



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

117007 - BCLUW Teacher Leadership and Compensation Plan; Spring 2015

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 04/12/2015 5:29 PM

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Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006
(P.L. 109-270)

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Agency

Organization Information

Organization Name:

BCLUW Community School District

Organization Type:

K-12 Education

Tax ID:

42-1379822

DUNS:

Organization Website:

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Vendor Number

Recipient Information

District

BCLUW Community School District

Use the drop-down menu to select the district name.

County-District Number

38-0540

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

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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)

TLC Plan Summary

The BCLUW Teacher Leadership and Compensation Plan was designed to significantly improve teaching and learning opportunities throughout the district. Interested stakeholders were recruited to participate in a collaborative process to develop a teacher leadership plan for the BCLUW Community School District. The majority of planning time was before school or during the school day; a portion of the planning grant was used to compensate individuals as well as to pay for substitute teachers.

The morning sessions allowed community members to provide input. The plan will enhance entry into the teaching profession, along with providing many opportunities for teacher-leaders to take on greater responsibility for, and contribution towards, high levels of student learning. The BCLUW Teacher Leadership and Compensation Plan creates four different types of teacher leaders roles; Instructional Coach, Curriculum and Professional Development Leader, Model Teacher, and District Leadership Team Member.

The Instructional Coach will work collaboratively with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine understanding of research-based effective instructional practices. In addition to modeling and co-teaching, the instructional coach will be expected to enhance teacher knowledge and skills of differentiating instruction, response to intervention, and act as a data coach in order to assist staff in using data to help drive instructional decisions.

The Curriculum and Professional Development Leader will facilitate, integrate, and work to continuously improve curriculum.

This individual will also take a lead role in planning and coordinating professional development opportunities aligned with individual, building, and district goals, and continue to guide the district in alignment with the Iowa Core.

District Leadership Team is another teacher-leader position, and these duties are in addition to their full time teaching position.

District Leadership Team members are responsible for all aspects of the Iowa Professional Development Model's continuous cycle, including collecting and analyzing student data, goal setting, selecting content, designing the professional development process, the ongoing cycle of training and learning opportunities, ongoing data collection (formative assessment), and program evaluation (summative assessment). District Leadership Team members meet periodically both during and outside the traditional school year.

Model Teacher positions are full time teachers with additional duties and compensation. Model Teachers will review and reinforce best practices and effective strategies with beginning teachers, and others as assigned by the building principal. They will collaborate with the District Leadership Team as needed on selection and delivery of professional development programs, and will model instructional strategies and other content from professional development for teachers. Model teachers will also take a lead role in assisting new teachers (both new to the profession, as well as veteran teachers new to the district) with programs and initiatives at BCLUW.

The roles of each of these four position included in the BCLUW Teacher Leadership and Compensation Plan are woven together to create a cohesive and focused plan to improve instruction. The Instructional Coach, Curriculum and Professional Development Leader, Model Teachers, and District Leadership Team Members will meet regularly and work collaboratively in order to maintain focus on building and district goals. A clear and systematic method of analyzing the impact of the plan has been developed, as well as processes in place for monitoring and adjusting the plan as needed to increase it's effectiveness.

As one of the pilot districts a decade ago in the Iowa Association of School Boards "Lighthouse Project" to integrate the Iowa Professional Development Model, to being a pilot school last year in the "Multi-Tiered Systems of Support" state initiative, BCLUW has shown that it is capable of creating and sustaining collaborative efforts to improve education. Our current plan is designed to place a minimum of 25% of teachers into a teacher-leadership position, and we are excited to take advantage of the opportunities provided in the Teacher Leadership and Compensation plan to improve teaching and learning at BCLUW.

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 previous application? 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).

Planning Grant Time: Interested stakeholders from the district were recruited to participate in a collaborative process to design and develop a teacher leadership model. A new group consisting of the superintendent, all building principals, teachers, two AEA 267 staff, and two parents collaborated to form the Teacher Leadership and Compensation (TLC) Plan Committee. In order to provide for a diverse and collaborative committee, among the teachers involved, there were members from all attendance centers, from the District Leadership Team, and from the BCLUW Education Association.

In year one, 75% of the planning grant was used to fund stipends for staff members that collaborated on this process outside the regular school day. The remaining 25% is to be allocated in year two for additional TLC planning time. The planning team met twice monthly during the months of October, 2013 - January, 2014, periodically afterwards, and individuals and subcommittees also worked separately outside these meetings on researching ideas to incorporate into the TLC plan.

Engagement and Contributions of Stakeholders: Subcommittees used both state-provided and locally determined resources to research information pertaining to all aspects of the TLC plan, including goals of a plan, potential roles and responsibilities, selection processes, impact on current structures for teaching and learning in the district, and budgetary considerations.

These ideas were then shared and discussed with the entire committee.

Team members prepared in advance by outside reading of Department of Education documents, along with various other supporting literature and resources on teacher leadership positions. Using a shared Google Document, all team members have had full access to the plan throughout the design process.

Since the plan wasn't approved in year one, committee members reviewed our plan, the scoring rubric, and also attended additional trainings in June and August 2014; AEA 267 "TLC System Planning Workshop". Our team revised and improved the plan for submission in the 2014-15 school year. In year two of the planning process (2014-15) teams of teachers and administrators had a chance to visit other school that are implementing TLC (such as Hudson and East Marshall) to gain further insight and hear recommendations from those school's staff members.

Commitment From Stakeholders: All stakeholders involved, including all district principals, the superintendent, teachers from each of the three attendance centers, and parents have been an integral part of the planning process and are committed to its success.. The TLC Committee has also shared the legislative requirements and district plan with the BCLUW Board of Education, in order to better educate them on the process and seek additional input from the board level.

Input from our parents was beneficial as they provided perspective from their careers, as well as their role as parents and community members. The parents on the committee have some awareness of school programs and leadership structure in the district, but as they became more informed about the possible roles of the TLC plan and how they can enhance teaching and learning, there was a clear commitment to maximize available resources through the state in building and sustaining a quality TLC plan. Committee members are dedicated to the idea of making a good faith effort to involve 25% of the teaching staff in some leadership capacity through TLC, as it was often stated that we need to build leadership capacity and not rely on just a few individuals to be teacher-leaders. Our teachers provided very valuable input into the process. Several involved are members of our District Leadership Team, which currently analyzes student data and plans for professional development opportunities. Our teachers on the DLT know that the TLC teacher-leader positions will be a valuable addition, and they are able to bring their experiences as current teacher-leaders in helping to determine the specific role and duties of those that take on the new TLC positions. All members of the planning committee agreed that having more instructional leaders to distribute leadership responsibilities would greatly benefit our staff and improve student learning opportunities.

Each of these groups has committed to the idea that the district Teacher Leadership and Compensation plan is a positive step forward in attracting and supporting teachers, providing new leadership roles for staff, and places a greater focus on, and capacity to improve, student learning outcomes at BCLUW.

Meeting Information

Date	Agenda
Sept/Oct. 2013	Communicate legislation, requirements, and guidance documents regarding Teacher Leadership and Compensation. Invite committee participants
Oct. 29th 2013	Overview of Leadership Program and which of the three plans would work best for BCLUW. Divided groups to write defining roles and selection process. Reviewed guidance documents, including Understanding the Teacher Advancement Program

Oct. 29th 2013	Develop and refine selection process of TLC positions
Oct. 30th 2013	Develop and refine job description and duties for the TLC positions
Nov. 5th 2013	Collaborate and evaluate job descriptions and hiring process
Nov. 19th 2013	Begin writing process for BCLUW plan of implementation
Nov. 22-25	Research and further revision of plan
Dec. 10th	Further revision of plan
July, 2014	AEA267 Teacher Leadership and Compensation Planning workshop. Met with Hudson Superintendent to review aspects of their successful Year one application.
Aug. 5th 2014	DLT meeting: Read professional articles, Reviewed TLC grant proposal, Planned future TLC revisions
Oct. 2nd 2014	DLT Meeting: Reviewed successful TLC Grant Applications and identified areas needing improvement for our year two grant proposal
Oct. 16th 2014	TLC Planning Committee: Research and revision of year one grant application for year two grant.
Oct. 23, 2014 - April, 2015	Continued revision and finalizing plan for year two submission. Visit to Hudson Community School District to discuss TLC plan.

Narrative

Using Part 2 application narrative from previous submission? Yes

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.

District Vision: Create an effective and collaborative learning environment that results in success for all students.

The systematic philosophical approach to instruction in the BCLUW Community School District derives from our mission of “Providing a Learning Environment for Educational Excellence and Motivation to Continue a Lifetime of Learning”. To create this learning environment requires attention to individual learning styles and a focus on professional development that utilizes research based instructional strategies designed to meet the needs of a diverse population of learners. A concerted effort has been underway for two years in which BCLUW has implemented Dufour’s Professional Learning Communities (PLC) Model. Through the identification of essential learning outcomes, we are able to articulate a guaranteed and viable curriculum for our student learners. This is further strengthened with the administration of common formative assessments, and an analysis of this data provides teachers with valuable information enabling them to remediate and enrich where appropriate.

BCLUW has also been involved with the creation of a Director of Curriculum and Innovation in 2014-15 shared with a consortium of area districts. This position works to support Iowa Core implementation, PLC development, and provides professional development and support of effective ways to integrate technology. This individual will also work closely with teachers and administrators as another resource support for teacher mentors, instructional coaches, and other positions created by potential Teacher Leadership Compensation Funds

Teachers regularly have the opportunity to collaborate with their colleagues in these PLC teams, and faculty have time provided in order to work on building and district initiatives. Throughout the infusion of the PLC and our work with curriculum, we believe the assistance and support needed can be found within our own ranks, through the implementation of a robust teacher leadership model as provided in House File 215 District Goal #1: Enhance learning for all students by building teacher capacity through implementation of effective instructional practices A continual professional development focus for the past five years has been to increase reading proficiency for students, and in 2012-2013 we determined an effective and powerful intervention process was needed to provide support for students struggling in reading. Our focus in the 2013-2014 school year was to formalize a Professional Learning Community process that looks at student learning goals in all grades, assesses essential learning skills, and provides a specific intervention time

The PLC processes are revealing learning gaps in essential skills for our students, and disaggregated data by Free and Reduced Lunch for reading across grade levels is further evidence of these learning gaps. A teacher leadership plan that includes instructional coaches and a curriculum and professional development leader will build effective instructional capacity for teachers by co-teaching, modeling, and co-planning in common formative assessments, best practices in core instruction, vertical Core alignment, and intervention practice.

District Goal #2: Attract promising new teachers by offering competitive starting salaries and growth opportunities. Retain and reward effective teachers by offering short-term and long-term professional development and enhanced career and leadership opportunities.

The Teacher Leadership Compensation Plan will ensure that the BCLUW school district will continue to offer a competitive base salary and opportunities for veteran teachers to move into support roles as instructional coaches or mentor teachers and for new teachers to receive support from the coaches and mentors. Our vision for the Curriculum and Professional Development leader would be to extend our focus and build upon the work we have done in the past five years to increase reading achievement, including eventually broadening our focus from reading to other core curricular areas.

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

The BCLUW School District has implemented Professional Learning Communities within the high school, middle school, and elementary buildings. Regularly scheduled PLC meetings are held which allow teachers the opportunity to collaborate and focus on student learning. The district has made schedule changes a priority to accommodate the needs of students by allowing time for teachers to identify at-risk students, co-plan interventions and teaching strategies, and focus on viable student learning outcomes.

Opportunities for districtwide collaboration are also provided. During time spent together within the District Leadership Team (DLT), team members plan professional development, set goals based on district data and design ways to best implement district/building initiatives.

Additional opportunities are available during in-service for staff from other buildings to collaborate on curriculum and current initiatives. Statewide collaboration occurs through the opportunity for staff to visit other districts that provide an example of successful implementation of initiatives. Staff use social media, access web tools, and are provided funds to attend statewide professional conferences, training and workshops to keep abreast of current best practices.

The BCLUW School District will incorporate the new teacher-leader roles to work as colleagues with classroom teachers to support student learning and expand on the opportunities for our teachers and school districts statewide to learn from each other. They will also facilitate, integrate, and work continuously to improve curriculum.

District Student Achievement Data supporting goals:

2013-14 % Proficient (FRL = free & reduced lunch)

Grade	Reading Non-FRL	Reading FRL	Math Non-FRL	Math FRL
4	76.7	93.7	90	93.7
8	80.6	100	86.1	100
11	80.6	66.7	86.1	100
Total All Grades 3 - 11	86.8	70.4	89.7	81.0

Using Part 3 application narrative from previous submission? 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)

Existing school improvement structures, processes, and initiatives in the district

The Teacher Leadership and Compensation Plan will directly support and strengthen current district initiatives.

1. BCLUW is taking part in the state of Iowa's Multi-Tier System of Supports (MTSS) initiative: a multi-tier approach to the early identification and support of students with learning and behavior needs. BCLUW was a pilot district in the state for MTSS during 2013-14, and is currently in year two of the program. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Instructional coaches will take part in training in MTSS processes, and assist teachers with effective instruction and intervention strategies.

2. All district staff have embraced the Professional Learning Communities (PLC) model of teacher collaboration to improve student learning. Teachers meet regularly, and every instructor engages with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a Professional Learning Community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

3. BCLUW Elementary engaged in the Iowa Core "deeper investigations in English Language Arts" training during the 2013-14 school year. This learning enables educators' ability to make instructional decisions based on essential content and skills for all students. The elementary staff developed and is currently implementing essential learnings according to the reading components of the Iowa Core.

How the Teacher-leader roles connect to, support, and/or strengthen the most significant efforts to improve student learning.

Those in teacher-leader roles will help facilitate PLC meetings and move teachers forward in their work to answer the vital questions related to curriculum, instruction, and assessment. As the district continues working towards greater alignment of the Iowa Core, teacher-leaders, including the Instructional Coach, The Curriculum and Professional Development Leader, and the mentor teachers will take lead roles in assisting teachers in curriculum alignment, best practices in classroom instruction, and formative assessments that are aligned to the Iowa Core.

Beginning in the fall of 2014, BCLUW Elementary has also begun implementation of a 25 minute "WIN" (Whatever I Need) Time. Teachers have created common assessments around essential literacy skills of the Iowa Core, and then students are grouped according to their achievement data on these assessments into High Intensity, Grade Level, or Enrichment groups.

After several days of intensive literacy instruction, new assessments and regrouping occurs. New teacher leaders in our TLC plan will be an important additional resource, both in creation of these assessments, as well as assisting staff members with effective ways to help differentiate instruction for varying levels of learners.

BCLUW is a 1:1 laptop school in grades 3-12. A continuing emphasis in the district is to help staff focus not simply on greater access to technology for students, but in how effective uses of technology can positively impact student learning. Our teacher-leaders will facilitate conversations and training on how effective uses of technology can help teachers differentiate instruction, foster skills of collaboration and creation among students, and methods of using modern technologies to promote real-world and higher order thinking skills. Effective uses of technology in instruction and assessment also addresses several of the 21st Century Skills found in the Iowa Core.

District Leadership Team members and administrators will continue to collect and analyze student data, seek out best practices in education, and work closely with the other TLC positions to ensure that ongoing professional development is closely aligned to district needs. We believe these supports and connections to our key district initiatives will make our teacher leaders very valuable in directly advancing teaching and learning at BCLUW.

Using Part 4 application narrative from previous submission? 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)

Improved Entry into the Teaching Profession is a Key Component of the TLC Plan at BCLUW

Current Mentoring and Induction Program: The BCLUW Public School District has a low attrition rate. Our TLC plan includes the formation of model teacher positions to support new teachers to our district; and as described in other components of this plan, it makes our collaborative school culture enticing to teachers who want to see the impact of their work through a personalized learning environment. Enhancing our abilities to help develop and retain quality teachers in a very important part of the TLC plan at BCLUW.

Beginning teachers at BCLUW already make over \$33,500, so the funds generated from our plan will be used to support professional learning, hire staff to fill the instructional time gaps created by teachers moving to new leadership positions outlined in this plan, fund the stipends of our newly created leadership positions, and to pay for substitutes or other related costs during the regular school day for time that new staff are observing and collaborating with other teachers. The money we receive will greatly enhance the opportunities available for teachers in our district.

Current Mentoring Program at BCLUW:

Currently we partner with AEA 267 to provide the majority of the explicit mentoring and induction program for teachers new to the profession. Much of this current program involves quality lesson planning, strategies for high levels of student engagement, and classroom management. The strengths of this approach include sharing ideas with other BCLUW teaching staff, receiving quality instruction around issues facing new teachers, and accessing a broader network of colleagues for ideas and support.

A New Framework for Mentoring to Help “Fill in the Gaps”

Though the current framework used for mentoring is sufficient in many ways, the training provided does not meet all of the needs of new teachers to our district. A natural limitation of using an AEA to provide programming includes lack of opportunities to understand district-specific initiatives. Although the new teachers will work with a mentor teacher from BCLUW during this process, providing additional networking and learning opportunities with the BCLUW Mentor Teachers (newly created position in our TLC plan) will provide much greater levels of support, exposure to different teaching styles and strategies, and will further build the professional relationships that are critical for the success of new teachers.

Targeted Gaps With Our Current System:

- Formal process of induction for new staff, including in-depth training in key district initiatives
- Scheduled, periodic, and targeted administrative visits with new staff
- Formal support system for experienced teachers new to our district

Supporting All Teachers New to our District:

Providing support for new teachers to our district is critical not only to individual teacher development, but also to our progress as a district. The varied roles in the TLC plan all play a part in supporting new teachers at BCLUW. In addition to the direct connection with a mentor, new teachers will have the support of Model Teachers who will provide assistance through modeling instruction and data driven conversations, for example. During District Leadership Team (DLT) meetings, leaders will collaborate around the various levels of supports these new teachers receive and may need. The Curriculum and Professional Development role added in this TLC Plan will also be responsible for providing learning opportunities for New Teachers to attend with their mentor.

New Teachers will have the following supports:

- Scheduled time for collaboration with assigned mentor teacher as well as model teachers for:
- Effective technology integration in the classroom
- Professional Learning Community
- Multi-tiered Systems of Support
- Leader in Me
- Regular observation of teachers modeling effective instructional practices
- Regular reflective conversations with mentor and model teachers
- Opportunity to continue mentor support beyond two years if needed

We will continue to use the AEA mentoring and induction as one layer of support for teachers new to the profession. While we have also supplied new teachers a mentor in the past and will continue to do so, teachers new to the profession will also have the support of model teachers. We will also be able to use funds from the TLC grant to periodically hire substitute teachers, allowing new teacher with an opportunity to visit other teachers' classrooms, view their instructional methods, and to collaborate with those individuals to reflect on and plan for instruction.

Being Innovative Means More Personalized Approaches:

BCLUW's ongoing work with Multi-Tiered Systems of Support (MTSS), many years of 1:1 technology access, and a new "Leader in Me" program (based on The 7 Habits of Highly Effective People, designed to help transform the educational climate, resulting in higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents) are often areas to which even experienced teachers have had little exposure.

The additional Instructional Coach and Model Teacher roles will help teachers new to our district learn about instructional practices our district implements as we continually strive to personalize education for our students. New teachers in our district will be assigned a mentor for two years (or as needed) to support their growth and development in our schools. This additional layer of support for our new staff will provide regular opportunities for collaboration centered on district initiatives and instructional practices. These improvements to our current mentoring system will not only improve instruction and student learning, it will improve entry into the profession and help BCLUW retain quality teachers.

Narrative

Using Part 5 application narrative from previous submission? 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.

New multiple, meaningful, and differentiated teacher leadership roles

Teacher Leadership Roles at BCLUW: The BCLUW Teacher Leadership and Compensation Plan identifies four differentiated, meaningful teacher-leader roles including a new full time position, additional responsibilities for existing positions, and funding new teachers to fill in for experienced teachers in new leadership positions:

A. Instructional Coach (One new full-time position)

The Instructional Coach will work as a colleague with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine understanding of research-based effective instructional practices.

In order to meet this purpose, the Instructional Coach will provide personalized supports based on the goals and identified needs of individual teachers.

Role #1: Classroom Supporter

Purpose: To increase the quality and effectiveness of classroom instruction; may include but is not limited to:

- Collaborating
- Coplanning
- Modeling
- Coteaching
- Provide descriptive feedback based on teacher requested observation

Role #2: Instructional Supporter

Purpose: To support the implementation of effective instructional strategies including but not limited to:

- Assessment for learning
- Differentiation of instruction
- Standards Based Grading
- Building teacher capacity by working with intervention groups for short periods of time in classrooms

Role #3: Data Coach

Purpose: To facilitate conversations using data to drive instructional decisions including but not limited to:

- Collaborating with teachers to analyze formative and summative student achievement data
- Assisting teachers with the use of data to improve student learning
- Monitoring intervention programs by observing and meeting with teachers

Role #4: Facilitator for Change

Purpose: To engage teachers in reflective thinking while looking at their own instructional practices critically and analytically, including but not limited to:

- Fostering a safe, trusting environment for teachers
- Introducing alternatives and refinements for teacher instructional practices

Role #5: Lead Learner

Purpose: To engage in continuous learning in order to keep current including but not limited to:

- Engaging in professional development opportunities and professional reading
- Working collaboratively with a network of other regional instructional coaches to improve skills
- Practicing, reflecting, and sharing with District Leadership Team and others about what is learned

Role #6: Professional Learning Facilitator

Purpose: To design and facilitate effective professional learning opportunities, including but not limited to:

- Working closely with BCLUW Curriculum and Professional Development Leader in providing professional development and facilitating other forms of professional development (e.g., selecting and bringing in trainers)
- Working collaboratively with building Professional Learning Communities (PLCs) to develop and implement goals related to continuous inquiry and improved student achievement.

Role #7: Resource

Purpose: To identify a variety of resources to enhance classroom instruction and student achievement, including but not limited to:

- Identifying instructional and assessment resources requested by teachers
- Sharing research and instructional best practices

Role #8: School Leader

Purpose: To support and communicate the school and district initiatives with the school community, including but not limited to:

- Involving stakeholders in the implementation of improvement plans
- Connecting with community stakeholders by sharing instructional practices that impact students
- Acting as a strong advocate for student learning
- Serving as an active member of the BCLUW District Leadership Team

B. The Curriculum and Professional Development Leader (½ time teacher, ½ time PD Leader)

The Curriculum and Professional development Leader will facilitate, integrate, and work to continuously improve curriculum. This leader will supervise and coordinate activities for the District Leadership Team, working with the superintendent, building principals, and other instructional personnel. The curriculum and professional development leader will demonstrate how curriculum and instruction will support schools guided by research, educational goals, and best practice in the classroom. This individual will also work closely with the other teacher-leader positions to create a cohesive approach to professional development opportunities at BCLUW. The curriculum and professional development leader will interpret curriculum to the Board of Education, various community entities, and public, in general.

Roles and Duties

1. Participate in ongoing review of programs to assess effectiveness and alignment w/current district initiatives
2. Facilitate curriculum development centered on district initiatives and the Iowa Core
3. Curriculum Mapping
4. Facilitate the selection of textbooks and resource materials
5. Analyze data to evaluate the effectiveness of curriculum and teaching methods
6. Ensure the school curriculum is aligned to the common core/Iowa core
7. Develop, implement, and evaluate curriculum for improvement of instruction and student achievement
8. Exhibit a knowledgeable, passionate, and enthusiastic commitment to continuous student improvement with a focus on the district's instructional priorities
9. Attend instructional meetings- DLT, building level, and school board meetings
10. Plan and organize regular meetings with principals
11. Coordinate the recommendation, development, implementation, and evaluation of all instructional school improvement curriculum and instruction
12. Respond to public inquiry about curriculum and instruction
13. Support instruction and learning through the use of technology
14. Perform other duties as assigned

C. Model Teacher (6 total, 2 per building)

1. Serve as mentors for beginning teachers in the district
2. Model best instructional practices through actual classroom demonstrations
3. Engage in peer review process with other teachers in the attendance center
4. Exhibit a knowledgeable, passionate, and enthusiastic commitment to continuous student improvement with a focus on the district's instructional priorities
5. Serve as facilitator at group meetings regarding instructional practices

D. District Leadership Team Member (8 members)

1. Works with district administration to implement the Iowa Professional Development Model:
 - Collect and analyze student data (such as ITED/ITMS, Measures of Academic Progress, ACT, and FAST Assessment data

from our Multi-tiered Systems of Support program)

- Set student learning goals
 - Select content
 - Design process for professional development
 - Ongoing components of training/learning opportunities, collaboration and implementation, and data collection
 - Program evaluation
2. Acts as a liaison in the building and district between teachers and administration
 3. Engage in leadership role in various building initiatives and programs
 4. Exhibit a knowledgeable, passionate, and enthusiastic commitment to continuous student improvement with a focus on the district's instructional priorities
 5. Act as a supporter / proponent of education in the district to staff, community, and legislators

Teacher Leaders Positions work together for collaborative and systemic improvement

Teacher leadership roles at BCLUW are part of a systemic and cyclical process that continually works to bring best practice to the classroom, increase student achievement, and provide a coherent and viable professional development experience for all teachers in a trusting and relational environment. Led by the vision and researched-based strategies of the District Leadership Team in a working partnership with the Curriculum and Professional Development Leader, the Instructional Coach and model teachers bring the theory and learning goals into practice within each classroom. These teacher leadership roles will bridge the gap between professional development, classroom instruction, and student assessment data reflections. Throughout the process is a continual dialogue on assessment techniques, best practices, technology integration, engagement, formative and summative assessment results, curriculum, and intervention practices.

Using Part 6 application narrative from previous submission? Yes

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.

Selecting Teacher Leaders at BCLUW:

A. Requirements of All Teacher Leaders:

When we consider the requirements of a teacher leader, there are multiple attributes that would be considered that are consistent between all levels of teacher leadership. The candidate should be seen by colleagues as someone of high integrity and who is able to influence those they are called upon to lead. A teacher leader is self-motivated and is aware of their limitations and understand their strengths. At the same time, they are a proven life-long learner able to confidently take risks in an effort to expand their own skill set. Our teacher leaders must be dedicated to continuous improvement and understand the professional relationship between multiple stakeholders. In addition, the teacher leader must understand the system as a whole and be prepared to bring innovative ideas and strategies to scale at BCLUW. As a demonstrated and effective communicator, the teacher leader will have the ability to identify and solve problems while being an effective coach, while at the same time be coachable and accept constructive feedback from supervisors. Finally, it is imperative that our teacher leaders have the ability and comfort level to be able to have critical conversations with those they are coaching. There should be no mistake that the teacher leader is accepting a role that will not be without conflict. This leader should be prepared to manage those conflicts effectively when they occur.

Characteristics of Continual Professional Development:

- Continually seek out more effective strategies to improve student performance.
- Reflective practitioner.
- Strong ability to use and analyze data.
- Accesses and uses research consistently to improve achievement.
- Open to solutions for improvement outside the current structure.
- Promotes professional learning for continuous improvement.
- Willingness and interest in strengthening a wide variety of skills.
- Responds positively to feedback and constructive criticism.
- Highly conscious of steep learning curve for this new role.

B. Position requirements for Instructional Coach and/or Curriculum and Professional Development Leader

1. Minimum of 8 years as a classroom teacher; 3 years in the district
2. Minimum of BA+24 graduate hours in education; Masters Degree or National Teacher Board Certification preferred
3. Demonstrated successful and collaborative educational leadership through committee membership at building or district level (i.e. District Leadership Team, Professional Learning Communities, Technology Committee, or led inservice activities / training)
4. Exceptional oral and written communication skills
5. Positive evaluations, including consistently meeting the criteria of the Iowa Teaching Standards and Benchmarks

C. Position requirements for Model Teacher and District Leadership Team Positions

1. Minimum of 5 years as a classroom teacher; 3 years in the district
2. Priority will be given to candidates with a strong record of participating and engaging in professional learning and then integrating that knowledge into practice.
3. Preferred minimum of BA+12 graduate hours in education or National Teacher Board Certification
4. Demonstrated successful and collaborative educational leadership at building or district level (i.e. District Leadership Team, Professional Learning Communities, Technology Committee, or led inservice activities / training)
5. Exceptional oral and written communication skills
1. Positive evaluations, including consistently meeting the criteria of the Iowa Teaching Standards and Benchmarks

D. Application, Interview, Selection, and Annual Review Process for Positions

Application Process

1. Post the position in all attendance centers (minimum 5 days) and inform the faculty of positions available, along with location of job description and duties
2. Actively seek candidates for the positions within the school and district
3. Each applicant will submit a letter of interest, resume, and letters of recommendation (2) from peers

Interview Process

The Board of Directors will appoint a selection committee of three principals and three teachers. The screening and interview of candidates will follow a standard interview protocol, and shall include analysis of a candidate's application materials, peer recommendations, prior leadership experience and perceived future leadership potential. The selection committee shall make recommendations regarding the applications to the Superintendent of Schools. After meeting with the candidates, the Superintendent will forward candidates on to the Board of Education for appointment.

Selection and Acceptance

to the school board), and other professional growth and leadership activities as determined by the superintendent. Additional days will be determined by the superintendent.

Annual Review

For the teacher-leader positions, BCLUW Administration will conduct an annual review of the assignment. The review shall include peer feedback on the effectiveness of the teacher's performance of duties specific to the teacher-leader role. We also envision an environment wherein teacher leaders will use the SMART Goal Framework (Strategic & Specific, Measurable, Attainable, Results-based, Time-bound) to develop goal statements in collaboration with their building principal and other teachers that they will be working with. Through regular conferences to discuss ongoing processes, results, and other feedback related to these SMART goals, we will be able to systematically monitor and adjust the actions of our teacher leaders in improving teaching and learning at BCLUW.

A teacher who completes the time period of assignment to a leadership role may apply to the school's or the school district's administration for assignment in a new leadership role, if appropriate, or for reassignment to the current role.

Narrative

Using Part 7 application narrative from previous submission? 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.

Utilizing teacher leaders in the development and delivery of professional development

Professional Development at BCLUW Community School District: Our belief is that for professional development to be effective it must be useful and embedded in practice. Too often there is no connection between theory and practice. We plan a systematic way to bridge that gap, using teacher leader positions (Instructional Coach, Curriculum and Professional Development Leader, Model Teachers, and District Leadership Team Members). The components of the Iowa Professional Development Model are clearly embedded in these positions.

The instructional Coach will:

1. Collaborate with teachers in developing action plans to improve instruction, and that are focused on district, building, and individual goals.
2. Coordinate instructional coaching activities relating to training and professional development of educational staff.
3. Research on a range of effective and innovative instructional practices.
4. Introduce teachers to new methods, materials, and instructional strategies that, through research, have proven to increase achievement.
5. Provide organized, individual and/or group learning opportunities for teachers as needed.
6. Collaborate with the District Leadership Team/administration in planning professional development.
7. Work positively toward meeting identified district and building improvement goals.
8. Work with the Curriculum and Professional Development Leader, Model Teachers, District Leadership Team members, and AEA consultants as needed.
9. Facilitate data dialogue with teachers and provide support
10. Help identify student needs based on data and then;
11. Assist to plan and take action to alter instruction.
12. Use formative assessments to drive instruction.
13. Work with teachers in assessing problem areas in curriculum and instruction and in finding and implementing appropriate solutions through conferences (pre and post), action plans, and classroom observations.
14. Monitor intervention programs by observing and meeting with teachers.
15. Model best instructional practices through actual classroom demonstrations
16. Work collaboratively with building PLCs to develop and implement goals related to continuous inquiry and improved student achievement.
17. Assist in the development, implementation, and evaluation of a building's school improvement plan.

The Curriculum and Professional Development Leader will:

1. Participate in ongoing review of programs to assess effectiveness and alignment w/current district initiatives
2. Facilitates curriculum development centered on district initiatives
3. Curriculum Mapping
4. Facilitate the selection of textbooks and resource materials
5. Analyze Data to evaluate the effectiveness of curriculum and teaching methods
6. Ensure the school curriculum is aligned to the Iowa core
7. Develop, implement and evaluate curriculum for improvement of instruction and student achievement
8. Attend instructional meetings- DLT, Building Meetings, Board Meetings
9. Coordinate the recommendation, development, implementation, and evaluation of school curriculum materials

The Model Teacher will:

1. Review and reinforce best practices and effective strategies with beginning teachers, teachers new to the district, and others as assigned by the building principal
2. Collaborate with BCLUW District Leadership Team as needed on selection and delivery of professional development programs, along with formative and summative evaluation of district programs.
3. Model and coach instructional strategies and other content from professional development for all teachers.

The District Leadership Team Members will:

Meet regularly throughout the year, assuming responsibility for all aspects of the Iowa Professional Development Model's

continuous cycle;

1. Collecting and analyzing student data
2. Goal Setting
3. Selecting Content
4. Designing the Process
5. Ongoing cycle of training/learning opportunities, collaboration and implementation, and ongoing data collection (formative assessment)
6. Program Evaluation (summative)

Aligns with the Iowa Professional Development Model by providing evidence of teacher leadership roles

The roles of each position included in the BCLUW Teacher Leadership and Compensation Plan are woven together to create a cohesive and focused plan to improve instruction. The Instructional Coach, Curriculum and Professional Development Leader, Model Teachers, and District Leadership Team Members will meet regularly and work collaboratively in order to maintain focus on our building and district goals. The BCLUW Teacher Leadership and Compensation plan closely aligns with and incorporates all key elements of the Iowa Professional Development Model. A framework for quality professional development has already been established at BCLUW, as our district was one of the original participants in the Iowa School Board Association Lighthouse Project, beginning over a decade ago. Through this work with IASB and a neighboring district, GMG, our district leadership and school board was a pilot school in implementing the Iowa Professional Development Model.

Lessons we learned related to the IPDM from our Lighthouse Project include:

- The importance of data for driving school improvement and student achievement goals;
- The alignment of assessment with curriculum and instruction;
- The provision of quality professional development with research-based content
- Sustained focus over time with an emphasis on continuous improvement in instruction;
- The necessity for learning communities where teachers study what is effective and work collaboratively to learn and implement new knowledge and skills;
- The study of teacher implementation of planned change;
- The evaluation, both formative and summative, of planned change for its impact on student learning;
- The guidance of strong leaders—teachers, principals, superintendent, and school board— operating collectively and collaboratively to govern the professional development and school improvement system.

With clear, impactful roles designated, along with our procedures for monitoring effectiveness of the TLC Plan, BCLUW is prepared to implement a highly successful professional development program.

Using Part 8 application narrative from previous submission? 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.

Measuring the impact and effectiveness in achieving the goals

BCLUW will employ a goal oriented approach in evaluating the impact and effectiveness of the teacher leadership and compensation model. In addition, we recognize that the monitoring and impact of the program will evolve as the program continues to evolve. Determining impact should include both short-term and long term measures:

1. Classroom “walk-through” observations will have a component on implementation of the TLC Plan strategies related to instructional goals. This walk-through data will be aggregated across buildings to determine patterns of effectiveness in implementation. Results will be used to determine whether implementation of the plan has been achieved with a high level of efficacy.
2. Formal observations will include a rubric to determine effectiveness of implementation of goals of the TLC plan. Rubric data from these observations will be aggregated across buildings and analyzed to determine patterns of effectiveness in implementation. Results will be used to determine whether implementation has been achieved with a high level of efficacy.
3. During conferences with building administrators, teacher leaders will be expected to report on their actions, including the frequency and duration with which they are interacting with staff in their TLC role.
4. Since the ultimate goal of any instructional improvement plan is increased student achievement, district leadership will analyze data collected through common teacher developed assessments, as well as from standardized assessments, such as the Iowa Assessments and the Formative Assessment System for Teachers (FAST), a part of our Multi-Tiered Systems of Support initiative. This data will be analyzed at the student, teacher, and building level to look for value added impacts of the TLC implementation.

The formal evaluation and supervision of the teacher leaders falls under the purview of the principals. Further, there should be an understanding that the purpose of monitoring is to increase the impact the initiative is having on teacher effectiveness, and ultimately student achievement. We believe then that our model should be built on a framework that ensures interdependent accountability.

A goal in which all parties are equally responsible and vested will no doubt nurture a collaborative environment. Why is this? Many teachers are eager to provide positive feedback to their peers, but reluctant to identify areas of struggle. By creating a system of interdependent accountability, we believe we can improve on a climate of trust, respect, and continuous improvement. By providing honest feedback in relationship to interdependent goals, we will be able to have honest and candid conversations about what is going well in instruction and what is not.

Monitoring and adjusting the plan over time

The monitoring and impact of the program is designed to provide formative feedback. When considering how we are going to measure and monitor the impact that teacher leaders have on instruction, we choose to employ the Teacher Leader Model Standards as our framework (www.teacherleaderstandards.org). These standards are sponsored by the American Federation of Teachers, the National Education Association, and the Center for Teaching Quality. For the purposes of our TLC program at BCLUW, we elect to utilize the following five Teacher Leader Model Standards, which are intended to codify, promote, and support teacher leadership as a vehicle for transforming schools to meet the needs of 21st-century learners.

- Fostering a Collaborative Culture to Support Educator Development and Student Learning
- Accessing and using Research to Improve Practice and Student Learning
- Promoting Professional Learning for Continuous Improvement
- Facilitating Improvements in Instruction and Student Learning
- Promoting the Use of Assessments and Data for School and District Improvement

By utilizing a formative process, we envision an environment wherein teacher leaders will use the SMART Goal Framework (Strategic & Specific, Measurable, Attainable, Results-based, Time-bound) to develop goal statements in collaboration with their building principal and other teachers that they will be working with. Through regular conferences to discuss ongoing processes, results, and other feedback related to these SMART goals, we will be able to systematically monitor and adjust the actions of our teacher leaders in improving teaching and learning at BCLUW.

Regarding the possibility of underperforming teacher leaders, we believe that by identifying areas of concern early on, we may be able to remediate those concerns and still provide a valuable experience for both the teacher leader and those they are collaborating with. However, in the event the teacher doesn't perform or respond well to feedback, we will work to provide additional support for the teacher while simultaneously enter into a more formal process as outlined by the teacher evaluation process for teachers in need of assistance. In our district those teachers in need of assistance are referred to as Tier III teachers, either in the awareness or assistance phase of the plan. Finally, we consider the long term role of our teacher leaders and their ability to serve in the role over time. Teacher Leaders will be considered one year assignments, but eligible for renewal annually. If the teacher leader was successful in achieving the goals that were outlined at the beginning of the assignment or is making adequate progress on those goals as determined mutually through the formative collaborative feedback loop, the teacher leader will be eligible for renewing their assignment. If however, it is determined through the process that there was not adequate progress, or that the teacher simply does not wish to continue in the leadership role, they will be reinstated to the role of teacher.

With a clear and systematic process for determining impact, along with monitoring and adjusting as needed to improve the system, BCLUW is well-prepared to implement a highly successful teacher leadership plan.

Using Part 9 application narrative from previous submission? Yes

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)

Very high capacity exists at BCLUW to successfully implement the TLC plan

BCLUW School District has the ability to implement the Teacher Leadership and Compensation Plan through the framework that has already been established with the Iowa School Board Association's Lighthouse Project. Due to our district's previous participation in the Lighthouse Project over a decade ago, our District Leadership Team was formed. This team meets regularly to review student data, set district goals, investigate research based initiatives, and plan innovative professional development programs. The District Leadership Team recognizes the need to continue high quality professional development initiatives and to provide strategies for teachers to support increased student achievement.

BCLUW has continuous improvement as a driving philosophy, and was a pilot district in the state for the Multi-tiered Systems of Support (MTSS) initiative during 2013-14. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. In our TLC plan, instructional coaches and model teachers will take part in training in MTSS processes, and assist teachers with effective instruction and intervention strategies. As another example of this spirit of innovation, beginning in the fall of 2014, BCLUW Elementary began implementation of a 25 minute "WIN" (Whatever I Need) Time.

Teachers have created common assessments around essential literacy skills of the Iowa Core, and then students are grouped according to their achievement data on these assessments into High Intensity, Grade Level, or Enrichment groups. After several days of intensive literacy instruction, new assessments and regrouping occurs. New teacher leaders in our TLC plan will be an important additional resource, both in creation of these assessments, as well as assisting staff members with effective ways to help differentiate instruction for varying levels of learners.

The BCLUW School District recognizes the need to stay on the cutting edge of implementing high quality instructional initiatives, from being the sixth high school in the state of Iowa to implement a 1:1 laptop program to implementing Professional Learning Communities (PLC's) district wide, BCLUW has proven that it is capable of sustaining these programs through effective teacher leadership roles and training. The Teacher Leadership and Compensation Plan would be sustained over time by the district providing quality training for the Instructional Coach, Professional Development and Curriculum Leader, Model Teachers, Mentor Teachers, and the District Leadership Team members. The training these specialized individuals receive would then be passed on to teachers in the classroom by providing support to career and beginning teachers to create high quality learning environments, lessons and activities.

The Instructional Coach and Professional Development/Curriculum Leader, would not only be given opportunities to attend conferences and trainings that would benefit the entire district, they would also be given time to research, plan, and implement activities to support teachers in using these best practices to promote higher levels of achievement in the classroom.

AEA267 has pledged to help support implementation for the TLC plan of our school district by offering training to teacher leaders.

BCLUW and GMG school districts have also expressed the desire to work together. This allows the teacher-leaders from these districts to network and train with each other, and may allow for future opportunities for these individuals to work with staff from a neighboring district.

The district is committed to 16 leadership positions through this TLC plan, which is substantially more than the minimum target of 25% set by legislation in HF215. This large number of leaders in the district and in each building will be available to support each other as an internal improvement network.

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.	\$59,466.00

Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$93,920.00
Amount used to provide professional development related to the leadership pathways.	\$21,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$3,000.00
Totals	\$177,386.00

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 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	578.5
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$178,652.37
Total Allocation	\$178,652.37

Other Budgeted Uses - Description

Item description	Amount budgeted
Site based review council; time and materials for the selection portion of the TLC plan	\$3,000.00
	\$3,000.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$177,386.00
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$1,266.37

Budget Alignment

Using Part 10 application narrative from previous application? **No**

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)

A Teacher Leadership and Compensation Plan Budget that allows for the resources and professional growth necessary for success

The budget as stated allows BCLUW to fully implement and address all district goals of the Teacher Leadership and Compensation plan, while providing the resources needed for long-term success through ongoing professional development opportunities.

Estimated budget for the use of the Teacher Leadership Supplement (TLS) Funds to support the TLC plan:

1. The amount used to raise the minimum salary to \$33,500 is \$0, as our base salary is over the \$33,500 minimum requirement for the TLC Plan.
2. The approximate amount designated to fund the salary supplements for teachers in leadership roles is \$59,466. This includes the salary supplements allocated to the Instructional Coach (1), Curriculum and Professional Development Leader (1), Model Teachers (6), and District Leadership Team Members (8).
3. The amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom is approximately \$93,920. This includes the total costs (salary, FICA, IPERS, benefits) to fund replacement teachers for those individuals that move to the Instructional Coach and Curriculum and Professional Development Leader positions. This also includes substitute costs for the time that Model Teachers and District Leadership Team members are out of the classroom in their leadership roles, as well as for substitute teachers needed for other staff members that are observing or co-teaching with a Teacher Leader.
4. Professional development for those in new TLC leadership roles will be critical for the success of the program. As one of the original Lighthouse Program districts (a collaborative effort between the district and the Iowa Association of School Boards), BCLUW has been engaged in the Iowa Professional Development Model for many years. To be implemented effectively and with fidelity, district initiatives at BCLUW, such as Multi-tiered Systems of Support and Iowa Core implementation, are programs that require ongoing development, data input, and analysis of results. We expect professional development for Instructional Coaches, the Curriculum and Professional Development Leader, Model Teachers, and District Leadership Team members to be ongoing throughout the year. For professional development training and materials, we have allocated approximately \$21,000.
5. In order for the review council to review, adopt, and develop materials for the TLC position selection process, \$3,000 has been allocated for this purpose. We expect there to be minimal cost of materials for this process, but this amount will be used primarily to pay for site review council members for their time outside the regular contract hours to design and implement the process of teacher leader selection.

Detailed Cost Summary

(Also note: due to a net gain of open enrollment, "Total Served" at BCLUW most years is approximately 30 - 35 students more than "Certified Enrollment". As neighboring districts have their TLC plans approved, those flow-through resources will provide additional funding to supplement our plan and estimated amounts listed below)

BCLUW TLC Plan Costs- Year One						
Salary Supplements	Number of Positions	Supplement	Supplement Total	FICA/IPERS	Total	
Instructional Coach - 15 additional days	1	\$8,000	\$8,000	\$1,328	\$9,328	
Curriculum & Professional Development Leader - 15 additional days	1	\$8,000	\$8,000	\$1,328	\$9,328	
Model Teacher - 5 additional days	6	\$2,500	\$15,000	\$2,490	\$17,490	
District Leadership Team Member - 4 additional days + off contract meetings	8	\$2,500	\$20,000	\$3,320	\$23,320	
Subtotal					\$59,466	

Amount used 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	Number of Positions	Salary	FICA/IPERS	Benefits	Training / Mentoring	Total
Replacement teacher for (1.0) Instructional Coach	1	\$40,000	\$6,640	\$8,500	\$1,000	\$56,140
Replacement teacher for (0.5) Curriculum & Professional Development Leader	1	\$20,000	\$3,320	\$500	\$1,000	\$24,820
Substitute Costs for time (6) Model Teachers are out of classroom to observe, co-teach, etc. (6 days each)	36 (days)	\$120				\$4,320
Substitute Costs for time (8) District Leadership Team are out of classroom for meetings, professional development, etc. (4 days each)	32 (days)	\$120				\$3,840
Substitute Costs for time teachers are out of classroom observing or working with those in teacher leader positions	40 (days)	\$120				\$4,800
Subtotal						\$93,920
Amount used to provide professional development related to the leadership pathways	Number of Positions	Amount	Total			
Instructional Coach - Professional development, materials, travel	1	\$3,000	\$3,000			

Curriculum and Professional Development Leader - Professional development, materials, travel	1	\$3,000	\$3,000			
Mentor Teacher - Professional development, materials, travel	6	\$1,000	\$6,000			
District Leadership Team Member - Professional development, materials, travel	8	\$500	\$4,000			
District-wide PD for other staff as required to support teacher leader goals and plans		\$3,000	\$5,000			
Subtotal			\$21,000			
Other						
Off-contract time and resources for site-based review council to develop materials and conduct process of selection for TLC positions	\$3,000	(estimated)				
TOTAL PLAN COSTS - TLC YEAR ONE	\$177,386					

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