

Red Oak Community Schools TLC Plan

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Part 1: Describe the planning process. (4720)

Red Oak Community Schools used planning grant funds in a number of ways to support our team in deepening our background knowledge around teacher leadership so that we could develop and submit a quality plan, approved and supported by our key stakeholders. First, we determined that a facilitator would be able to expedite our process by identifying relevant resources, grounding us in processes and protocols, and ensuring all voices would be heard. We interviewed Dr. Dana Schon via Skype on two occasions in May 2014 to learn more about the process itself and how she could help us meet our planning needs. Our team, comprised of 6 teachers, 5 administrators, and one parent, decided to move forward with Dana as our facilitator. Dana created a website that housed research and articles pertinent to our work, Google documents and spreadsheets for our ongoing collaboration, agendas and talking points so that we could communicate a common message with colleagues regarding our progress, and all other information necessary to our work.

Next, we established a timeline and meeting schedule. We met over 5 full days and utilized grant funds to compensate our teachers for their time on these days. Because of the flexibility to create teacher leader roles that would best serve the needs of our local school community, our team chose to pursue **Model 3-the Comparable Plan Model**. Our work included identifying team norms, reviewing and clarifying our district's needs, establishing goals for our system of teacher leadership in light of these needs and in alignment with the state's goals, generating a theory of action, reading and reflecting on the best practice related to teacher leadership, dialoguing about the implications of our reading for our planning, and creating teacher leader roles that would serve the needs we identified and move us toward our goals. Additionally, we used this time to document our current practices and note how teacher leaders would serve to deepen understanding around this work and help to implement best practices more fully.

Team members spent countless hours in between meetings reviewing resources, processing together online, and adding contributions to our shared spreadsheets and Google docs. This allowed us to use our full days to continue to discuss which teacher leader roles would serve as the greatest point of leverage in meeting our needs, the selection process that would help us to identify these leaders, and the way in which this system of teacher leadership would integrate with our early literacy work, our multi-tiered system of supports, our professional learning communities, and our 1:1 initiative. We reviewed our current professional development plans -- both building and district -- and planned for how the work of teacher leaders would facilitate and enrich this work. We also used this time to review our plan in light of the budget and to discuss sustainability of our work.

Through protocols like 2-cents worth, whip arounds, small group processing, and think-pair-share, we ensured that all members of our team had equal opportunity to contribute their thinking. These protocols also supported us in surfacing multiple perspectives as we weighed our ideas against the needs of our system and the goals we had established (aligned to the state's goals). The online collaboration via Google documents, forms, and spreadsheets

provided additional opportunity for every team member to contribute to the design of the plan. Rather than using a majority vote, our team chose to use a Fist-to-Five Consensus approach to make decisions regarding our plan. This consensus building approach honored each team member's concerns and ensured the full support of the team in finalizing each decision.

To garner additional commitment and support for our plan, we shared it in draft form with our School Improvement Advisory Committee (SIAC) at their meeting on October 1, 2014. We received their informal "vote" of support, and the questions they raised helped us to revise specific aspects of our plan for greater clarity. Members of our planning team also presented to our Board at their meeting on Oct. 13. The Board expressed enthusiasm for the potential of our teacher leadership plan in meeting the goals we have identified, and they too, offered their support.

On October 15, members of the planning team each presented the plan to their respective buildings. After staff had opportunity to ask questions, we asked them to complete a brief survey to indicate their potential interest in a teacher leadership role and to offer any additional questions they have. Of the 79 who responded, 24 (30%) indicated that they would definitely have interest in applying for a teacher leadership role, 36 (46%) indicated they were uncertain and would like more information, and only 19 (24%) indicated no interest. Respondents had an opportunity to offer a rationale for their answer. Of the 19 who said no, 7 noted they do not have sufficient experience to qualify for a role, 2 indicated they would be retiring soon, and several noted they do not work in the general education setting. Additional comments indicated excitement and strong support for the plan. One teacher noted, "This seems like a wonderful opportunity to share ideas and researched concepts and strategies, collaborate with other educators, and energize/re-energize educators, all while improving teaching and learning in our district."

The overwhelming support from SIAC, our Board, and our staff speak to the commitment of the Red Oak Community to our Teacher Leadership and Compensation plan.

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Part 2: Describe the vision and goals your school district hopes to achieve through the implementation of the TLC grant. (4995 characters)

Red Oak CSD envisions all students engaged and achieving at high levels. Marzano (2003) notes that students who experienced the "most effective" teachers saw achievements gains of 53 percentage points over the course of 1 academic year, while those in classrooms with "least effective" teachers averaged gains of only 14 percentage points. Although pockets of excellence exist within our system, we want a more cohesive, systemic approach to leading, teaching, and learning. We want all students to realize gains associated with the most effective teachers, and we want all educators to share in a rich understanding of our students' pre-K - 12 experience. To enact our vision we know teachers, supported by teacher leaders and administrators, need dedicated time and opportunity to learn through collaboration with their colleagues. **Model 3 - the Comparable Model** - will support us in living our vision.

Our **Theory of Action** captures how our TLC plan will move us toward this vision:

If Red Oak Community School District implements a system of teacher leadership that focuses on improved student learning and measurable results of growth, leverages professional learning communities for stronger teacher collaboration; expands the influence of effective teachers on their peers through additional opportunities for collaboration, mentoring, and peer coaching; strengthens integration and systematization of our district's key school improvement initiatives; promotes innovation and integration of technology in the classroom; provides multiple and differentiated pathways with appropriate compensation; and builds camaraderie by allowing teachers to be policy making partners in the district

then...

teachers will have opportunity to broaden and deepen the use of diverse and effective instructional strategies and practices, more effective teachers will be retained, student engagement and achievement will increase, students will leave the school district valuing learning and ready to serve as successful partners in the global community, and Red Oak CSD will be a district of educational excellence.

In this context and in alignment with the State's goals, we have identified the following **goals:**

#1 To increase student engagement.

Observation data indicate student engagement varies among teachers. Although the 1:1 initiative has facilitated increased engagement, teachers continue to need additional, differentiated support in enhancing their instructional toolkit to include more high-leverage strategies. With the implementation of formalized teacher leadership roles, teachers will be able to see these strategies modeled; to practice the strategy with the support of a coach; and to implement and receive feedback. For example, a teacher and an **instructional coach** can watch a **model teacher** demonstrate a strategy. Then, the teacher and the coach can process the observation and plan for implementation in the teacher's classroom. The coach can then observe the teacher and afterward, support the teacher in reflecting on the implementation. With the support of teacher leaders, we will see less variability among staff and an increase in student engagement.

2 To increase student achievement.

Iowa Assessment data indicate variability in achievement among subjects and grade levels, and Board goals speak specifically to increasing achievement in reading and math. Through a student-centered approach, **instructional coaches** will support teachers in identifying desired

student behaviors, which will lead to identifying teacher behaviors necessary to impact the changes in student behavior. **Model teachers** will provide colleagues opportunities to see both the student behaviors and instructional moves that influence those behaviors. Working with both **instructional coaches and model teachers, lead teachers** will provide content-specific support in reading and math. **Technology coaches** will work with other teacher leaders as well as individual teachers and teacher teams to help them integrate technology for deeper learning and higher achievement.

	Reading	Math
Grade	2013-14	2013-14
2nd	67%	74%
3rd	77%	85%
4th	68%	78%
5th	71%	82%
6th	70%	77%
7th	65%	77%
8th	76%	70%
9th	78%	74%
10th	83%	84%
11th	88%	90%

3 To attract and increase retention of effective teachers.

We have hired 15 new teachers over the past 2 years. Survey data collected from these staff members indicate they wished their mentor had been more readily available. Although they were supported by their PLC, they valued the formalized support from the mentor. Our TLC plan ensures **mentors** are more accessible, provides an assigned informal mentor at the grade level or department level, and makes available an **instructional coach, technology coach, and lead teacher** for additional scaffolded support.

4 To create more opportunities for teachers to learn and lead through differentiated roles and fitting compensation.

We have designed 6 teacher leader roles. The roles, though distinctly different, also overlap to provide scaffolded support. They offer variety in terms of time in the classroom and time to fulfill teacher leader responsibilities.

5 To improve systematization and integration of district-wide work through increased collaboration.

Our students have the best perspective on their journey through our system. Teacher leaders will serve both the district and individual buildings. In this capacity, they will facilitate the communication within the organization to ensure teachers know and understand what students

learned the year before, what they will learn during current year, and what they will learn the following year. In partnership with our administrative team, our teacher leaders will help orchestrate the collaboration between and among buildings.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.

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Part 3: Describe how the TLC plan will connect to, support, and strengthen key improvement initiatives. (4995)

Red Oak has cultivated the Professional Learning Community (PLC) concept as the means for operationalizing school improvement efforts for 7 years. We continue to clarify what students should know and do, monitor learning, provide interventions, and extend learning. For students to learn at high levels, adults must also engage in learning. Each PLC uses planning templates and protocols aligned to district goals and initiatives. The planning templates are used to record weekly minutes and learning, and protocols support analysis of data in light of PLC goals. Our Iowa Core implementation, MTSS, and 1:1 implementation occurs within the structure of PLCs.

Although PLCs have functioned effectively, we have room to grow. We lack a district-wide, systemic approach to our efforts and initiatives. Each building operates in isolation. Teachers need opportunity to see best practices and processes in action and then to be supported with coaching and feedback for us to reach deep levels of implementation. The **teacher leader roles** we have designed under the **Model 3- Comparable Plan Model** will help support and strengthen our school improvement structures and processes moving us toward a more cohesive, systemic implementation of key initiatives as outlined below.

Implementation of the Iowa Core and Standards Alignment/Curriculum Mapper

The first question queried by a PLC is What should students know and do? In answer, we have studied the Iowa Core and characteristics of effective instruction. With administrative support, teachers have aligned instruction to the Core. To document curriculum, share resources, and house data to support our PLCs in responding not only to the question of what students should know and do, but also to the subsequent questions of how we will know they have learned and how we will respond when they struggle or have mastered intended outcomes, we invested in Curriculum Mapper. Eventually, all units of instruction, lesson plans, instructional resources, common formative assessments, and assessment results will be accessible via Mapper. Although Mapper has the potential to be a powerful tool to support improvement efforts, absent designated, coordinated support, each building is currently in a different place.

The **teacher leader** roles we have created will help strengthen this work. **Model teachers** will be skilled in practicing **Characteristics of Effective Instruction** and **implementing the Core**. They will demonstrate how to access the new Iowa Core website and model how Mapper can be used to monitor student progress, share assessments and lessons, and facilitate data analysis. In collaboration with **model teachers, instructional coaches** will also use resources from the Iowa Core site to plan for and support ongoing professional

learning that gets to deeper implementation. **Lead teachers** will focus on reading and math. Working with content area teachers and in collaboration with **model teachers** and **instructional coaches**, they will facilitate the “unpacking” of standards K-12 in reading and math. **Technology coaches** will help identify technology resources, that when in the hands of students, best support their access to and achievement of Iowa Core. The **teacher leader coordinator** will facilitate and coordinate this work K-12 so we have a systemic, cohesive approach; and buildings will have knowledge of each other’s work. The ongoing collaboration of all **teacher leaders** will serve to systematize our work.

Multi-Tiered Support Systems (MTSS)

Though we serve individual students at individual buildings through Rtl, we need to move from the practice of Rtl and its student-problem focus to MTSS, a systems approach focused on system, school, and student problem-solving. Our PLC mindset--acceleration of learning at high levels for all learners--establishes a foundation as does our work with PBIS. We need to integrate academic and behavioral approaches and continue to move to systems level implementation of response with a greater focus on Tier 1. Systemically, we need to identify additional tiers of varying intensity based upon student need. We also need broader data systems and advanced problem-solving models. Our **teacher leader** roles will help us address these needs. All **teacher leaders** in partnership with administrators will learn about MTSS. **Lead teachers** and **instructional coaches** will support teachers in using data to identify student needs, to determine appropriate instructional response (tier), and to integrate instruction and intervention to move all students to high levels of achievement. They will help facilitate the collection and analysis of data. **Model teachers** will demonstrate how they have responded to student data and model instruction and intervention. They will help deepen this learning in their PLCs as well as model the problem-solving processes they will learn from and with the **instructional coaches**. **Technology coaches** will work with **teacher leaders** as well as individual teachers and teacher teams to help them use technology as a tool in facilitating MTSS. Our **teacher leader coordinator** will model use of protocols and support collection of intervention data.

1:1 Technology

Our mission is to facilitate integration of existing and emerging technologies to enhance learning opportunities for all students and promote lifelong learning. The school board demonstrated commitment to this mission in 2012 when they supported the launching of our 1:1. Each student in 6th-12th grade received a laptop. Since teachers are along a learning continuum in their efforts to integrate technology, all staff will benefit from additional support in leveraging technology as a learning and teaching tool. All **teacher leaders** will be versed in technology. Two **technology coaches** will consult with other **teacher leaders** to amplify the use of technology by both staff and students across the district.

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Part 4: Describe how the TLC plan will improve entry into the profession. (4988)

Research indicates that over 50% new teachers leave the profession after only several years. Although we have not seen this dramatic a departure in Red Oak, we are still challenged to recruit and retain the best teachers. We know the value of a quality mentoring and induction process in supporting new teachers such that they grow in their sense of self-efficacy, which can lead to their long-term commitment to the profession.

Red Oak's Current Mentoring and Induction:

Since 2008, we have been using the Journey to Excellence program developed jointly by ISEA and the Iowa Department of Education. Our goal for new teachers is to develop their sense of self-efficacy and self-confidence in their ability to implement evidenced-based and best practices.

We have a staff member qualified to provide in-house training for mentors who function as consultants, collaborators, and coaches. Mentors support new teachers in developing professional dialogue and relationships, unpacking the Iowa Teaching Standards, and understanding professional ethics and licensure. They work with new teachers to support their learning in assessing student needs, planning for instruction, implementing high-leverage strategies, evaluating the impact of the instruction, and determining adjustments based upon student feedback. Research and reflection are critical components. The program engages mentors and new teachers in action research grounded in the Iowa Teaching Standards and aligned to the Iowa Professional Development Model.

Current Program Effectiveness:

In addition to informal, anecdotal data we collect about our mentoring and induction program, we also administer a short survey to both the mentor and the mentee at the end of each year. The survey solicits opinions regarding the level of support for both the mentor and mentee, the resources available to each, and the relevancy of the training and learning, for example. Respondents have repeatedly identified concerns about accessibility of the mentor--sometimes the mentor, who has a full teaching assignment, is at a different building and not readily available to the mentee. Both mentors and mentees have indicated that they are challenged to find time to meet regularly. Although funding is available to secure substitutes for observation leave, it is rarely used because both mentor and mentee are immersed in the day-to-day work of full time teaching. Usually, observations are scheduled during the mentor's prep time, which may not coincide with the new teacher's schedule and the time period for which he/she would like feedback. Although, new teachers feel supported, their comments and the quantitative survey data suggest that the current level of support is insufficient in meeting their needs and helping them acclimate to our school and district.

We also recognize that our current mentoring program does not address the needs of experienced teachers new to our district. Each building has its own plan to help those teachers learn about the district's initiatives such as MTSS, Iowa Core implementation, Character Counts, PBIS, 1:1 and Schoology, but we do not have a systematized, coordinated approach for inducting experienced teachers new to our district.

Making Improvements with our TLC Plan:

Our TLC plan will help us address the shortcomings of our current approach. We have created a reduced teaching assignment for the **mentor**, which will allow for flexibility in the time a mentor can meet with or observe their mentee. **Mentors** will continue to be trained in the Journeys to Excellence model and will engage new and second year teachers in understanding

how to operationalize the Iowa Teaching Standards as described above. Additionally, new teachers and teachers new to Red Oak will be paired with an in-house, informal mentor who, along with the teacher's professional learning community, will assist the teacher in learning the culture of the building and basic policies and procedures.

The other **teacher leader** roles defined in this plan provide for additional layers of support for both teachers new to the profession and new to Red Oak. **Model teachers'** classrooms will serve as observatories where new teachers and their **mentors** can view effective teaching and learning in action. **Model teachers will** demonstrate high-impact strategies and best practices related to student engagement and increased student learning and achievement. **Mentors** can facilitate reflection and assist new teachers in growing and refining their practice. **Instructional coaches** will connect with new and second year teachers directly through the coaches' facilitation of professional learning in PLCs and whole staff and indirectly when they collaborate with **mentors** to respond to specific questions about pedagogy and data analysis. **Lead teachers** will be responsible for either elementary or secondary math curriculum or elementary or secondary reading curriculum and will work with PLCs to support implementation of the Iowa Core. Additionally, the **lead teachers** will collaborate with **instructional coaches** and **mentors** to facilitate literacy across the curriculum. New and second year teachers will benefit from this support in their PLCs as well as individually, if additional support is needed.

Technology coaches will help new teachers reach the district-wide technology goals of supporting 21st century learning. **Model teachers** will also give support to new teachers by opening their classrooms for observation of their technology integration. The **teacher leader coordinator** will support new teachers indirectly by collaborating with all teacher leaders to ensure scaffolded and systematized support for first and second year teachers and those new to Red Oak. Like a tapestry, our teacher leader roles are designed to weave layers of support around the new teacher to ensure success in the first two years and beyond.

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Part 5: Describe the proposed TLC roles. (9,956)

Red Oak has chosen **Model Three-The Comparable Plan Model**. The planning committee identified six teacher leader roles to help meet our district goals and objectives. Each role integrates with current leadership roles in our district and together they will provide various levels of support and expertise to teachers. These roles offer meaningful and diverse opportunities for all teachers in TLC positions. The allocation of time to both student instruction and teacher leader duties reflects the high value the team placed on teacher leaders continuing to teach.

Model Teachers (12)

Key Responsibilities

- Model and demonstrate identified strategies and practices
- Field test innovations and new strategies/practices
- Host other teachers/learners in classroom

- Engage in ongoing professional learning
- Participate in peer review process as requested
- Integrate technology effectively
- Collaborate with other teacher leaders to implement professional learning aligned to the IPDM
- Promotes the vision of the TLC plan and the district

Student Instruction: 100%

Teacher Leader Duties/Stipend: 2 Additional Contract Days/\$1000

Mentor Teacher (2, shared district-wide)

Key Responsibilities

- Support first and second year teachers in
 - Operationalizing Iowa Teaching Standards
 - Analyzing student achievement data, setting goals, planning instruction, utilizing formative and summative assessment, and reflecting on practice
 - Developing their sense of self-efficacy
- Integrate technology effectively
- Facilitate connection to additional resources
- Engage in ongoing professional learning
- Collaborate with other teacher leaders to implement professional learning aligned to the IPDM
- Promotes the vision of the TLC plan and the district

Student Instruction: 75%

Teacher Leader Duties/Stipend: 25% with 4 Additional Contract Days/\$2000

Instructional Coach (4, 2 per elementary/2 per secondary)

Key Responsibilities

- Facilitate and support the collection and analysis of data (student engagement and student achievement)
- Model lessons when appropriate
- Model best practices
- Design and deliver professional learning
- Introduce teachers to high-leverage strategies and innovative approaches
- Provide non-evaluative feedback
- Engage teachers in reflective practice
- Guides teachers in differentiating instruction
- Support interdisciplinary approaches
- Incorporate a variety of methodologies
- Integrate technology effectively
- Collaborate with other teacher leaders to implement PD aligned to the IPDM
- Promotes vision of TLC plan and district

Student Instruction: 50%

Teacher Leader Duties/Stipend: 50% with 4 Additional Contract Days/\$2000

Technology Coach (2, 1 each elementary/secondary)

Key Responsibilities

- Assist/Partner in designing professional development as needed (differentiated to teachers' needs)
- Identify current and emerging technologies that support implementation of Iowa Core
- Support teachers in infusing technology in their instruction, developing online courses, and facilitating 21st century learning
- Collaborate with designated administrator to lead 1:1 Initiative Team
- Facilitate management of 1 to 1 in the classroom (secondary)
- Provide leadership in integration of technology and instruction for deeper critical thinking
- Collaborate with other teacher leaders to implement professional learning aligned to the IPDM
- Promotes vision of TLC plan and district

Student Instruction: 75%

Teacher Leader Duties/Stipend: 25% with 4 Additional Contract Days/\$2000

Lead Teacher (4, 2 elementary: 1 math/1 reading, 2 secondary: 1 math/1 reading)

Key Responsibilities

- Demonstrate content-specific strategies and best practices
- Remain current with regard to Iowa Core and other content/curriculum-specific issues
- Facilitate collection and analysis of student achievement data
- Engage teachers in “unpacking the Iowa Core”
- Support and participate in the work of the curriculum council
- Utilize model teachers
- Collaborate with other teacher leaders to design and lead professional learning that supports implementation of Iowa Core and is aligned to the IPDM
- Integrate technology effectively
- Promotes vision of TLC plan and district

Student Instruction: 75%

Teacher Leader Duties/Stipend: 25% with 4 Additional Contract Days/\$2000

Teacher Leader Coordinator (1)

Key Responsibilities

- Serve as a liaison among all teacher leaders and administrators
- Facilitate and monitor the implementation of the system of teacher leadership
- Lead collection of data regarding the impact of the system of teacher leadership
- Provide non-evaluative feedback to teacher leaders
- Partner with administrators to facilitate professional learning and support for teacher leaders
- Support matching of mentors to mentees
- Integrate technology effectively
- Promotes vision of TLC plan and district

Student Instruction: 50%

Teacher Leader Duties/Stipend: 50% with 4 Additional Contract Days/\$2000

Integrating Roles for a Cohesive Approach

We designed the teacher leader roles in our TLC plan to integrate with our existing roles to create a coherent instructional improvement strategy that will strengthen instruction throughout the district and facilitate the attainment of our **goals**:

- Increase student engagement.
- Increase student achievement
- Attract and increase retention of effective teachers
- Create more opportunities for teacher to learn and lead through differentiated roles and fitting compensation
- Improve systematization and integration of district-wide work through increased collaboration

Currently, we have 5 attendance centers, creating multiple transitions for students and at times, resulting in disjointed improvement efforts. By creating both building-specific and district-wide leadership roles for teachers and blending them with our existing roles, we expect not only to be more cohesive in our work, but also to amplify the talent in our district such that all students benefit from the power of effective teaching. Marzano (2003) notes that students who experienced the “most effective” teachers saw achievements gains of 53 percentage points over the course of 1 academic year, while those in classrooms with “least effective” teachers averaged gains of only 14 percentage points. We want all students to realize gains associated with the most effective teachers, and we want all educators to share in a rich understanding of our students’ pre-K - 12 experience.

Under our present structure, each building has a **building leadership team (BLT)**. These teams, led by the administrator, plan and organize professional learning. BLT members support their PLCs in implementing the learning and analyzing the data. Teachers will continue to serve on these teams; and with the newly articulated roles, some of these BLT representatives may also hold another teacher leadership role. For example, a current BLT member may apply for and assume the role of **Model Teacher** and continue to serve on the BLT. Additionally, **instructional coaches** will engage with the BLTs in planning, designing, delivering, and analyzing the impact of PD on student achievement. **Instructional coaches** will provide modeling and feedback as the learning is implemented. The power of infusing our **new teacher leaders** into this current structure is the district-wide perspective they will provide, the additional expertise and insight they will offer, and the opportunity to build even greater capacity for us to attain our goals. Continuing to honor our current BLT structure while providing additional opportunities for teachers to assume greater responsibility will empower even more teachers, amplify their talent as they share their expertise with others, and result in greater capacity for the district to reach its goals.

The current **Curriculum Team** will be reorganized to leverage the leadership of teachers newly hired as **lead teachers**. Two **lead teachers** will support math - one at the elementary and one at the secondary; and two **lead teachers** will support reading - one at the elementary and one at the secondary. **Lead teachers** will collaborate with the curriculum director to support the ongoing review of curriculum and assessment data related to reading and math since these two areas are **district goal areas**. They will help organize and facilitate the work of the Curriculum Team and other teachers to “unpack” Iowa Core standards in reading and math, create

formative and summative assessments, and support implementation of Characteristics of Effective Instruction. **Lead teachers** will collaborate with **instructional coaches** and other teacher leaders to design and deliver professional learning aligned to the IPDM that supports effective implementation of the Iowa Core. We recognize that reading extends across the curriculum, consequently **lead teachers** will partner with **instructional coaches** and **model teachers** to support their use of best practices in reading and math. During the curriculum review process, **technology coaches** will support the work of the Curriculum Team by identifying ways in which technology can be used to support and implement curriculum and curriculum resources.

The current **Technology Team** will also be reorganized to empower the leadership of the **two technology coaches**. Our two **technology coaches** will work in partnership with our Technology Team Leader (administrator) to co-lead the work of the Technology Team. **Technology coaches will also partner with instructional coaches, lead teachers, and model teachers** to identify ways in which teachers can most effectively integrate technology as they implement the Iowa Core and put into practice those high-leverage instructional strategies that they will continue to add to their repertoire through professional learning. **Technology coaches** will also work 1-on-1 with teachers and with groups of teachers to provide feedback and support.

All teacher leaders will be supported by the administrative team, who in partner with the **teacher leader coordinator**, will coordinate their efforts. The **teacher leader coordinator** will collaborate with administrators to support the learning and growth of teacher leaders. Additionally, the **teacher leader coordinator** will collaborate with teacher leaders to facilitate, design, and when fitting, deliver professional learning. In this capacity, the **teacher leader coordinator** will be instrumental in helping our district to be more cohesive and systemic in our work. The **teacher leader coordinator** will also work with the Teacher Quality Committee to facilitate the collection of data regarding the summative evaluation of the professional learning and engage in the monitoring of the building professional development plans.

With the implementation of formalized teacher leadership roles, teachers will have opportunities to observe high leverage strategies and best practice, including strategies that support integration of technology; to practice the strategy or tool with the support of a coach; and to receive on-time, on-demand feedback during implementation. For example, a teacher, accompanied by an **instructional coach**, can watch a **model teacher** demonstrate a strategy. Then, the teacher and the coach can process the observation and plan for implementation in the teacher's classroom. The coach can then observe the teacher using the strategy and afterward, support the teacher in reflecting on the implementation.

The integration of existing teacher leader roles with our newly articulated and differentiated teacher leader roles will create a systemic, cohesive approach to our school improvement efforts while providing teachers multiple and varied layers of support. This plan supports the highest levels of achievement at Red Oak CSD.

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Part 6: Describe the selection process (4744).

Red Oak Community Schools recognizes that a critical component to the success of its teacher leadership system is the quality of the teacher leaders in each of the leadership positions identified. Consequently, we have designed a **rigorous selection process** that will provide us evidence of candidates' **prior effectiveness** and **involvement in professional growth**.

Per legislation, an initial requirement relates to experience. Candidates will have 3 years teaching experience and at least 1 year experience in the Red Oak Community School District. The following chart speaks to our application, interview, and selection process:

Process	Rationale and Alignment to Scoring Rubric
<p>Submission of General Application Form, created by district, to include</p> <ul style="list-style-type: none"> ● General: Name, years in district, current role ● Indication of position/s desired ● Leadership experience ● Coursework/professional learning, highest degree ● Teaching experience with adults (presentations, courses taught, facilitation of PLC) 	<p>The general application will provide us with evidence of the candidate's prior involvement in professional growth and his/her experience in leadership, which will be evaluated according to a rubric. The form will allow an applicant to apply for multiple positions via a single process by indicating preferred position and then interest in other positions as noted.</p>
<p>Submission of Written Response to Situation-based scenario</p> <p>Working with Human Resources, our site-based council will create writing prompts differentiated by position that will involve the candidate's analysis of and response to a situation related to the particular teacher leader role.</p> <p>The site-based council will blind-score these responses according to a rubric.</p>	<p>We want to gain understanding as to how each candidate thinks and how he/she would approach problem-solving, coaching, and/or collaborating with a teacher or teachers. The scoring rubric, which will be consistent across positions, will reflect these attributes. Candidates applying for multiple positions will submit a single writing sample based upon the preferred position. Model teacher applicants will not be required to complete a written response.</p>
<p>Teacher Leader Self-Assessment</p> <p>Using the tool from the Center for Strengthening the Teaching Profession (CSTP), we will create a survey tool that will provide us information regarding the competencies we seek in our teacher leaders as well as a direction for the professional learning of our teacher</p>	<p>The self-assessment tool from CSTP is a means for collecting data in the area of adult learning, collaboration, pedagogy, systems thinking, and communication--areas which align to the seven areas identified in our Iowa Framework of Supports for Teacher Leadership. By tweaking this tool to serve our needs, we can gain insight not only to where our potential teacher leaders are in their</p>

<p>leaders once identified.</p>	<p>teacher leadership journey, but also to where we might focus our support for these leaders once hired. This tool will also provide additional evidence of professional growth.</p>
<p>Rating Scale/Reference (3 references) Rather than letters of recommendation, we will utilize a reference form that includes a rating scale component targeting key non-cognitives that we found in the research to be vital to teacher leaders:</p> <ul style="list-style-type: none"> ● Work Ethic (persistent, resourceful, passionate) ● Teamwork (build relationships, engender trust) ● Leadership (motivate, inspire, communicate) ● Openness (adaptable, open-minded, creative) ● Vision (seek out opportunities, see the big picture and how the pieces fit) ● Positive Affect (optimistic, enthusiastic, confident) ● Risk Taker 	<p>Because the rating scale will be common among all applicants, we will be able to make comparisons and find the best fit for each role. References will also have the opportunity to add any additional, relevant comments to the form. We anticipate the comments accompanying the scoring will speak to the applicant's prior demonstrated measures of effectiveness as related to these attributes.</p>
<p>Interview Process</p> <ul style="list-style-type: none"> ● Performance based task - facilitating group work for the interview committee; OR Video of effective instruction (student-focused) or collaboration/facilitation (adult-focused) accompanied by lesson plan; ● Other data selected by the teacher (e.g. student growth data/engagement); and ● Interview questions related to reflection on impact of coursework and sessions taught or presentations 	<p>Using rubrics, the site-based council will score the performance-based task or the video. This performance-based requirement will provide the team insight regarding the candidate's effectiveness in carrying out responsibilities aligned to the designated teacher leader role.</p> <p>The candidates will share other data at the interview that speak to their competence regarding the Iowa Teaching Standards, their prior effectiveness, and their involvement in professional growth.</p> <p>The interview questions will provide yet another data point to help the site-based council see the candidate's prior effectiveness and prior involvement in professional growth.</p>

The site-based council, selected by the planning committee and appointed by the Board, will receive applications, conduct interviews, and make recommendations to the superintendent. We will share a district-wide site-based council comprised of equal representation of

administrators and teachers per legislated requirements. Annually, the site-based council will convene to review feedback from teachers regarding the impact of the teacher leaders who serve them.

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Part 7: Describe how the teacher leader roles will improve the current PD plan. (4996)

Professional learning at Red Oak is anchored in the **IPDM**. However, we have yet to embed fully the ongoing cycle of professional learning defined by the IPDM. One of the responsibilities of teacher leaders in planning, delivering, and supporting professional learning will be **to capitalize on the tools associated with the IPDM**. When teacher leaders facilitate use of the IPDM tools and resources, we will move closer to our **TLC goal of improving systematization and integration of our work**.

Currently, professional learning is designed and delivered according to each building's needs. At Inman Elementary the **Lead Team plans cycles of professional learning quarterly in response to analysis of student work and achievement data**. We generate **SMART goals and then identify content and strategies** for teaching and learning. During common plan time and 2-hour Wednesday early releases, we plan, review student work, adjust instruction, and establish new indicators for growth that will drive core and supplemental instruction. About every 3 weeks, we review SMART goals and **data we have collected** to make adjustments.

Similarly at Washington Intermediate, **the BLT plans and facilitates professional learning**. Our focus is implementation of effective mathematical practices and reading strategies across the curriculum to meet our goal of increasing student achievement not only in reading but all content areas. Through our PLC structure we engage in **cycles of professional learning**. We **collect and review data, establish goals, and identify what content and/or strategies will move us toward our goals**.

At the middle school and high schools, **planning and designing professional learning occurs primarily within PLCs**. The respective principal also partners with building leadership teams to support professional learning targeting MTSS, Iowa Core, the integration of technology, and PBIS. **Protocol tools at both buildings support the cycle of professional learning**. They support **collection and analysis of data**, which drives teaching and learning.

What we are missing in our current structure in all buildings is the opportunity to observe the strategy modeled or demonstrated and the chance to practice and receive feedback and coaching. We know from the work of Joyce and Showers that 95% transfer of knowledge and skill into practice occurs when modeling and demonstration are coupled with observation and coaching with feedback. Absent all of these factors, the percent of transfer into practice reduces significantly.

Consequently, we have designed teacher leader roles **aligned to the IPDM** to address these gaps in our professional learning. **Model** teachers will serve as resources for **collecting and using student data**. Their classrooms will be "observatories" where a new teacher working with a **mentor**, for example, can observe and discuss a strategy or practice. The **mentor** can then **observe the new teacher, provide coaching, assist in setting or adjusting goals, and reinforce the ongoing cycle of learning** so that we can achieve that 95% transfer of

knowledge and skill into practice. Likewise, a career teacher partnering with an **instructional coach** can observe best practice and then implement the strategy into practice with on-site, on-time feedback and coaching.

Not only will **instructional coaches** support teachers via **collaboration in coaching cycles aligned to the implementation of professional learning**, but they will also provide **modeling and demonstration** to PLCs, department teams, or other groups of teachers. They will help facilitate building-wide learning related to MTSS, early literacy, and implementation of characteristics of effective instruction and the Iowa Core. They will also **model and demonstrate** instructional moves related to these initiatives.

Lead teachers, 2 math (elementary/secondary) and 2 reading (elementary/secondary), will collaborate with **all teacher leaders** to design professional learning to support curriculum implementation. Our achievement goals specifically target improvement in reading and math; consequently, we designed the **lead teacher** role to offer another layer of support to teachers in their specific content areas. **Lead teachers** assist teachers in navigating implementation of the Iowa Core, “unpacking” the core, identifying high-leverage instructional strategies, **designing formative and summative assessments, and reviewing data** to identify curriculum and instructional shifts. Additionally, they will support **collection of data** to be **analyzed and used to establish student goals and select content**. **Lead teachers** will be instrumental in facilitating the **collection and analysis of district-wide data in reading and math** that will drive our professional learning respective to these goal areas.

Technology coaches will work with **instructional coaches** and **lead teachers** to identify ways teachers can effectively integrate technology as they implement the Iowa Core and put into practice high-leverage instructional strategies that they will add to their repertoire through professional learning. **Technology coaches** will also work 1-on-1 with teachers and with groups of teachers to provide feedback and support. Because of their expertise in technology, these **coaches** will also support the **collection, organization, and display of data to facilitate the analysis process**.

The **teacher leader coordinator** and the administrative team will coordinate professional learning for teacher leaders aligned to the IPDM. Additionally, the **teacher leader coordinator** will work with **all teacher leaders** and administrators to facilitate the **collection and analysis of data** both at the PLC level and building and district levels for the purpose of summative evaluation. The summative data will be shared with the Teacher Quality Committee whose role includes monitoring building and district PD plans.

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Part 8: How will you determine impact and effect. (3800)

Red Oak CSD has identified multiple measures that will support us in drawing conclusions about the impact and effectiveness of our TLC plan. Our **data collection plan** includes both **short and long term indicators** of impact and effect. While we are willing to make adjustments as our data may suggest, we also are aware of the importance of patience and understanding as we embark on a new journey. We want to balance the potential need for adjustments with the need for sufficient time for the plan to be implemented. The data collection plan we have created establishes this balance and will help us to create what Dan Heath has

termed as “tripwires” or indicators that will cause us to consider more immediate adjustments. Following is our data collection plan:

Goal	Measure/Indicator	Collection Window
<p>To increase student engagement.</p>	<ul style="list-style-type: none"> ● PBIS ● Decrease office referrals by 10% ● Increase attendance rate to 92% ● Increase in engagement as indicated by administrators walk-through data ● Reduce drop-out rate 	<p>Weekly, compiled mid year</p> <p>Mid-year</p> <p>Annually</p>
<p>To increase student achievement.</p>	<ul style="list-style-type: none"> ● Iowa Assessments <ul style="list-style-type: none"> ○ Increase percent of students proficient/decrease percent of students not proficient ○ Increase number of students proficient and making 1 year’s growth; increase number of students not proficient making at least 1 year’s growth ● MAP - increase number of students proficient ● District Generated Common Formative Assessments - increase number of student mastering content/skills ● Grades - decrease number of students with 	<p>Annually</p> <p>Semi-annually (Dec/Mar)</p> <p>Mid-year</p> <p>Mid-year</p>

	<ul style="list-style-type: none"> D/F MTSS data indicating students' increase in proficiency levels 	Mid-year
To attract and increase retention of effective teachers.	<ul style="list-style-type: none"> Teacher retention data Increase number of applicants for positions Year-end Survey data indicate satisfaction with support and resources available in district Exit Interviews 	Annually Annually Annually Annually
To create more opportunities for teacher to learn and lead through differentiated roles and fitting compensation.	<ul style="list-style-type: none"> Mid –year and year-end survey data indicate teacher satisfaction # of applicants for each position grows PD requests to TQ involving TL increase TL data logs--i.e. how many times do teachers access TL 	Dec/June Annually Mid-year Mid-year
To improve systematization and integration of district-wide work through increased collaboration.	<ul style="list-style-type: none"> PLC Team Logs/Protocols TL data logs Implementation Data IPDM Tools Curriculum Mapper Content Review Mid-year and Year-end Survey Data 	Weekly, compiled mid-year Weekly, compiled mid-year Weekly, compiled mid-year Mid-year Mid-year and Annually Annually Dec./June

Reviewing, Monitoring, and Adjusting:

One of the responsibilities of the **teacher leader coordinator** will be to collaborate with the administrative team to coordinate the **mid-year and annual reviews** of data during the Teacher Quality Committee (TQC) meetings in October and June. In June, the TQC will engage in a summative review of the TLC, which will coincide with the summative review of the professional learning plans in each building and the district. The mid-year data will be collapsed into an annual “snapshot” and reviewed alongside the data we collect annually. Additionally, the mid-year and year-end surveys we will administer to staff will provide feedback regarding teachers’ level of satisfaction with our teacher leadership program and their perception of impact

and effect. At this time, the site-based council will also meet and review the TLC program data. In addition, the site-based council will review both feedback from teachers regarding teacher leaders and each teacher leader's re-application in order to make recommendations regarding the continuation of each teacher leader's supplemental teacher leader contract.

As we gather this longitudinal data over the course of the next several years, we will be able to identify trends that will provide us information regarding the long term impact and effect of our TLC plan in achieving the goals we have set forth. We also anticipate adding observational and anecdotal data to deepen and enrich our conversation as we seek to understand the impact and effect of our teacher leadership program. Depending on the conclusions we draw and the questions we raise at both our mid-year and annual reviews, we will examine root cause and determine potential adjustments. If we need to adjust, we will identify any new indicators that will inform the impact and effect of these adjustments.

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Part 9: Describe the district's capacity to implement the TLC plan (4998).

Red Oak CSD has experienced success in implementing and sustaining previous initiatives because of the commitment and motivation of our school community to create the best learning environment with the highest levels of achievement for ALL students. For example, because we hold collective commitments including the shared responsibility for high levels of learning for all students, our Professional Learning Communities (PLC) have been successfully implemented and sustained for over 7 years. PLCs represent "how we do business." Our building leadership teams, supported by our principals, were instrumental in leading the implementation of PLCs. Members serving on these teams committed to ongoing learning about PLCs and to initiating this work in their teams through their use of protocols and processes. Teachers commented feeling empowered as a result of PLC implementation. Principals committed designated time to engaging with PLCs and facilitating agendas or agenda items as necessary. Teacher leaders, principals, and the superintendent communicated consistently with all stakeholders including the Board, SIAC, and parent advisory groups.

We have also been successful in implementing our local mentoring program for new teachers. A teacher leader heads the program and has been skilled in training new mentors, supporting the learning of both mentors and mentees, and collaborating with administrators. Furthermore, each building has also been successful in implementing and sustaining building-specific initiatives. For example, Washington Intermediate has worked with the AEA reading consultant to implement and sustain interventions that have increased reading achievement for students with special needs. The middle school has successfully implemented and sustained PBIS as a result of the leadership of the BLT, the ongoing communication between staff and administration, the education and support of the parent community, and the backing of the school board.

We have been successful in the past due to the commitment of key stakeholders to fulfilling their responsibilities, high levels of trust that exist within and across our organization, and the strong will and desire our stakeholders have for doing whatever it takes for all of Red Oak students to achieve at high levels. We bring these same strengths to our TLC plan. Although pockets of excellence exist within our system, we want a more cohesive, systemic

approach to leading, teaching, and learning. We want all students to realize gains associated with the most effective teachers, and we want all educators to share in a rich understanding of our students' pre-K - 12 experience. We know our TLC plan is the lever to help us achieve our vision, and we know from experience that we have the capacity to make this happen.

By creating both building-specific and district-wide leadership roles for teachers and blending them with our existing roles, we expect not only to be more cohesive in our work, but also to amplify the talent in our district such that all students benefit from the power of effective teaching. With the implementation of 6 formalized teacher leadership roles, teachers will have opportunities to observe high leverage strategies and best practice, including strategies that support integration of technology; to practice the strategy or tool with the support of a coach; and to receive on-time, on-demand feedback during implementation. For example, all **teacher leaders** will engage in professional learning, coordinated by the **teacher leader coordinator** and administrators, to enhance their own skill sets. **Lead teachers** will support the **teacher leader team** in deepening their understanding of the Iowa Core and the Characteristics of Effective Instruction. Therefore, when an **instructional coach**, for example, accompanies a teacher to observe a **model teacher** demonstrate a strategy, that **instructional coach** brings to the table the perspectives and experiences of all of the **teacher leaders** with whom he/she has learned. The result is a systemic, cohesive approach to our school improvement efforts and multiple and varied layers of support for teachers.

The following chart depicts the roles and responsibilities of key staff who will help build capacity to implement and sustain our TLC plan such that we can attain our TLC goals.

Key Staff	Responsibilities
School Board	<ul style="list-style-type: none"> -Approve contracts to fulfill teacher leader positions -Approve contracts to sustain current classroom responsibilities not being fulfilled by teacher leaders with additional staff -Approve adjustment in minimum salary and the effects on the current pay scale Approve site-based council
Superintendent	<ul style="list-style-type: none"> -Communicate the importance of the plan to staff, parents, and community -Keep stakeholders informed of research and progress re: the plan -Allocate resources to buildings to support implementation of TLC -Navigate and lead the change process
Principals	<ul style="list-style-type: none"> -Support implementation and professional development of teacher leaders -Allocate resources (time, materials, etc.) to support teacher leaders -Serve as a resource for instructional strategies to teacher leaders -Collect data and evaluate the effectiveness of teachers and TLC leaders -Participate in program evaluation and recommend changes as needed -Navigate and lead the change process
TLC Leaders	<ul style="list-style-type: none"> -Promote Red Oak's TLC vision

	<ul style="list-style-type: none"> -Fulfill job responsibilities -Collaborate with each other to create a systemic, cohesive approach -Share resources to help others build success in their own classrooms -Focus teacher's attention to Iowa Core, student achievement, and other district initiatives
Teachers	<ul style="list-style-type: none"> -Actively collaborate with TLC leaders to improve instruction and implementation of Iowa Core and other district initiatives -Utilize teacher leaders in their own capacity to make changes that will lead to increased student achievement

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Part 10: Budget Details (4730):

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$ 10,000.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$ 38,000.00
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)	\$ 305,388.00
Amount used to provide professional development related to the leadership pathways	\$ 6,850.00
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</i>	\$
0.00 <i>be approved by the Iowa Department of Education prior to implementation of your plan.</i>	
Totals	\$ 360,238.00

Other Budgeted Uses – Description

Item description	Amount budgeted
	\$ 0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$ 360,238.00
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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
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Budget Alignment

The chart above outlines an estimated budget for the use of Teacher Leadership Supplement Funds to implement our TLC plan. We have allotted \$10,000 to raising the minimum salary to \$33,500 for beginning educators. We are estimating the hiring of four new teachers for the following school year. It will cost \$2,500/teacher to raise their salary. This increase will be another incentive for new teachers to join our district.

\$38,000.00 covers compensation and additional contract days for 25 leadership roles in the district as described in the chart below. Leadership duties are fulfilled during professional development time, before, during or after school hours, or during prep periods. The salary supplements cover the additional leadership responsibilities leaders will be undertaking. The additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities.

Compensation for Teacher Leadership

Role	Additional Contract Days	Stipend	# of Positions	Total
Model Teacher	2	\$1,000.00	12	\$12,000.00
Instructional Coach	4	\$2,000.00	4	\$8,000.00
Lead Teacher	4	\$2,000.00	4	\$8,000.00

Mentor Teacher	4	\$2,000.00	2	\$4,000.00
Teacher Leader Coordinator	4	\$2,000.00	1	\$2,000.00
Technology Coach	4	\$2,000.00	2	\$4,000.00

In order to provide the **instructional coaches, lead teachers, mentor teachers, technology coaches**, and the **teacher leader coordinator** the time necessary to fulfill their job responsibilities, the district will need 13 employees to fill positions vacated by teachers taking the above referenced positions. We estimate a \$67,864 salary for each full-time teacher. The chart below exhibits the percentages spent outside the classroom and the necessary fill-in time required.

Filled Positions

Role	# of Positions	% out of classroom	Salary	Total
Instructional Coach	4	50	\$67,864.00	\$135,728.00
Lead Teacher	4	25	\$67,864.00	\$67,864.00
Mentor Teacher	2	25	\$67,864.00	\$33,932.00
Teacher Leader Coordinator	1	50	\$67,864.00	\$33,932.00
Technology Coach	2	25	\$67,864.00	\$33,932.00

Distributing compensation in this manner will support us in achieving the goals of our TLC plan:

- To increase student engagement**
- To increase student achievement**
- To attract and increase retention of effective teachers**
- To create more opportunities for teachers to learn and lead through differentiated roles and fitting compensation**
- To improve systematization and integration of district-wide work through increased collaboration**

Because our planning team placed high value on dual teaching/leading roles, we worked to achieve a balance among teaching responsibilities, teacher leader duties, and fitting compensation. Our budget reflects our commitment to providing highly effective teachers opportunities to grow by offering 6 meaningful, differentiated leadership roles to 25 teachers, who will represent 25% of our staff. These roles coupled with the increase to our minimum salary support our belief that if we recruit, develop, and promote excellent teachers, we will retain them in the profession and, ideally, in our district. Our dedication of release time and compensation to our **mentors**, in addition to the allocation funds for the professional learning of mentors (and all teacher leaders), shows our prioritized support for new teachers.

The stipends and allocation of time aligned to the roles of **lead teacher, instructional coach, model teacher, technology coach, and teacher leader coordinator** speak to the value we place on the roles these teachers will play in deepening the implementation of the Iowa Core and increasing the use of instructional practices that engage students and lead to gains in student achievement. Teacher leaders will contribute focused leadership and supports for providing differentiated, meaningful, and job-embedded professional development for all staff. We acknowledge the need for teachers to receive more frequent training, collaboration and coaching opportunities in order to result in the 95% transfer of content and skill into practice in accordance with the research of Joyce and Showers cited in the IPDM. We accomplish this through allocation of resources to the areas we believe will have the greatest impact on student learning and support the enactment of our TLC vision.

Assurances

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

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

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

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

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

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

Yes

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