
TEACHER LEADERSHIP & COMPENSATION PLAN

Des Moines Public Schools

OCTOBER 31, 2014

Abstract

Process: Over a two-year planning process, Des Moines Public Schools (DMPS) engaged approximately 2,000 persons and spent a collective 1,100 hours to develop the district's TLC plan in consultation with the Marzano Research Laboratory, New Teacher Center, and Gallup. This fall, the district contracted with Crock Leadership Associates to engage teachers, administrators, and parents in a series of meetings, focus groups, and surveys to refine the TLC plan. The TLC Advisory Committee dedicated nearly 150 hours to project planning.

Vision: The district's vision for a TLC system in Des Moines Public Schools is to recognize and reward Teacher Leaders' contributions to instructional improvement and to expand their influence and numbers in helping peers refine and improve their practices in the classroom through job-embedded professional development.

Goals: Goals were developed with the input of key stakeholders and are aligned with state goals:

1. Attract able and promising new teachers by offering competitive starting salaries and opportunities for career enhancement
2. Retain effective teachers by providing enhanced career opportunities
3. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation
4. Promote opportunities for teachers to collaborate with and learn from each other to improve core instruction and increase student achievement
5. Improve student achievement by strengthening instruction

Connection to Existing Initiatives: The DMPS TLC plan connects key district school improvement initiatives, Teacher Leader roles, and outcomes aligned to the Iowa Department of Education's TLC System - Framework for Learning Supports:

- School Improvement Initiative #1: Identify, coach, and develop effective instructional practices within the classroom to guarantee all students access to the best teaching and learning opportunities
- School Improvement Initiative #2: Use data-driven decision-making to monitor progress and adjust instruction and program implementation
- School Improvement Initiative #3: Implement collaborative structures to maximize adult learning; distribute leadership at the school site; and capitalize on expertise among Teacher Leaders, building administrators, and central office service providers

Plan for New Teachers: DMPS partnered with the New Teacher Center to implement a new Induction & Mentoring program beginning in Fall 2013 to provide beginning teachers with the support necessary to ensure high levels of student achievement and improved teacher retention. The new system has a carefully sequenced 3-year Mentor Academy Training Series designed to introduce and build mentoring skills over time. With the TLC system, the number of Induction Coaches will be increased to maximize time spent one-on-one with each mentee, capitalize on time working on professional skills, and provide mentoring to 2nd year teachers.

Teacher Leadership Roles: The plan facilitates a significant expansion of formal Teacher Leader roles in DMPS in three levels: Coaches, District-Wide Teacher Leaders, and School-Based Teacher Leaders. Teacher Leader roles will have additional contract days and compensation commensurate with responsibilities:

Currently	With a TLC System
COACHES (108):	COACHES (196):
77 Instructional	150 Instructional
0 Technology Integration	12 Technology Integration
15 Induction	18 Induction
16 SPED	16 SPED
DISTRICT-WIDE:	DISTRICT-WIDE:
120 PLC Facilitators	120 PLC Facilitators with ongoing training
0 Demonstration Classroom Teachers	55 Demonstration Teachers
0 TLC Coordinators	2 TLC Coordinators
Informal school-based teacher leaders	496 formal School-Based Teacher Leaders

Rigorous Selection Process: The selection process utilizes specific criteria to assess candidates' effectiveness in their previous roles and professional growth. The process is differentiated for each Teacher Leader role to focus on the unique circumstances of the positions. Review committees (consisting of equal numbers of administrators and teachers) will review applications, interview candidates, and make recommendations for selection.

Professional Development (PD): The plan supports differentiated peer collaboration and PD through district structures. Teacher Leaders will support:

- PD at all levels, from the annual district-wide PD day to monthly district PLCs to weekly school and grade/content level collaboration and PD sessions
- Differentiated collaboration and PD through individualized coaching of teachers at the school/classroom level related to district initiatives

Evaluation Plan: DMPS will conduct summative and process evaluation activities to verify completion of process outcomes, measure progress toward performance outcomes, and identify areas of improvement and needed modifications. Clear outcomes have been identified, including:

- Increase the number of qualified applicants for teaching positions
- Increase the 3-year teacher retention rate
- Increase teacher feedback to impact core instruction
- Implement the Marzano Instructional Framework with fidelity
- Increase student engagement
- Increase reading and math proficiency

Capacity & Sustainability: DMPS possesses the collective energy and enthusiasm to implement a TLC system and serve as an example of best practice. The district has the infrastructure, experience, expertise, and supporting resources in place to successfully administer the project. Strategic planning will be incorporated into all project activities.

Budget: Funds will be spent on salary supplements for Teacher Leader positions, classroom coverage (ranging from full-release to sub coverage), PD, and mileage.

Part I

Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. Include the following information in the narrative:

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

Des Moines Public Schools (DMPS) built on the work of the high-quality TLC proposal submitted last year, which scored an overall 81. Over the past two years, a core team--consisting of internal and external stakeholders--developed and refined the DMPS plan with input from more than 2,000 stakeholders, who collectively dedicated more than 1,100 hours.

DMPS consulted with Marzano Research Laboratory, New Teacher Center, and Gallup to construct the program design. In addition, DMPS used TLC Planning Grant funds to contract with Crock Leadership Associates (CLA) to focus on stakeholder engagement via facilitation of 7 focus groups, 3 community/district interviews, and 5 surveys. Nearly 100 teachers, administrators, and parents contributed to the 2014 planning.

Focus groups were held with: Teachers, Induction Coaches, Early Teacher Leader adopters (as part of SIG (School Improvement Grant) school reform efforts at 3 DMPS elementary schools), principals, and central office administrators. DMPS engaged parents from all levels (ES, MS & HS) through targeted interviews, which gathered parent input on the impact/design of the TLC plan. The district also reached out to counterparts in urban school districts--including Council Bluffs, Cedar Rapids, and Davenport--to conduct interviews and learn from early TLC implementers.

The focus groups and interviews provided valuable input for the district's TLC plan, including how Teacher Leaders can be used to improve student outcomes and impact teacher growth. Focus groups helped identify concerns and provide solution options in areas such as Teacher Leader roles and salary supplements.

Planning grant funds were also used to launch a TLC Advisory Committee, which was facilitated by CLA. The Advisory Committee dedicated nearly 150 hours and was charged to provide recommendations to the core team. The Advisory Committee consisted of 3 teachers (ES, MS & HS) appointed by the teachers' association, 3 building principals (ES, MS & HS), 2 district administrators, the HR Director of Certified Staff, and a DMPS parent. Additionally, DMPS engaged the TLC Site-Based Review Council (consisting of 12 teachers & 12 administrators) to inform thinking and planning for selection and retention criteria.

Finally, the Chief Academic Officer (Interim), a member of the Advisory Committee, reported to the Superintendent's Cabinet weekly to ensure intercommunication and alignment, and the Superintendent engaged in monthly status reports to the Board.

In addition to direct communication, DMPS used surveys to gather feedback and the degree of support for the district's plan.

DMPS teachers and administrators completed an on-line survey in December 2013 to determine commitment to the TLC system and the current teacher leadership structure. Of the 1,509 respondents, 837 served elementary and 672 served secondary students; 1,409 respondents were teachers and 100 were administrators. Survey results showed a high level of commitment to implementing a TLC system in DMPS:

- 99% of respondents were committed to increasing their skills and talents
- 94% believed that further developing skills and talents of teachers will increase student achievement

However, an opportunity exists for DMPS to enhance teacher leadership structures:

- Only 54% of elementary and 56% of secondary respondents agreed that the current teacher leadership structure provides sufficient PD opportunities to enhance teachers' skills, talents, and abilities to utilize high impact instructional strategies
- However, 93% of respondents believed increasing teachers' opportunities to learn from each other will promote the use of effective instructional strategies

Parents of DMPS students were also given the opportunity to complete an on-line survey to determine commitment to the TLC system. There were 228 respondents. Survey results showed parental commitment to implementing a TLC system in DMPS.

- 89% of parent respondents agreed developing skills and talents of teachers will increase student achievement
- 85% agreed increasing teachers' opportunities to learn from each other will promote the use of effective instructional strategies

Focus group participants were given opportunities to provide additional comments and feedback through surveys, and 61% did.

- 87% of teachers agreed/strongly agreed with the following statement: *I anticipate being interested in one of the new roles created through the TLC grant*
- 96% of all respondents agreed/strongly agreed with the following statement: *I support the DMPS TLC grant application*

A SIG principal--i.e., an early Teacher Leader adopter--shared: "I can't even fathom how I survived last year without these Teacher Leaders. As an administrator, you just can't do it all. Having a team of people to help can be truly powerful for school reform."

Stakeholder input helped identify priorities for the district's TLC plan, including:

- Purposeful, ongoing support for career teachers on core content, special education, and technology integration, resulting in the expansion/recognition of *Instructional & SPED Coach* positions and creation of *Technology Integration Coach* positions
- Expanded new teacher support with mentors from 1st year teachers only to 1st and 2nd year teachers, resulting in expanded *Induction Coach* positions
- Opportunities to observe/co-teach with effective teachers, resulting in the creation of *Demonstration Teacher* positions in core and non-core areas
- Formal recognition of teacher leadership, resulting in recognition of *PLC Facilitators* and *School-Based Teacher Leaders*

Remaining Planning Grant funds will be used to continue planning for implementation, including conducting workshops on staffing implications, facilitating planning across departments, creating communication videos, and identifying/planning needed professional development.

Part 2

Describe the vision and goals the school district hopes to achieve through the implementation of the TLC plan. In the description, explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system.

The district's vision for a TLC system in Des Moines Public Schools (DMPS) is to recognize and reward Teacher Leaders' contributions to instructional improvement *and* to expand their influence and numbers in helping peers refine and improve their practices in the classroom through job-embedded professional development.

DMPS exists so that graduates possess the knowledge, skills, and abilities to be successful at the next stage of their lives. The district is the largest provider of public education in Iowa, with more than 32,000 students and nearly 5,000 teachers and staff in 60 schools throughout the community. DMPS has experienced six years of growth and serves increasing numbers of students of poverty and diverse cultural backgrounds, particularly English Language Learners (ELL). In a TLC interview, Superintendent Thomas Ahart stated, "We have a tremendous need for Teacher Leadership. We need teachers to serve as leaders. While we need them to influence the structures and policies of curriculum and instruction, we also need them to be growing each individual student as well as they can in their classroom every day." The Superintendent's key priority is to **close the opportunity gap** for all students by leveraging core instructional practices, utilizing 21st century learning opportunities, and promoting leadership across teachers and administrators.

At the September 2014 School Board meeting, Interim Chief Academic Officer Holly Crandell reported that DMPS is committing to "setting the **PACE**: **p**ersevering to create academic gains in the face of an increasingly challenging instructional environment, **a**cknowledging change happens on a 5-7 year cycle requiring consistent gains over time, **c**ommitting to doing this together as a system and community, and **e**xecuting--actually doing what we have committed to do." DMPS Teacher Leaders have been--and will continue to be--key contributors to improving student achievement.

Leveraging teacher leadership is not new work for DMPS; rather, it builds off recent efforts and successes to establish a system of structures and supports for student learning. These efforts have led to recent gains on Iowa Assessments, including in 2013, as evidenced by a 1% increase in math proficiency and 1.7% in reading for grades 3-5, a 1.5% math and 9.2% reading increase for grades 6-8, and a 4% math and 3.2% reading increase for grades 9-11. While recognizing DMPS' consistent growth on Iowa Assessments, work remains to be done to close the performance gap with overall proficiency rates for Iowa. Approximately 70% of ELL students do not meet literacy standards at grade 11. In addition, 40-55% of low-income students do not demonstrate literacy proficiency at grades 3, 6, and 11.

The DMPS TLC plan will build on existing successes by improving the quality of the teacher in every classroom in Des Moines by increasing Teacher Leader opportunities:

Currently	With a TLC System
COACHES (108):	COACHES (196):
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To accelerate student growth, DMPS will evolve work with data teams and standards-referenced grading to focus intensely on instructional practices in the classroom. More than 90% of teachers participating in TLC focus groups agreed that teacher teams currently interact to address common issues, but only 5% of these teachers identified they have opportunities to observe and discuss effective teaching with peers. Early implementation of a Teacher Leader model in three SIG (School Improvement Grant) elementary schools indicates that Teacher Leader roles can be leveraged to focus learning within the classroom for teachers and students. After just 10 weeks of implementing new Teacher Leader roles, 50% percent of SIG focus group participants indicate that they *do* have opportunities to observe and discuss effective teaching with peers.

Under the TLC system, Teacher Leaders will lead the focus on ambitious goals centered on improving instruction and student achievement. Informed by stakeholder focus groups, the TLC Advisory Committee identified the following goals for the TLC grant, all in alignment with the state goals:

1. Attract able and promising new teachers by offering competitive starting salaries and short- and long-term professional development and leadership opportunities
2. Retain effective teachers by providing enhanced career opportunities
3. Promote collaboration by developing and supporting opportunities for teachers to learn from each other
4. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and compensation
5. Improve student achievement by strengthening instruction

These goals directly align to the DMPS School Board’s adopted core beliefs that guide all areas of school improvement.

DMPS School Board Core Beliefs	Alignment with DMPS TLC Goals
<p>1. We believe in every child and, no matter their circumstance, will support them in achieving at their highest level.</p>	<p>DMPS will work to ensure students are career and post-secondary education ready, improving student achievement by <u>strengthening core instruction</u> (TLC goal 5).</p>
<p>2. We believe all students will have the best staff working to provide and support their education.</p>	<p>DMPS will be the best place to work, committed to <u>recruiting, developing, retaining</u> (TLC goals 1 and 2) and <u>recognizing</u> (TLC goal 4) high-quality staff in a climate and culture where people <u>collaborate</u> (TLC goal 3) to do their best work.</p>

Part 3

Describe how the TLC plan will connect to, support and strengthen the district's key school improvement initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation.

The TLC plan for Des Moines Public Schools (DMPS) connects key district school improvement initiatives, Teacher Leader roles, and outcomes aligned to the Iowa of Department of Education's *TLC System - Framework for Learning Supports*. DMPS will utilize Coaches, District-Wide Teacher Leaders, and School-Based Teacher Leaders to move forward the work of school improvement.

School Improvement Initiative #1: Identify, coach, and develop effective instructional practices within the classroom to guarantee all students have access to the best teaching and learning opportunities.

DMPS will support the definition and improvement of effective instructional practices through implementation of Marzano's Instructional Framework; identify **district demonstration classrooms**; and guide the feedback and coaching work of (1) **Instructional and SPED Coaches** with career teachers and teams, (2) **Technology Integration Coaches'** modeling of integration of blended learning practices, and (3) **Induction Coaches'** systematic support of first and second year teachers.

Outcomes:

- Support implementation of instructional strategies that ensure individual student learning needs remain the central focus of instruction (Content / Pedagogy / Assessment)
- Support colleagues in the alignment of content, instruction, and assessment (Content / Pedagogy / Assessment)
- Provide and elicit honest, open, and constructive feedback (Communication)
- Seek and engage in non-evaluative, reflective dialogue with colleagues (Communication)

School Improvement Initiative #2: Use data-driven decision-making with instructional coaching practices to monitor progress and adjust instruction and program implementation.

DMPS teachers meet at least weekly in grade-level and/or subject-level teams to co-plan, assess learning, and utilize data to inform instructional decisions. **Instructional Coaches (IC)** will help build the capacity of teachers through such activities as creating common formative assessments, coordinating implementation of multi-tiered systems of support (MTSS) across the district, and contributing to the refinement and evolution of the current data team and school PLC processes.

In a parallel process, **School Leadership Teams**, consisting of school administrators and site-based Teacher Leaders will also engage in data-driven decision-making. Together, they will provide leadership for ongoing school improvement through analysis of school-wide data, refinement of school improvement goals, monitoring of implementation, and sharing of decisions to improve effectiveness building-wide.

Outcomes:

- Collaborate with colleagues on the design, implementation, and evaluation of common assessments and on the subsequent interpretation of student data to improve educational practice and student learning, including MTSS (Data / Systems Thinking)
- Use assessment and data findings to influence changes in instructional practices in the classroom and across the school and/or organizational structures to improve student learning (Data)
- Incorporate existing and emerging technologies in the design and delivery of professional learning and data-driven decisions (Adult Learning)

School Improvement Initiative #3: Implement collaborative structures to maximize adult learning; distribute leadership at the school site; and capitalize on expertise among Teacher Leaders, building administrators, and central office service providers.

The DMPS TLC plan intentionally positions Teacher Leader roles across the organization--in classrooms, schools, and district-wide--in order to build scalable connections and common structures for collaboration. At the site level, a minimum of eight Teacher Leaders will serve in two distinct capacities to strengthen culture in each school. Schools will utilize **School Leadership Teams**, which will include Teacher Leaders, to contribute to shared decision-making, vision implementation, and communication among all stakeholders. Additionally, **Innovation Classroom Teachers** will conduct action research, publicly inquiring into their own practice to promote new solutions at the site level. They will share their learning with peers and inform school improvement strategies and goals.

District PLC Facilitators will refine the district PLC meeting structure to support teacher practice, collaboration, and reflection. They will contribute to the refinement of monitoring tools and resources for district-wide PLCs.

Working with school-based administrators and strengthening the connections of staff within the Office of Schools and Office of Academics will be key for engaging school leaders in building the architecture, expertise, and culture to embrace and expand teacher leadership. Clear role definitions, shared training, and explicit structures for collaboration will accelerate the successful implementation of new professional learning opportunities.

Outcomes:

- Utilize peer-to-peer processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change (Collaborative Culture)
- Cultivate coaching skills specific to administrators to support Teacher Leaders (Organizational Learning)
- Understand the aligned and delineated roles and responsibilities of the administrator and the Teacher Leader by following the professional learning standards (Systems Thinking)

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 the response an analysis of the effectiveness of the current induction and mentoring program and the evidence used to make this determination, areas of improvement needed in the current program, and how the TLC plan will address these gaps.

DMPS used Part 4 narrative and score from the January 31, 2014 application. The narrative has been updated to reflect the October 31, 2014 re-submission / terminology.

Des Moines Public Schools (DMPS) welcomes ≈150 new teachers to the profession each year. Since 2009-10, DMPS has had the following new teacher retention rates:

Cohort Year	Year 1	Year 2	Year 3
2009-10	97%	88%	80%
2010-11	91%	81%	72%
2011-12	88%	76%	--
2012-13	89%	--	--

From 2001 - 2013, DMPS implemented an Induction & Mentoring program using the *Journey to Excellence* mentoring program. Veteran teachers who completed a 4-day training program were eligible to become mentors. New teachers met with mentors for 20 hours during the school year (outside of instructional time) to complete 4 projects designed to help new teachers identify developmental actions. During the 2012-13 school year, most mentors were matched with one mentee, though some were matched with 2 or 3 mentees.

After examining the program, it was concluded mentors received no follow-up support or continuing education after initial training, and new teachers received a variety of experiences, rather than a mentorship that met common standards. Additionally, the Iowa DE announced it would no longer provide *Journey to Excellence* training. Recognizing the need for a new system, DMPS partnered with the New Teacher Center (NTC) to implement a new mentoring program in Fall 2013 to provide beginning teachers with the support necessary to ensure high student achievement and improved teacher retention.

The new program includes a carefully sequenced 3-year training series designed to introduce and build mentoring skills over time. Initial sessions focus on the role of the Induction Coach (i.e. mentor), the needs of the beginning teacher, use of professional standards to guide new teacher development, and differentiated mentoring strategies. As training progresses, Induction Coaches are introduced to specific mentoring protocols and formative assessment tools to support new teacher learning. Induction Coaches learn to collect, analyze, and debrief data on classroom practice and student learning to assess a new teacher's learning needs and tailor support. Second-year sessions stress strategic aspects of mentoring: assessing and addressing complex issues that influence teaching and learning, including differentiation, academic language acquisition, inclusion, and diversity. These sessions scaffold facilitation and other leadership skills to continue supporting Induction Coaches' professional growth in service to the program and profession.

Induction Coaches also participate in weekly forums and have created a PLC for risk-free practice of coaching strategies and tools. PLCs include reflections on successes, challenges, next steps, and problem solving within cohorts of coaches. Onsite support (including goal setting and reflective conversations) for the coaches is provided by district leadership and a cohort of fellow coaches. DMPS utilizes Coaching Professional Standards and rubrics that articulate the roles and responsibilities of Induction Coaches. Formative assessment tools and data collection are provided by NTC to ensure performance and growth of both Induction Coaches and new teachers. To ensure Induction Coaches remain grounded and to keep exemplary teachers in the classroom, this position is a 3-year commitment. Following a term of service as an Induction Coach, teachers have the option of returning to the classroom.

DMPS hired 10.5 FTE Induction Coaches to support new teachers (≈150 individuals) for 2013-14. Each Induction Coach is assigned a group of new teachers, and they meet with each mentee for 90 minutes every week. Six months into the new Induction & Mentoring program, a survey was conducted to gather feedback. Of the 100 1st year teachers who responded to the survey, on average, 86% meet with their Induction Coach weekly and 13% meet every two weeks. The survey results showed that the Induction Coach/mentee relationship has a strong impact on 1st year teachers; 95% of respondents believed they have built a trusting relationship with their mentor, 93% believed their work with an Induction Coach influenced their teaching practice, and 90% believed their mentor met their needs as a growing professional.

While the survey results were very promising, they also show Induction & Mentoring efforts could be enhanced by increasing the number of Induction Coaches from 10.5 FTE to 15 FTE, which the district did for the 2014-2015 school year, using General Funds. This increase brought Induction Coach/1st year teacher ratios down from approximately 15:1 to approximately 10:1. Reducing the ratio allowed Induction Coaches to maximize one-on-one strategic support provided to each 1st year teacher and place a greater emphasis on collecting, analyzing, and debriefing data of classroom practice and student learning. Only 19% of survey respondents indicated that this was a skill they most often worked on with their Induction Coach. **Using TLC funds, the district will hire an additional three Induction Coaches, bringing the total number of Induction Coaches in the district to 18.**

Induction Coaches will continue their relationships and support into a new teacher's second year. Previously, 2nd year teachers are served by Instructional Coaches at each school site. This structure proved challenging, as the demands on the Instructional Coaches allows for little flexibility in the amount of time provided to each teacher. By preserving the strong relationships built with their Induction Coach, 2nd year teachers will continue their growth and development through the use of formative assessments and established mentor protocols. Frequency of contact for 2nd year teachers will be less than the frequency of contact for 1st year teachers (bi-monthly v. weekly).

The program will also be enhanced by the TLC plan through inclusion of Demonstration Classroom Teachers, which will provide laboratories for colleagues and school leaders to see best practices in action. The addition of Demonstration Teachers will provide new teachers more opportunities to observe and participate in modeled instruction activities; only 37% of respondents indicated this was an activity they had used in sessions with their Induction Coach.

Part 5

Describe each of the proposed teacher leadership roles in the plan. Include the following information in the narrative:

- a) A description of the responsibilities and duties for each leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
- b) A description of how each of the roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The TLC plan for Des Moines Public Schools (DMPS) leverages multiple, differentiated Teacher Leader roles to improve the quality of teaching in every classroom, by developing the individual teacher and the collective capacity of the district. DMPS has successfully implemented a limited system of teacher leadership roles, including school-based Instructional Coaches, district-level Special Education (SPED) Support Coaches, Induction Coaches, and PLC Facilitators. Some current teacher leadership roles provide additional compensation for extra responsibilities; however, most do not. TLC funds will allow DMPS to significantly expand the number and reach of Teacher Leaders and provide formal training where it did not previously exist. The increased capacity will allow DMPS to continue making consistent, steady gains in the classroom.

Described below, the DMPS TLC plan uses three levels of Teacher Leaders: **Coaches**, **District-Wide Teacher Leaders**, and **School-Based Teacher Leaders**. All Teacher Leaders will receive professional development (PD) on the Iowa Department of Education's *TLC System - Framework for Learning Supports*.

COACHES (N=196)

Coach positions will be 50-100% out of the classroom with a \$3,300 salary supplement and additional contract days for training up to \$900 funded by TLC. Base salaries are funded either by DMPS or TLC funds, as indicated below.

150 Instructional Coaches (IC). *Base salaries for 77 existing ICs funded by DMPS; 73 new IC base salaries funded by TLC.* ICs will provide individual/team support to teachers, help teachers connect with demonstration classrooms and DMPS curriculum tools, facilitate networking and collaboration, and help coordinate implementation of multi-tiered systems of support (MTSS). Core responsibilities:

- Provide coaching and PD on best practice regarding IA Core Curriculum, assessment, and effective instruction
- Provide direct support to teachers in curriculum implementation, content knowledge development, strategy integration, and PLC facilitation
- Lead implementation of specialized and alternative programs, such as International Baccalaureate

12 Technology Integration Coaches. *Base salaries funded by TLC.* Technology Integration Coaches will work with teachers in classrooms to utilize new technology tools and scaffold teachers' use of technology through modeling, co-teaching, planning, PD, and coaching. Core responsibilities:

- Provide PD and support to school staff on technology integration
- Develop and demonstrate lessons in the classroom that incorporate technology as an instructional tool
- Work with Curriculum Coordinators to develop and promote a variety of technology integration instructional strategies

16 SPED Coaches. *Base salaries funded by DMPS.* SPED Support Coaches will utilize student-based coaching strategies to support teachers who work with children who are academically discrepant in their academic achievement, as compared to their special education peers. Core responsibilities:

- Support teachers and other staff who work with SPED students by identifying and assisting with the implementation of effective intervention strategies

18 Induction Coaches. *Base salaries for 15 existing Induction Coaches funded by DMPS; 3 new Induction Coach base salaries funded by TLC.* Induction Coaches will work to accelerate the competence and confidence of novice teachers as reflective and effective professionals. DMPS established a new teacher mentoring program in collaboration with The New Teacher Center to provide all first and second year teachers new to the profession job-embedded coaching and mentoring. Core responsibilities:

- Assist new teachers in reflecting on their practice and reviewing student work to inform instruction and enhance student achievement
- Model appropriate, innovative teaching methodologies through co-teaching and demonstration lessons, providing opportunities for new teachers to observe exemplary practice
- Incorporate technology and analysis of data to advance beginning teacher learning and classroom practice

DISTRICT-WIDE TEACHER LEADERS (N=177)

120 PLC Facilitators. 100% in the classroom with a \$1,000 salary supplement and additional contract days for training up to \$450 funded by TLC. Base salaries funded by DMPS. PLC Facilitators will plan and lead eight focused learning sessions on school improvement initiatives on early-release Wednesdays, as part of the district's PD system. Core responsibilities:

- Provide 10 structured hours of professional learning
- Attend monthly PLC planning sessions with Curriculum Coordinators (CC)
- Present content co-constructed with CC
- Communicate common questions/concerns to CC

55 Demonstration Classroom Teachers. 100% in the classroom with a \$2,500 salary supplement and additional contract days for training up to \$450 funded by TLC. Base salaries funded by DMPS. Demonstration Teachers will provide a laboratory for colleagues and school leaders to see best practices in action. Core practices necessary for high-quality teaching and learning will be highlighted in demonstration classrooms across all content areas and K-12 grade spans. Teacher Leaders will model and debrief teaching practices with visiting practitioners. Core responsibilities:

- Demonstrate best practice in classroom teaching, aligned to the Marzano Instructional Framework
- Serve as early implementers of new curriculum and technology
- Assist in developing instructional tools for teaching district curriculum

2 TLC Coordinators. 100% out of the classroom with a \$7,000 salary supplement and additional contract days up to \$3,000 funded by TLC. Base salary funded by TLC. Coordinators will orchestrate the implementation, facilitation, and evaluation of the TLC plan to insure the proposal is implemented with fidelity and integrity. Core responsibilities:

- Coordinate all program evaluation data collection and reporting
- Arrange and assist with selecting PD content (best instructional and leadership practices) for Teacher Leader trainings
- Structure opportunities for Teacher Leaders to practice newly-learned skills with peers in the workshop setting and in schools

SCHOOL-BASED TEACHER LEADERS (N=496)

School-Based Teacher Leaders will be 100% in the classroom with a \$1,000 salary supplement and additional contract days for training up to \$450 funded by TLC. Base salaries funded by DMPS. Currently, most school-based teacher leadership opportunities are informal; the TLC plan will enable the district to recognize Teacher Leaders' contributions and provide additional training.

372 School Leadership Team Members. Core job responsibilities:

- Work collaboratively to create, facilitate, and assess school improvement plans
- Support peers in implementing improvement strategies related to grade-level or departmental goals

124 Innovation Classroom Teachers. Core responsibilities:

- Conduct action research within the classroom
- Share learning with peers and inform school improvement strategies and goals

DMPS will fully utilize the Coaches, District-Wide Teacher Leaders, and School-Based Teacher Leaders to create a coherent instructional improvement strategy that will strengthen instruction throughout the district.

The DMPS TLC plan connects key district school improvement initiatives, Teacher Leader roles, and outcomes aligned to the Iowa Department of Education's *TLC System - Framework for Learning Supports*:

- Identify, coach, and develop effective instructional practices within the classroom to guarantee all students have access to the best teaching and learning opportunities
- Use data-driven decision-making to monitor progress and adjust instruction and program implementation
- Implement collaborative structures to maximize adult learning; distribute leadership at the school site; and capitalize on expertise among Teacher Leaders, building administrators, and central office service providers

These three school improvement initiatives, supported by Teacher Leaders, will accelerate the development of effective instructional practice, resulting in improved student achievement.

Expanding effective instructional practices aligned to the Marzano Instructional Framework will serve as the foundation for school improvement. **Instructional and Induction Coaches** will collaborate with **Demonstration Teachers** to have teachers from across the district observe best practice and early implementation in action. **PLC Facilitators** will utilize videos of effective instructional practice from demonstration classrooms within district-wide PD activities. The Instructional Framework will also guide the feedback and coaching work of:

- **Instructional Coaches** with career teachers and teams
- **Induction Coaches'** systematic support of first and second year teachers
- **Technology Integration Coaches'** modeling of blended learning practices
- **SPED Coaches** on specific intervention strategies for special education students

Data-driven decision making will be utilized by **all Teacher Leaders** as a key strategy to improve instruction. **Demonstration and Innovation Teachers** will continue to model using data to inform adjustments in instruction. **Instructional Coaches** will take steps such as helping teachers analyze student work, lesson plans, interim assessment data, and summative assessment data to collaboratively inform instructional planning and implementation of MTSS. Similarly, **School Leadership Teams** will review data and make recommendations for improvement across the building and district. **PLC Facilitators** will also use data to inform improvement across grade levels and content areas across the district. **TLC Coordinators** will monitor implementation data of the district's TLC plan to make just-in-time adjustments to maximize the investment in Teacher Leaders.

Three collaborative structures will be required to insure that expertise and capacity are networked across the organization. First, **Teacher Leaders** will participate in *off-contract training* to develop specialized skills in working with adult learners. Second, **Teacher Leaders** will participate in ongoing *job-embedded professional development* on role-specific content needed for success. For example, **Innovation Teachers** may work on steps to inquiry and **Technology Integration Coaches** on using a new online tool for checking for understanding within a lesson. Third, **TLC Coordinators** will *establish routine communications*, providing all Teacher Leaders and administrators with information regarding implementation. **Coordinators** will also be available to problem-solve and work with central office service teams. In parallel, Principals and **School Leadership Teams** will replicate these structures to insure site-based Teacher Leaders have access to professional learning, ongoing development, and clear communication.

The DMPS TLC plan integrates Teacher Leaders to build pathways for expanded influence on school improvement within Des Moines and to build the capacity of all teachers. The TLC system will be the catalyst that will propel DMPS to exponentially expand the current system of teacher leadership to have a remarkable impact on student achievement.

Part 6

Describe how teacher leaders will be selected. Include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

The Des Moines Public Schools (DMPS) Human Resources (HR) department will organize and manage the open application and hiring process for Teacher Leaders. **Review committees, consisting of equal representation of administrators and teachers, will review applications, interview candidates, and make recommendations for selection.**

At the January 2014 School Board meeting, the Educator Quality Professional Development Council was approved as the Site-Based Council for the DMPS TLC plan. The Council met in October 2014 and approved the selection plan outlined below for the three levels of Teacher Leaders.

Level 1: Coaches (*Instructional, Technology Integration, Induction & SPED*)

Job Description: A job description will delineate basic & essential functions and required & desired hiring specifications unique to Coach roles. Common required hiring specifications include: 3 years teaching experience, 1 year teaching experience in DMPS, a valid teaching license, and evidence of effectiveness and continuing education that has enhanced the candidate's professional work. Desired hiring specifications for Coach roles may include qualifications such as completion of "Cognitive Coaching" or experience working with adult learners.

Selection Instruments: Using Applitrack Filters, DMPS will *select in* candidates who meet all required hiring specifications, as provided in the online application. Thereafter, applications will be reviewed to identify candidates who also meet one or more desired hiring specification.

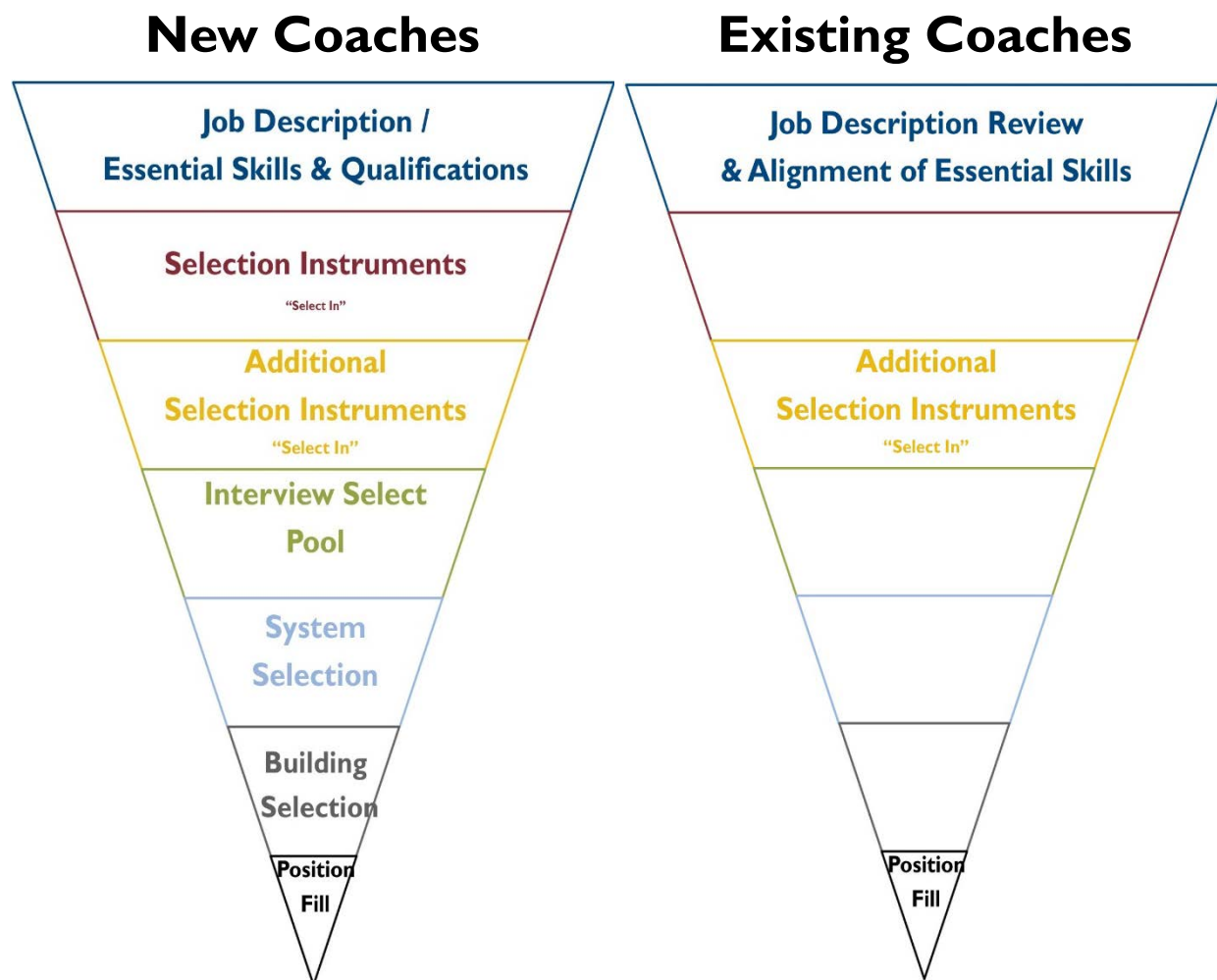
Additional Selection Instruments: Candidates will provide three recommendations (from 2 peers and 1 administrator). Recommendation forms will ask those providing recommendations to answer questions regarding past examples of the candidate's professional growth that led to effectiveness in teaching. Recommendations will be scored to identify candidates with the highest performance scores to *select in* to the Interview Select Pool.

Interview Select Pool: Selected candidates will participate in a two-part interview (I. Questioning & II. Performance Task) with the review committee, which will consist of equal representation of administrators and teachers. HR will facilitate a process to develop questions aligned to the job description and required/desired hiring specifications for the review committee to ask candidates. All questions will have quality response indicators. For Part II, candidates will be provided with the same education topic applicable to the Coach position and a timeframe in which to prepare a teaching segment prior to the interview. During the performance interview, candidates will have the same time allotment to teach to the review committee on the education topic, which the review committee will score using a rubric.

Selection Process – System: The review committee will identify evidence provided in the interview (either in Part I or II) that demonstrates a candidate’s strengths and growth opportunities for (a) the candidate’s effectiveness and professional growth, (b) the position, and (c) the required/desired hiring specifications. The review committee will identify whether or not each applicant is a viable candidate for a Coach position within the district. All highly-qualified candidates will *selected in* to a Candidate Pool, and candidates will identify placement preferences. Final hiring decisions for Technology Integration and Induction Coaches will be made by the district.

Selection Process – Building: Final hiring decisions for Instructional Coaches will be made by principals. Principals will work with HR and the DMPS Offices of Academics and Schools to match Instructional Coach candidates to buildings.

To be considered Teacher Leaders under the DMPS TLC system, existing Coaches will be required to provide the three references outlined above to demonstrate effectiveness and professional growth to determine if they meet the criteria to receive the salary supplement.



A modified version of the selection process described above will be used to hire Level 2 & 3 Teacher Leaders:

Level 2: District-Wide		Level 3: School-Based
<i>District PLC Facilitators</i>	<i>Demonstration Classroom Teachers</i>	<i>Leadership Team Members, Innovation Classroom Teachers</i>
Description of Assignment posted & open application process used	Same	Same
Using Aplitrack , all candidates who meet all required hiring specifications <i>select in</i>	Same	Same
Candidates who meet 1+ desired hiring specification <i>select in</i> to the Interview Select Pool	Candidates who meet 1+ desired hiring specification identified; Candidates provide the additional selection instruments (3 references) described above; Highest scoring candidates <i>select in</i> to the Interview Select Pool	Candidates who meet 1+ desired hiring specification <i>select in</i> to the Interview Select Pool
Interview: Questioning	Interview: Questioning & performance task (classroom observation)	Interview: Questioning
System selection process to fill the positions	System selection	Building selection

A district-developed survey of peers will be administered annually regarding Teacher Leaders’ effectiveness specific to their TLC Teacher Leader roles. All TLC Teacher Leaders (new & existing) will design an individual professional development plan (IPDP) goal related to TLC work and submit artifacts that support their professional growth in that area. The evaluating administrator will review the performance survey and TLC-related IPDP artifacts to determine if s/he will be eligible to renew a Teacher Leader position for an additional year.

Part 7

Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. Include the following information in the narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model

DMPS used Part 7 narrative and score from the January 31, 2014 application. The narrative has been updated to reflect the October 31, 2014 re-submission / terminology.

The Des Moines Public Schools (DMPS) TLC plan provides the needed support to efficiently deliver professional development (PD). Together, district PD structures and the TLC plan will create a robust system of support to develop each individual teacher, as well as the collective capacity of the organization. The fidelity and rate with which the adoption of new practices are implemented will be increased by directing support as close to the classrooms as possible.

Teacher Leaders will:

- Support PD at all levels, from the annual district-wide PD day to monthly district PLCs to weekly school and grade/content level collaboration and PD sessions.
- Support differentiated collaboration and PD through individualized coaching of teachers at the school/classroom level related to district initiatives.

DMPS utilizes a district-wide PD plan that consists of four components:

1. PD via adjusted dismissal Wednesdays, which can be building-directed, teacher-directed, or in district Professional Learning Communities (PLCs)
2. Educator Quality Professional Development (EQPD) Day
3. Monthly Teaching & Learning meetings for building leaders
4. PD Modules for differentiated support

The chart below outlines the role Teacher Leaders (highlighted in **bold**) will play in the creation and delivery of PD in Des Moines.

TEACHER LEADER ROLE IN CREATION & DELIVERY OF PD	
Building-directed	Instructional Coaches (IC) & School Leadership Team Members serve on the School Leadership Team and work to plan, deliver & support implementation of building-level PD.
Teacher-directed	Each month, one early-release Wednesday is teacher-directed PD; All Coaches (Instructional, Technology Integration, SPED & Induction) & Demonstration Classroom Teachers are available to support teachers in the Peer Review Process, I-I coaching related to individual growth plans, or other requested support.
District PLCs	District PLC Facilitators, ICs & Technology Integration Coaches serve as facilitators for monthly district PLCs focused on district initiatives.
EQPD Day	PLC Facilitators, ICs, Technology Integration Coaches & Demonstration Classroom Teachers serve as facilitators for the annual PD day on topics related to district PD or needs identified by buildings or groups of teachers.
Monthly Teaching & Learning meetings	ICs & Principals attend monthly district PD meetings for building leaders. They may also assist in the development & delivery of sessions. These sessions support school- & classroom-level implementation of district initiatives.
PD modules for differentiated support	All Coaches help develop & serve as facilitators for special PD modules.

The Iowa Professional Development Model (IPDM) is standard protocol for all teacher development in Des Moines. The district PD Plan, in conjunction with the support provided by Teacher Leaders, concurrently builds the capacity of the organization and develops the skills of individual teachers through implementation of the IPDM operating principles and cycle of PD.

IPDM OPERATING PRINCIPLES	
Focus on curriculum, instruction & assessment	PD content addresses district instructional priorities & school needs
Participative decision making	District PLC Facilitators, ICs & Technology Integration Coaches engage in the design of PD at the district & school levels
Leadership	All Coaches, PLC Facilitators & Demonstration Classroom Teachers are leaders in supporting teacher understanding of PD theory & providing opportunities for demonstration, practice & collaboration
Simultaneity	Teacher Leaders attend to multiple district & school issues supporting teachers at their varying performance levels, without losing focus on critical district priorities

The IPDM is implemented at three levels, through:

- Development and implementation of the district PD Plan (see Section (a) above)
- Development and implementation of the school improvement planning process
- Support for individual teacher development

School Improvement Planning: Lead Teachers and ICs serve on the School Leadership Team to build the capacity of the school through development, implementation, and monitoring of the School Improvement Plan, utilizing the eight steps of the IPDM cycle:

Development

1. Collecting and analyzing data
2. Goal setting
3. Selecting plan and PD content
4. Designing plan action steps and associated PD

Implementation

5. Training/learning opportunities
6. Collaboration

Monitoring

7. Ongoing data collection (formative)
8. Program evaluation (summative)

Support for Individual Teacher Development: The IPDM cycle also provides the framework through which Teacher Leaders support the development of individual teacher skills:

Collecting and analyzing teacher performance data and goal setting (steps 1, 2)

- **ICs and Induction Coaches** support teachers in a self-audit of practices identified in the Instructional Framework and development of a professional learning plan

Selecting PD content, designing action steps, and developing learning opportunities (steps 3, 4, 6)

- **ICs and Induction Coaches** work with teachers to identify actions to support their personal growth including modeling instruction and scheduling observations in **Demonstration Class Teacher** classrooms
- **ICs and Induction Coaches** demonstrate instruction and observe teacher delivery of instruction

Facilitating collaboration (step 6)

- **ICs and Induction Coaches** facilitate conversations related to classroom observations
- **ICs** facilitate formal district- or school-level collaboration times and may assist with Peer Review
- **ICs** facilitate conversations among teachers with common needs/interests

Ongoing data collection: the study of implementation (formative assessment of teacher performance) (step 7)

- **ICs and Induction Coaches** help teachers collect and analyze data related to implementation of professional learning plans

Part 8

Given the state and school district goals, please provide the following information:

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

DMPS used Part 7 narrative and score from the January 31, 2014 application. The narrative has been updated to reflect the October 31, 2014 re-submission / terminology.

Des Moines Public Schools (DMPS) has the infrastructure, experience, and resources to administer, evaluate, and adjust a TLC project. The DMPS Assessment Team has developed a system to gather student/teacher data to analyze, synthesize, and make available to administration. This system will enable staff to monitor data in real time and adjust the plan. The chart below explains processes and timelines for monitoring progress toward achieving short- and long-term performance measures aligned with goals and process objectives of the plan.

OUTCOME (GOAL ALIGNMENT)	MONITORING PLAN	MEASUREMENT (ST=SHORT TERM; LT=LONG TERM)	ANNUAL ACTION STEPS & REPORTING, BY MONTH
Increase # of qualified applicants (1)	Teacher application data	Ratio of applicants w/ proper endorsements applying for each vacant position (ST)	Sept Pull application data for previous fiscal year from Applitrack Data shared w/ DMPS leadership
Increase 3-year teacher retention rate from 72% (2010-11) to 80% (2014-15) (2)	Teacher cohort retention data	% of teachers in each cohort continuing employment (LT)	July Pull retention data for previous fiscal year from IFAS (employee database) Data shared w/ leadership

<p>Increase # of effective Teacher Leaders by 520 positions (3)</p>	<p>Review job descriptions & selection of Teacher Leader positions</p>	<p>Quality of selection process – document review (ST)</p>	<p>June</p> <p>TLC Site-Based Review Committee meets to review job descriptions & selection process</p> <p>Job descriptions & selection process adjusted based on committee feedback</p>
	<p>Count of Teacher Leader (TL) positions</p>	<p>Number of Coaches, District-Level Teacher Leaders & School-Based Teacher Leaders. (LT)</p>	<p>Sept</p> <p>Pull # of teachers employed as Teacher Leaders from IFAS</p> <p>Data shared w/ leadership</p>
	<p>Teacher Leadership Inventory 2x annually (peer assessed)</p>	<p>% of TL scoring at level 1 or 2 on <i>teacher leadership innovation configuration maps</i> (Learning Forward) (ST)</p>	<p>Fall & Spring</p> <p><i>Innovation configuration map</i> data aggregated</p> <p>Professional Development (PD) opportunities adjusted as needed</p>
	<p>Effectiveness of TL roles: teacher survey</p>	<p>% of teachers who consider each TL role effective (ST)</p>	<p>April</p> <p>Administer teacher survey</p> <p>Assessment team aggregates results</p> <p>TL roles adjusted as needed</p>

Increase teacher feedback to impact core instruction (4)	Document coaching sessions	Average ratio of teacher coaching sessions per teacher (ST)	June Pull # of teacher coaching sessions from database Data shared w/ leadership
	Survey teachers on perceived effectiveness of coaching sessions	% of teachers perceiving coaching sessions as effective (ST)	April Administer teacher survey Assessment team aggregates results Coaching methods adjusted as needed
Improve core instruction via 75% of teachers district-wide implementing the Instructional Framework w/ fidelity by 2017 (5)	Audit of teacher classroom instruction using Instructional Framework <i>innovation configuration maps</i>	Percent of teachers scoring at level 1 or 2 on Instructional Framework <i>innovation configuration maps</i> (ST / LT)	Fall & Spring <i>Innovation configuration map</i> data aggregated PD opportunities adjusted as needed
Increase student engagement from 57% (Fall 2013) to 65% (Fall 2016) through quality core instruction (5)	Administer Gallup Student Poll measuring student engagement	Percent of students engaged (LT)	Oct Administer Gallup Student Poll PD opportunities adjusted as needed
Increase student achievement through quality core instruction: Reading proficiency from 58% (2013) to 70% (2017) Math proficiency from 60% (2013) to 72% (2017) (5)	Administer Iowa Assessments measuring core content knowledge	Percent of students proficient in reading/ math (LT)	April Administer Iowa Assessments Assessment team analyzes results for trends PD opportunities adjusted as needed

DMPS will conduct summative and process evaluation activities to verify completion of process outcomes, measure progress toward achieving performance outcomes, and identify needed modifications. Evaluation efforts will include ongoing measurements designed to identify what efforts have had a positive effect on teacher effectiveness and areas needing improvement.

DMPS Continuous Improvement Loop

- **Step 1** Set Goals
- **Step 2** Monitor Implementation
- **Step 3** Assess Effectiveness/Quality
- **Step 4** Data Interpretation
- **Step 5** Adjust (PD Curriculum Changes, Structural Changes, & Resource Allocation)

As outlined in the chart in Section (a), using data and feedback from evaluative methods, DMPS will take action steps for continuous improvement to the TLC plan to ensure outcomes are met. For example,

- Job descriptions & selection process for Teacher Leaders will be adjusted, based on Site-Based Review Committee feedback
- PD opportunities will be adjusted, based on *innovation configuration map data* scores
- Coaching methods will be adjusted, based on results of the teacher survey of perceived effectiveness of coaching session.

The TLC Implementation Team will meet bi-monthly to:

- Make decisions about program design and activities
- Keep informed on upcoming activities and deadlines
- Analyze data to modify and improve the TLC plan.

To ensure the sustained effectiveness of the plan over time, DMPS will expand its current system of capturing data and feedback from stakeholders. Currently, this information is gathered via a variety of means (e.g. district surveys, live feedback sessions, and exit slips from PLC meetings). As evaluations are conducted, findings will be reported to the TLC Implementation Team, Site-Based Review Council (equal representation of teachers and administrators), DMPS administration, and Teacher Leaders. The evaluation plan provides a framework for feedback to be directly received by school leadership and allows for timely, targeted coaching.

Part 9

Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan.

DMPS used Part 9 narrative and score from the January 31, 2014 application. The narrative has been updated to reflect the October 31, 2014 re-submission / terminology.

Des Moines Public Schools (DMPS) possesses the collective energy and enthusiasm to fully implement a TLC system and serve as an example of best practice for school districts in Iowa. With more than 32,000 students, DMPS has countless stories of success. Some highlights exciting and significant trends at DMPS during the 2012-13 school year include:

- An increase in the graduation rate of nearly 3.5%.
- For the second year in a row, enrollment at DMPS increased by more than 500 students.
- The district saw a record number of AP Scholars and a record number of AP exams taken. All five comprehensive high schools were listed as a Top 50 school on the *Iowa AP Index*.

DMPS has implemented numerous grant projects funded by the federal government, the State of Iowa, and private organizations. DMPS has the infrastructure, experience, expertise, and resources in place to successfully administer and evaluate this project, and established data collection, analysis, and reporting systems allow for accurate measurement of performance outcomes. The DMPS Business & Finance Office monitors all grant finances, and a dedicated staff accountant tracks and monitors all grant funds to ensure appropriate use of funds. DMPS also has a dedicated Assessment team; they will be responsible for ongoing evaluation efforts. DMPS has a strong district administrative team that is committed to supporting schools, teachers, and students. The administrative team is highly collaborative with the intent of providing consistent and systemic support to schools. Finally, there are nearly 2,500 teachers in Des Moines devoted to providing students a quality education.

The key to continued success for DMPS students is to improve the quality of classroom teachers, along with each teacher's ability to effectively deliver core instruction, through the implementation of a robust teacher leadership system.

A sustainability effort for any initiative begins with the articulation of a shared vision, ensuring that there is commitment from all stakeholders. The district has built a strong coalition of support from stakeholders including teachers, building and district administrators, and parents. DMPS will build on this coalition of support by maintaining strong communication with stakeholders and will continue to significantly involve them in implementation of the TLC plan. Stakeholders will be integral to developing a strategic plan that covers activities beyond the funding period.

From past experience with grant-funded projects, DMPS has learned that the likelihood of sustaining any new approach increases if it is integrated into school improvement efforts. For this to happen, it is necessary to effect institutionalized, systemic changes. As Robert Kramer

(2002) stated: "Institutionalization is the active process of establishing your initiative--not merely continuing your program, but developing relationships, practices, and procedures that become a lasting part of the community."

In order to monitor the success of the TLC plan over time, DMPS will implement a system of continuous summative and process evaluation activities. Critical success factors will be identified, and modifications will be made as needed to improve efficiencies of the system. Each year, DMPS will take steps to update district procedures to ensure continued success of the TLC program as well as identify cost-effective strategies to sustain such functions. Examples of cost-effective strategies include embedding TLC services into school improvement planning, integrating TLC functions with existing activities, redistributing existing resources to sustain TLC functions, and using grant outcomes to leverage new funds.

Through continuous monitoring and evaluation, this TLC initiative will be a catalyst for systemic change. Approaching sustainability as systemic change will require DMPS to address the four major phases of the change process, as identified by Adelman & Taylor (2003):

PHASE	ACTION STEPS
1. Creating Readiness (with respect to the climate-culture for change): Enhancing the motivation and capability of a critical mass of stakeholders	Through the TLC planning grant, DMPS has engaged a variety of stakeholders to develop and garner support for the plan. Stakeholders will continue to be engaged in the months leading up to implementation to maintain motivation.
2. Initial Implementation: Phasing changes in with well-designed mechanisms for guidance and support	The TLC system will be supported by central administration to ensure the plan is implemented in a way that positively affects teachers' knowledge and skills, as well as student learning outcomes. Teacher will be supported through the existing professional development (PD) structure. A common PD time (early release Wednesdays) has created a culture of inquiry and collaboration among DMPS teachers and leaders. During implementation, portions of this time will be used to establish consensus around expectations, procedures, and outcomes of the TLC plan.
3. Institutionalization: Maintaining and sustaining changes through policies and practices	Stakeholders will have ongoing opportunities to provide input, which will be used to refine the supporting structures of the TLC system. DMPS will identify critical success factors that can be sustained through policy/procedures and take steps to institutionalize them (e.g. teacher leaders are integral members of the school's instructional leadership team and each school should hire its allotted Teacher Leader ratio).
4. Ongoing Evolution & Creative Renewal: Enabling stakeholders to become a community of learners	The DMPS Continuous Improvement Loop will provide the framework for ongoing evaluation and evolution of the TLC system.

Part 10

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals.

Using TLC funds, DMPS will implement a system that achieves the district's TLC goals. Funds will be spent on salary supplements for Teacher Leader positions, classroom coverage (ranging from full-release to sub coverage), professional development (PD), and mileage. TLC funding will help DMPS move from a loosely-organized teacher leadership structure where most leadership positions are unpaid and do not benefit from ongoing PD/support to a system that trains, supports, and compensates all Teacher Leaders. Funding will enable the district to meet its goals to attract able and promising new teachers, retain effective teachers by providing enhanced career opportunities, reward professional growth, and promote opportunities for collaboration. Achieving these goals will enable DMPS to improve student achievement in Des Moines.

RAISE THE MINIMUM SALARY [Budget - \$0]

DMPS minimum salary is above the required minimum salary.

SALARY SUPPLEMENTS [Budget - \$1,898,650]

NOTE: Regardless of whether the position is new or existing, each teacher supported through TLC funds will be hired using a rigorous selection process detailed in §6.

Teachers in Coaching roles (196) [Instructional (150), Technology Integration (12), SPED (16), and Induction (18)] will provide coaching and PD on best practice regarding such things as IA Core Curriculum, assessment, and effective instruction. For additional time and leadership responsibilities, Coaches will receive a total salary supplement of \$4,200, which is inclusive of 6 outside of contract days to engage in PD. Total Cost: \$823,200

District PLC Facilitators (120) will plan and lead eight focused learning sessions with peers on early-release Wednesdays, as part of DMPS' professional development system. Facilitator roles will vary; however, all will guide/direct specific programs and teams. For additional time and leadership responsibilities, PLC Facilitators will receive a total salary supplement of \$1,450, which is inclusive of 3 additional contract days to engage in PD. Total Cost: \$174,000

Demonstration Classroom Teachers (55) will open their classrooms to provide a laboratory for colleagues and school leaders to see best practices in action. Intentionally spread across all content areas, these demonstration classrooms will highlight particular core practices necessary for high-quality teaching and learning. Teacher Leaders will model and debrief teaching practice with visiting practitioners. For additional time and leadership responsibilities, Demonstration Classroom Teachers will receive a total salary supplement of \$2,950, which is inclusive of 3 additional contract days to engage in PD. Total Cost: \$162,250

Teachers in the TLC Coordinator roles (2) will be responsible for assisting in the management and implementation of the district's TLC plan with the support of existing central office staff. For additional time and leadership responsibilities, Coordinators will

receive a total salary supplement of \$10,000, which is inclusive of 20 additional contract days. Total Cost: \$20,000

School-Based Teacher Leaders (496) were previously informal roles. Each building will be allocated 6-12 School-Based Teacher Leader positions, based on school size. Within each school, 2-4 Teacher Leaders (TL) will be recognized as *Innovation Classroom Teachers*. Previously informal roles, these innovators will publicly identify, implement, assess, and promote new solutions at the site level. The remaining School-Based TLs will work collaboratively on *School Leadership Teams* to create, facilitate, and evaluate the school improvement plan and support teacher peers in implementing improvement strategies related to grade-level or departmental goals. For additional time and leadership responsibilities, School-Based TLs will receive a total salary supplement of \$1,450, which is inclusive of 3 additional contract days to engage in PD. Total Cost: \$719,200

CLASSROOM COVERAGE/SALARIES [Budget - \$8,055,500]

The district is budgeting the total compensation to cover a full-release Teacher Leader at \$89,000 per FTE; however, actual total compensation will be based on the individual teacher's place on the salary schedule and health insurance selection.

- Instructional Coaches: 73 new FTE teachers. 50-100% released. Total Cost: \$6,497,000
 - ES: 1 FTE per building = 37 FTE
 - MS: 2 FTE per building = 20 FTE
 - HS, category (a): 2 FTE per building = 8 FTE
 - HS, category (b): 3 FTE per building = 6 FTE
 - Alternative Schools/Programs: 2 FTE district-wide
- Technology Integration Coaches: 12 new FTE. 100% released. Total Cost: \$1,068,000
- Induction Coaches: 3 new FTE. 100% released. Total Cost: \$267,000
- TLC Coordinators: 2 new FTE. 100% released. Total Cost: \$178,000

Funds are also allocated to hire substitutes/teacher emeritus to cover classrooms to allow teachers to observe or co-teach with Teacher Leaders in demonstration classrooms. Total Cost: \$45,500

PROFESSIONAL DEVELOPMENT [Budget - \$41,694.42]

Funds are allocated for consultants, development, and materials to train teachers in leadership pathways. Teacher Quality PD, Title I PD, and Title IIA funds will be used in coordination with TLC funds to provide for PD activities. TLC PD funds will be supplemented with approximately \$200,000 in additional funds. PD for all Teacher Leaders will focus on the Iowa Department of Education's *TLC System - Framework for Learning Supports*; Coaches will also receive PD on coaching from the New Teacher Center, Marzano's Instructional Framework, and role-specific training.

OTHER COSTS [Budget - \$14,000]

Funds are budgeted for local mileage for teachers in leadership pathways to travel to buildings throughout the district to plan, deliver, and attend PD/other activities and for teachers to visit demonstration classrooms.

Expense	Cost	Units	Subtotal	Amount Budgeted
Raise the Minimum Salary:				-
None	-	-	-	
Salary Supplements:				1,898,650
Coaches	4,200	196	823,200	
District PLC Facilitators	1,450	120	174,000	
Demonstration Classroom Teachers	2,950	55	162,250	
TLC Coordinators	10,000	2	20,000	
School-Based Teacher Leaders	1,450	496	719,200	
Classroom Coverage:				8,055,500
Instructional Coaches	89,000	73	6,497,000	
Technology Integration Coaches	89,000	12	1,068,000	
Induction Coaches	89,000	3	267,000	
TLC Coordinators	89,000	2	178,000	
Substitute costs: \$130 per day x 350 days	130	350	45,500	
Professional Development:				41,694.42
Consultants, PD development & Materials for Participants (Estimated)	41,694.42	1	41,694.42	
Other Costs:				14,000
Local Mileage: \$0.56 per mile x 25,000 miles	0.56	25,000	14,000	
Total				10,009,844.42

Assurances

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

- Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.
- Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
- Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
- Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district’s TLC plan.
- Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district