



Application

88360 - Teacher Leadership and Compensation (TLC) System FY 2016

95608 - Audubon Community School District TLC Grant

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

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Agency

Organization Information

Organization Name: Audubon Community School

Organization Type: K-12 Education

Tax ID: 42-6000735

DUNS: 82-701-6650

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Benefactor

Vendor Number

Recipient Information

District Audubon Community School District
Use the drop-down menu to select the district name.

County-District Number 05-0414
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific Mr.

Name of Superintendent Brett Gibbs

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TLC Application Contact

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Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

The TLC vision of Audubon Community School District (ACSD) is to **“Empower teachers by increasing leadership opportunities and promote meaningful collaboration that will improve instructional practices and increase student achievement.”** A teacher leadership program implemented at ACSD will support our larger district-wide vision to “Educate, Motivate, and Inspire.”

ACSD's Teacher Leadership and Compensation plan includes 18 teacher leadership positions, allowing for over 35% of our 50 teachers to hold leadership roles, including:

Leadership Role
Instructional Coaches 2 positions (1/building), 100% out of classroom, Additional days: 15, Supplement: \$7,500
Mentor Teachers 4 positions (2/building), 100% in classroom, Additional days: 5, Supplement: \$2,500
Model Teachers 4 positions (2/building), 100% in classroom, Additional days: 3, Supplement: \$1,500
District Leadership Team 6 positions (3/building), 100% in the classroom, Additional Days: 4, Supplement: \$2,000
District Leadership Team Leaders 2 positions (1/building), 100% in the classroom, Additional Days: 5, Supplement: \$2,500

ACSD engaged in an inclusive and transparent development process for our TLC program. The developed plan capitalizes on the strengths of the district and moves us towards meeting targeted staff development and student achievement goals. It also has 100% support from the School Improvement Advisory Committee, teachers, and the administration.

As a community of educators, ACSD has embraced a culture of teacher leadership and an organizational structure that values shared leadership, meaningful collaboration, and professional inquiry. ACSD sees our proposed TLC plan as an opportunity to improve upon and formalize our current system. As a district we are always striving to get better. Our district-wide goals include increasing student proficiency in reading, math and science. As a district we believe strongly that improved instruction leads to improved student achievement. The proposed TLC plan aligns with district improvement goals and supports a commitment previously made by the school board to commit resources in a manner that reflects a collaborative culture as a priority.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the 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 who are not a member of another stakeholder group).

Audubon Community School District (ACSD) spent a total of 140 cumulative hours planning for and developing a Teacher Leadership and Compensation (TLC) program. The plan developed capitalizes on the strengths of the district, and moves us towards meeting targeted staff development and student achievement goals. It also has **100% support from community members participating in the School Improvement Advisory Committee (SIAC), teachers and the administration.** The process for developing the TLC plan included:

- Two meetings held during the 2013/14 school year, attended by nine teachers and three administrators, resulting in the decision to form a steering committee and explore a TLC program.
- A review of research and best practices:
- Mike Schmoker: [Results Now](#)
- Ruby Payne: [A Framework for Understanding Poverty](#)
- Richard DuFour: [Professional Learning Communities](#)
- Attendance at trainings and workshops: Teacher Leadership Symposium, ISEA, Governor's Meeting, Solution Tree: PLC Conference, Grant Writing Trainings, Governor's Office request/teacher leadership symposium, Teacher Leadership Workshop.
- Outreach to other school districts to learn about their TLC plans: Panorama, Collins-Maxwell, LeMars, Humboldt, Jefferson.

ACSD received a planning grant, which was used to:

- Send a team of teachers to the teacher leadership trainings and workshops mentioned above, including travel and registration costs (\$1,730.38).
- Pay for substitutes when teachers attended teacher leadership training and planning meetings (\$807.38).
- Compensate steering committee members for their time and effort devoted to the development of the TLC plan. This compensation allowed a larger, more diverse group to participate in the planning process (\$4,702.15).

Feedback was sought utilizing small group conversations, large group meetings, electronic surveys, and an open review process. Continuously solicited, this feedback ensured the plan developed reflects the goals and vision of the district. Additional members were added to the steering committee in order to effectively represent stakeholders. The steering committee was ultimately composed of:

- Three elementary, two middle, and three high school teachers, representing both buildings in the district and the Audubon Education Association.
- All three members of the administration.
- Two parents who were not also teachers.

The steering committee met six times over the course of four months to develop the TLC plan, advised by continuous feedback from stakeholder groups. A subgroup of steering committee members, made up of two teachers, a parent, and an administrator, participated in Heartland AEA's TLC workshop series and led the writing efforts.

Parents

Parents participated as active members of the steering committee. Other parents and students, participating in SIAC meetings, reviewed and provided input on the plan twice during its development. SIAC members include ten parents, seven of whom are not on staff in the district. The public was made aware of efforts to pursue the TLC grant through an article published in the countywide newspaper. Overall, parents showed overwhelming support for a TLC program at ACSD. One parent said, "This is a no-brainer. What a wonderful way to support teachers and students!" **When presented with the final plan, 100% of SIAC members expressed their support via consensus at a meeting.**

Teachers

All teachers in the ACSD were engaged in the development of the TLC plan. Teachers played an integral part in the plan's development through their involvement and leadership on the steering committee. A subgroup of the steering committee, including two teachers, led grant-writing efforts. The entire teaching staff, including those not otherwise participating on the steering committee:

- Took part in discussions at three staff meetings throughout the plan's development.
- Provided input via three electronic surveys: Were invited to review the full grant and provide feedback before submission.
- Survey #1: Asked teachers if they would be in support of a TLC program at ACSD.
- Survey #2: Asked teachers to review the current mentoring and induction program.
- Survey #3: Asked teachers if they would consider applying for a leadership position.
- Were invited to review the full grant and provide feedback before submission.

During the development of the plan, teachers expressed some concerns. These concerns were discussed as needed. Some adjustments to the plan were made to address input and concerns, such as minimizing out-of classroom time for teachers who hold both leadership roles and teach in classrooms. All teachers were surveyed and:

- **100% supported the development of a TLC plan in ACSD.**
- 50% expressed interest in applying for one or more of the leadership positions.

Administration

All three members of the administration fully support the plan and actively participated as steering committee members. Additionally, the school board was made aware of efforts to develop a TLC program and voted unanimously to support the plan on 08/18/2014. One administrator said, "This is really teacher-driven. We have great leadership from our staff already." The proposed TLC plan supports a commitment previously made by the school board to commit resources in a manner that reflects a collaborative culture as a priority.

Narrative

Using Part 2 application narrative from Year 1?

No

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

Audubon Community School District's (ACSD) TLC plan includes Instructional Coaches, Mentor and Model teachers, and a District Leadership Team, allowing for over 35% of our 50 teachers to hold leadership roles. ACSD already meets the minimum salary requirement of \$33,500. These teacher leaders will create a comprehensive system of support for all teachers in the district. This support will allow teachers to collectively work towards implementing Iowa Core, create rigorous and relevant curriculum, and assist each other in working towards individual career goals and furthering student achievement.

The TLC vision of ACSD is to “Empower teachers by increasing leadership opportunities and promote meaningful collaboration that will improve instructional practices and increase student achievement.” A teacher leadership program implemented at ACSD will support our larger district-wide vision to “Educate, Motivate, and Inspire.”

Implementing the proposed TLC plan in ACSD supports the district's existing goals, which directly correlate to the statewide goals of the TLC program. ACSD's number one goal is to improve student achievement by strengthening instruction, which is both a statewide goal of the TLC program, and an existing goal of ACSD. Two key initiatives are in place to move the district towards achieving these goals: our Professional

Existing ACSD Goals	TLC Program Statewide Goals	ACSD TLC Goals, as developed by Stakeholders
ACSD will promote, develop, and foster an atmosphere of collaboration by encouraging leadership through mentoring, job shadowing, and professional modeling.	Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.	In the 2015-16 school year, ACSD will collaborate through PLCs three times a month working on action research and Iowa Core. Annually, 100% of participating teachers will feel the mentor/mentee process was meaningful and effective.
ACSD will develop and provide necessary resources to attract and retain progressive, quality, and caring personnel.	Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.	For the 2015-2016 school year, 18 building leaders will be put into place to fulfill leadership opportunities. Each year, 90% of the teaching staff will feel supported by teacher leaders.
ACSD will implement Multi-tiered Systems of Support and utilize every resource to maximize learning for all students.	Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.	By means of professional development (PD) and leadership opportunities, by spring of the 2015-2016 school year, 95% students in grades 4-11 will score proficient or above and/or make a year's growth on the Iowa Assessment Reading Test.

These goals are based on district data, including:

- 38% of students district wide receive free or reduced lunch, including 49% of students at our elementary building.
- In 2012-2013, Iowa Assessments showed that Audubon students in grades 3-11 were:
 - 84.1% proficient in Math
 - 74.5% proficient in Reading Comprehension
 - 83.2% proficient in Science
- These numbers were improved upon in the 2013-2014 school year:
 - 88.4% proficient in Math
 - 83.3% proficient in Reading Comprehension
 - 87% proficient in Science

When reflecting on student data, ACSD is proud to have maintained successful programs and high levels of academic achievement, despite declining enrollment and corresponding staff reductions. We have excelled academically even though we face challenges due to the high percentage of low-income students in the district. In A Framework for Understanding Poverty, Ruby Payne asserts that readiness to learn is negatively impacted by poverty. However, Ben Johnson adds that good teachers can overcome societal problems interfering with an individual student's learning (Edutopia: Why Quality Professional Development for Teachers Matters). The ACSD staff continuously looks for ways to meet the needs of these students through staff trainings. Our TLC plan increases the capacity for instructional leadership throughout the district, providing teacher-led PD, ongoing coaching, and opportunities to collaborate. Collaboration between teachers provides “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004). PLCs are powerful tools for PD and a driver for school improvement. The proposed leadership plan will promote excellence and growth and will further support teachers through content-specialized support, ultimately strengthening student instruction. ACSD will improve student achievement through system-wide, high quality instruction, parent outreach, and intensive MTSS.

To evaluate our goals, ACSD will:

- Compare gains in student achievement before and after implementation of the TLC plan.
- Obtain annual feedback from mentees.
- Compare teacher retention rates prior to implementation of the TLC program and after.
- PD (PLCs) will be reviewed bi-annually.
- Review meeting minutes and networking activities and compare them to minutes and activities conducted prior to TLC implementation.
- Examine pre and post TLC survey results, peer feedback, and self-reflections.

ACSD will keep the School Improvement Advisory Committee and school board members informed of progress and results from the TLC program and solicit their feedback.

Using Part 3 application narrative from Year 1?

No

Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

In addition to the existing District Leadership Team (DLT), the proposed teacher leadership program at Audubon Community School District (ACSD) will add two full time Instructional Coaches, four Mentor Teachers, and four Model Teachers. Collectively, the ACSD teacher leadership program will incorporate teacher leaders into two existing key initiatives and three structures.

Key Initiative #1: Professional Learning Communities & Implementation of Iowa Core

ACSD is in its second year of utilizing Professional Learning Communities (PLCs) as its platform for professional development (PD). “Today, PLCs have at their core a belief in teacher leadership and involvement in school improvement efforts” (Center for Comprehensive School Reform and Improvement, 2009). Initiated by the district K-12 leadership team, the focus for the second year of PLC efforts is the implementation and integration of the Iowa Core literacy standards. Through the PLC program, ACSD has committed to:

- Seeking out best practices that ensure student learning
- Creating and maintaining a collaborative culture in which stakeholders take collective responsibility of all students learning at high levels
- Making collaborative teams the fundamental structure of the school through PLCs
- Continuous learning and ongoing professional development
- Two early-release Wednesdays per month are used to continue Iowa Core (English Language Arts) alignment

Connect, Support & Strengthen:

Our District Leadership Team has been in existence for seven years and serves as a driving force behind PLC efforts. The proposed TLC program will tie new and existing roles together, strengthening them all. Through the proposed teacher leadership program, Instructional Coaches and Model Teachers will help cultivate an environment of collaboration by 1) assisting teachers in implementing initiatives and effectively using data; and 2) collaborating with the district leadership team to plan and implement professional development opportunities.

Key Initiative #2: Multi-Tiered Systems of Support (MTSS)

Both buildings use MTSS as a framework to move toward the district goal that all students should grow at, or above, expected levels on Iowa Assessments. For the past four years, ACSD has had a MTSS program focused on reading for the K-6th grades. For grades 5-12, ACSD has an intensive at-risk program. The vision of these multi-tiered systems of support is to utilize every available resource to maximize learning for all students.

Connect, Support & Strengthen:

Teacher Leaders will provide further support and resources to teachers as they implement MTSS efforts. Instructional Coaches, Mentor Teachers and Model Teachers at ACSD will help teachers improve skills through collaboration. Instructional Coaches will organize a more comprehensive collection of data on students who are not improving at expected levels. All Teacher Leaders will also facilitate efforts to research best-practices and locate learning tools including assessments, technology, and resources with the goal of strengthening MTSS.

Structure #1: District Leadership Team

A team of teachers called the District Leadership Team has been in existence for seven years and has led professional development in ACSD for the past two years. This DLT is comprised of a cross-section of teachers from all buildings and academic levels.

Connect, Support & Strengthen:

Instructional Coaches will serve as an ex-officio member and advise the DLT on best practices and teacher needs. Additionally, the Instructional Coach will assist the DLT team in developing and implementing professional development.

Structure #2: New Teacher Induction (Mentor/Mentee program)

The Teacher Induction System is currently handled exclusively by the principals who assign each new teacher a mentor. The Mentor/Mentee pair participates in Heartland AEA facilitated professional development. No school time is scheduled for observation, modeling, or reflection.

Connect, Support, & Strengthen:

Instructional Coaches will now assist new teachers in finding Model Teachers to observe and time to reflect. Mentor Teachers will have the flexibility to periodically leave their classroom to work with their mentee.

Structure #3: Data-based Decision Making

ACSD currently meets regularly to review student achievement data. This review process informs instructional practices allowing teachers to modify classroom and small group instructional strategies.

Connect, Support, & Strengthen:

All Teacher Leaders will use data and research to assist teachers in implementing best practices with rigor and fidelity. For instance, an Instructional Coach may use FAST data to help teachers identify ways to improve MTSS groups. Formative and summative data will guide decision-making as CORE instruction is analyzed and adjusted.

Using Part 4 application narrative from Year 1?

No

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

After reviewing retention data, our steering committee learned that 18% of our current teaching staff has been employed in the district for fewer than five years. Last year, four teachers were new first year teachers. Thirteen of our teachers graduated from Audubon Community Schools, while seventeen have been teaching within our district for longer than fifteen years. With this data in mind, our TLC steering committee set out to develop a program that will support teachers who are new to the profession in addition to experienced teachers who are new to our district. Veteran teachers will benefit from newly-established leadership roles as well.

Current Mentoring & Induction System

The Audubon Community School District (ACSD) utilizes the Heartland Area Education Agency (AEA) mentoring program for first- and second-year teachers. These classes are taught locally through AEA personnel. New teachers are also assigned a district-employed mentor. Typically the district assigned mentor is a grade/content similar veteran teacher that supports the new teacher as he or she enters the profession. Our TLC steering committee reviewed data related to our mentoring and induction process. This included teacher retention data, informal feedback gathered from mentees and mentors, and an electronic survey of all teachers. Meaningful feedback identified areas of effectiveness in our mentoring and induction program, as well as areas in need of improvement.

Areas of Effectiveness

Teachers surveyed cited several effective aspects of the current mentoring and induction system. Primarily, teachers felt that the time mentors and mentees had to collaborate was helpful. Several mentees said having someone to “bounce ideas off of” was crucial to “understanding classroom management and students’ prior knowledge.” Other teachers indicated it was helpful to get to know a staff member right away and have someone with which to discuss concerns, students, and school procedures.

Areas for Improvement

Of those surveyed, 38% indicated that the current mentoring and induction system was either not effective or only “sort of” effective. Survey participants stated that there was not enough time to meet with their mentors, and what little time they had was ill-used doing “busy work.” One respondent said, “Mentoring needs to be site specific, content specific, and tailored to the needs of the person being mentored. It also needs to be ongoing and evaluated. The climate of education is an ever-changing terrain; what works in one circumstance may not work in another.”

Closing Our Gaps

In response to the results of our survey, the steering committee focused the TLC plan on improving our mentoring and induction program. Our TLC plan includes four Mentor Teachers, two per building, for novice teachers and new-to-the-district teachers. These Mentor Teachers will create a positive and supportive transition in our district. To provide the time needed to work effectively with new teachers, Mentor Teachers will have five extended-contract days and a salary supplement of \$2,500. Additionally, Mentor Teachers will have support from either the Instructional Coach or a substitute, allowing them to occasionally leave their classrooms to work with their mentee. During their first and second year in the profession, new teachers will be matched with a mentor who will provide individualized and focused supports through weekly collaboration sessions. Teacher Leaders, serving in a mentorship role, will help induct teachers new to the district in four ways:

1. Orientation

Mentor teachers will orient new teachers to the district. They will take time to explain district procedures, the climate, and the culture. Mentors will also attend new teacher training with their mentee prior to the start of the school year.

2. Sharing Resources

Mentor teachers will share instructional and professional resources with their mentees. They will serve as resources by inviting new teachers into their classrooms to observe, co-teach, collect data, etc.

3. Provide Support

Mentor teachers will provide practical support on a day-to-day basis for their mentees. They will serve as the “go-to” for mentees’ questions and concerns. Mentors will assist mentees in effectively building relationships with staff and students. They will also work inside the mentees’ classrooms to help implement new ideas, demonstrate lessons, or engage in co-teaching, observing, and giving feedback. Finally, mentors will serve as role models for the mentees.

4. Encourage Rigor & Fidelity

Mentor teachers will encourage rigor and fidelity by advising the mentee on instruction, curriculum, procedures, and practices. They will also assist mentees in selecting and implementing effective teaching and classroom management strategies and differentiating instruction for student engagement.

By providing these opportunities to collaborate, our goal is to better prepare, support and retain teachers in our district and in the teaching profession.

Narrative

Using Part 5 application narrative from Year 1?

No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

- a) A description of the responsibilities and duties for each new 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 new 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.

Audubon Community School District (ACSD) will hire 18 teacher leaders for the 2015/16 school year, including: 2 Instructional Coaches, 4

Leadership Position	Roles & Responsibilities
<p>Instructional Coach</p> <p>2 positions (1 per building)</p> <p>100% Out of classroom</p> <p>Additional contract days: 15</p> <p>Supplemental pay: \$7,500</p>	<p>Collaborates with Administration & other Teacher Leaders to coordinate & implement TLC program</p> <p>Designs processes to break the norms of isolation, address issues of trust, and cultivates a collaborative culture</p> <p>Serves on committees that focus on instructional improvement</p> <p>Stays current with research supported best practice</p> <p>Coaches teachers in improving instruction</p> <p>Works inside classrooms to help teachers implement new ideas, demonstrates lessons, engages in co-teaching, observing and giving feedback, and studies how students respond</p> <p>Coordinates collaborative TLC opportunities</p> <p>Helps schedule and provide structures to support teacher engagement in peer observation</p> <p>Helps structure opportunities for teachers to practice newly-learned skills with peers</p> <p>Assists teachers in effectively implementing initiatives and using data</p> <p>Facilitates ongoing discussions of content standards (Iowa Core), how components of the curriculum fit together, and how to use curriculum to plan instruction and assessment</p> <p>Engages colleagues in analyzing and interpreting multiple sources of data to strengthen instruction</p> <p>Helps colleagues by sharing instructional and professional resources</p>
<p>Mentor Teacher</p> <p>4 positions (2 per building)</p> <p>100% in classroom</p> <p>Additional days: 5</p> <p>Supplement: \$2,500</p>	<p>Works with teachers with an initial license or experienced teachers new to the district</p> <p>Share instructional and professional resources with mentee</p> <p>Assist mentees in selecting and implementing effective teaching and classroom management strategies and differentiate instruction for student engagement</p> <p>Serve as a role model for mentee</p> <p>Explain district procedures, climate and culture</p> <p>Attend New Teacher Training prior to the start of the school year</p> <p>Completes a log documenting daily mentoring tasks</p> <p>Works with the mentee to help implement new ideas, demonstrate lessons, engage in co-teaching, observing, and giving feedback within both mentor/mentee classrooms</p> <p>Attend Heartland AEA's Mentor Classes</p>
<p>Model Teacher</p> <p>4 positions (2 per building)</p> <p>100% in classroom</p> <p>Additional days: 3</p> <p>Supplement: \$1,500</p>	<p>Shares instructional and professional resources</p> <p>Contributes time and specific expertise to make significant contributions to the development of professionals</p> <p>Implements effective teaching practices and invites teachers into their classrooms to observe, co-teach, collect data, etc.</p> <p>Leads post observation conferences and completes log of observations</p> <p>Stays current on research-supported best practices</p>

<p>District Leadership Team</p> <p>3 positions (3 per building) 100% in the classroom Additional Days: 4 Supplement: \$2,000</p>	<p>Collaborates with Heartland AEA to provide license renewal credits for PD</p> <p>Provides and/or facilitates quality PD three Wednesdays each month according to the PD plan (during early release days)</p> <p>Evaluates the PD program utilizing teacher surveys and any other method the team deems appropriate</p> <p>Conducts a needs assessment for the next year's PD plan utilizing staff surveys, student data, and/or any other method the team deems appropriate</p> <p>Screen new team members</p>
<p>DLT Leaders</p> <p>2 positions (1 per building) 100% in the classroom Additional Days: 5 Supplement: \$2,500</p>	<p>Schedules meetings</p> <p>Sets the agenda for each meeting with input from the members</p> <p>Conducts meetings in an efficient manner – seeks consensus</p> <p>Assigns tasks to committee members to ensure quality PD</p> <p>Communicates the plan details for each PD day with building administrators</p> <p>Communicates teacher roles and responsibilities for each PD day</p>

Teacher Leaders, in the above roles, will play an active part in working towards our key initiatives. The leadership roles fit together to form a coherent instructional improvement strategy, strengthening instruction, and ultimately improving student achievement throughout the district.

Key Initiative #1: Professional Learning Communities

ACSD is in its second year of utilizing Professional Learning Communities (PLCs) as its platform for professional development. “Today, PLCs have at their core a belief in teacher leadership and involvement in school improvement efforts” (Center for Comprehensive School Reform and Improvement, 2009).

Our **DLT leaders** plan and facilitate our PLCs and professional development. The proposed new TLC program will tie new and existing roles together, strengthening them all. Through the proposed teacher leader program, **Instructional Coaches** will help foster an environment of collaboration by 1) assisting teachers in implementing initiatives and effectively using data; and 2) collaborating with the district leadership team to plan and implement professional development opportunities. Within this system, the instructional coaches will work with the **model and mentor teachers** through the PLC structure to help implement effective classroom practices.

Key Initiative #2: Multi-Tiered Systems of Support (MTSS)

Both buildings use MTSS to move toward the district goal that all students should grow at or above expected levels on Iowa Assessments. For the past four years, ACSD has had a MTSS program focused on reading for the K-6th grades. For grades 5-12, ACSD has an intensive at-risk program. The vision of these multi-tiered systems of support is to utilize every available resource to maximize learning for all students.

Instructional coaches will organize a more comprehensive collection of data on students who are not improving at expected levels.

Instructional Coaches will give input to the **District Leadership Team and DLT Leaders** regarding needs for Professional Development based on district and classroom data. **Model and Mentor Teachers** will be actively engaged in the process through collaboration with leaders.

Structure #1: District Leadership Team

A team of teachers, called the **District Leadership Team** has led professional development in the ACSD for 2 years. This DLT is comprised of a cross-section of teachers from all buildings and academic levels.

Teacher Leader Collaboration:

Instructional Coaches will serve as an ex-officio member and advise the **DLT** on best practices and teacher needs. Additionally, the Instructional Coach will assist the DLT team in developing and implementing PD.

Structure #2: New Teacher Induction (Mentor/Mentee program)

The Teacher Induction System is currently handled exclusively by the principals who assign each new teacher a mentor. Through the existing system, the **Mentor/Mentee** pair participates in Heartland AEA meetings. No school time is scheduled for observation, modeling or reflection.

Teacher Leader Collaboration:

Instructional coaches will now assist new teachers in finding **Model** teachers to observe and time to reflect. **Mentor** teachers will have the flexibility to periodically leave their classroom to work with their mentee. The **District Leadership Team** will be responsive to the needs of new teachers when planning PD.

Structure #3: Data-based Decision Making

ACSD currently meets regularly in teams to review student achievement data. This review process guides instructional practices allowing

teachers to modify classroom and small group instructional strategies.

Teacher Leader Collaboration:

Instructional Coaches will collect and use data to research best practices and assist teachers in implementing them with rigor and fidelity.

This data will be shared with the **District Leadership Team**, as well as **Mentor** and **Model Teachers** to inform professional development and instructional practices.

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Audubon Community School District (ACSD) will have 18 teacher leadership positions for the 2015/16 school year, including: 2 Instructional Coaches, 4 Model Teachers, 4 Mentor Teachers, 6 members of the District Leadership Team (DLT), and 2 DLT Leaders. Referring to the Teacher Leader Model Standards developed by the Teacher Leadership Exploratory Consortium; our steering committee adopted six qualities for leadership:

1. Work with adult learners and foster a collaborative culture to support educator development and student learning.
2. Work collaboratively with others to facilitate improvements in instruction and student learning.
3. Demonstrate knowledge of content and pedagogy and the ability to combine outcomes, core-friendly teaching strategies, and assessments into excellent units of instruction.
4. Promote professional learning for continuous improvement.
5. Communicate effectively within the school and in outreach and collaboration with families and the community.
6. Promote the use of assessments and data for school and district improvement.

The application process for Instructional Coaches, Mentors and Model Teachers includes three steps, outlined below. Instructional Coaches, Mentors and Model teachers will be hired and reviewed annually. District Leadership Team Members will be hired and reviewed annually, but will have to reapply every third year. Teachers must have taught at least 3 years, including 1 year in the district to be eligible for a teacher leadership role. Eligible teachers from all district buildings and grade levels may apply. A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role or for reassignment to that role. Teachers applying for the District Leadership Team will only complete step 2. District Leadership Team applications will be screened by the current DLT, who will in turn recommend the best candidates to the superintendent.

Application Process

1. Attend an informational meeting overviewing position expectations and the application process.
2. Fill out an electronic application describing: 1. Areas of involvement in building/district leadership 2. Professional development activities and demonstrated professional growth 3. Methods for building trusting relationships and fostering collaboration among co-workers 4. Demonstrated success creating and implementing achievable goals to strengthen instruction and increase student achievement.
3. Interview: The selection committee will interview all applicants. During this interview candidates will be asked to articulate how they meet each quality of leadership.

Selection Committee:

Each building will have a selection committee, appointed annually, and composed of 3 administrators and 2 teachers not applying for a leadership position that year. The principal will ask interested teachers to sign up to serve in this role, and ultimately determine who will participate.

The selection committee will develop a rubric with which to evaluate candidates. This rubric will reflect the selected 6 qualities for leadership, applicants' prior demonstrated effectiveness and professional growth. This rubric will be made available to all teachers in the ACSD.

After full consideration of all applicants, if no applicant is qualified to fill a particular teacher leadership position, the recommendation will be to leave the position unfilled. The school board will hire teachers to fill leadership positions based on the superintendent's recommendation.

Due to privacy issues, no teacher will be required to provide information that violates privacy such as evaluation documents or student data changes from their own classroom. However, they may provide them if they choose.

Professional Growth and Annual Review

The annual review of assignment for all Teacher Leadership positions will include three data sets:

- Peer feedback on the effectiveness of teacher's performance of duties
- Administrative review
- Self-review specific to the teacher's leadership role

A teacher who completes the time period of assignment in a leadership role may apply for assignment in a new leadership role, or for reassignment to that role.

Narrative

Using Part 7 application narrative from Year 1?

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your 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 districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

[Click here](#) To access the Iowa Professional Development Model page.

“Teacher leadership is the process by which teachers, individually or collectively; influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. Such team leadership work involves three intentional development foci: Individual development, collaboration or team development, and organizational development.” York-Barr and Duke (2004)

Audubon Community School District (ACSD) will hire 18 Teacher Leaders for the 2015/16 school year, including: 2 Instructional Coaches, 4 Model Teachers, 4 Mentor Teachers, and 8 members of the District Leadership Team.

For the past seven years, Audubon Community School District (ACSD) has had a district leadership team (DLT) made up of a cross section of teachers and administrators from all grade levels and buildings. Led by teachers, the DLT has used the ongoing cycle of the Iowa Professional Development Model (IPDM) to guide professional development (PD). For the past 2 years, the DLT has used Professional Learning Communities (PLCs) as a platform. Led by the DLT, all teachers meet in PLC teams weekly on early-release days:

- Once a month with interdisciplinary PLC teams
- Twice a month with content specific PLC teams
- Once a month as a large group to focus on FAST (Formative Assessment System for Teachers), ELI (Early Literacy) and MTSS (Multi-Tiered Systems of Support)

Moving forward with a Teacher Leadership and Compensation (TLC) program, new teacher leaders will collaborate with the DLT to strengthen professional development efforts. The DLT will seek and utilize the input and expertise of all teacher leaders in the development of PD. All Teacher Leaders will be involved in the ongoing cycle of school improvement planning using the following components of the Iowa Professional Development Model:

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

IPDM	ACSD Teacher Leadership Roles In Professional Development
Collecting & Analyzing Student Data	Each Spring all newly hired Teacher Leaders (DLT, Mentor Teachers, Model Teachers, Instructional Coaches) will meet with the administration to review and analyze current student achievement data. Teacher Leaders will collect and analyze both formative and summative data relevant to instructional design and implementation on an ongoing basis.
Goal Setting	The District Leadership Team , with input from Mentor Teachers, Model Teachers and Instructional Coaches , will use student data to determine PD Goals for the following year.
Selecting Content	Teacher Leaders will consider identified goals, student data, and input from teacher feedback before selecting future PD content. Content will be delivered through the PLC platform.
Designing the Process for Improving Instruction	While designing the process for improving instruction in PLCs, teachers will read, reflect, and discuss best instructional practices. In this way the DLT will equip staff to develop a curriculum that will result in long-lasting instructional change and lead to increased student achievement. Using the AEA as a resource, the District Leadership Team, Instructional Coaches , and Administration will use data to design the design process for improving instruction by focusing it on the 4 critical questions: <ul style="list-style-type: none"> • What do we expect students to learn? • How will we know when they've learned it? • How will we respond when they don't? • How will we deepen the learning for students who have already mastered essential knowledge and skills?
Evaluation	The District Leadership Team will annually synthesize formative and summative evaluation data, assisted by input from Mentor & Model Teachers and Instructional Coaches .

Ongoing Cycle Continues

The District Leadership Team will share PD evaluation results with teacher leaders for the following year, ensuring an ongoing PD cycle.

ACSD's proposed Teacher Leadership and Compensation plan directly aligns with the Iowa Professional Development Model. ACSD is proud of the leadership already shown by our teachers; we have a strong tradition of teacher-led PD. We expect the proposed TLC plan to further promote teacher leadership efforts, positively impacting PD, and ultimately strengthening student instruction.

Using Part 8 application narrative from Year 1?

No

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

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Audubon Community School District (ACSD) will frequently monitor the effectiveness of our Teacher Leadership and Compensation Program using the measures outlined below. As needed, ACSD will make adjustments to our plan to ensure the program continually meets the needs of our teachers.

Goals	Short Term Measures	Long Term Measures
<p>In the 2015/16 school year, ACSD will collaborate through Professional Learning Communities (PLCs) three times a month working on action research and IA Core.</p>	<p>Professional development (PD) minutes will reflect four PLC meetings each month: 2 meetings focused on IA Core 1 meeting focused on action research as determined by each PLC team 1 large group meeting focused on literacy and Multi-tiered Systems of Support</p>	<p>PLCs will be designed to meet learning needs based on data from teacher feedback and surveys</p>
<p>In the 2015-2016 school year, 100% of participating teachers will feel the mentor/mentee process was meaningful and effective.</p>	<p>Mentoring log documenting activities Mentee survey data measuring perception of mentoring effectiveness</p>	<p>Mentee survey data measuring perception of mentoring effectiveness Documentation of conversations and reflections of collaboration time</p>
<p>For the 2015-2016 school year, 18 building leaders will be put into place to fulfill leadership opportunities.</p>	<p>Number of Teacher Leaders hired Completion of ongoing trainings for Teacher Leaders Minutes from PD planning, teacher leader meetings, & District Leadership Team meetings Self-evaluation of leaders' professional growth and performance including modeling provided, demonstration lessons delivered, etc. Perception surveys completed by teachers 3 times/year using the Teacher Leadership Skills Framework</p>	<p>Teacher Leaders' effectiveness will be evaluated 3 times/year using the Teacher Leadership Skills Framework (TLSF), measuring: 1) Documented compliance with job responsibilities 2) Teacher survey results providing feedback on job performance based on Teacher Leadership Skills Framework criteria 3) Performance evaluation with principal based on district Teacher Evaluation System</p>
<p>90% of the teaching staff will feel supported by teacher leaders.</p>	<p>Perception surveys completed by teachers 3 times/year using the Teacher Leadership Skills Framework</p>	<p>Annual district evaluation of TLC program with all Teacher Leaders and administration will include a review of job descriptions and leader responsibilities Mentee survey data measuring perception of mentoring effectiveness Perception surveys completed by teachers 3 times/year using the Teacher Leadership Skills Framework</p>
<p>By spring of the 2015-2016 school year, 95% of students in grades 4-11 will score proficient or above and/or make a year's growth on the Iowa Assessment Reading Test.</p>	<p>Annual Iowa Assessment achievement and growth data Other district formative and summative assessments</p>	<p>Iowa Assessment achievement data comparing 3 year data sets Annual Yearly Progress status</p>

All Teacher Leaders will monitor the ACSD TLC program and have ongoing communication with administrators. Our Instructional Coaches will ensure TLC goals are aligned with the changing needs of our teachers through ongoing and monthly data collection. District administrators will monitor the needs of Teacher Leaders and provide supports to ensure their success. Continuous, data-based conversations will be driven by reflections, observations, and documentation of the frequency and type of collaboration between Teacher Leaders and teachers. The impact and effectiveness of the TLC program will also be evaluated based on feedback received from informal conversations, surveys, and meetings with teachers and stakeholders.

Annually, Teacher Leaders will work with the administration to conduct a more formal evaluation of the TLC program. During this evaluation,

teacher leadership job descriptions and responsibilities will be revised as needed. TLC program goals will also be assessed based on data gathered from student achievement results, self-assessments, recruitment and retention data, surveys, and meeting minutes. Changes to the program will be made as needed based on the Teacher Leadership Skills Framework and teacher surveys reflecting the effectiveness of leadership positions. As our TLC program is evaluated, results will be shared with the school board and School Improvement Advisory Committee.

Using Part 9 application narrative from Year 1?

No

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 districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Building Capacity for Teacher Leaders

Audubon Community School District (ACSD) has a culture of inquiry and collaboration, as evidenced through our teacher-led professional development (PD) program. Teacher leaders have led PD for the past 8 years. ACSD is in its 2nd year of using Professional Learning Communities (PLCs) as the platform for collaborative and authentic professional growth. This tradition of leadership was continued when teachers initiated and led the TLC plan development and grant application process. ACSD is proud of its Teacher Leadership culture and has embraced an organizational structure that values shared leadership, meaningful collaboration, and professional inquiry. In ACSD, teacher leaders will work alongside other teachers and school administrators realizing our goal to “Empower teachers by increasing leadership opportunities and promote meaningful collaboration that will improve instructional practices and increase student achievement.”

Future School Improvement Efforts

ACSD sees our proposed TLC plan as an opportunity to improve our current system. As a district we are always striving to get better. In this most recent school year our elementary school is on the Department of Education’s “School In Need Of Assistance” watch list. Additionally, our goals include increasing student proficiency in reading, math and science (current proficiency levels are 87%, 83% and 88%, respectively). As a district we believe strongly that improved instruction leads to improved student achievement. Therefore we are committed to continually honing our TLC program through ongoing and annual evaluations. Evaluation results and corresponding changes will be shared with stakeholders including teachers, the School Improvement Advisory Committee (SIAC), and the school board.

The proposed TLC plan aligns with district improvement goals and supports a commitment previously made by the school board to commit resources in a manner that reflects a collaborative culture as a priority. ACSD feels confident in our ability to implement this program based on the success of past initiatives the district was able to implement and revise, ensuring effectiveness. For example, as a part of our school improvement process in 2010-2011, the elementary school committed to Multi-tiered Systems of Support (MTSS). As MTSS has progressed, we have made on-going adjustments to maximize its effectiveness.

Stakeholder Support

ACSD has engaged in an inclusive and transparent development process for our TLC program. Teachers offered feedback on multiple surveys and in multiple meetings, allowing the Steering Committee to craft a plan representative of the district’s values. Input was also sought from the school board and the Student Improvement Advisory Committee (SIAC). As documented through our most recent site visit, ACSD has an engaged and informed SIAC. Due to the value placed on actively building a positive culture for teacher leadership, we have a significant amount of support from all stakeholders including parents, teachers, administrators, and the school board.

Professional Development for Teacher Leaders

Teacher Leaders will require ongoing training and support to effectively implement and sustain our TLC program. ACSD will utilize internal and external resources to create meaningful PD opportunities. Each Teacher Leadership role serves a different purpose. Therefore, PD will be differentiated for each position and include research-based models of effective coaching, collaboration, and data-driven leadership. PD will be tailored to the individual holding the leadership position. Professional development for Teacher Leaders may include some of the following training and learning opportunities:

- Peer coaching and feedback
- The Iowa Core
- Characteristics of Effective Instruction
- Iowa’s RTI-MTSS framework
- Data Analysis Protocols
- Exemplary mentoring and induction practices
- Curriculum and assessment design and implementation

Decision Makers	Responsibilities
Steering Committee	Support implementation of the TLC program until the Selection Committee is formed
Selection Committee	Establishes the rubric used to evaluate candidates for Teacher Leadership positions, shares the rubric with all Teachers Accepts and reviews applications, interviews candidates, and makes hiring recommendations to the superintendent
Teacher Leaders	Performs established job duties and fulfills responsibilities Participates in the ongoing and annual evaluations of the TLC program

Building Principals	<ul style="list-style-type: none"> Coordinate the Teacher Leadership application & hiring process Provide support for Teacher Leaders Evaluate all teacher leaders Participate in the evaluation of the TLC program Assign Mentors to all new teachers
Superintendent	<ul style="list-style-type: none"> Receive recommendations from the selection committee for appointments of teacher leaders Receive recommendations from Teacher Leaders to monitor or adjust the district TLC plan Ensure transparent communication between the district and the Board of Education regarding the TLC program Monitor and supervise the use of the TLC funds

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.*

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number	525.3
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$162,223.15
Total Allocation	\$162,223.15

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$55,378.86
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$106,844.28
Amount used to provide professional development related to the leadership pathways.	\$0.00

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.
These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.

\$0.00

Totals

\$162,223.14

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$162,223.14
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted	\$0.01
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Budget Alignment

Using Part 10 application narrative from Year 1?	No
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Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Narrative

- Audubon Community School District (ACSD) already meets the minimum salary requirement of \$33,500.
- \$55,378.86 will be used to compensate teachers holding leadership positions. Additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete job responsibilities.
- ACSD will hire 2 new employees to fill positions vacated by newly hired Instructional Coaches. Funds needed to hire these new teachers are estimated at \$53,422.14 for each full-time teacher, totaling \$106,844.28.
- ACSD budgeted \$3,000 to cover professional development expenses for Teacher Leaders, including: transportation, registration fees, and paying for substitutes to cover classes when Leaders attend trainings. This money will come from the district's State Professional Development Funds, Title 2A Grant Funds or Rural Small School Grant Funds.

Distributing compensation in this manner will allow ACSD to develop leadership opportunities for exemplary educators, improving instructional practices and ultimately increasing student achievement.

The TLC vision of ACSD is to “Empower teachers by increasing leadership opportunities and promote meaningful collaboration that will improve instructional practices and increase student achievement.” A teacher leadership program in ACSD will support our larger, district-wide vision to “Educate, Motivate, and Inspire.” Teacher Leaders will create a comprehensive system of support for all teachers in the district. This support will allow teachers to collectively work towards implementing Iowa Core, create rigorous and relevant curriculum, and support each other in working towards individual career goals and furthering student achievement.

Budget Development

ACSD carefully calculated a budget linked to accomplishing our TLC goals. All of our goals focus on increasing student achievement through improved instruction; therefore, our budget is 100% aligned to that mission. ACSD is proud of the teacher-led collaboration that took place to shape our TLC plan and budget. Teachers, administrators and parents participated in plan development, providing critical feedback resulting in strong support from all stakeholders.

Roles, Costs & Goals

ACSD's TLC plan includes 18 Teacher Leaders, allowing for over 35% of our 50 teachers to hold leadership roles, including:

Role	Costs
Instructional Coaches 2 positions (1/building), 100% out of classroom, Additional days: 15, Supplement: \$7,500	\$17,487
Mentor Teachers 4 positions (2/building), 100% in classroom, Additional days: 5, Supplement: \$2,500	\$11,658
Model Teachers 4 positions (2/building), 100% in classroom, Additional days: 3, Supplement: \$1,500	\$6,994.80
District Leadership Team (DLT) 6 positions (3/building), 100% in the classroom, Additional Days: 4, Supplement: \$2,000	\$13,494
District Leadership Team Leaders 2 positions (1/building), 100% in the classroom, Additional Days: 5, Supplement: \$2,500	\$5,745.06

Each Teacher Leader will play a pivotal role in helping ACSD achieve its TLC Goals:

Existing ACSD Goals

Goal: ACSD will promote, develop, and foster an atmosphere of collaboration by encouraging leadership through mentoring, job shadowing, and professional modeling.

Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

Goal: ACSD will develop and provide necessary resources to attract and retain progressive, quality, and caring personnel.

Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

Goal: ACSD will implement Multi-tiered Systems of Support (MTSS) and utilize every resource to maximize learning for all students.

Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

ACSD TLC Goals

Goal: In the 2015-16 school year, ACSD will collaborate through Professional Learning Communities (PLCs) three times a month working on action research and Iowa Core.

Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

Goal: Annually, 100% of participating teachers will feel the mentor/mentee process was meaningful and effective.

Teacher Leaders Involved: Mentor Teachers, Instructional Coaches, Model Teachers

Goal: For the 2015-2016 school year, 18 building leaders will be put into place to fulfill leadership opportunities.

Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

Goal: Each year, 90% of the teaching staff will feel supported by teacher leaders.

Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

Goal: By spring of the 2015-2016 school year, 95% students in grades 4-11 will score proficient or above and/or make a year's growth on the Iowa Assessment Reading Test.

Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

Assurances

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

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

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

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

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

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