. Mentor Teachers will assist their peers with the implementation and monitoring of the goals.
Selecting content	The PD Team will use a collaborative process to select content based on the analysis of student data and classroom observations of instructional practices when implementing district and building initiatives. Instructional Coaches will provide recommendations to the Curriculum Director regarding training and resources that will support initiatives.
Designing process	The district has a professional development schedule that includes 36 hours of collaboration time. There are (8) 2-hr release, (26) 1-hr release days, one-full day and 5 workshop days. The Instructional Coach, Lead Teachers and Mentor teachers will work with the entire leadership team and administration to plan the activities and agenda items for the release times.
Training and learning opportunities	All teachers who assume a leadership role will receive training on coaching and working with adult learners. Training opportunities for staff will be aligned with the district initiatives and goals. Instructional Coaches will attend state and regional training with the purpose of keeping our district current with research and evidence based practices. Lead Teachers will attend regional training related to leadership and district initiatives. Lead Teachers may attend state training if it is determined to be needed to support district initiatives. Mentor teachers will attend training related to mentoring of new teachers.
Collaboration and Implementation	Lead Teachers will facilitate the one hour release collaboration times. Instructional coaches assisted by Lead Teachers will facilitate the two hour release times. Instructional Coaches along with the Curriculum Director and Principals will facilitate district level professional development activities. All Teacher Leaders will plan, demonstrate, observe and provide

	ongoing peer review and feedback as part of the implementation process.
Formative evaluation	Student data will be collected and used during weekly PLCs as well as at the building level. Student's reading and math progress will be monitored and Instructional Coaches and Lead Teachers will provide data summaries to use for analysis and instructional planning.
Program evaluation	Annually the Leadership Team and Administration will collect data from the staff regarding the effectiveness of the professional development plans and the relationship to the leadership support from teachers in all leadership roles and administrative support for implementation of district initiatives and the effect on student achievement.
Developing teacher Career Development Plans	Instructional Coaches will provide support and coaching on development and implementation of teachers plans. Principals will monitor and evaluate the plans as part of the teachers evaluation.

**VII. Teacher Leadership System Evaluation**

The vision of the Centerville Teacher Leadership System is to improve all levels of student achievement by empowering teachers to work collaboratively to improve the alignment of content, instruction and assessments by participating in the planning and facilitating of quality professional development activities that align with the district goals for a sustainable system. The teacher leadership system vision supports our district's mission statement by retaining and attracting highly effective teachers who will promote the mission of students learning well by increasing student achievement. Teacher leaders will model for students and peers the lifelong learning process by attending training and workshops with the goal of bringing new and current instructional practice initiatives to the staff.

Timelines

- Jan 5 Each year submit a letter of intent to resign or reapply for a Teacher Leadership position the following year. Letters will be Submitted to the Superintendent's secretary.
- Feb 1 Positions advertised in Front News and Teach Iowa
- Feb First full week in February the Selection Committee will be determined.

- |         |  |
|---------|--|
| Feb 15  | Applications Due   |
| Feb     | Next working day after the 15th, the Selection Committee meets<br>Reviews applications and schedules interviews. |
| March 1 | Recommendations to Superintendent to take to the School Board's<br>March meeting the second Monday of March.     |

**Goals for the Teacher Leadership System:**

1. Each year the Centerville School District will offer enhanced career opportunities and compensation to all teachers and 25% of the staff will be selected to serve in teacher leadership roles using selection criteria.

**Short-term** impact and effectiveness

- Posting and explanation of roles and duties for leadership roles
- Advertisement of new positions
- Selection Criteria
- Contracts offered

**Long-term** impact and effectiveness

- Leadership and coaching training
- Monitor number of applications for positions

2. Each year, the school district will have 25% of teacher leaders in place, trained in roles and responsibilities to support teachers' professional growth.

**Short-term** impact and effectiveness

- Number of staff attending leadership training
- Number of staff applying for leadership positions
- Self evaluation of leadership skills, twice a year

**Long-term** impact and effectiveness

- Increase in number of teachers who are trained to lead professional development activities
- Positive trend line indicating the number of teachers who apply for teacher leadership roles

3. Each year, all teacher and lead teachers will receive feedback regarding instructional practices, assessments and student achievement through the TLC system.

**Short-term** impact and effectiveness

- Survey of teacher and mentee use of resources

- Collaboration logs including frequency and type of collaboration
- Classroom observation tool data
- Reporting of Walkthrough data to staff

**Long-term** impact and effectiveness

- Increase in student achievement scores
- Increase student achievement for all students demonstrated by annual student expected growth.

4. Each year, teacher retention will increase from the current 50% to 80% after two full years of implementation of the TLC

**Short-term** impact and effectiveness

- Surveys given to new teachers during their first two years.
  - level of support and availability of resources
  - job satisfaction
  - confidence in teaching abilities

**Long-term** impact and effectiveness

- Increase in percentage of teachers who remain in district after five years.
- Exit interview will be completed by any staff leaving after less than five years
  - job satisfaction
  - confidence in teaching abilities

5. Each year, teachers' implementation of professional development plan will increase from the fall of 2016 to Spring 2017.

**Short-term** impact and effectiveness

- Collaboration logs and agendas
- Communication logs
- Walk through data
- Lesson plans reflecting practices from professional development activities

**Long-term** impact and effectiveness

- Survey indicating level of effectiveness of Teacher Leadership
- Number of teachers whose unit plans reflect professional development activities
- Increase in percentage of students who score at proficient or benchmark on state and district assessments indicated by a positive trend line.

6. Each year, student achievement will increase in reading and math at all grade levels during the 2016-2017 school year compared to previous years.

**Short-term** impact and effectiveness

- Use of local formative assessments
- Progress monitoring of interventions for reading and math
- Percentage of students identified for special education services
- Annual Yearly Progress Report

**Long-term** impact and effectiveness

- Increase in percentage of students who score at proficient or benchmark on state and district assessments indicated by a positive trend line.
  - Iowa Assessments
  - District screeners
- Collect data on dropout rates and monitor 5 year trend line
- Percentage of students who attend post-secondary institutions

Teacher Leadership Advisory Team will meet at the end of each quarter to monitor the progress of Teacher Leadership Program. Administrators, the two Instructional Coaches and assigned Lead and Mentor Teachers who hold current roles will form the Advisory Team. Lead Teachers and Mentor Teachers will serve on a three-year rotating schedule with administration and coaches. The purpose of the Advisory Team will be to oversee the management of the system and to ensure the program is functioning in a way that is having a positive impact on student achievement.

Agenda items will include data from instructional rounds, peer review, collaboration logs, academic screeners, progress monitoring, and professional development activities. The Curriculum Director will collaborate with the Instructional Coaches to prepare and present data summaries to the Advisory Team. The Advisory Team will monitor data related to all six goals and the effectiveness of teachers in leadership roles, teachers in the classroom not in leadership roles, and student achievement data. At the end of the year, the Advisory Team will develop a summary report with trend lines, alignment data, and survey information to report to the superintendent and share with stakeholders for state reporting purposes.

## **VIII. Capacity to Implement and Sustain**

### Training and Support

The Centerville School District has had a history of teachers who have the capability and initiative to step into leadership roles in a variety of positions. Since 2006 the district has sustained a successful mentoring program. The current staff has 12 trained mentors and one lead mentor who are providing coaching and consulting to new staff



members under the supervision of the curriculum director who serves as the district facilitator for the mentoring program. Past initiatives have been teacher lead during professional development. Teachers serve on various committees such as Technology, School Improvement, Wellness and Teacher Quality and rotate membership and lead roles. Because of our established teacher leaders we are able to file for this grant with the intent of building on a climate of collaborating to improve student achievement and feel confident we have, at a minimum, 25% of our staff ready to fill the leadership roles.

#### Current Sustained Initiatives

Members of our current staff who serve on the Teacher Quality committee have brought ideas for new initiatives to the district which are still in place. Our district has had training in(CRISS) Creating Independence through Student Centered Strategies and has sustained this initiative for the past five years. The initial teacher suggestion lead to on-site training from a certified CRISS trainer as well as follow-up visits during the school year and training modules during the summers of 2013 and 2014. The current mentoring program has included manuals and training from the mentors who are skilled at using the strategies and can model for new staff how to implement the program into their classes in order to sustain its effectiveness. Principals have embraced the use of the strategies and lead discussion on the use of the most rigorous of the strategies that have the largest effect size for producing student achievement. This type of ongoing attention to details of initiatives illustrates how the district will be able to keep the Teacher Leadership System going even with staff turnover.

#### Collaborative Relationships and Skill Building

Our district has a history of sustaining collaborative relationships with our AEA staff. We rely on their professional knowledge and current resources to keep our district apprised of education trends and new learning that will keep our staff prepared to meet the needs of our students. We currently have an Administration Team participating in a Collaborative Leadership cohort, our curriculum director belongs to the Iowa Core cohort, and various staff members also are participating in training and new learning in the *Understanding By Design* initiatives with the goal of learning how to function as a Professional Learning Community and improving instructional practices. At the state level, three members of our Administration Team serve on state committees for the C4K initiative and several teachers have participated as trainers for the Early Childhood Literacy initiative during the past summer. Within our district, we are in the integration stage of implementing PLC's in our district and staff currently participates in multiple PLC groups on a routine basis. We have built 36 hours of collaboration time in our district calendar along with other professional development days and training opportunities for our staff to increase their leadership skills within the groups.

## Funding

Centerville teachers have demonstrated academic professionalism and responded positively towards new initiatives. Within our current plan, we rely on substitute teachers to provide release time for our staff to collaborate and attend professional development opportunities during the school year. We rely on Teacher Quality money and funds from various grants to provide additional Professional Development activities. To assess this process proposals are submitted to the Teacher Quality Committee, who approves requests and the Superintendent and School Board oversee the spending of all funds.

## Feedback and Communication

Feedback will be routinely collected from all members of the academic community. This feedback will be summarized and used to chart the progress. Results of surveys are routinely shared using pie graph summaries as well as dialogues.

Teachers record their learning projects, student data, peer review in the form of artifacts, logs, and charts in order to measure the effect size on student achievement.

## Responsibilities of Key staff members

### *Superintendent*

- oversees hiring and evaluation process
- assures procedures and policies are followed
- certifies state reports
- monitors budget and leads negotiations
- oversees the recruitment and hiring of employees
- selection and induction of new employees
- ensures policy and procedures related to hiring are followed

### *Curriculum Director*

- facilitates the mentoring program
- administers surveys collection of data
- oversees scheduling of leadership teams
- organizes and oversees professional development activities
- ensures resources and materials for training and collaboration time are provided

### *Principals*

- facilitate new and current initiatives
- monitors building and classroom climate
- ensure resources and materials are provided for quality instruction
- monitor instructional practices and assessments

### Teacher Leaders

- plans, presents and evaluates professional development activities
- facilitates collaborative groups and academic discussions
- assists teachers with instructional strategies
- assists teachers with identifying needs and finding resources for class
- communicates with administration and teachers to improve student achievement
- attend local, regional and state training when appropriate
- communicate information to students, parents and community
- collect documentation to show evidence of our accomplishments

### IX. Allocated Budget

\$422,809.40 Grant allocation based on the 2013 certified enrollment: 1370

### Assurances:

Estimated budget for the use of the Teacher Leadership Supplement (TLS) Funds to support the TLC plan must include

- Minimum Salary of 33,500.
- 25% of teaching staff
- Benefit cost for Teacher Leaders

### Teacher Leadership Positions Stipends

<i>Teacher Leadership Positions</i>	<i>Stipend/year</i>	<i># of Positions needed</i>	<i>Total</i>	<i>FICA/IPERs @.1658</i>	<i>Total spent on positions.</i>	<i>Total Cost</i>
<i>Instructional Coaches</i>	<i>\$8,000.00</i>	<i>2</i>	<i>\$16,000.00</i>	<i>\$2,652.80</i>	<i>\$18,652.80</i>	
<i>Lead Teachers</i>	<i>\$4,500.00</i>	<i>17</i>	<i>\$76,500.00</i>	<i>\$12,683.70</i>	<i>\$89,183.70</i>	
<i>Mentor Teachers</i>	<i>\$1,000.00</i>	<i>5</i>	<i>\$5,000.00</i>	<i>\$829.00</i>	<i>\$5,829.00</i>	
<i>Total</i>		<i>24</i>			<i>\$113,665.50</i>	<i>\$113,665.50</i>
<i>GPAEA Induction Coach for 1st,2nd yr teachers *</i>	<i>\$5,500.00</i>	<i>2</i>	<i>\$11,000.00</i>		<i>\$11,000.00</i>	<i>\$11,000.00</i>

\* Receive \$1,300/new teacher from State

### Estimated Cost of Substitutes per year

Substitutes for	Pay per year	#	Total	FICA/IPERs @.1658		Total Cost	
Instructional Coaches *	\$40,000.00	2	\$80,000.00	\$13,264.00	\$93,264.00		
Lead Teachers *** 9 days/yr need sub	\$900.00	17	\$15,300.00	\$2,536.74	\$17,836.74		.05% out of class
Mentor Teachers 2 days/yr need sub	\$200.00	5	\$1,000.00	\$165.80	\$1,165.80		.01% out of class
<b>Total</b>		<b>24</b>			<b>\$112,266.54</b>	<b>\$112,266.54</b>	

\* Based on minimum starting salary

\*\*\* Based on daily sub pay rate of \$100.00/day

### Estimated Cost of Training for the first year

Training for Teacher Leaders	Cost/person	# staff			Total	
NTC Training for Instructional Coaches	\$1,000.00	2	\$2,000.00		\$2,000.00	
Jim Knight Training for all	\$400.00	24	\$9,600.00		\$9,600.00	
<b>Total</b>					<b>\$11,600.00</b>	<b>\$11,600.00</b>
						<b>\$246,532.04</b>

Teacher Leadership Positions Stipends	\$113,665.50
GPAEA Induction Coach for 1st,2nd yr teachers	\$11,000.00
Estimated Cost of Substitutes per year	\$112,265.54
Estimated Cost of Training for the first year	<u>\$11,600.00</u>
Total from Grant	\$246,532.04

### Appendix 1.

#### Future Timelines

<b>Jan 5</b>	<b>Each year submit a letter of intent to resign or reapply for a Teacher Leadership position the following year. Letters will be Submitted to the Superintendent's secretary.</b>
<b>Feb 1</b>	<b>Positions advertised in Front News and Teach Iowa</b>
<b>Feb</b>	<b>First full week in February the Selection Committee will be determined.</b>
<b>Feb 15</b>	<b>Applications Due</b>
<b>Feb</b>	<b>Next working day after the 15th, the Selection Committee meets Reviews applications and schedules interviews.</b>
<b>March 1</b>	<b>Recommendations to Superintendent to take to the School Board's March meeting the second Monday of March.</b>

## Appendix 2. Application

### Teacher Leadership Application

**Must be submitted to Kate Brauman at Central Office  
either electronically or hard copy**

Name: \_\_\_\_\_

Teacher Leadership Position(s) Interested in:

Please select any or all you are interested in by priority 1,2,3 or Not interested

\_\_\_\_\_ Instructional Coach (submit coaching video)

\_\_\_\_\_ Lead Teacher (submit video of a lesson)

\_\_\_\_\_ Mentor Teacher (submit a lesson plan)

\_\_\_\_\_ Total # of Years of Teaching Experience:

\_\_\_\_\_ Total # of Years in the Centerville School District:

List Current Degrees and Endorsements:

**Provide the following examples or information for the selection committee to review.**

1. A description of your experiences in implementing district PD initiatives and strategies.
2. Provide example(s) of data used to set and measure goals: Individual, Team or Building.
3. A summary of Professional Growth/Opportunities/Content Knowledge that have enhanced your skills for this Teacher Leader Position. (ie. experiences/workshops/conferences/books read/PD participated in etc.)
4. Describe at least two examples of collaboration with a colleague that have enhanced their/your educational practice.
5. What leadership background do you have to be successful in this position?  
(ex. Contributions to the professional growth of a team. Participation on district and/or building committees, Leadership Teams, or PLCs).
6. What qualities do you possess that will enable you to be an effective Teacher Leader?
7. Why do you want the position?