

Starmont Teacher Leadership Grant

Updated By: Starmont TLC Advisory Committee 3/1/2018

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

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

Originally, the districts of East Buchanan, Central, Starmont, and West Central forged a partnership in the Summer of 2014 after a year of training and reflection of how to best implement the Teacher Leadership Grant in each district. Realizing individually that each district did not have the capacity to provide all recommended leadership positions, the Northeast Iowa Leadership Consortium (NILC) was formed. The planning grant was used for the NILC to meet and develop a high-quality plan.

The NILC combined the planning grants of all four districts to individually form a sub-committee consisting of the following stakeholders:

- Administration
- Teachers
- Consortium-Based Review Committee Members
- Parents

The sub-committee members shared with each district's TLC planning committees comprised of the following stakeholders:

- Administration
- Teachers
- Associates
- Consortium-Based Review Committee Members
- Parents
- Community Members

- Students

The Teacher Leadership and Compensation Planning Grant have been used to fund the following training opportunities:

- Heartland AEA Workshop Series
- Developing teacher survey and reviewing survey data
- AEA 1 & AEA 267 TLC trainings
- Sub-committee coalition planning meetings
- Local District TLC planning meetings
- SAI: Three C's for Leadership Training
- SAI Preconference: Partnership Learning: Leveraging the Administrator-Teacher Leader Relationship
- Iowa Teacher and Principal Leadership Symposium

Throughout the planning process, the committee felt commitment and support for the teacher leadership system by all stakeholders was imperative in order for it to make a positive impact on all the districts. Parents expressed that the teacher leadership roles could assist teachers in improving the transition for students between grade levels. Teachers expressed the addition of a technology integrationist will be an added benefit to the consortium. "It will be great to have individuals who specialize with technology integration and can assist teachers with additional classroom resources," commented Janet Becker, a math teacher.

Parent, Tina Pech, shared her enthusiasm and excitement about the Teacher Leadership and Compensation Grant. "I am pleased to see that four districts are coming together to pool their teachers' talents so that there will be collaboration and a focus on improved student learning."

Central Superintendent, Nick Trenkamp, stated "I have been amazed at how well four districts worked together to develop a TLC program to improve the instruction of all of our students equally. Through this partnership, we will be able to expand teacher learning and the opportunities we can offer to our rural students."

As we have implemented our teacher leadership plan, we have found great success with teacher collaboration, improved instructional practices, and increased student achievement. Our TLC was made up of three administrators and three teachers. Our new team designed our new plan to help with all aspects of our school's needs within this program. Although the Starmont Community School has benefited from the Northeast Iowa Teacher Leadership Consortium, as we moved forward, it has become apparent that the difficulties of sharing with three other districts have disrupted the consistency and efficiency of what was intended.

Part 2: Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. (5,000 characters maximum) In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals for the system (attract able/promising new teachers; retain effective teachers; promote collaboration among teachers; reward professional growth and effective teaching; improve student achievement).

The original vision and goals of the Northeast Iowa Leadership Consortium's (NILC) were to recruit, employ, and retain quality teachers in order to improve student achievement through high expectations, academic emphasis, frequent monitoring of student progress, safe and orderly environment, instructional leadership and home/school partnerships. The Starmont Community School District will continue to strive to ensure that curriculum and instruction are rigorous and aligned to the Iowa Core. Our goals include improving achievement in literacy, math, and science. Consortium data indicated a need for increased emphasis on reading comprehension and writing, science, and math at all grade levels and we will continue to work toward improvement. Additionally, we will strive to promote a culture of trustworthiness, respect, responsibility, fairness, caring, and citizenship.

The Teacher Leadership and Compensation (TLC) plan developed by the NILC, and updated by Starmont Community Schools, is designed to improve student achievement through the creation of an enhanced teacher leadership network. In the plan, effective and quality teacher-leaders will collaborate with staff to improve curriculum and instruction, support technology integration, analyze and utilize data, and provide meaningful professional development and mentoring. In addition, the plan provides for competitive salaries and extended career opportunities for teachers.

Starmont Student Learning Goals:

1. Align curriculum to the Iowa Core to increase student achievement.
2. All students will feel safe and connected at school.
3. All students will receive training in digital citizenship and the appropriate use of technology to increase student engagement.
4. Starmont will utilize MTSS to meet the individual learning needs of ALL students.

These goals are based on a number of data sources:

- Iowa Assessment (1-11)
- ACT (11-12)
- MAP Assessment (K-11)

- Formative Assessment System for Teachers (FAST)-(K-6)
- Reading assessments (K-6)
- Authentic Assessments
- End-of-course assessments are given in areas of advanced math and science
- Iowa Youth Survey
- Climate and Culture Surveys
- BrightBytes Clarity Survey Data

Goal 1: “*Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.*”

The State and the Starmont Community School’s goals focus on attracting new teachers. Our district currently provides a salary schedule that is competitive and above the recommended minimum for beginning teachers. We offer extensive new teacher orientation regarding staff development tied to initiatives such as *DuFour’s Professional Learning Community philosophy and principles*, technology integration, Positive Behavior Intervention Supports, Authentic Intellectual Work, Iowa Core, and leadership skills. Scheduled released time during the school day for mentoring and observing model teachers will be provided.

Goal 2: “*Retain effective teachers by providing enhanced career opportunities.*” The State and Starmont Community School’s goals address how to retain effective teachers. Starmont will retain and promote effective teachers by providing a variety of career opportunities for advancement in their profession. The created positions are detailed in Part 5 of this plan.

Goal 3: “*Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.*”

The State and Starmont Community School will recognize the need for quality teacher interactions at the local, regional, and state levels. The plan provides all teachers adequate time, guidance and training to promote collaboration and improve instruction. Keystone AEA and district staff will assist in training and support.

Goal 4: “*Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.*”

Both the TLC legislation and The Starmont Community School’s plan will address the need to provide a pathway for increased responsibilities and compensation. Effective teachers have career opportunities with increased responsibilities through the implementation of a career plan. Opportunities will include the following positions: TLC Coordinator, instructional coaches, mentor teachers, and model teachers. Individuals will be compensated with stipends for additional responsibilities.

Goal 5: “*Improve student achievement by strengthening instruction.*”

The State and Starmont goals focus on student learning through quality instruction, high expectations, academic emphasis, frequent monitoring of student progress, and instructional

leadership. Implementation of the Iowa Core, with special emphasis on reading, science, and math, will improve student learning.

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

Starmont Community Schools are currently engaged in a number of initiatives where teacher leadership would strengthen instruction. Some of these initiatives include Multi-Tiered System of Supports (MTSS), K-3 Early Literacy Initiative, Professional Learning Communities (PLC), and Iowa Core Curriculum (ICC). The TLC grant will result in more job-embedded professional development allowing strategies to be moved from theory into practice.

It is important that the implementation be collaborative in nature; the TLC coordinator and instructional coaches will work with all teachers to develop and implement evidence-based strategies in the classroom. Through co-teaching and observation of best practices, the instructional coaches and mentor teachers will be equipped to model and share these strategies with their colleagues. Model teachers will facilitate exemplary practices through videos and classroom observations for colleagues.

Multi-Tiered System of Supports (MTSS) and K-3 Early Literacy Initiative

Starmont participated in a webinar (November 8, 2013) presented by Rick Traw through the University of Northern Iowa Jacobson Center's Partnerships in Comprehensive Literacy (PCL) framework which provided a portfolio of interventions that can be represented in "two waves" of literacy support for students who are achieving below proficiency. This first wave is a preventative early intervention for students in grades K-3. There is a sense of urgency to provide students with the most appropriate intervention instruction as soon as it can be determined that they need extra support. Each of the interventions provides intensive, short-term instruction that focuses on problem-solving strategies for reading and writing continuous texts. Data is analyzed to determine the appropriate intervention for the students, with special consideration regarding the intensity and duration of the interventions, as well as monitoring the students' progress after the intervention.

The second wave of literacy approach occurs at the 4th to 12th-grade levels. Struggling readers in these grades may have a wider range of literacy challenges. To meet the different issues, educators select the most appropriate interventions for the students, based on assessment data. Many of these students need extra support in comprehending complex literary and/or non-fiction

texts. All of the interventions at these grade levels have a focus on comprehending complex literary and/or non-fiction texts.

Professional Learning Communities (PLC)

Starmont has implemented the DuFour Model of PLC encompassing the identification of essential learning outcomes, use of common formative assessments, and targeted instruction for those who have mastered the essential learning outcomes and those who need additional intervention.

Iowa Core (IC)

Keystone AEA has provided extensive professional development about the Iowa Core. Consequently, all instruction is focused on teaching for student proficiency in the Iowa Core, both in the classroom and interventions. The TLC coaches will provide embedded professional development to understand and teach the Iowa Core through classroom interactions and weekly PLC meetings.

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

The learning curve for beginner teachers is exceptionally steep. Classroom discipline, coding lesson plans, keeping up on grading, differentiating and presenting a positive attitude while sleep deprived all compete for time with rounding out a teacher's own content knowledge necessary for confident teaching. Beginning teachers need support in all of these areas. The TLC grant provides the means to bring that support from multiple people across the district.

Currently, data analysis suggests our district needs a more cohesive mentoring program. Some active mentors have not been properly trained or are in need of increased training. Mentors typically find it difficult to find adequate time to meet when the mentees are also free. Overall, the mentor program needs updating to increase its effectiveness and alignment with the district's goals to support the success of our district.

A universal approach to mentoring will be used. The district's program will consist of an increased orientation of each school district's new staff. Staff development initiatives will be reviewed with the mentees before school starts. Mentees will be paired with highly trained and

qualified mentors as decided by the building principal. Additionally, there will be time set aside for the mentor and mentee to collaborate at the beginning and throughout the school year. The grant will pay for subs so mentees and mentors can observe each other's classrooms, as well as visit TLC Model Teacher classrooms together.

For a mentoring program to work, it is essential that mentors buy into the program. Expectations for mentor teachers (given in Section 5 of this grant application) fully define the role so mentors have goals to meet. Mentors will receive continuing professional development on coaching and mentoring such as self-reflection and effective teaching techniques. At least monthly, consultations will occur between the mentors and mentees regarding the assigned district's policies and procedures as well as discussions about effective teaching practices. Logbooks recording times of meetings and topics discussed will be kept to document the time spent mentoring. The grant will compensate mentor teachers for the extra time and responsibilities of mentoring. Data, both formal and informal, will be collected by the building principal (see Section 5) to ensure accountability with this mentoring program.

Besides providing a mentor to beginning teachers, this program will improve entry into the teaching profession and retain new teachers through newly created positions that provide support in addition to the mentor teacher. The assistance from each type of position is listed below.

Instructional Coach	Instructional Coach cont.	Model Teacher
<ul style="list-style-type: none"> ● Provides effective teaching strategies ● Models best practices through co-teaching ● Increases teacher's reflective practice ● Facilitates embedded professional development and workshops 	<ul style="list-style-type: none"> ● Integrates current technology to ensure optimal instructional delivery ● Collaborates and supports teachers as they implement technology-rich lessons in their classrooms ● Assists in planning and implementation of professional development in technology 	<ul style="list-style-type: none"> ● Provides an observable classroom to model effective teaching practices ● Provides videos of instruction ● Uploads and tags videos ● Collaborates with school leaders and colleagues to address instructional issues

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

- a) Description of the responsibilities and duties of each leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.**
- b) Description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.**

TITLE: **TLC Coordinator/Instructional Coach**

QUALIFICATIONS: Current Iowa Teaching License on file in the central office.
Minimum of three years of successful teaching experience, one year in district.
Evidence of successful implementation of research-based instructional practices.
Is a visionary leader, self-starter, and has the ability to work independently.
Manage time and schedule flexibility that maximizes teacher schedules and learning.
Has the skills to collaborate and direct.
Emphasis on 6-12 Curriculum

STIPEND: \$8,000 that includes the expectation of 62 hours (7.75 days) beyond contract

REPORTS TO: Building administrator

SCHEDULE: It is expected the TLC Coordinator leads bimonthly meetings with all full-time TLC positions. The TLC Coordinator is also expected to attend all TLC Advisory Committee meetings.

JOB GOALS: Inform and advise the TLC Advisory Committee to oversee the successful implementation of the TLC program. The TLC Coordinator will serve as the liaison between teacher leaders and administrators to ensure ongoing, two-way communication. S/he will provide professional development for TLC leaders as well as help coordinate professional development for grades 6-12. He/She will also serve as a part-time Instructional Coach. The collection, analysis, and interpretation of data with staff is a key job goal.

PERFORMANCE RESPONSIBILITIES:

1. Oversee the day-to-day operations and state reporting of the TLC program.
2. Work with administration to facilitate district school improvement teams & professional development.
3. Work with the TLC Advisory Committee to develop meeting agendas.
4. Collect and organize complex levels of data and facilitate analysis of data.
5. Provide data to assist in planning, facilitating, and monitoring grades 6-12 curriculum and professional development.
6. Meet with Instructional Coaches bi-monthly.
7. Meet with Mentor Teachers twice each semester.
8. Plan, facilitate, and monitor professional development for teacher leadership positions.
9. Be current on research-supported best practices.
10. Work with TLC teacher leaders to determine the types of learning opportunities teachers need.
11. Possess an understanding of when to contact administrators regarding issues of safety/ethics.
12. Provide quarterly updates to the TLC Advisory Committee.
13. Collaborate with school leaders and colleagues to address instructional issues.
14. Attends individual district administrative meetings as requested.
15. Write year-end TLC report to the DE and share with TLC Advisory Committee.
16. See Instructional Coach responsibilities.
17. Duties as assigned related to TLC.
18. Work with building Administrator on PD at the 6-12 level/present, setup and plan

TITLE:**PreK-12 Instructional Coach****QUALIFICATIONS:**

Current Iowa Teaching License on file in the central office. Minimum of three years of successful teaching experience and one year in district. Experience in research-based instructional practices. Manage time and schedule flexibility that maximizes teacher schedules and learning. Such alternatives to the above qualifications as the Consortium-Based Review Committee may find appropriate and acceptable.

STIPEND:

\$4000 that includes the expectation of 46.50 hours (6 days) beyond contract.

REPORTS TO:

Building Principal

SCHEDULE: Instructional Coaches must be available to meet with staff before or after school hours based on needs, and should attend individual district leadership/administrative team meetings as requested.

JOB GOALS: Work as a colleague with classroom teachers to support student learning. The instructional coach will focus on individual and group professional development that will expand and refine the understanding about research-based effective instruction. The instructional coach will provide personalized support that is based on the goals and identified needs of individual teachers.

PERFORMANCE RESPONSIBILITIES:

1. Demonstrate a willingness to assume a leadership position.
2. Demonstrate knowledge of research-based instructional strategies that engage all students.
3. Provide organized, individual and/or group learning opportunities for teachers as needed.
4. Demonstrate knowledge using a variety of assessment tools.
5. Demonstrate a thorough knowledge of Iowa Core.
6. Support teachers in identifying learning needs.
7. Provide support for analyzing student assessment data.
8. Assist teachers with designing instruction based on assessment data.
9. Provide support for classroom motivation and management strategies.
10. Monitor intervention programs by observing and meeting with teachers.
11. Provide assistance in researching instructional and/or curriculum issues.
12. Model lessons when appropriate.
13. Provide encouragement and emotional support to teachers.
14. Encourage ongoing professional growth for teachers.
15. Assist with development of district curriculum, instruction, and assessment.
16. Develop and maintain a confidential, collegial relationship with teachers.
17. Possess an understanding of when to contact administrators regarding issues of safety/ethics.
18. Attend workshops/conferences to learn about new innovative instructional strategies.

TITLE: **Mentor Teacher**

QUALIFICATIONS: Current Iowa Teaching License on file in Central Office
Minimum of three years of successful teaching experience and one year in district
Effective interpersonal skills

STIPEND: \$1,200 and \$300 additional stipend if training is outside the contract day.

Mentors are expected to meet with each mentee individually a minimum of 18 hours. Induction mentors will assist veterans teachers when needed.

REPORTS TO: TLC Coordinator

JOB GOAL: Contribute to the growth of the district through their mentoring and support of teachers. S/he is responsible for supporting improved entry into the profession. To this end, the mentor will act as an insightful colleague supporting teachers/districts.

PERFORMANCE RESPONSIBILITIES:

1. Demonstrate effective classroom instruction.
2. Facilitate learning conversations around Iowa Teaching Standards.
3. Log meeting times and topics of discussion.
4. Assist initial teachers with planning.
5. Provide constructive feedback to teachers.
6. Facilitate mentee's reflection on the feedback they receive.
7. Assist the teacher in the collection and analysis of data.
8. Support the mentee in making data-based decision and planning for differentiation.
9. Be current on research-supported best practices.
10. Collaborate with school leaders and colleagues to address instructional issues.
11. Possess an understanding of when to contact administrators regarding issues of safety/ethics.

TITLE: **Model Teacher**

QUALIFICATIONS: Current Iowa Teaching License on file in Central Office.
Minimum of three years of successful teaching experience and one year in district.
Effective interpersonal skills.

STIPEND: \$200 per year each upon approval from TLC Coordinator and building administrator

REPORTS TO: TLC Coordinator

JOB GOALS: Model teachers contribute to professional growth in the consortium by providing examples of high-quality instruction and by inviting

others to observe their instruction. Model teachers are responsible for demonstrating a high level of instructional practice to improve student achievement.

PERFORMANCE RESPONSIBILITIES:

1. Maintain exemplary level of teaching.
2. Invite initial and career teachers into their classroom for observations.
3. Maintain log of time spent preparing and collaborating with teachers/administrators.
4. Videotape instruction.
5. Upload and tag videos in searchable database.
6. Be current on research-supported best practices.
7. Collaborate with school leaders and colleagues to address instructional issues.
8. Possess an understanding of when to contact administrators regarding issues of safety/ethics.
9. Conference with Instructional Coach (Pre or Post Conference)
10. Host a learning lab

TITLE:	TLC Advisory Committee
QUALIFICATIONS:	Current Iowa Teaching License on file in Central Office. Minimum of five years of successful teaching experience Effective interpersonal skills.
STIPEND:	\$500 that includes the expectation of 9 hours beyond contract time for teacher members.
REPORTS TO:	Superintendent
JOB GOALS:	The TLC Advisory Committee is made up of one administrator and one teacher from each building. The committee makes hiring recommendations to the Superintendents, monitors and revises the TLC grant, and evaluates the TLC program and implementation.

PERFORMANCE RESPONSIBILITIES:

1. Attend all meetings.
2. Be respectful of all opinions.
3. Be an active participant at meetings.
4. Communicate and market TLC in your local communities.
5. Be honest, ethical, fair, and unbiased.
6. Be current on research-supported best practices.
7. Collaborate with school leaders and colleagues to address instructional issues.

8. Possess an understanding of when to contact administrators regarding issues of safety/ethics.

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

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

- a) Measures of effectiveness
- b) Professional Growth

TLC Hiring Committee

- 3 administrators
- 3 teachers (Every effort will be made to include a representative sample of teachers.)
- TLC Coordinator

Initial Application Criteria/ Process

- Valid Iowa teacher license
- Minimum of 3 years teaching experience/1 year in district
- Letter of interest - highlighting the candidate's accomplishments with teaching and why they are seeking this position
- Resume

Selection of Teacher Leaders

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

- Advanced Coursework/Training
- A deep understanding of the Iowa Core Standards
- A deep understanding of evidence-based instructional strategies
- Experience in previous teacher leadership positions: Mentor teachers, Committee heads, Building Leadership Team member, and District Leadership Team member.
- Participation in and implementation of Professional Development
- Recognized as skilled in the use of instructional technology
- Advancing towards mastery of all the Iowa Teaching Standards

The TLC Hiring Committee will interview for each of the full-time teacher leadership roles. The recommendations of which applicants should be approved for the teacher leadership positions will be provided to the superintendent of each district. The superintendent will take the recommendations to the Board of Education for approval.

Advanced Coursework/Training:

Emphasis will be placed on advanced coursework/training that focused on effective instructional methods and strategies. Coursework/Training in curriculum and instruction, educational pedagogy, educational assessment and measurement, technology for teaching and learning, etc. will be more desirable than advanced degrees in administration.

Demonstrates a Deep Understanding of the Iowa Core Standards:

Applicants may be asked to provide artifacts or examples to the hiring committee showing the use of evidence-based instructional strategies that align directly to the Iowa/Common Core Standards. Applicants may be asked to show evidence they would be able to assist others to successfully implement the standards during instruction.

Experience in Previous Teacher Leadership Positions:

Those who have served successfully as mentor teachers, committee heads, and building leadership team members may rate higher in the selection process than those having not served in any formal or informal leadership roles within the district.

Participation and Implementation of Professional Development:

Teachers who show initiative by improving their skills from on-going professional growth would rate higher in the selection process.

Deep Understanding of Evidence-Based Instructional Strategies:

Evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

Advancing Towards Mastery of all the Iowa Teaching Standards:

Artifacts of instructional strategies and teaching practices that demonstrate not just meeting all the Iowa teaching standards but moving towards mastery in many of the 8 standards. Teachers who show advancing towards mastery in most of the 8 standards may rate higher in the selection process.

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

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

b) Description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Starmont TLC will utilize the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning.

The IPDM is focused on:

- 1) Collecting and analyzing student data
- 2) Goal setting
- 3) Selecting content
- 4) Designing the process for improving instruction
- 5) Ongoing cycle continues
- 6) Evaluation

One of the key operating principles of the IPDM is that **leadership must be distributed** if it is to be truly effective. Teacher leaders, with guidance from the administration and the TLC Advisory Committee, will be responsible for assisting and planning the implementation of professional development. Bi-monthly teacher leadership team meetings will drive professional development centered on the following school improvement data:

- Screening/Progress Monitoring Data
- Walkthrough data
- NWEA MAP data
- Iowa Assessment data
- Iowa Core Standard Alignment
- Formative Assessments
- PBIS data
- PowerSchool Behavior data

Teacher leaders through periodic review of these data points will set explicit goals for their own professional development to help support the districts. Based on both data and goals, content for professional development will be distributed through two models.

Full Group Professional Development

Through ongoing data collection, teacher leaders will recognize large areas of need in the district. The teacher leadership team will work closely with AEA consultants, as well as district leadership team for implementation of full group professional development to address these areas of need.

Individualized Professional Development

Teacher leaders recognize all students learn differently and this is no different for adults. The teacher leadership team will work closely with AEA consultants in developing an individualized professional development model. Through this model, teachers will choose their own area of growth based on student data, feedback, and recommendations by our teacher leadership

positions. Teachers will then have criteria they will have to meet as they work on becoming experts in their area of growth.

Individual role of each teacher leadership position in regards to professional development:

TLC Coordinator will lead the bi-monthly teacher leadership team meetings and oversee each of the teacher leadership roles. The TLC Coordinator will be the primary data collector and will supply that data to administration and the teacher leadership team. The TLC Coordinator will lead the teacher leadership team in reviewing the data as they identify areas of growth and concern. The teacher leadership team, with building administrators, will design the process for improving instruction.

Instructional Coaches work as a colleague with classroom teachers to support student learning. The instructional coach will focus on individual and group professional development that will expand and refine the understanding about research-based effective instruction. They may facilitate technology integration training and professional development opportunities for teachers. The instructional coaches will lead the individualized professional development model. They will provide personalized support that is based on the identified needs of individual teachers as determined by student data. He/she will also work with the administration and the TLC Coordinator in developing full group professional development.

Mentor Teachers have been identified as experts in their teaching content area. They will assist new and career teachers through co-planning and observations. Mentor teachers will meet a minimum of monthly to assist mentees with academic planning, communication, as well as culture and climate. Mentor teachers may make recommendations to the teacher leadership team on professional development needs.

Model Teachers will provide a venue where all teachers can observe high-quality instruction. Their classrooms will be open observation sites that serve as real-time professional development. He/she will actively engage in personal professional development to improve their effectiveness.

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

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

Measurement of the Impact of TLC

Measuring the effectiveness of the Starmont TLC plan will be critically important for the long-term success and sustainability of this teacher leadership plan. Types of information used to measure each goal are:

- Feedback will be provided from the faculty on the effectiveness of teacher-leaders through teacher satisfaction surveys.

- Student achievement measures: Iowa Assessments, MAP Assessments, FAST Assessments, discipline referrals, etc.
- Anecdotal records of administrators and teachers documenting the amount and type of teacher collaboration
- Instructional Coaches' anecdotal records showing when and how often learning strategies are being used.
- Central office records of teacher hires and retention

Principals working collaboratively with the TLC Coordinator will collect and analyze data and report to staffs and the TLC Review Committee. Required reports will be sent to the Department of Education.

Starmont TLC Goal 1: Attract Teachers: *“Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.”*

Measure of Progress: Short Term (1-2 years)

- 80% of new teachers report satisfaction with staff development
- 80% of new teachers report satisfaction with allotted time for coaching and observing
- 80% of new teachers report satisfaction with support provided through mentoring.

Measure of Progress: Long Term

- Records of the retention of new teachers to the district indicate 90% retention, excluding those who leave due to retirement or family relocation.

Starmont TLC Goal 2: Retain Teachers: *“Retain effective teachers by providing enhanced career opportunities.”*

Measure of Progress: Short Term (1-2 years)

- The results of annual teacher surveys show 80% teacher satisfaction with the career opportunities plan as an avenue for advancement.

Measure of Progress: Long Term

- Teachers cite the career opportunities plan as a factor in teacher decisions to remain in the district.

Starmont TLC Goal 3: Collaboration: *“Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.”*

Measure of Progress: Short Term (1-2 years)

- Teacher satisfaction with the level of open and clear communication and collaboration provided during the school year.
- Teacher satisfaction with established protocols that allow collaboration to function effectively.
- Evidence that collaboration has increased the effectiveness of teachers

Measure of Progress: Long Term

- Time and protocols for collaboration have been formally adopted and are in place.
- Collaboration is an established procedure in the in the district.

Starmont TLC Goal 4: Reward Teachers: *“Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.”*

Measure of Progress: Short Term (1-2 years)

- The results of annual teacher surveys
- Teachers sign contracts to fill all available leadership positions.

Measure of Progress: Long Term

- More applications compared to positions available.
- Teacher-leaders showing a high level of job satisfaction and a feeling their work is making a difference for teachers and students.

Starmont TLC Goal 5: Improve Student Learning: *“Improve student achievement by strengthening instruction.”*

Measure of Progress: Short Term (1-2 years)

- Standardized tests show increased achievement in reading, math, and science
- Administrator walk through data showing an increase in the use of effective teaching and learning strategies

Measure of Progress: Long Term

- Building level goals for student achievement are met.
- Fewer office referrals
- Improved student attendance
- A reduction in the number and percent of students who drop-out of high school.
- Fewer home-schooled children.

Monitors and Adjusts the TLC

Modification of the Starmont TLC Plan will be determined based upon the results of these measurements of progress. The above multiple data sources will be analyzed annually to determine areas of strength and weakness. Adjustments will be made to best meet the needs of the Starmont TLC and student achievement.

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

“The overriding philosophy of the system is multi-pronged, but boils down to this: Improving student learning requires improving the instruction they receive each day. There is no better way to do this than to empower our best teachers to lead the effort.” -- The Iowa Department of Education Teacher Leadership and Compensation website.

After two years of being in Northeast Iowa Leadership Consortium, the Starmont Community School District believes there will be a stronger TLC system working on our own as

a district rather spreading out Teacher Leaders among four districts. Being on our own will give our Teacher Leaders more time, valuable time directed toward our district and our students. We have been spread too thin, being able to concentrate our own district needs will foster richer professional dialogue about instructional practices leading to improved student achievement. Having our teachers in our district full-time increases the likelihood of attracting quality teachers in these leadership positions to ensure the district's ability to enact the plan. Administration and the teacher leaders will guide the sustainability of the TLC plan in the Starmont Community School District. These positions will take control of the acquisition, analysis, and distribution of data. The people in these positions are also responsible for communicating the needs, successes and direction of the TLC plan to the Board of Education, Starmont Education Association, and teachers in the district.

Part 10: Budget.

<u>Revenue</u>			
District	Certified Enrollment	\$ Per-Pupil	Total Revenue
Starmont	619.4	323.26	\$200,227.25
Carryover			\$9,558.00
Total Revenue			\$209,785.00
<u>Expenses</u>			
Expense	Amount	Estimated Total Expense	Remaining Budget
Professional Development	2% of total budget	\$4,195.70	\$205,589
Instructional Coach/TLC Coordinator (.5/.5=1.0) (2)	Salary/benefits plus \$8,000 stipend	\$129,889	\$75,700
Instructional Coach (1)	Salary/benefits plus \$4,000 stipend	\$54,000	\$21,700
Model Teacher	\$200 Per Semester	\$2,000	\$19,700
Mentor Teacher (4)	\$1,200 stipend	\$4,800	\$14,900

OI Tuition		+17,456.04	\$32,356.04
Consortium (1)Committee	\$500 stipend	\$500.00	\$31,856.04
OE Tuition		\$23,921.24	\$7,934.80
Carryover			\$7,934.80