

## Executive Summary

The Muscatine Community School District (MCSD) is ideally positioned to implement a TLC system that will create new leadership roles for teachers and dramatically improve student achievement. MCSD has engaged in a thorough and broad-based design process in order to ensure strong support for the TLC system among teachers, community members, and administration. In spite of our significant low SES population and lack of resources compared to other districts, MCSD has an unwavering commitment to student success through innovation and strong community support. These factors will ensure that a TLC system implemented at MCSD will be done with fidelity, sustainability, and a commitment to improving student achievement.

### **About MCSD**

- Diverse population of 5,300 students across 8 elementary schools, 2 middle schools, and 1 high school
- Free/reduced population of 53%, which has grown substantially over the last 4 years
- 33% of our students are minority
- Nearly 8% of the student population are English Language Learners (ELL)
- Property-poor school district, with a taxable per-pupil valuation of \$229,763 (314 out of 346 districts, which ranks us in the bottom 10% of the state)

As a District in Need of Assistance (DINA), MCSD views the TLC grant as an opportunity to dramatically increase the rate at which we implement processes that will ensure attainment of our DINA goals. To increase student achievement and close the achievement gap, the DINA team identified three goals:

- **Align the curriculum PK-12 with the Iowa Core**
- **Ensure time is available for teachers to engage in high-quality professional development**
- **Create a culture of collaboration with a results-orientation**

### **MCSD Goals and the TLC System**

Professional collaboration with a focus on results, alignment of curriculum with the Iowa Core, and high-quality professional development constitute a framework predicated on teacher leadership and are what drive the work of TLC and DINA. The TLC system will strengthen ongoing efforts to achieve our district goals and will further our efforts to reduce the achievement gap.

MCSD Goals
<p><b>Challenge:</b> Currently 51% of our kindergarten students did not meet literacy benchmark expectations at the beginning of the school year.</p> <p><b>Goal:</b> By 2016 at least 80% of children will be kindergarten ready as measured by the district's readiness assessment.</p>
<p><b>Challenge:</b> 32% of last year's 3rd graders in Muscatine failed to complete 3rd grade at or above benchmark expectations.</p> <p><b>Goal:</b> By 2016 at least 90% of students will exit 3rd grade meeting or exceeding grade-level literacy benchmark.</p>
<p><b>Challenge:</b> 47% of last year's 9th graders failed to complete their freshman year on track with graduation requirements.</p> <p><b>Goal:</b> By 2016 the number of 9th grade failures will be reduced by at least 50%.</p>
<p><b>Challenge:</b> Only 31% of Muscatine seniors who took ACT attained a score of readiness on the ACT college readiness test.</p> <p><b>Goal:</b> By 2016 the number of students who test ready for college will increase by at least 50%.</p>

MCSD's TLC system design process occurred over several months with input from a **broad array of stakeholders** including:

- administrators;
- elementary teachers;
- secondary teachers from all core areas;
- counselors;
- specialists from TAG, ELL, and SPED;
- parents;
- school board;
- the business community and public sector; and
- city government and the local community college

By empowering these voices to contribute to the development of the plan, we are using a process that builds social capital for our district and thus supports the TLC vision of remaking the teaching status, not as a school district, but as a community.

**Theory of action** developed by our TLC design team:

*If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; create broad community support and understanding necessary to elevate the status of the teaching profession; give all teachers opportunities to grow, refine, and share their expertise; and develop a clear system with fidelity of implementation, then...student learning will increase, student outcomes will improve, achievement gaps will be reduced, and students will be prepared to succeed in a globally competitive environment.*

The theory of action led to **five goals**, which synthesize district and state priorities:

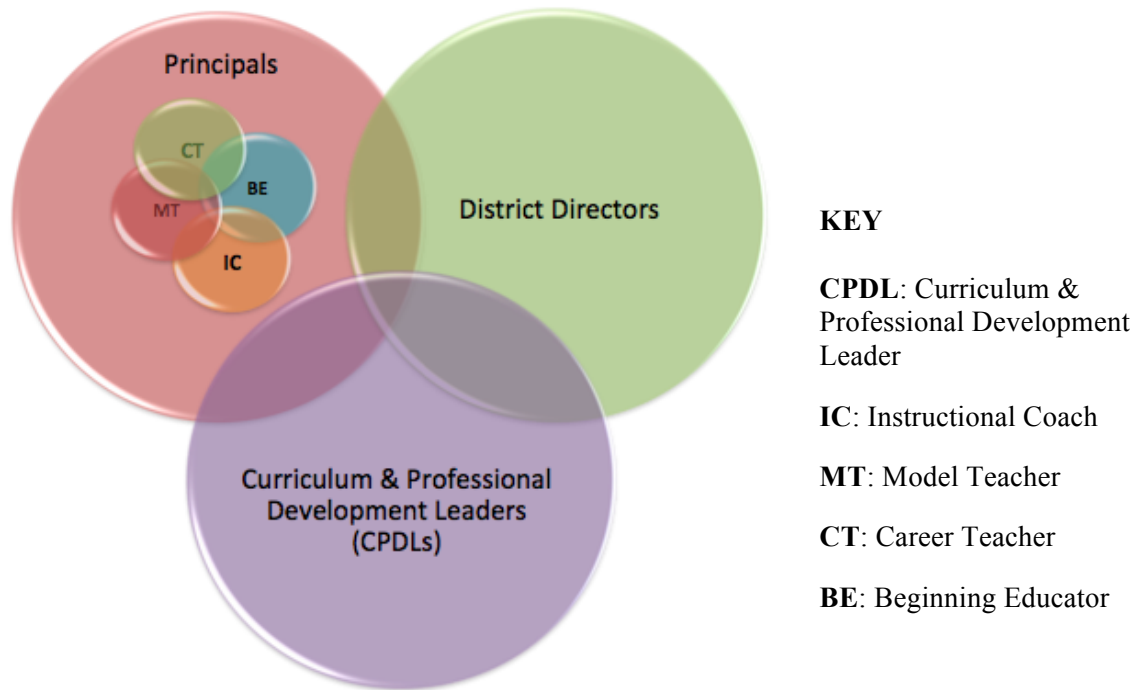
- TLC Goal 1: We will attract and retain able and promising new teachers to our district by offering competitive starting salaries, high-quality professional development, and rewarding career leadership opportunities.
- TLC Goal 2: We will promote collaboration by developing and supporting opportunities to learn from each other in the district and across the state and will maintain a results-oriented focus on learning.
- TLC Goal 3: We will reward effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- TLC Goal 4: We will transform the nature of leadership and influence in the educational system to broaden teacher impact on student achievement and long-term success.
- TLC Goal 5: We will increase the capacity of teachers and principals to align curriculum, instruction, assessment, and reporting of learning and will ensure PK-12 curriculum alignment to the Iowa Core.

### **MCSD's TLC Structure**

#### Model 3: Comparable Plan Model

- 6 Curriculum & Professional Development Leaders (CPDLs)
- 15 Instructional Coaches (ICs)
- Up to 80 Model Teachers (MTs), who will also serve as the mentor pool for our Mentoring and Induction Program for beginning Educators (BEs) and career teachers (CTs) new to MCSD

### TLC System Roles: An Interdependent Framework



#### Teacher Leader Responsibilities:

- PK-3 literacy and numeracy
- PK-12 humanities and STEM
- PLCs: improving assessment, data analysis, and collaborative culture
- Alignment of curriculum, instruction, assessment, reporting
- Instructional coaching
- Differentiation
- Support of special populations
- Equity assurance
- Technology integration
- Mentoring and induction
- Leadership development

#### Sustainability of MCSD's TLC System

- Strong stakeholder support garnered through contributions during the design process (the School Improvement Advisory Committee (SIAC) will maintain this voice in our TLC system)
- Tight alignment to the district's current school improvement structures, processes, and initiatives, including DINA, CSIP, and district goals
- Robust selection, support, and evaluation processes for teacher leaders

- Participative leadership and simultaneity through the Iowa Professional Development Model (IPDM)
- Extensive TLC system evaluation plan with measurable short- and long-term outputs/outcomes in order to monitor and adjust the plan
- Interdependent organizational roles, which foster collaboration and mutual accountability throughout the system

## **Part 1:**

The Muscatine Community School District (MCS D) TLC planning process was designed to solicit broad input and support from teachers, administrators, parents, and community members. Through a process that fostered input at every step, we developed a plan that achieves the aim of providing additional leadership opportunities for teachers that will lead to increased student achievement. Our design team was composed of a diverse group of individuals who took a consensus-based approach to creating a plan that best serves the goals articulated by the state as well as our local needs.

### **Administrator Engagement**

At administrative meetings during the 12-13 school year informal discussions began among district and building level administrators about the opportunities of the teacher leadership roles being proposed by the Department of Education (DE). In the fall of the 13-14, administrators read articles on teacher leadership and engaged in discussion about how teacher leaders could be leveraged to address identified gaps in the district, which resulted in identifying the need to have clearly-articulated expectations for teacher leaders, ongoing support and capacity building, and clear measurables evidencing the impact of the TLC system as necessary components in the design process. Six administrators PK-12 were included on the full TLC committee and five participated on the design team. All administrators were given periodic updates about the status of the district's TLC plan, with opportunities for feedback, including a survey that indicated 100% of the administrators pledged commitment to our design.

### **Teacher Engagement**

Teacher engagement started in 2012 with discussions between the administration and the Muscatine Education Association (MEA) about the potential opportunities of a new teacher leadership model in Iowa. In the fall of 2013, administrators met with MEA leadership and mutually agreed that the committee should be composed of a diverse group of teachers that represented all levels. Twelve teachers were selected representing elementary classroom teachers, secondary teachers from all core areas, counselors, and specialists from gifted/talented, ELL, and special education. From that group seven teachers volunteered to sit on the TLC design team. Throughout the TLC planning process, progress updates and surveys were sent to all teachers in the district to solicit their opinions on teacher leadership and new teacher mentoring and induction, as well as where our priorities should be as a district in addressing student achievement. These responses contributed to the development of Parts 4-6 in our TLC plan, and ultimately demonstrated that 89% of responding staff support the purpose and 86% support the structure of the MCS D TLC system.

### **Community Engagement**

Discussions with community members began in earnest after the TLC legislation was passed. Our goal was to have a diverse group of stakeholders on the TLC committee in order to get the broadest feedback and support possible from our community. The TLC system was presented at a public school board meeting in October 2013. Nine community members were asked and agreed to be a part of the full TLC committee, including parents, representatives from the school

board, members of the business community, our local community college, and representatives from our city government and public sector entities. Representatives from this group provided valuable community input about our district and how a TLC system could help MCSD better serve the needs of our students and community through an iterative review process during the grant writing stage. The TLC plan was presented to the School Improvement Advisory Committee (SIAC) in December and further reports were made at televised public meetings of the school board in December and January. As the TLC plan was developed, we hosted two TLC open houses where we invited parents and PTO members to attend, ask questions, and give further input.

**Use of Planning Grant Funds**

MCSD used 63.87% of planning grant funds to compensate all members of the TLC committee for their work outside of the regular work day, including work done after school, weekends, and holidays. 7.17% of planning grant funds covered substitute teachers so that the teachers in the group could work intensely for full and half days throughout the process. 2.14% of the funds were used for miscellaneous expenses such as supplies, refreshments for meetings, and expenses related to community outreach, including hosting a community open house. 26.82% of the planning grant funds were retained for future planning and implementation needs if MCSD is awarded a TLC grant in order to aid in delivering future professional development to teachers and administrators.

**Conclusion**

Our planning grant funds were used effectively and efficiently as we provided whole- and half-day work sessions for the design team to ensure the creation of a comprehensive and well-designed plan. Funds were also used to contribute to the quality of the plan through community outreach and full TLC committee work that drove revision through a vetting process. This broad feedback, coupled with feedback provided by staff and administration on multiple occasions, was crucial to the design team’s process. Without the planning grant, the time and intellectual resources stakeholders provided on behalf of our design work would not have been possible, and the scope of MCSD’s plan would have been limited to a less representative group of voices and perspectives. Ultimately, our planning process earned the commitment and support of our key stakeholder groups as evidenced by feedback from surveys, which will contribute to the impact and sustainability of the TLC system.

## **Part 2:**

### **MCSO TLC Vision**

The vision and goals of our TLC plan are designed to meet our local needs while aligning with the vision and goals of the state TLC task force. In keeping with best practice as well as the need to build commitment to the TLC system at the local level, our process began with an in-depth analysis of our existing beliefs, organizational assumptions, and school improvement goals. In so doing we modified the task force's theory of action to fit our local needs and to guide our work:

*If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; create broad community support and understanding necessary to elevate the status of the teaching profession; give all teachers opportunities to grow, refine, and share their expertise; and develop a clear system with fidelity of implementation, then...student learning will increase, student outcomes will improve, achievement gaps will be reduced, and students will be prepared to succeed in a globally competitive environment.*

The four primary changes to the state-developed theory of action that were driven by our local context are: the need to create broad community support; elevating the status of the teaching profession; creating a system that ensures *all* teachers grow; and making the reduction of the achievement gap a key indicator of success.

### **MCSO TLC Goals**

In order to align our plan with the state TLC goals, we determined that our teacher leadership system must support the goals of our locally developed District In Need of Assistance (DINA) plan. This resulted in a consensus around five specific goals that will ensure the attainment of our DINA school improvement goals as well as effective implementation of the TLC system.

- TLC Goal 1: We will attract and retain able and promising new teachers to our district by offering competitive starting salaries, high-quality professional development, and rewarding career leadership opportunities.
- TLC Goal 2: We will promote collaboration by developing and supporting opportunities to learn from each other in the district and across the state and will maintain a results-oriented focus on learning.
- TLC Goal 3: We will reward effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- TLC Goal 4: We will transform the nature of leadership and influence in the educational system to broaden teacher impact on student achievement and long-term success.
- TLC Goal 5: We will increase the capacity of teachers and principals to align curriculum, instruction, assessment, and reporting of learning and will ensure PK-12 curriculum alignment to the Iowa Core.

Our goals align with the goals described by both the TLC legislation and task force and address local needs that have been determined through the DINA and school improvement process.



## Alignment of TLC System with MCSD DINA Plan

As a DINA district, MCSD views the TLC grant as an opportunity to dramatically increase the rate at which we implement processes that will ensure attainment our DINA goals. Of primary importance to increasing student achievement and closing the achievement gap, the DINA team identified three goals:

- Align the curriculum PK-12 with the Iowa Core
- Ensure time is available for teachers to engage in high-quality professional development
- Create a culture of collaboration with a results-orientation

The team charged with developing the DINA plan believed those inputs would lead to improved outcomes for students. All three themes--professional collaboration with a focus on results, alignment of curriculum with the Iowa core, and high-quality professional development--are initiatives predicated on teacher leadership and are what drove the work of both TLC and DINA. We believe the TLC system will strengthen the efforts we already have in place to achieve our goals and will further our efforts to increase student achievement and to reduce the achievement gap.

We believe that intensive focus on and improvement of these numbers will result in a dramatic increase in student success:

- **Challenge:** Currently 51% of our kindergarten students did not meet literacy benchmark expectations at the beginning of the school year.
- **Goal:** By 2016 at least 80% of children will be kindergarten ready as measured by the district's readiness assessment.
  
- **Challenge:** 32% of last year's 3rd graders in Muscatine failed to complete 3rd grade at or above benchmark expectations.
- **Goal:** By 2016 at least 90% of students will exit 3rd grade meeting or exceeding grade-level literacy benchmark. Students who are not reading at grade level by the time they leave 3rd grade rarely close the gap in subsequent years.
  
- **Challenge:** 47% of last year's 9th graders failed to complete their freshman year on track with graduation requirements.
- **Goal:** By 2016 the number of 9th grade failures will be reduced by at least 50%. 9th grade is a difficult transition as students move from middle to high school. Course completion expectations, credit, social factors, etc. all conspire to make a successful 9th grade year a challenge, which have lasting effects.
  
- **Challenge:** Only 31% of Muscatine seniors who took ACT attained a score of readiness on the ACT college readiness test.
- **Goal:** By 2016 the number of students who test ready for college will increase by at least 50%, as measured by the ACT.

Our theory of action unites the goals of the TLC, the local DINA plan and goals, and our student

achievement goals. All of the necessary and sufficient conditions are present for our district to attain our student achievement goals through strong teacher leadership as articulated in this plan. Building a system that leverages teacher leadership to ensure increased levels of student learning informed every aspect of our design process and ultimate goals with the TLC system.

### Part 3:

MCS D's new teacher leader positions will strengthen and improve our existing school improvement structures, processes, and initiatives by allowing the district to dramatically increase the speed and fidelity with which we align our curriculum, instruction, and assessments with the Iowa Core. Our most significant structures, processes, and initiatives that currently contribute to student learning include:

- Professional Learning Community (PLC) framework and instructional practices
  - Iowa's Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)
- PK-12 Iowa Core implementation (alignment of curriculum, instruction, and assessment)
- Daily 5 and CAFE for individualized elementary literacy instruction
- Tier II supports for struggling readers (Read 180, Fusion, Second Chance Reading)
- Iowa Professional Development Model (IPDM)
- District Leadership Team (DLT), Building Leadership Teams (BLTs), and Department Chair (DC) teams (support for District in Need of Assistance and Comprehensive School Improvement Plans)
- 6-12 1:1 laptop initiative
- The Leader in Me and Positive Behavior Instructional Supports (PBIS)
- SINA data teams

Through our DINA plan and PLC framework, MCS D is driven by a results-oriented focus on learning, which is part of a cohesive system that guarantees rigor and high levels of learning for all students. These positions will also be used to increase the capacity of principals as they, alongside teacher leaders, ensure that our teachers are utilizing research-based instructional practices in the classroom and that teachers and administrators have access to real-time student achievement data to guide all aspects of instruction.

Specifically, Curriculum & Professional Development Leaders (CPDLs) will further the district's emphasis on clearly articulating what students need to learn in every grade level and content area. Having a well-articulated curriculum is critical to our DINA goal to fully implement PLCs, which structure cycles of data gathering and instruction in order to ensure proficiency in the Iowa Core standards.

CPDLs will work with Instructional Coaches (ICs), building administrators, grade-level and content teams to ensure the Iowa Core is actualized in every classroom utilizing a robust RtI process through Iowa's MTSS, a decision-making model embedded in the PLCs that guarantees strong core instruction and an effective and timely response for students who do not meet the standards. Throughout the IPDM cycle, CPDLs will meet with ICs to collect formative and summative data, to review data and identify gaps, and to make suggestions for improvement. Model Teachers (MTs) will serve as PLC leaders, sitting on Building Leadership Teams (BLTs) in order to provide direction and support for teachers less familiar with research-based strategies to enrich and remediate learning for students throughout the instructional process. ICs will strengthen the PLCs in buildings by aiding the development and analysis of common formative assessments, which will help classroom teachers and teacher teams identify strategies matched to student needs.

The TLC system will support and strengthen the DINA plan by providing the expertise of CPDLs, ICs, and MTs during Planning for Student Success Time (PSST), which is weekly professional development devoted to the PLC framework and to aligning curriculum, instruction, assessment, and reporting to the Iowa Core. Additionally, having three CPDLs (1 PK-3 Literacy & Numeracy, 1 PK-12 Humanities, and 1 PK-12 STEM) specializing in the integration of technology with instructional practices will augment teachers' current efforts to engage students in 21st century technology skills through our ongoing secondary 1:1 initiative and our elementary schools' efforts to increase access to technology through laptops, iPads, and Smart Boards.

Beyond the already established weekly PSST, district and building leadership will coordinate with CPDLs, ICs, and the Teacher Quality (TQ) committee to identify key PD needs that align with DINA and Comprehensive School Improvement Plans (CSIPs). A priority for CPDLs will be building the capacity of ICs and MTs, so that leadership is distributive in nature and supports the vision of our existing Building Leadership Teams as they formulate CSIPs aligned with district/building goals. The CSIP process allows school leaders to thoroughly analyze our current reality and to plan school improvement goals as well as to identify actions needed to achieve those goals.

By having MTs remain full-time teachers, MCSD can leverage their leadership with ongoing initiatives such as The Leader in Me and PBIS, which will, through modeling and ongoing building-level support from the principal and IC, strengthen both beginning educators' and career teachers' ability to support a positive school climate. By strengthening these behavior supports, the PK-3 Literacy & Numeracy CPDL will be able to more effectively assist teachers through the support of MTs and ICs to focus on early childhood literacy interventions and enrichment, which will buttress the work currently being done in Title I and in early childhood classrooms throughout the district.

Each part in which teachers play a role needs to be designed through the interdependencies it holds with the other parts and with the system as a whole. By utilizing the distributive leadership of the TLC system, the structures, processes, and initiatives in the district become mutually reinforcing under DINA and aligned district/building goals, and they support teacher leaders through both increased responsibilities and compensation. Roles and their functions are explicated and interdependent in ways that strengthen current efforts to increase student achievement, to narrow achievement gaps, and to prepare students for a competitive global environment.

## **Part 4: Mentoring and Induction**

Muscatine Community School District's (MCSD) teacher leader positions are central to creating a robust and high-quality mentoring and induction program that will enable MCSD to attract and retain promising new teachers to our district and to support them after they arrive. For career teachers, the improved mentoring and induction structures and processes will reward effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and compensation.

### **Gap Analysis of Current Mentoring and Induction Program**

A number of gaps were identified in the existing processes of our current Mentoring and Induction Program, most notably that our program is not sufficiently integrated into our school improvement efforts. Furthermore, our use of the Journey to Excellence Program is primarily focused on events rather than on cohesive processes leading to clearly-identified outcomes. Currently, a teacher is hired and paired with a mentor until s/he earns a standard license at the end of two successful years. The district does not adequately develop new teachers through a comprehensive process that entails intentionally-designed connections among recruiting, hiring, mentoring, and growing the professional capacity and leadership potential of educators.

The solution is to change the systems supports for all teachers through peer coaching in order to buttress other school improvement efforts including increasing student engagement and achievement. This would reduce the isolation felt by beginning educators as they transition to the career teacher phase and would build the system's capacity to retain and continually grow the professional capital of experienced teachers.

### **Areas for Improvement to Reach Desired Vision**

Through input provided by MCSD teachers in the December 2013 Mentoring and Induction survey, the design team identified the following gaps and solutions:

- **Gap: A need to increase ongoing support for mentors and mentees, including dedicated time structured to meet beginning educators' needs.**
- **Solution: Increase comprehensive professional development targeted at new teachers and establish ongoing professional collaboration through Curriculum & Professional Development Leaders (CPDLs), Instructional Coaches (ICs), and Model Teachers (MTs)**
  - 73% of respondents noted that "more collaboration with teachers in the course I teach" would have improved the mentoring and induction of teachers new to our district
    - MTs and career teachers will increase collaboration time, supported by ICs for instructional strategies and CPDLs for curriculum alignment
  - 69% of respondents noted that "classroom management" and 51% noted that "behavioral interventions" would improved their mentoring and induction
    - MTs and ICs will provide this support through collaboration and observation
  - 47% noted "differentiation" and 45% noted "instructional strategies targeted at diverse learners"

- CPDLs will provide training through professional development and ICs through coaching and observational data; MTs will model
  - Increase professional development and collaboration through additional contract time (compensate MTs \$2,000 for serving as mentors; \$1,000 from TLC funds) and increased expectations, including monitoring an individualized beginning educator plan in which new teachers and their mentors will measure the following outcomes:
    - Weekly documented contact between the mentor and mentee
    - Monthly meetings with IC to review new teacher progress and to discuss additional supports relative to the Iowa Teaching Standards and the district's school improvement efforts
    - Quarterly observations of mentees to provide constructive feedback
- **Gap: A need to increase accountability by articulating clear expectations for mentor teachers.**
- **Solution: implement instructional observation cycles to provide data to BEs and to track coaching by MT mentors:**
  - 53% of survey respondents noted that “observations of experienced teachers in the classroom” and 49% noted that “experienced teachers observing my instruction and providing feedback” would have improved their induction into the profession (provide by MTs and ICs through collaboration and observation feedback cycles)
    - ICs will observe beginning educators alongside their respective mentors quarterly and will provide feedback regarding instructional effectiveness
    - Mentors will be required to engage in peer coaching professional development to ensure they have the skills needed to work with their assigned mentee
- **Gap: A need for a more systematic screening, selection, and training process for mentors.**
- **Solution: Create more systematic screening and selection processes for mentors, followed by intensive professional development:**
  - MCSD will select up to 80 exemplar teachers as MTs, from which we will select mentor teachers. As such, we will be leveraging the work done by the Site-Based Review Council (SBRC), which will choose MTs based on a newly-designed rigorous application and review process.
  - Mentors will work an additional 2 days outside the contract (in addition to days spent in mentor training and 5 additional days as an MT). CPDLs and principals will provide coordinated instructional leadership for mentors, ICs, and mentees related to Individual Teacher Professional Development Plans (ITPDPs), the Iowa teaching standards, and the district's school improvement efforts.

Using the TLC plan to strengthen our teacher mentoring and induction program is vital to improving student achievement. By providing a robust and supportive program for mentors and mentees we can improve the effectiveness of both our new and experienced teachers. This in turn will lead to better instruction in the classroom, greater levels of student learning, and increased teacher retention rates.

**Part 5: Teacher Leadership Roles (Goal: 25% of teaching staff to serve in a leadership role)**

Muscatine Community School District (MCSD) selected Model 3 (Comparable Plan Model) in order to meet the curriculum, instruction, and assessment needs of our district. The interdependencies among the teacher leader roles in Model 3 will best support our District in Need of Assistance (DINA) and Comprehensive School Improvement Plan (CSIP) goals through a more robust fidelity to the Iowa Professional Development Model (IPDM). MCSD will utilize the Curriculum & Professional Development Leaders (CPDLs), Instructional Coaches (ICs), and Model Teachers (MTs) in Model 2, but will also designate Model Teachers as mentors to beginning educators and to teachers new to MCSD. In this way, the same rigorous selection process used for Model Teachers will be used to select mentors, thus improving one identified gap in our current mentor and induction program.

**Curriculum & Professional Development Leader (CPDL)**

**CPDL Common Roles:**

- 6 career teachers with an additional salary of \$12,000
- 15 extra contract days to strengthen the curriculum and to strengthen the instructional leadership of principals, Instructional Coaches, and Model Teachers
- CPDL’s will perform teacher leadership duties 100% of the time
- Full-time planning, development, and implementation of curriculum and professional learning
- CPDL’s will have district wide responsibilities and report to district level directors

**CPDL Differentiated Roles:**

Each CPDL will have an area of concentration in one of the following areas:

- 1 PK-3 Literacy & Numeracy CPDL (+ equity and technology)
- 2 PK-12 Humanities CPDLs (1 to focus on technology; 1 to focus on differentiation)
- 2 PK-12 STEM CPDLs (1 to focus on technology; 1 to focus on differentiation)
- 1 PK-12 Leadership Specialist (+ PLCs, mentoring & induction, and leadership development)
- All CPDLs specialize in improving assessment, data analysis, and collaborative culture
- All CPDLs specialize in tight alignment of curriculum, instruction, assessment, reporting
- Depending on certification and experience, the 6 CPDLs will share responsibilities to support ELL, gifted/talented, and special education

- Curriculum & Professional Development Leaders will:**
- Collaborate with all CPDLs and district/building administration to ensure PK-12 common core and assessment alignment
  - Provide and demonstrate teaching on an ongoing basis through professional development
  - Work routinely and strategically with teachers in planning, monitoring, reviewing, and implementing best instructional practice
  - Observe and coach teachers in effective instructional practices in order to support teacher

growth and reflective practices

- Train and support classroom teachers to provide interventions aligned by subject area
- Support instruction and learning through the use of technology
- Participate in collaborative problem solving and reflective practices, which include but are not limited to professional study groups, peer observations, grade level planning, and weekly Professional Learning Community (PLC) meetings
- Plan and deliver professional development activities to improve instructional strategies
- Engage in the development, adoption, and implementation of curriculum/curricular materials
- Analyze and synthesize district- and school-wide student achievement data to support ICs and principals through professional development

#### **Instructional Coach (IC)**

- 15 career teachers with an additional annual salary of \$7,000 (8 elementary, 3 middle school, 4 high school)
- Full-time coaching, performing teacher leader duties 100% of the time (at times modeling teaching in the classroom for model, career, or beginning educators)
- 10 extra contract days to collaborate with building principals and CPDLs in order to strengthen instructional leadership of teaching staff

#### **Instructional Coaches will:**

- Facilitate preliminary discussions as to areas in which the teachers being coached desire to improve including the formulation of an action plan to bring about such improvement
- Observe and supervise instruction in the field and provide discussion of strengths, weaknesses, and strategies for improvement
- Coordinate instructional coaching activities relating to training and professional development with the Area Education Agency (AEA) or other agency when appropriate
- Analyze/synthesize classroom data with teachers (including feedback from students and building leadership) to improve instructional practices and student engagement

#### **Model Teacher (MT)**

- Up to 80 full-time teachers who meet requirements of a career teacher (CT) with an additional salary of \$2,000; (+ \$2000 when serving as a mentor to a beginning educator (BE))
- 5 extra contract days to strengthen the instructional leadership model and to support BEs

#### **Model Teachers will:**

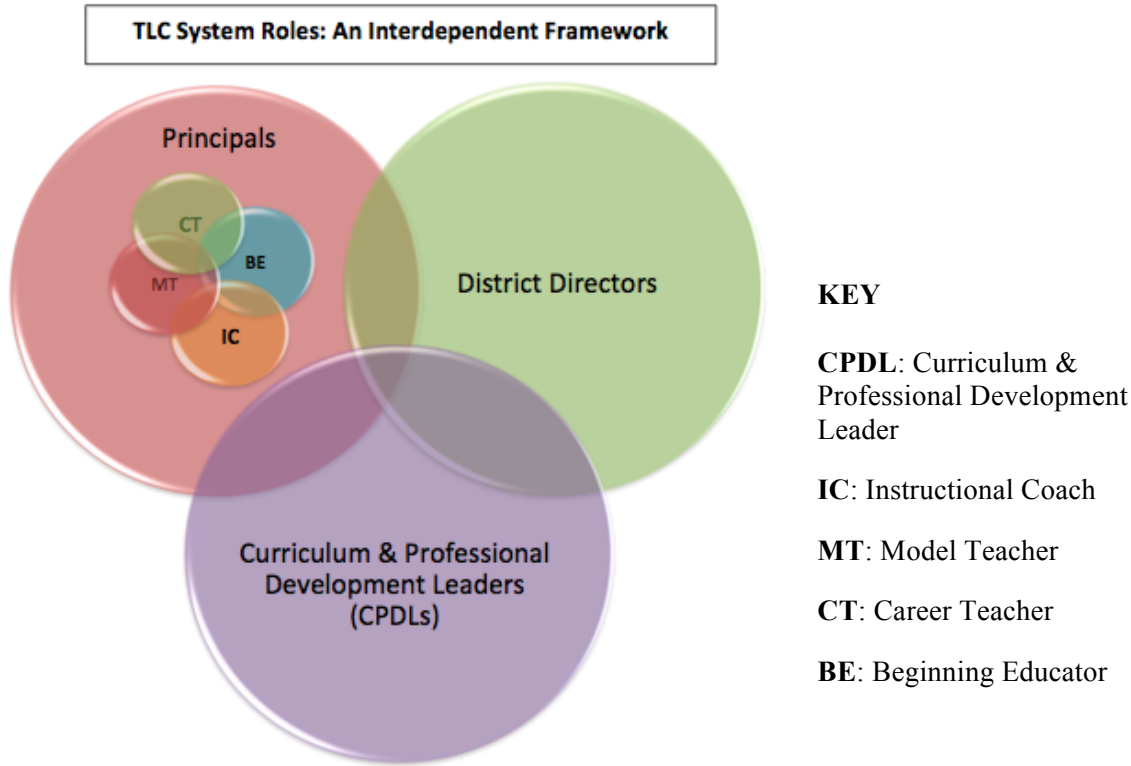
- Serve as models of exemplary teaching practice for beginning educators and career teachers
- Mentor beginning educators through the Mentoring & Induction Program and support career teachers through their formative years in the district

CPDLs are designed to be interdependent in their functions, providing not only curriculum expertise specific to disciplines (PK-3 Literacy/Numeracy, Humanities, and STEM), but also expertise in differentiation, technology, equity, special populations, mentoring and induction,



and leadership. The functions of the CPDLs were designed in response to areas of need within our district and will allow CPDLs to specialize their knowledge base and their support of teachers in those areas. By designing a role that leads our mentoring and induction program, we are creating interdependent structures so that they do not function in silos, thus improving the fidelity of our programming for beginning educators and teachers new to our district. Similarly, we created a CPDL whose role is to support leadership development, which will allow job-embedded support for all levels of the organization as we change the nature of leadership in our district through the TLC system. Also important to changing leadership paradigms, this structure will allow core content area teachers opportunities for leadership, but will also increase leadership opportunities for specialists, counselors, and other teachers outside the core areas.

The structure of the TLC system creates interdependent roles and functions among all levels of the organization. Research demonstrates that distributive leadership leads to increased student achievement and improved instructional practice, which will support system-wide change and mutual accountability among administrators and teacher leaders that transcends building and organization levels.



Within this interdependent framework, CPDLs will support curriculum alignment and fidelity through collaboration with district personnel and building administrators. Through extensive training and collaboration with the AEA and other educational specialists, they will plan, develop, and implement professional development for principals, instructional coaches, model and career teachers in ways conducive to maintaining a tight alignment of curriculum, instruction,

assessment, and reporting. Working with building principals and building leadership teams, the CPDLs will help build or strengthen systems supports for remediation or enrichment of learning, as well as complete gap analyses to help with building and district school improvement plans.

CPDLs will train and support ICs in order to improve their practices and to grow their capacity for working with the Iowa Core and with meaningful data through the PLC framework. They will model effective teaching strategies for the ICs and MTs during professional development and then will monitor the implementation of the professional learning in PLCs and in the classroom. CPDLs and ICs will coordinate with building and district leadership to meet building and district goals, maintaining the fidelity of instructional leadership at each level. CPDLs will lead networking, collaboration, planning, and professional development with the ICs, administration, and with professionals outside the district. CPDLs and ICs will engage in ongoing data collection and analysis at the classroom, school, and district levels to identify patterns and effectively tailor professional development and modifications to curriculum, curricular materials, or instructional practices.

ICs will use the training, support, and collaboration provided by the CPDLs to support MTs, career, and beginning educators to improve instructional practices and to increase student engagement and learning through diagnosis of instructional needs, data analysis, goal setting, and reflection during observation cycles and through collaboration during PLCs. ICs will provide feedback and will model effective teaching in the classroom setting, with a focus on the differentiation necessary to meet individual student needs. The ensuing professional growth by MTs will support their mentoring of beginning educators and their capacity to serve as exemplars of effective teaching to both beginning educators and career teachers, which 53% of respondents noted through one of our TLC surveys as a key experience that would have improved their years as a beginning educator.

These interdependent roles will create a coherent school improvement system, with a focus on strengthening instruction and increasing student learning, and will be developed over time through intentional capacity-building throughout the organization. John Hattie contends that leading teacher learning and development will impact student learning on the order of two years' growth in one year's time, and as such we must design and evaluate the professional learning of our teacher leaders and administrators in relation to other school improvement efforts so that congruence leads to system-wide growth.

Professional development will be most intense during the first year of implementation as CPDLs and ICs are trained as peer coaches and as data team leaders, and as district leadership familiarizes these teacher leaders with PK-12 school improvement efforts. Most, if not all, additional contract days during the first year will be devoted to ensuring CPDLs, ICs, and MTs are familiar with the Iowa Core standards in their area of specialty, and that they are trained in assessment practices and key instructional strategies related to DINA and CSIP goals. During the first year and in years subsequent, MCSD will draw upon the expertise at Mississippi Bend AEA and other appropriate vendors such as the Marzano Lab and Solution Tree to assist with developing teacher leader expertise.

The requisite collaboration of our TLC system necessitates relational trust--a congruence of what teacher leaders and administrators say and do--as we build capacity throughout our organization.

Teacher leaders will need training in formative assessment of teacher growth and will need support in their balancing encouragement for risk-taking and expectation for reflection and improved instructional practice. This will require addressing mindframes throughout the district including a focus on learning instead of teaching, an understanding that assessment is feedback for teachers, a willingness to engage in dialogue--not monologue--with students and colleagues, and a commitment to data-informed decision-making that will change what happens next in our professional practice.

## **Part 6: Selection Process**

In determining the criteria to select and then evaluate teacher leaders in the TLC system, the TLC design team gathered data from surveys of teachers, administrators, and community members. These groups were polled to help determine what changes if made in our district would have the largest impact on student achievement. The results showed the following:

- A combined 45% of respondents believe curriculum alignment would lead to greater student learning
- A combined 34% of respondents believe differentiating curriculum models and instructional strategies in order to increase student engagement will have the greatest impact on student learning outcomes
- A combined 17% of respondents believe integration of student achievement data into the analysis, selection, and delivery of instructional strategies should be of primary importance in order to narrow our achievement gaps

These results tracked closely with the conclusions of our design team and larger committee. The teacher leadership roles are designed to support these ends, and candidates will demonstrate professional competencies in these areas.

### **Selection Process**

A twelve-person Site-Based Review Council (SBRC) comprised equally of teachers and administrators will accept and review applications for assignment or reassignment to a teacher leadership role and will make recommendations to the superintendent. The SBRC will be determined by district leadership, who will ensure all building levels are represented, and will be officially appointed by the school board. TLC grant funds will support the compensation of the teachers who serve on the SBRC as this group will spend extensive time beyond the contract day reviewing applications and conducting interviews. The selection process includes the following steps:

- Screening (including evidence of proficiency with the Iowa teaching standards)
- Interviewing
- Reviewing videotaped teaching or delivery of observation cycle feedback (peer coaching) or professional development for Curriculum & Professional Development Leader (CPDL) and Instructional Coach (IC) finalists

### **Determining and Evaluating the Effectiveness of Candidates**

CPDLs are designed to be interdependent in their functions, providing not only curriculum expertise specific to disciplines (PK-3 Literacy/Numeracy, Humanities, and STEM), but also expertise in differentiation, technology, special populations, mentoring/induction, equity, and leadership. This structure will allow core content area teachers opportunities for leadership, but will also increase leadership opportunities for specialists, counselors, and other teachers outside the core areas. The effectiveness of these candidates will be determined by a rubric that measures the degree to which potential teacher leaders possess the competencies necessary to support the TLC goals. These competencies include demonstrated ability to:

- Provide instructional leadership
- Analyze and synthesize data
- Collaborate with diverse groups

- Utilize research-based instructional decision-making
- Communicate effectively with a broad array of stakeholders

Contributing evidence of these competencies gleaned through the selection and interview processes includes:

- Letters of recommendation/references
- Description of student growth/achievement (candidate can articulate specific examples through which they demonstrated increased student achievement)
- Demonstration of proficiency with Iowa teaching standards
- Examples of instructional decision-making
- Participation on building leadership teams (or other building or district teams)
- Experience leading professional development or other leadership roles

### **Determining the Professional Growth of Teacher Leader Candidates**

In order to perform the increased demands of teacher leader roles, candidates will need to be lifelong learners who seek opportunities to grow professionally. Teacher leader candidates will demonstrate their commitment to professional growth through a variety of measures including but not limited to the following:

- Degrees obtained in an area relevant to the position
- Current certifications and endorsements relevant to the position
- Years of service (3 or more, including at least 1 in-district)
- Résumé, including training, conferences attended and outcomes, leadership roles, professional organizations, professional accolades

### **Evaluating the Professional Growth of Teacher Leaders**

Evaluating the professional growth of teacher leaders will follow the criteria of Iowa Teaching Standards in structure, but will require an annual review of standards in keeping with the differentiated roles and increased responsibility of the TLC system. Teacher leaders will perform their roles within the standards of 7 Teacher Leader Domains:

- Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning
- Domain II: Accessing and Using Research to Improve Practice and Student Learning
- Domain III: Promoting Professional Learning for Continuous Improvement
- Domain IV: Facilitating Improvements in Instruction and Student Learning
- Domain V: Promoting the Use of Assessments and Data for School and District Improvement
- Domain VI: Improving Outreach and Collaboration with Families and Community
- Domain VII: Advocating for Student Learning and the Profession

Evaluating and supporting teacher leaders hinges on clearly defined outputs aligned with the above domains. The extent to which teacher leaders are able to create and sustain structures and processes in these seven areas will determine their effectiveness both regarding the system's student achievement goals and regarding their own professional growth through their unique Individual Teacher Professional Development Plans (ITPDPs) or formal evaluation documentation.

## **Part 7: Strengthening Professional Development**

Through participative decision making alongside district and building leadership, and to ensure simultaneity in keeping with the operating principles of the Iowa Professional Development Model (IPDM), Curriculum & Professional Development Leaders (CPDLs) will plan, develop, and implement professional development (PD) in response to the District in Need of Assistance (DINA) plan and to the needs explicated in district/building Comprehensive School Improvement Plans (CSIPs). As a CPDL team in the first Planning Component of the IPDM, the six CPDLs will collect student data at building/district levels and analyze the data through their specialized lenses (PK-3 Literacy/Numeracy, PK-12 Humanities, PK-12 STEM, technology, equity, differentiation, special populations, mentoring/induction and leadership) in order to determine root causes. Under Domain II of the teacher leader standards, CPDLs will collaboratively use research to guide the design/delivery of PD in relation to the Planning Components and in the Formative and Summative Evaluation phases of the IPDM. CPDLs will:

- Assist colleagues in accessing and using research in order to select appropriate strategies to improve student learning
- Facilitate the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
- Teach and support colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning

During the four Planning Components of the IPDM and following the data analysis phase, CPDLs will collaborate with district/building leadership to create SMART goals and action plans through which they will deliver PD. By utilizing weekly Planning for Student Success Time (PSST), Teacher Quality (TQ) days, time reserved for beginning educator PD, teacher planning time upon request, and other district PD days, the CPDLs will support continuous improvement through sustained professional learning at the classroom, building, and district levels. Following the fourth Planning Component (Designing Professional Development) and moving into the Ongoing Components of the IPDM (see IPDM graphic below), CPDLs and Instructional Coaches (ICs) will collaborate within Domain IV of the teacher leader standards to determine the requisite PD for educators to meet school and district goals, to design engaging learning opportunities, and to deliver PD both face-to-face and through technology. CPDLs and ICs will:

- Collaborate with colleagues and school administrators to plan PD that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals
- Use information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated PD
- Work with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning
- Provide constructive feedback to colleagues to strengthen teaching practice and improve student learning
- Use information about emerging education, economic, and social trends in planning and facilitating PD

Part of planning and delivering PD and of the iterative portion of the IPDM is fostering a collaborative culture, which aligns with Muscatine Community School District's DINA plan and Professional Learning Community (PLC) framework. Under Domain I of the teacher leader

standards, the CPDLs and ICs will:

- Utilize group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change
- Model effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and PD
- Employ facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning

Finally, CPDLs will provide cohesion and monitor fidelity of the alignment of curriculum, instruction, assessment, and reporting of student learning in the IPDM through interdependency with the Iowa Professional Development Standards:

- The TLC structures and processes align with the Iowa Teaching Standards and criteria
- ICs will support the delivery of research-based instructional strategies aligned with the student achievement goals established by the district (IPDM planning phases)
- CPDLs (with support from ICs) will deliver PD training and learning opportunities through the IPDM that are targeted at improvement of instruction and designed with the following components:
  - Student achievement data and analysis
  - Theory about learning and instruction
  - Classroom demonstration and practice
  - Classroom observation and self-reflection
- Alongside building/district leadership, CPDLs and ICs will develop, implement, and respond to the Program Evaluation (Summative) component of the IPDM that measures improvement in instructional practice and its impact on student learning
- CPDLs and ICs will support the PD needs of district certified staff responsible for instruction, and Model Teachers will serve as exemplars of the desired professional growth

Teacher leaders will transform the design and delivery of PD as they work interdependently across building levels, across disciplines, and with other district/building leadership in the framework of the IPDM. Through their participative leadership, teacher leaders will ensure simultaneity of district structures, processes, and initiatives in order to increase student learning outcomes, narrow the achievement gap, and thus more effectively prepare our students for a competitive global environment.

# Iowa Professional Development Model

Student learning – at the center  
of school improvement and staff development

## Operating Principles

- Focus on Curriculum, Instruction, and Assessment
- Participative Decision Making (School & District)
  - Leadership
  - Simultaneity





## Part 8: Evaluation of the TLC System

To ensure fidelity to and to discern the benefits of the TLC system, MCSD designed into our framework a system evaluation that allows for both output and outcome data. These data will determine the impact and effectiveness of the TLC system on both district and state TLC goals and will allow for midstream adjustments when necessary.

### Determining the Impact and Effectiveness of the TLC System

**Goal 1:** We will attract and retain able and promising new teachers by offering competitive starting salaries, high-quality professional development, and rewarding leadership opportunities.

- *Current:* Current teacher retention rates for new teachers stand at 81% after 3 years, 53% after 5 years, and 43% after 10 years
- *Short-term outputs:*
  - Minimum salary of \$33,500
  - CPDLs, ICs, and/or MTs participate in recruiting procedures and collaborate with administration to create/monitor/support PD
- *Short-term outcome:*
  - Increase in job satisfaction: measured through Likert scale surveys and exit interviews
- *Long-term outcome:*
  - Increase retention rate after 5 years to 70% by 2016

**Goal 2:** We will promote collaboration by developing and supporting opportunities to learn from each other in the district and across the state and will maintain a results-oriented focus on learning.

- *Short-term outputs:*
  - Processes/structures in place for collaboration (PLCs, peer coaching, observation cycles)
  - Walk-through data relating to PD (eWalk)
- *Long-term outputs:*
  - PD aligned with goals (type/number of recipients)
  - Instructional strategies and effect on student learning
- *Short-term outcome:*
  - % of teachers and administrators who report that collaboration structures improved culture/climate
- *Long-term outcomes:*
  - Moving from Initiating to Sustaining on the PLC Continuum of Implementation
  - % of teachers and administrators who report that collaboration structures improved culture/climate

**Goal 3:** We will reward effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

- *Current:* With one of the lowest taxable per pupil valuations in the state, MCSD has not had the financial resources to create a comprehensive teacher leadership program, the TLC grant allows us to dramatically increase teacher leadership opportunities
- *Short-term outputs:*

- 6 CPDLs (\$12,000), 15 ICs (\$7,000), up to 80 MTs (\$2,000) positions with documented increased responsibilities for our most effective teachers through a rigorous selection and review process by the Site-Based Review Council
- *Long-term outputs:*
  - Peer review results for CPDLs, ICs, and MTs
  - Up to 25% of teachers are in teacher leader roles
- *Short-term outcome:*
  - % of teacher leaders report an increase in job satisfaction
- *Long-term outcome:*
  - % of teacher leaders and other staff who report an increase in job satisfaction

**Goal 4:** We will transform the nature of leadership and influence in the educational system to broaden teacher impact on student achievement and long-term success.

- *Short-term outputs:*
  - Stakeholder support of the TLC system (focus group interviews, Likert scale surveys)
  - District administration’s support of and accountability measures for principals’ support for teacher leaders and fidelity to the TLC system
- *Long-term outputs:*
  - Number of teachers with whom the teacher leaders have worked (observations, collaboration)
- *Short-term outcome:*
  - Increased student engagement (Instructional Practice Inventory results)
- *Long-term outcomes:*
  - Increased proficiency with Iowa Core (common assessments)
  - Increased student achievement as measured by the following table:

MCSD Goals
<p><b>Challenge:</b> Currently 51% of our kindergarten students did not met literacy benchmark expectations at the beginning of the school year.  <b>Goal:</b> By 2016 at least 80% of children will be kindergarten ready as measured by the district’s readiness assessment.</p>
<p><b>Challenge:</b> 32% of last year’s 3rd graders in Muscatine failed to complete 3rd grade at or above benchmark expectations.  <b>Goal:</b> By 2016 at least 90% of students will exit 3rd grade meeting or exceeding grade-level literacy benchmark.</p>
<p><b>Challenge:</b> 47% of last year’s 9th graders failed to complete their freshman year on track with graduation requirements.  <b>Goal:</b> By 2016 the number of 9th grade failures will be reduced by at least 50%.</p>
<p><b>Challenge:</b> Only 31% of Muscatine seniors who took ACT attained a score of readiness on the ACT college readiness test.  <b>Goal:</b> By 2016 the number of students who test ready for college will increase by at least 50%.</p>

**Goal 5:** We will increase the capacity of teachers and principals to align curriculum, instruction, assessment, and reporting of learning (CIAR) and will ensure PK-12 curriculum alignment to the Iowa Core.

- *Current:* In progress but not yet aligned. CIAR alignment was identified by our District In Need of Assistance (DINA) team in 2012 as the most pressing issue for our district.

TLC will allow us to dramatically increase CIAR alignment.

- *Short-term outputs:*
  - Aligned CIAR (standards/learning targets posted in each room)
  - Staff surveys of leadership practices of principals (also a long-term output)
  - Systematic use of walk-through data in relation to PD and student learning goals (eWalk)
- *Long-term outputs:*
  - % of staff utilizing ICs or CPDLs
  - Aligned CIAR (pacing guides, common assessments, rubrics)
- *Short-term outcome:*
  - Increased proficiency with the Iowa Core (common assessments)
- *Long-term outcome:*
  - Student achievement on state assessment

### **Monitoring and Adjusting**

Data from short- and long-term outputs and outcomes will be gathered on an ongoing basis in order to allow district and building leadership to work with CPDLs, ICs, and MTs to make implementation adjustments midstream.

- Outputs will be prioritized across the 5 goals so that progress toward each is continuous. Output data allow the district to establish the degree to which structures, processes, and functions change or are optimized through the TLC system.
- From those outputs, outcomes will be aligned and monitored. Outcomes in the TLC system should relate directly to quantifiable growth in student learning, student engagement, narrowing of the achievement gap, postsecondary preparedness, teacher and administrator job satisfaction, and teacher retention, in keeping with the spirit of the TLC vision.
- The 6 CPDLs will monitor building/district data along with the 15 ICs and will share that data with building/district leadership. They will determine patterns and monitor SMART goals for outputs/outcomes through action plans relating to the 5 TLC goals.
- Through the Iowa Professional Development Model (IPDM) CPDLs will collaborate with district administration to determine appropriate training or PD for areas in need of improvement and will design and deliver the professional learning to the necessary members of the organization or will coordinate the training through the AEA or other appropriate provider.
- Evaluation of the implementation will occur throughout the IPDM and will provide direction each school year as the district works toward DINA and Comprehensive School Improvement Plan goals.

## **Part 9: Sustainability**

MCS D will guarantee viability of the TLC system by ensuring that each facet of the TLC plan is interdependent with the elements in our Comprehensive School Improvement Plan (CSIP) and District In Need of Assistance (DINA) plan, and thus becomes part of how MCS D supports continuous school improvement. As such, our focus for the TLC plan has centered on creating structures, processes, and functions that will sustain change rather than just support it in the short term.

MCS D's implementation strategy began with a purposeful design process that occurred over several months with input from a broad array of stakeholders, as outlined in the Executive Summary. By empowering these voices to contribute to the development of the plan, we are using a process that builds social capital for our district and thus supports the TLC vision of remaking the teaching status, not as a school district, but as a community. These relationships will be sustained for ongoing evaluation of the TLC system through the School Improvement Advisory Committee (SIAC).

The robust design process has made possible the creation of organizational structures that transcend traditional leadership hierarchies and that align school improvement processes across building levels, disciplines, and districts as collaboration transforms from a series of events to an encultured process supported by structural teacher leader and administrative functions. The Professional Learning Community (PLC) framework that the district adopted alongside the DINA plan provided a common purpose, language, and process, but it is the additional structural supports in the TLC plan that will operationalize the work of the PLCs and improve student learning outcomes.

Through networking and training, the Curriculum & Professional Development Leaders (CPDLs) will collaborate both in MCS D as well with other curriculum experts in districts across Iowa. This interdistrict networking will be mutually beneficial as Iowa's education system transforms its focus on student success to one that focuses on learning rather than on teaching. Through the PLC framework, processes are already in place to ensure a results-oriented focus on student learning through a culture of collaboration, which will be reinforced and further fostered by CPDLs, Instructional Coaches (ICs), and Model Teachers (MTs) who will create transparency in their practice so that teachers can build capacity in areas specific to CSIP and DINA goals.

Of primary importance to improving student outcomes, increasing student achievement, and narrowing the achievement gap, the MCS D District Leadership Team (DLT) identified three goals as outlined in the Executive Summary. Based on these goals, MCS D continues to dedicate at least 3.5 hours every week to collaboration for each teacher through Planning for Student Success Time (PSST). The time is spent in grade-level and/or content-specific teams to align curriculum vertically and horizontally, to design common assessments aligned to the Iowa Core, and to discuss student achievement through data cycles that include remediation and enrichment. CPDLs, ICs, and MTs will support this recursive process through the *Learning by Doing* PLC framework.

### **Description of Key Staff Responsible for Sustaining the TLC Plan**

Sustaining a systems change such as that necessitated by the TLC plan requires re-envisioning the nature of leadership and professional capital. Key staff responsible for sustaining our TLC plan include the following:

- **Beginning educators and career teachers** (participation in on-going professional coaching and reflective practice; willingness to learn from teacher leaders; capacity to collect and analyze data)
- **Model Teachers** (participation in on-going professional coaching and reflective practice; willingness to be transparent with classroom practices; capacity to collect and analyze data; willingness to serve as a Mentor to Beginning Educators)
- **Instructional Coaches** (participation in on-going professional learning; collaboration with CPDLs, principals, and district leadership to collect and analyze data; engagement in observation and coaching cycles with teachers in order to improve instructional practice and student outcomes)
- **Curriculum & Professional Development Leaders** (participation in on-going professional learning; networking with CPDLs and other curriculum experts around the state; collaboration with CPDLs, principals, and district leadership to collect/analyze data; accountability for designing/delivering professional development through the IPDM)
- **Principals** (collaboration with CPDLs, ICs, other principals, and directors to support alignment of curriculum, instruction, and assessment through data analysis, both horizontally and vertically; accountability for instructional support through PLCs and building/district goals; accountability for teachers actively participating in coaching throughout the IPDM)
- **District Directors** (collaboration with CPDLs, ICs, principals, and other directors to support alignment of curriculum, instruction, and assessment via the Iowa Core and tight alignment of CSIP, DINA, and TLC goals; accountability for data analysis and guidance through the IPDM; accountability for enacted curriculum through the IPDM)
- **Director of Human Resources** (ratification of recruiting and hiring practices to align with opportunities for teacher leaders positions; formation of partnerships with teacher preparation programs to increase capacity in advance of a need)
- **Superintendent** (systems thinking analysis for a balcony view of the TLC system; accountability for the evaluation of TLC vision/goals; accountability for communicating the results of the system to the stakeholders in order to elevate the status of the teaching profession with the community and beyond)

**Part 10:**

<b>Budget</b>		
Students	5344.6	
\$310 per student	\$310.00	
Total Budget Available	\$1,656,826.00	
6 CPDL's x \$12,000 x fringe of 1.1658	\$83,938.00	
15 I.C.'s x \$7,000 x 1.1658	\$122,409.00	
80 Model Teachers x \$2,000 x 1.1658	\$186,528.00	
Total Cost of additional salary for leadership positions		\$392,875.00
21 New Teaching Positions at \$52,474 (TP+ fringe)	\$1,101,954.00	
50 Mentors at \$1,000 x 1.1658	\$58,290.00	
Professional Development/Contingencies	\$103,707.00	
Grand Total	\$1,656,826.00	

The Muscatine Community School District’s (MCSD) TLC plan has been guided by the dual aims of providing leadership opportunities for teachers and increasing the success of students. Our process has ensured that local needs have driven the development of our plan and that the structures, functions, and initiatives of our design operate together interdependently. Developing the capacity of our system to leverage the professional capital of teachers as we achieve our school improvement goals necessitates a tight plan of how financial resources will be allocated.

Our TLC plan creates multiple differentiated leadership roles for teachers. Each of those roles includes compensation for the increased number of workdays that will take place throughout the school year and summer. In doing so we are targeting our efforts at achieving the goals our design team articulated for our TLC plan (see the Executive Summary for our goals).

Curriculum & Professional Development Leaders (CPDLs) will be paid an additional \$12,000 as compensation for the increase of fifteen workdays. There will be a total of six CPDLs. These teacher leaders will have district and building responsibilities but no teaching assignment. Their work will be critical to the alignment of curriculum, instruction, assessment, and reporting of learning to the Iowa Core, which is a goal detailed throughout our TLC plan and that is a central feature of our District In Need of Assistance (DINA) plan. \$83,938 (including fringe benefits)

has been allocated for the additional compensation CPDLs will receive.

Instructional Coaches (ICs) will be paid an additional \$7,000 as compensation for the increase of ten workdays. There will be a total of fifteen ICs. These teacher leaders will primarily have building responsibilities that will entail supporting teachers as they align their curriculum, instruction, assessment, and reporting practices to the Iowa Core. They will work closely with CPDLs and building principals to ensure fidelity with practices that ensure the attainment of our school improvement goals. ICs will not have a teaching assignment. \$122,409 (including fringe benefits) has been allocated for the additional compensation ICs will receive.

Model Teachers (MTs) will be paid an additional \$2,000 as compensation for the increase of five workdays. There will be up to eighty MTs. These teacher leaders will maintain a full-time presence in the classroom and will serve as exemplars of instruction. Both new and veteran teachers will observe and learn from MTs as they model in their classrooms and observe and provide feedback to colleagues. \$186,528 (including fringe benefits) has been allocated for the additional compensation MTs will receive.

The creation of the three teacher leader positions briefly described above and that are further described throughout our plan will require a total of \$392,875 for compensation commensurate with their increased workdays and responsibilities.

CPDLs and ICs will function in a full-time capacity and thus we will need to fill the positions they vacate. This will necessitate allocating approximately \$1,101,954 to hire additional teachers to fill those classroom positions. The three differentiated teacher leader roles will create opportunities for approximately 25% of our teaching staff.

A major feature of our TLC plan is growing, developing, and ultimately retaining highly effective teachers. In keeping with that goal, we designed a mentoring and induction program that will grow the capacity of teachers new to the profession. A necessary condition of implementing an effective mentoring and induction program is ensuring that a strong pool of mentor teachers is available to be matched with new teachers. We have structured our plan so that mentor teachers will be culled from the group of eighty Model Teachers (MTs). Because our MTs have had to go through a rigorous hiring process in order to be a MT, this will ensure we are starting with a highly able group from which we can identify mentors. MTs who also serve as mentors will be compensated an additional \$2,000. \$1000 of this compensation will be appropriated using TLC monies and the other \$1,000 will come from state mentoring dollars. We estimate the need for fifty mentors, with a total TLC budget impact (including fringe benefits) of \$58,290.

The remaining \$103,707 will be set aside for professional development and miscellaneous additional expenditures. The success of our TLC implementation is predicated on having tightly aligned systems supported by high-quality professional learning and support. For our TLC plan to be implemented with fidelity there must be targeted professional development for our teacher leaders, staff, and administration to build the capacity of our organization. We will access PD opportunities offered by the DE and AEA and will foster relationships in other districts across the state as we attain our school improvement goals and close the gaps identified through the DINA process.

Also included in the PD/miscellaneous expenditure amount is money budgeted to provide compensation for our Site-Based Review Council (SBRC). The SBRC will be a twelve-member committee comprised equally of teachers and administrators. This committee will complete an extensive interview process to fill teacher leadership roles and will make recommendations to the superintendent, it will also play a role in reviewing the effectiveness of these positions. As such, the SBRC will be crucial to ensure that teacher leadership positions are staffed with highly qualified professionals. Our expectation is that this committee will require a substantial amount of time from its members, and will necessitate a stipend as compensation for this important work.

***\*Note: All staffing budget estimates in Part 10 are calculated to include an additional 16.58% to account for normal fringe benefit costs.***