



Application

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

117017 - Joint Application for TLC Odebolt-Arthur & Battle Creek-Ida Grove School Districts

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 04/13/2015 8:30 AM

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## Primary Contact

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## Organization Information

<b>Organization Name:</b>	Odebolt-Arthur CSD
<b>Organization Type:</b>	K-12 Education
<b>Tax ID:</b>	
<b>DUNS:</b>	

**Organization Website:**

**Address:**

600 S. Maple

600 S. Maple

Odebolt

Iowa

51458

City

State/Province

Postal Code/Zip

**Phone:**

712-668-2289

Ext.

**Fax:**

**Benefactor**

**Vendor Number**

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## Recipient Information

**District**

Odebolt-Arthur Community School District

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

**County-District Number**

81-4860

*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.*

**Honorific**

Dr.

**Name of Superintendent**

Nick Ouellette

**Telephone Number**

712-668-2289

**E-mail Address**

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**Street Address**

900 John Montgomery Dr.

**City**

Ida Grove

**State**

Iowa

*Use the drop-down menu to select the state.*

**Zip Code**

51445

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## TLC Application Contact

**Honorific**

Dr.

**Name of TLC Contact**

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**Zip Code**

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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 plan for the OA & BCIG school districts was developed with purposeful connection to support the school improvement plans, processes, and initiatives that have a significant, positive impact on student achievement. In forming the TLC plan, OA & BCIG schools aspire to utilize teachers as organizers and leaders in the process of staff growth and development, increasing depth of instructional practices, and in the ongoing analysis and improvement of curriculum, student work, and systems of student support. Within the plan, teachers will also be properly and adequately compensated for their work. Emphasis on boosting student achievement and setting high expectations for all students will be supported through the TLC plan.

Leadership roles and responsibilities will be well distributed throughout the organizations. Leaders will help administrators sustain a focus on instruction and keep professional development initiatives geared toward ongoing growth and best practices in teaching.

OA & BCIG's vision is that by strengthening instruction and providing supports for instruction, we will improve student achievement. This will be accomplished by preparing both mentor and model teachers who support professional growth and development through modeling best instructional practices. Instructional coaches will bring consistency and accountability in presenting curriculum in classrooms. Increased staff resources will be available to help at-risk students. The implementation of professional development will be carried out with more consistency, reliability, and cohesiveness across the district. A system of accountability using the teacher leadership performance standards will ensure the development of an exemplary school system for the patrons of the districts. The potential to reach as many students as possible through a system of teacher and student supports will have a tremendous impact on the students' achievement and productivity.

The goals within our district's TLC plan are structured in such a way that teachers will understand their roles in school improvement initiatives and strategic planning for increasing student achievement. Shared goals within this plan are to utilize the strengths of teachers to rethink instructional delivery, sustain response to intervention, and increase collaboration to have a greater impact on students. This will aide in our goal of acquiring and retaining effective teachers who strive to meet best instructional practices to improve student achievement and who are well-supported in their careers. Goals for retaining solid professional teachers are in alignment with our school district's goals for improving student achievement through the sharing of research-based instructional practices, plans for targeted instruction to meet specific goals, and ongoing data collection for educational decision-making.

The TLC plan within the OA & BCIG school districts address the impact of teacher leadership roles on student achievement and progress toward current district goals. The TLC committee defined clear teacher leadership roles, expectations, and outcomes based on the needs of students, staff, and community concerns. By implementing structured teacher leadership roles and strategic plans, staff will work to guide staff through research-based practices and plans that directly target student performance and enhance best practice by instructional staff. The TLC plan also highlights the importance of collaborative planning, discussion, and data analysis when considering the implementation of research-based strategies, ongoing opportunities for targeted instruction, and a vision of growth toward student-centered, and differentiated instruction where all students can achieve proficiency.

The proposed TLC plan will promote leadership roles in relationship to student achievement, collaboration, professional development, and materials required to maintain best instructional practice. Model teachers, with guidance from instructional strategists, will serve as PLC coaches using designated meeting times to encourage more discussion amongst teachers about curriculum, formative assessments, instruction, and how to help create more student centered classrooms. Having these supports in place will help to attract, develop and retain effective teachers. Performance evaluation for professional growth and reflection will also be provided to ensure ongoing development of our teacher leadership program under the TLC grant. Data from program and performance standard evaluation will be used to plan for future educational goals and for communication to applicable stakeholders. The proposed TLC plan will have a strong, lasting impact our educational community as a whole.

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

**TLC Model Number**

Model 3 Comparable Plan

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## **Narrative**

Using Part 1 application narrative from previous application?      Yes

**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).

## Pre-Planning and Organization

At the onset of the school year, the administration and each district's local ISEA association met to discuss appropriate membership on the committee. Both agreed to assign individuals to the committee who would represent both districts and associations, to assure that all parties would be in support of the proposed plan as presented by the planning committee. Our TLC team started off with a steering committee of 16 individuals from both Odebolt-Arthur and Battle Creek-Ida Grove School Districts. This team included 4 administrators and 12 teachers from different grade levels and various levels of experience.

The steering committee worked with the School Improvement Advisory Committee (SIAC) group that consisted of 5 administrators, 8 students, 6 teachers and 15 parents to receive feedback and reflective questions to aid in planning. SIAC members included: business members, teachers, farmers, older community members, city workers, and parents.

## Planning Time Commitment

Dates TLC team met for planning and revising.

10/4/13	12:00-3:15
10/16/13	8:00-11:30
10/28/13	12:00-3:15
11/4/13	8:00-11:30
12/6/13	12:00-3:15
1/10/14	12:00-3:15
1/17/14	12:00-3:15
9/11/14	1:00-11:30
9/29/14	12:00-3:30
10/15/14	12:00-3:30
3/27/15	1:00-2:00
3/26/15	1:00-2:00
4/2/15	1:00-3:30

## SIAC

- Sept. 17th, 2013 informed and introduced what the TLC grant is about
- January 7th, 2013 reviewed the plan and got feedback from SIAC.
- October 16 and 21, 2014 received final feedback of revised plan.
- February 16, 2015

## PTP

- Sept. 18th, 2014 presented plan and got feedback from Parent Teacher Partnership in the elementary building.

## Teachers

- After each of the meetings with our steering committee, the plan was discussed with teaching staff to bring feedback to the next meeting.
- In Sept 2014, teachers from the steering committee met with staff to evaluate the impact of our plan to positively affect student learning.
- Teachers completed surveys to measure buy-in and interest in new positions.
- Teachers shared feedback at staff meetings

## Fund Allocation

### Grant Allocation:

- Substitute teachers -- \$3,250
- Stipend paid to teacher TLC members-- \$6,500
- Grant writing supplies -- \$345

This funding allocation allowed time and materials for the 16 members of the TLC Committee to meet and develop a high-quality plan.

### Plan Design

As we developed the plan, each member of the team (16) carried equal responsibility in voicing an opinion. Administrators' opinions had no more weight than any of the teachers' as the committee's teachers were the primary driving force behind the development of job descriptions. Teachers created the new opportunities in order to meet the needs of staff such as professional learning and curriculum support, which in turn, would provide for improved student achievement. Once the TLC committee came to agreement upon all components, the proposed documents were presented to the SIAC composed of parents and community stakeholders. Feedback was collected from the SIAC, including questions and concerns, which were relayed back to the TLC committee for any necessary revisions to the plan. The plan was then presented to the combined OA and BCIG school boards in a special meeting. The boards jointly voted to approve the TLC plan, with the vision that its benefits would have a tremendous positive impact on students, teachers, and the community.

### Stakeholder Commitment

**Parent commitment:** The plan was presented to and reviewed by the parents on the SIAC committee and Parent Teacher Partnership (PTP). One hundred percent of these parents agreed the TLC plan would be beneficial for student achievement. One parent stated, "Improvement is good for all."

**Teacher commitment:** The majority of OA & BCIG teachers support the TLC initiative with the hopes that it will build leadership, competitive salaries, and strengthen collaboration. Staff is hoping that a TLC system will "directly help student learning and impact their progress". Others believe that the TLC plan will "support students who are struggling to reach the demands of the curriculum through instructional coaching and teacher mentoring/modeling". A full time curriculum position might also "allow for more in-depth examination of the enacted curriculum and allow for greater support for staff".

**Administrative commitment:** One hundred percent of administration supports the TLC plan. Looking long-term administration agree this will help bring consistency in teaching, provide leadership opportunities for teachers, and ultimately improving our student achievement. Being in a rural community, this TLC opportunity will allow us to compete with larger districts.

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## Narrative

Using Part 2 application narrative from previous submission? 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.

The TLC plan for the OA & BCIG school districts was developed with purposeful connection to support the school improvement plans, processes, and initiatives that have a significant, positive impact on student achievement. In forming the TLC plan, OA & BCIG schools aspire to utilize teachers as organizers and leaders in the process of staff growth and development, increasing depth of instructional practices, and in the ongoing analysis and improvement of curriculum, student work, and systems of student support.

**Align the State’s TLC Vision and Goals to OA-BCIG Missions and Vision for TLC**

The OA-BCIG's TLC vision is to “create strong professional and collaborative supports that strengthen instruction and improve student achievement while building leadership opportunities for staff and creating a strong network of exemplar teachers”.

The OA-BCIG TLC vision for teachers aligns with each district’s mission:

“As an agent of the community and society, the OA School's purpose is to provide an environment where all persons shall develop life skills by learning to learn.”

“We will do everything possible to ensure everyone in the BCIG Community becomes the best that he or she can be!”

Because of the rich tradition of the two districts bringing staff members together to learn common practices for increasing student achievement, the TLC plan will be a natural next step for **attracting and retaining** quality teachers who are well supported through effective mentoring between teachers, induction programs, ongoing in-service training, and scheduled opportunities to **collaborate and reflect** about student data and best practices for meeting the needs of students, while empowering staff to make sound decisions affecting their own work and reaching high performance standards that can lead to them taking on teacher leadership roles that **reward** them for supporting other teachers new to and in the profession of teaching.

**Student Assessment Sources, Current Achievement, and Goals for TLC**

Indicators for student proficiency may include the following assessments:

- PAT-Phonemic Awareness Test and Profile (K-2)
- Fountas & Pinnell Benchmarks (K-5)
- Rigby Benchmarks (K-5)
- STAR Reading (1-5, BCIG)
- IGDI’s-Indicators of Individual Growth and Development for Infants and Toddlers (PK)
- Summative Reading and Math assessments (K-12)
- End-of-course assessments
- FAST assessment and A-Reading (Iowa Tier, K-5)
- Iowa Assessments (1-11)
- ACT

2013-2014 Iowa Assessment Results

2013-14	OA Grades 2-5	BCIG Grades 2-5	OA-BCIG Grades 6-8	OA-BCIG Grade 11
Percent Proficient	Average	Average	Average	
Reading	75.5%	79.8%	80.3%	78.5%
Math	82.3%	87.0%	80.5%	86.1%
Science	84.3%	88.3%	86.2%	79.7%

Using the above assessments and current student achievement, the following TLC goals were derived:

1. Increase student achievement through the use of effective, research-based teaching practices
2. Attract and retain high-quality teachers

3. Establish leader positions and a system for assisting colleagues
4. Create a culture of collegiality and collaboration
5. Identify, define, and assess skills and competencies that teachers need for leadership roles

**Evidence of Goal Attainment**

Goal 1: Long Term – All K-12 students are proficient in reading comprehension, math, and science, and use technology in developing that proficiency.

- Iowa Assessments, ACT, FAST, PAT
- Graduation rates

Using Part 3 application narrative from previous submission?      Yes

**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)**

The TLC plan for OA & BCIG was designed with purposeful connection to support the school improvement plans, processes, and initiatives through careful construction of vision, goals, and objectives. District initiatives will be well supported within the TLC framework.

**District Initiatives:**

- **MTSS**--The TLC model and mentor teacher leaders can aid in the implementation of strategies within a Multi-Tiered System of Support. The strategist will oversee the development of processes for identifying students who are at-risk, the organization and delivery of research-based targeted instruction, sharing professional strategies for increasing student achievement, and the process of data collection, analysis, reporting, and collaborative discussion for data-driven instructional growth. With the understanding that 80% of MTSS is done within core instruction in the classroom, the TLC plan will help bring research-based practices into all classrooms to be able to help students achieve in that setting.
- **Iowa Core**--The curriculum director, with the assistance of the instructional strategist, will guide implementation of the Core. After reviewing system assessments, the instructional strategist can meet with individual faculty members to discuss changes to improve instruction and learning. Individual Career Plans can be designed to meet each teacher's individual needs.
- **STEM/STEAM**-- Our core curriculum will be enhanced by STEM/STEAM activities in classrooms, centered around integrated technology and literacy. Model teachers can provide opportunities for other teachers to see exemplar ways to implement STEM/STEAM into their classrooms. Instructional strategists will be able to observe and assist in implementation of these activities in classrooms.
- **Effective Instruction**--The director of curriculum and professional development will supervise and facilitate the process of professional learning in the areas of effective instruction including: Student-Centered Classrooms, Teaching for Understanding, Assessment for Learning, Rigor and Relevance, and Teaching for Learner Differences. Model teachers and instructional coaches will help to reinforce this professional learning within classrooms.
- **Professional Learning Communities**--The director of curriculum and professional development will create a plan for PLC groups to follow, including professional development in PLC practices, and a template to record data. Professional learning communities will be led by model teachers and instructional coaches when applicable. Collaboration time and preexisting Professional Learning Communities will also be used to analyze, discuss, and plan for continuous alignment of the Iowa Core Curriculum Standards and other established standards within the school district.
- **Early Literacy**-- The instructional strategist and the director of curriculum and professional development will line up the windows for assessments, the coordination of data collection and analysis, and the process of planning for interventions based on results. Assessments are given through Iowa Tier and within the district (IGDI's, PAT, and Reading Benchmarks). Early Literacy programs currently implemented are based upon the needs of the student as teachers monitor the specific skills practiced by each child.
- **Interdisciplinary Curriculum**-- The OA & BCIG district is also following an integrated, interdisciplinary approach to literacy connecting reading, writing, speaking, listening, and language strands with the K-3 curriculum. This is a shared responsibility, meaning that all K-3 teaching staff will have the role of ensuring that literacy standards are met appropriately.

The teacher leadership positions will enhance the ongoing development of teachers and students in each building by:

- providing additional supports for teachers
- delivering research-based instructional strategies
- sharing resources for maximizing student achievement
- spearheading new professional learning and growth
- providing opportunities for staff development and leadership
- understanding new theory and practices

- using data for instructional decision-making
- providing accountability in each area, following the Iowa Professional Development Model
- Compensating teachers for their diligent work

The potential to reach as many students as possible through a supported framework under TLC is exciting. OA & BCIG schools plan to utilize the strengths of teachers to rethink instructional delivery, response to intervention, and collaboration to have a greater impact on students.

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)**

### **Current Mentoring and Induction Program**

OA-BCIG's current mentoring and induction program for initial teachers is provided through the AEA four times per year, for two years. Mentor and initial teachers are required to meet outside of these AEA sponsored meetings. New teachers also attend a full day of induction to meet with human resource and technology staff, receive a general overview of the district including goals and improvement plans, and a mentor/mentee meeting is held.

### **Gaps in the Mentoring and Induction Program**

- The current program does not provide enough frequent support to teachers new to the profession, the district, or when a teacher is given a new assignment
- Formal mentoring practices for teachers new to the profession are not in place other than the quarterly mentor training provided by the AEA.
- Scheduled time for the mentee to observe other teachers and collaborate and reflect with their mentor is not in place.
- Assignments are completed by mentees for their evaluation portfolio; however, the assignments could be more authentic f

### **Improvements in the Mentoring and Induction Program**

- Teachers new to the profession, new to the district, or who have been reassigned will be mentored by a mentor teacher.
- More consistent and frequent support will be provided for the mentee.
- Mentor teachers will provide information about procedures including interactions with students, other staff, and the community.
- Teachers new to the profession will be observed by a mentor teacher and together they will collaborate to put together artifacts from the initial teacher's classroom practices that demonstrate the Iowa Teaching Standards.
- Mentor teachers will assist initial teachers with learning about and implementing best educational practices and effective instruction.
- Mentor teachers will arrange opportunities for initial teachers to observe classroom teachers.

The TLC plan will allow OA-BCIG schools to structure an ongoing process for teachers to grow into confident professionals through the process of collaboration, coaching, relevant feedback from peer teachers, and the examination of instructional practices. OA-BCIG's base salary meets the state minimum salary requirements.

### **Timeline for Duties: Year 1**

#### **Summer:**

- Make initial contact with mentee
- Be available to answer any questions the mentee may have before arriving

#### **Prior to School Starting:**

- All mentors, mentees, Curriculum Director, and administration will meet for one full day prior to the first contract day.
- Attend all staff meetings with mentee and debrief after each.
- Assist the mentee to prepare for the first week with students, including but not limited to, classroom management, lesson plans, and staff/building procedures.

#### **Start of School:**

During the first two weeks of school, the mentor will have daily, informal contact with the mentee. One formal meeting will take place each week (before/after school, or during common prep). Administration will work with both teachers to find time during contract hours.

- Mentor and mentee must attend a school board meeting together.
- Mentor and mentee must address school ethics.
- Collaborate with Instructional Strategist
- Mentor will observe mentee (peer-observation) followed by a post-observation meeting using template provided by district.
- Mentee will observe mentor (peer-observation) followed by a post-observation meeting. Coverage for these observations will be provided by the administration.
- Mentee will observe Model teacher (peer-observation) followed by a post-observation meeting. Coverage for these observations will be provided by the administration.

- Mentor and mentee must keep logs to document contact during the year.
- Guide mentee on development of professional teaching portfolio.
- Assist in end of year wrap-up including inventory and requisition forms.
- At the end of the first year, then again at the end of the second, the mentor and mentee will meet with the building principal to discuss the merits of the mentor program as well as recommended changes.

**Year 2:**

Repeat with adjustments made to programming based on staff needs and feedback

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## **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.**

	Compensation Beyond Contract	# of FTE Positions	Work Beyond Contract	% of Total Staff (89 FTE)	Contract % Dedicated to Teaching Students	Contract % Dedicated to Leadership
Initial Teacher	contracts exceeds \$33,500	N/A	2 days	N/A	100	0
Career Teacher	0	N/A	0 days	N/A	100	0
Mentor	\$1,000	6	1 day	7%	90	10
Model	\$5,000	12	5 days	13%	75	25
Instructional Strategist	\$7,000	3	10 days	4%	0	100
Curriculum Director/PD Coordinator	\$10,000	1	20 days	1%	0	100

### **K-12 Curriculum and Professional Development Leader**

100% leadership

**Purpose:** The Curriculum and Professional Development Leader will provide vision and leadership for the implementation of Iowa Core Curriculum, instruction, and assessment. He or she will collaborate with building administrators to develop a curricular vision for the district and build partnerships that support district goals and enhance student learning. This person will serve as an information resource providing staff leadership, encouraging innovation, and assistance in developing the district's strategic plans. He or she will plan staff development and implement strategies and time frames to accomplish these organizational objectives. The Curriculum and Professional Leader will keep current with state academic content standards, benchmarks, and indicators while promoting the continuity of the instructional program.

**PERFORMANCE RESPONSIBILITIES:**

- Plan and deliver professional development activities designed to improve instructional strategies and staff knowledge of educational initiatives (including data analysis, theory, demonstration and practice, observation and reflection, teacher collaboration, integration of technology, and PD evaluation)
- Facilitate the development, adoption, and implementation of curriculum and curricular materials
- Routinely and strategically work with teachers in planning, monitoring, reviewing, and implementing best instructional practice
- Support teacher growth and reflective practices
- Organize, distribute, and verify completion of curriculum maps/scope and sequence in accordance with Iowa Core Curriculum
- Coordinate curriculum presentations to the school board
- Communicate professional development goals with stakeholders including such things as online or written communication and presentations to community groups
- Serve as chair on the District Instructional Team, as district-wide assessment coordinator, and as coordinator of the SIAC
- Assist with providing direction for PLCs
- Complete online C-Plan report and other online or state reporting as directed by the Superintendent.
- Coordinate preparation for Department of Education Site Visits.
- Collaborate with the Technology Director, Instructional Coaches, Model/Mentors, and other teachers/professionals within the district as well as AEA consultants or other professionals outside of the district concerning curriculum, assessment, and professional development.
- Additional twenty days outside of the master contract

### **Instructional Strategist/Coach - Job Description**

100% leadership

**Purpose:** The Instructional Coach will work as a colleague with classroom teachers to support student learning and coordinate

instructional coaching activities. The Instructional Coach will lead the MTSS process for both the lower and upper achieving students. The Instructional Coach will deliver individual and group professional development that expands and refines the understanding of research-based effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on student needs, data, and goals.

**PERFORMANCE RESPONSIBILITIES:**

- Communicate and demonstrate researched-based instructional practices that result in increased academic achievement
- Provide organized, individual and/or group instructional learning opportunities for teachers as needed
- Demonstrate knowledge of student interventions and targeted instruction including a variety of assessment and technology tools
- Provide support in analyzing student assessment data, and assist teachers with designing instructional decisions based on assessment data
- Provide support to model and mentor teachers
- Monitor intervention programs by observing and meeting with teachers
- Lead the MTSS process for students in need (collecting and reporting data, administrating Tier 2 and Tier 3 strategies, coordinating with AEA)
- Provide assistance in researching instructional and/or curriculum issues.
- Model lessons when appropriate
- Manage time to be flexible with teacher schedules
- Assist with implementation of common core, instruction, and assessments
- Attend workshops/conferences to learn about new innovative instructional strategies
- Have detailed preliminary discussions as to areas in which teachers desire to improve (ICDP)
- Formulate action plans to bring about improvement
- Observe classrooms in order to determine best strategies for improving student achievement and provide follow-up discussion
- Additional ten days outside of the master contract

**Model Teacher - Job Description**

75% instruction, 25% leadership

**Purpose:** Model teachers will demonstrate continuous improvement in teaching and possess the skills and qualifications to assume leadership roles as well as meeting the duties of teaching as outlined in the master contract policies for teaching staff.

This teacher must participate on a regular basis in the direct instruction of students and serve as a leader for learning and modeling instructional strategies. This teacher will collaborate with the building principal and utilize research-based instructional methods, participate in the alignment of materials and resources to curriculum outcomes, facilitate professional learning communities and team meetings, and other teacher leadership responsibilities. This teacher will be granted additional planning and collaboration time.

**PERFORMANCE RESPONSIBILITIES:**

- Modeling and providing peer assistance for colleagues
- Keep documentation to support a model position profile and for teaching learning tools and evaluation
- Collaborating with colleagues on a regular basis to stay current with core standards
- Planning and aiding in the delivery of core curriculum, instruction, assessment plans and strategies
- Serving on district-level committees related to instructional practice and student achievement
- Serve as a PLC coach and collaborate with other PLC coaches
- Additional five days outside of the master contract

**Mentor Teacher - Job Description**

90% instruction, 10% leadership

**Purpose:** Mentor teachers will serve as a mentor and coach for new teachers and assist with creation of professional portfolio.

The mentor teacher will serve as a contact for the new teacher, providing information and procedures necessary for the teaching position. The mentor teacher will observe new teachers as well as provide opportunities to demonstrate instructional practices. The mentor teacher will also serve as a guide for teachers new to the district. Mentees may include teachers new to the teaching profession and teachers new to the district.

**PERFORMANCE RESPONSIBILITIES:**

- Mentoring teachers in best educational practices and effective instruction

- Observing and providing peer assistance for mentees
- Serve as an instructional coach for new teachers
- Assist in the development of the new teacher's professional portfolio
- Assist with orientation for staff new to the district
- Support new instructional staff in their interactions with students, staff, and community
- Mentor new and move-in teachers through district policies and procedures
- One additional work day outside of the master contract

While each role has a set of individual responsibilities, they work as a unified team, along with administrators and certified teaching staff, to target district vision, goals, and needs. Each role holds separate responsibilities and expectations, always systemically focused on student and teacher improvement:

- student learning will improve
- school culture will change for the positive
- job satisfaction will increase
- teacher expertise will be increased and valued
- teacher ownership and empowerment will accelerate

### **Curriculum and Professional Development Leader**

The Curriculum and Professional Development Leader

- collaborates with the administration team to plan and develop professional development
- provides resources to the principals, instructional coaches, model teachers and mentors
- collaborates with the administration team in the analyzing of school data, including surveys and student achievement data
- supports instructional coaches and teachers by providing professional resources including reading material and opportunities of research based teaching strategies.

### **Instructional Strategist/Coach**

The Instructional Strategist

- works as a colleague with classroom teachers to support student learning and coordinate instructional coaching activities
- promotes professional development for teachers by providing instructional resources through classroom observations and descriptive feedback
- collaborates with curriculum and professional development leader and administrative team to analyze student achievement data and building and district goals
- supports school improvement through evidence based strategies and professional reading
- collaborates with the model teacher for the demonstration of effective teaching
- collaborates with the mentor teacher to build the foundation and effectiveness of beginning teachers.

### **Model Teacher**

Model teachers

- collaborates with instructional coaches and curriculum (and professional development) leader on school improvement initiatives
- provides administration and teachers with opportunities to observe best practice and demonstrates professional development
- collaborates with administration and teachers to help strengthen the school improvement initiatives
- supports school improvement through evidence based strategies and professional reading

### **Mentor Teacher**

Mentor teachers

- works with the instructional strategist and model teacher to create a smooth transition for new teachers and assist them with school improvement initiatives, professional growth and instructional practices.
- serves as a guide for teachers new to the district (Mentees include teachers new to the teaching profession and teachers new to the district.)

Using Part 6 application narrative from previous submission? 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.**

The district's selection process includes using multiple data sources for hiring and evaluating the effectiveness and professional growth of teacher leader applicants. Working with peers is much different than working with students and it is important to consider applicants using multiple perspectives so that the applicants with the best "fit" are hired to lead this important work. The chart below describes the phases, selection process, selection criteria (including experience), and annual review of assignment.

Recruit	Meetings will be held to share the opportunities for teacher leadership roles. TLC positions will be posted. Teachers who have worked for the district at least one year and have three years of teaching experience will be encouraged to apply.
District Review Committee	The committee will consist of equal numbers of teachers and administrators and each building will be represented.
Phase I –Initial Application	Applicants will submit a letter of application explaining why they want the position and why they believe the teacher leader role is important. They will also submit a job specific application demonstrating their knowledge and skills in the Iowa Core Curriculum, Effective Teaching Strategies, MTSS Procedures, Use of Assessment Data to Guide Instruction, Technology Integration, and Professional Collaboration
Phase II–Interviews and Selections <ul style="list-style-type: none"> <li>•Final selections determined by District Review Committee</li> <li>•Recommendations made to the Superintendent by the District Review Committee</li> <li>•Superintendent makes recommendations to the Board of Education</li> </ul>	Applicants respond to the same questions and a realistic, hypothetical situation pertinent to the leadership position for which they are applying. Applicants may be asked questions regarding the materials they submitted. Interviewers will be listening for evidence of the applicant's knowledge and skills with the Iowa Core Curriculum, Effective Teaching Strategies, MTSS Procedures, Use of Assessment Data to Guide Instruction, Technology Integration, and Professional Collaboration
Phase III–Yearly Review & Reapplication	The review process will include <b>measures of effectiveness</b> for each position (below) including feedback from administrators and teachers, the evaluation process for regular certified staff and rubrics. Evaluation of <b>Professional Growth</b> will include the teacher leader's plan for improvement.

**Mentor Teacher**

*Performance Standards:*

1. Mentors teachers in best educational practices and effective instruction.
2. Observes and provides peer assistance for mentee.
3. Serves as an instructional coach for new teachers.
4. Assists in the development of the new teacher's professional portfolio.
5. Assists with orientation for new staff in the district.
6. Supports new instructional staff in their interactions with students, staff, and the community.
7. Explains and reviews district policies and procedures

**Model Teacher**

*Performance Standards:*

1. Observes and provides peer assistance for colleagues.
2. Keeps documentation to support a model position profile and for teaching learning tools and evaluation.
3. Works toward staying current with Iowa Core Curriculum standards and other content standards through collaboration with other professionals.
4. Plans and aids in the delivery of core curriculum, instruction, assessment plans and strategies.
5. Serves on district-level committees related to instructional practice and student achievement.

6. Works with and motivates other model teachers and PLC coaches to plan for group learning, and serves as a PLC coach.

**Instructional Strategist**

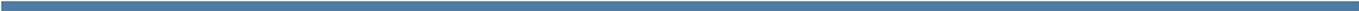
*Performance Standards:*

1. Communicates and demonstrates researched-based instructional practices that result in increased academic achievement.
2. Demonstrates knowledge of student interventions and targeted instruction including a variety of assessment and technology tools.
3. Provides support in analyzing student assessment data, and assist teachers with designing instructional decisions based on assessment data.
4. Provide support to model and mentor teachers.
5. Monitors intervention programs by observing and meeting with teachers.
6. Leads the RTI process for students in need (collecting and reporting data, administrating Tier 2 and Tier 3 strategies, coordinating with AEA)
7. Assist with implementation of common core, instruction, and assessments.
8. Have detailed planning discussions regarding areas in which teachers desire to improve and formulate action plans to bring about improvement.
9. Observe classrooms in order to determine best strategies for improving student achievement and provide follow-up discussion.
10. Collaborates professionally with principals, guidance counselor, at risk coordinators, and curriculum director in developing student interventions and analyzing data.

**Curriculum Director/Professional Development Coordinator**

*Performance Standards:*

1. Plan and deliver professional development activities designed to improve instructional strategies and staff knowledge of educational initiatives.
2. Facilitate the development, adoption, and implementation of curriculum and curricular materials.
3. Routinely and strategically work with teachers in planning, monitoring, reviewing, and implementing best instructional practice.
4. Support teacher growth and reflective practices.
5. Organize, distribute, and verify completion of curriculum maps/scope and sequence in accordance with Iowa Core Curriculum.
6. Coordinate curriculum presentations to the school board.
7. Communicate professional development goals with stakeholders including such things as online or written communication and presentations to community groups.
8. Serve as chair on the District Instructional Team, as district-wide assessment coordinator, and as coordinator of the SIAC.
9. Assist with providing direction for PLCs.
10. Collaborate with the Technology Director, Instructional Coaches, Model/Mentors, and other teachers/professionals within the district as well as AEA consultants or other professionals outside of the district concerning curriculum, assessment, and professional development.



**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.](#)

IPDM Key Element	Teacher Leader Responsibility
<b>PD Leadership Team</b>	Teacher leaders, working with administrators, will primarily be responsible for planning and implementing professional development. Although not all teacher leaders will be responsible for the delivery of professional development, their input and expertise will be sought and utilized. They will use the IPDM Cycle of Professional Development in their planning as a guide for their work with teachers.
<b>Collect &amp; Analyze Data</b>	Teacher leaders will collect and analyze data of current instructional practices in the district through teacher observations, data collected from walk-through's, feedback from teachers, and student achievement data.
<b>Set Goals</b>	The data will then be used to set explicit goals for professional development. Please also note Guiding Principles listed in Select Content.
<b>Select Content</b>	<p>Based on data and goals, content for professional development will be selected while adhering to the requirements of the district's guiding principles of professional learning. These are</p> <ul style="list-style-type: none"> <li>• Focuses on what students are to learn and how to address the different problems students may have in learning the material.</li> <li>• Analyses of the differences between actual student performance and goals and standards for student learning.</li> <li>• Involves teachers in identifying what they need to learn and in developing the learning experience in which they will be involved.</li> <li>• Utilizes collaborative problem solving.</li> <li>• Involves continuous and ongoing, follow-up and support for further learning.</li> <li>• Incorporates evaluation of multiple sources of information on the outcomes for students and the instruction and other processes involved in implementing lessons learned through teacher training.</li> <li>• Provides opportunities to understand the theory underlying the knowledge and skills being learned.</li> <li>• Connects to a comprehensive change process focused on improving student learning.</li> </ul>
<b>Design Process</b>	Our design process seeks to recognize that not all teachers learn in the same way. The layout of our professional development will include one-on-one, small group, book study, and whole group opportunities. The Iowa Professional Development Model will guide the work done in all settings. Please also note Guiding Principles listed in Select Content.

<b>Training and Learning</b>	Using teacher leaders will allow the district to provide high-quality professional development in a variety of settings and with varying levels of support to meet the needs of teachers and the standards laid out in the Iowa Professional Development Model. Please also note Guiding Principles listed in Select Content.
<b>Implementation</b>	All professional development opportunities will be evaluated to measure effectiveness. This will take the form of observations and direct feedback from staff based on rubrics.  Teacher leaders will provide coaching and opportunities for teachers to observe modeling and demonstrations.
<b>Formative Evaluation</b>	We will also monitor the level of teacher implementation and the resulting impact on student achievement. This information will allow us to make <u>mid-course adjustments</u> to our professional development delivery.
<b>Program Evaluation</b>	We will also monitor the level of teacher implementation and the resulting impact on student achievement. This information will allow us to make <b>end of course adjustments</b> to our professional development delivery.

The **Curriculum Director/PD Coordinator** will provide vision and leadership for the implementation of Iowa Core Curriculum, instruction, and assessment. He or she will keep current with state academic content standards, benchmarks, and indicators while promoting the continuity of the instructional program. He or she will collaborate with building administrators to develop a curricular vision for the district and build partnerships that support district goals and enhance student learning while serving as resource for staff and encouraging innovation. **He or she will plan staff development and monitor implementation.**

The **Instructional Strategist** will work as a colleague with classroom teachers to support student learning and coordinate instructional coaching activities. He/she will lead the MTSS process for identifying students. The **Instructional Strategists will deliver individual and group PD expanding and refining teachers' understanding of research-based effective instruction.** He/she will provide personalized support that is based on student needs, data, and goals.

**Mentor Teachers** will serve as a mentor for new teachers. The mentor teacher will serve as a contact for the new teacher, providing resources and information about procedures. **The mentor teacher will observe new teachers as well as provide opportunities for teachers to observe instructional practices.**

**Model Teachers** will provide opportunities for all teachers to observe high-quality instruction **and the implementation of district initiatives and instructional strategies.** Model Teachers will serve as leads for Professional Learning Communities (PLC). During PLCs, teachers will have opportunities to plan, problem solve, develop materials and lessons, and engage in peer coaching. Four critical questions guide the conversations:

- 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?

Using Part 8 application narrative from previous submission?      Yes

**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.

The TLC plan of the OA & BCIG School Districts will provide all teachers professional growth opportunities, support, and collaborative structures to enhance teaching effectiveness. The district will measure the effectiveness of the TLC plan through a series of measures. The district has established leadership teams, an enhanced mentoring program, Professional Learning Communities, and a peer review process in order to meet the following goals:

- Improve student achievement by strengthening instruction.
- Attract promising new teachers by offering competitive salaries and offering short term and longterm professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers to learn from each other.
- Reward professional growth and effective teaching with increased leadership responsibilities and involve increased compensation.

**Goal: Improve student achievement by strengthening instruction.**

Short Term Measures:

- Identify students needing support and the areas in which they need it.
- Improve student learning
- Standardized test scores (Iowa Assessments, FAST, PAT, ACT)
- College level entrance exam data
- Dropout rates/graduation rates
- Post-high school plans
- Provide academic programs that analyze the needs of a wide variety of students.
- Use common formative assessments
- Analyze student data to guide instruction

Long Range Measures:

- Have all K-12 students proficient in reading comprehension, math, and science, and use technology in developing that proficiency.
- Analyze student data over time.
- Iowa Assessments, ACT, FAST, PAT
- Graduation rates
- Attendance rates
- Dropout rates
- Post-high school plans

**Goal: Attract promising new teachers by offering competitive salaries and offering short term and long term professional development and leadership opportunities.**

Short Term Measures:

- Ensure all staff is at minimum salary
- Maintain and provide the necessary and most up to date equipment including good facilities for all programs and up to date applicable technology
- Receive monthly feedback from new teachers
- Create a more effective mentoring program that is tailored to the OA-BCIG district

Long Term Measures:

- Review effectiveness of professional development program and mentoring program annually
- Survey mentor/mentee teachers annually

**Goal: Retain effective teachers by providing enhanced career opportunities.**

Short Term Measures:

- Receive feedback concerning the rigorous process for selecting teacher leaders.
- Track the percentage of teacher leaders in the district.
- Encourage effective teachers to apply for the leadership opportunities offered through the TLC program.
- Create a more effective mentoring program that is tailored to the OA-BCIG district

Long Term Measures:

- Review retention rates of career teachers annually
- Survey the staff concerning opportunities for enhanced career options annually
- Survey the staff annually concerning job satisfaction.
- Interview staff leaving the district to get feedback on strengths and weaknesses of the district

**Goal: Promote collaboration by developing and supporting opportunities for teachers to learn from each other.**

Short Term Measures:

- Monitor collaboration time to ensure descriptive PLC notes documenting more consistent, learning focused team conversations
- Offer time for PLC groups to meet
- Offer a variety of PLC groups to discuss student needs (vertical and horizontal groupings)
- Vertical groupings would consist of K-5, 6-12 curriculum groups.
- Horizontal groupings include building level teams.
- Create a more effective mentoring program that is tailored to the OA-BCIG district

Long Range Measures:

- Annually collect and review all data regarding time spent in collaboration.

**Goal: Reward professional growth and effective teaching with increased leadership responsibilities and involve increased compensation.**

Short Term Measures:

- Ensure effective teachers in the district have a leadership role.
- Ensure at least twenty-five percent of the teachers in the district have a leadership role.

Long Term Measures:

- Annually review the number of teachers in a leadership role.

The measures described above will be used to determine the impact and effectiveness of our plan. Through leadership, PLC,

and team meetings, along with professional development, we will be able to monitor and make adjustments to the plan.

Using Part 9 application narrative from previous submission? 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)**

The district is fully capable and ready to implement and sustain the Teacher Leadership and Compensation Plan. The following will be our tools of implementation:

**Curriculum and Professional Development Coordinator (K-12):** This individual will provide vision and leadership for the implementation of Iowa Core Curriculum, instruction, and assessment. This individual will also collaborate with building administrators to develop a curricular vision for the district and build partnerships that support district goals and enhance student learning.

**Instructional Strategist:** Each of our three buildings will utilize one full time Instructional Strategist. They will work as a colleague with classroom teachers to support student learning and coordinate instructional coaching activities. These individuals will be well versed in the MTSS process, both elementary and secondary literacy, differentiated instruction, and STEM.

**Mentor Teachers:** Our district will fill six mentor teacher positions. The mentor teachers will serve as a contact for all teachers, providing information and procedures necessary for the teaching position. The mentor teachers will observe new teachers as well as provide opportunities to demonstrate instructional practices for all staff. These positions will assist teachers new to the staff as well as those who are in need of additional supports. They will serve these positions without relinquishing any of their teaching duties.

**Model Teachers:** Our district will fill twelve model teacher positions. They will provide an opportunity for all teachers to observe high-quality instruction and the implementation of district initiatives and instructional strategies. This will meet the mandate called for in the IPDM for all teachers to have multiple opportunities to see demonstrations. Model Teachers will serve as Professional Learning Communities (PLC) Leaders. They will serve these positions without relinquishing any of their teaching duties.

**Bargaining Language:** We will use collective bargaining language to create contracts and determine terms of employment, including pay, benefits, hours, and leave.

The sustainability of the TLC Plan is important to our district. To help sustain our plan the following tools will be used:

The district will put into place a clear set of criteria and protocols for evaluating each position, including summative evaluation by building administrators.

Quality professional development will be provided for each level of the position's job description. Odebolt-Arthur and Battle Creek-Ida Grove will utilize local AEA and state-level resources to ensure that each person in this position is given access to quality, research-based, professional development to assist them in meeting the responsibilities of their job.

The Curriculum and Professional Development Coordinator, along with the Instructional Strategists, will make regular reports to the local board of education providing data to demonstrate effectiveness. They will utilize the school newsletter and school web site to provide written correspondence to the staff and community throughout the year.

These positions will be sustained to the capacity in which they are defined, evaluated, trained and incorporated within the system.

This intended plan will be carried out jointly by the Odebolt-Arthur and Battle Creek-Ida Grove School Districts. The two districts are currently in a whole grade sharing agreement for 6-12. We have a combination of staff from both districts that teach in both the middle school and the high school. This plan has been developed according to current initiatives, and the staff of both districts feel implementation of the TLC plan with fidelity sustained over time will also be attainable.

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## 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.	\$105,000.00
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).	\$190,000.00
Amount used to provide professional development related to the leadership pathways.	\$7,933.89
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>	\$0.00
<b>Totals</b>	<b>\$302,933.89</b>

## 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.*

<b>Certified Enrollment Number</b>	980.94
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$302,933.89
<b>Total Allocation</b>	\$302,933.89

## Other Budgeted Uses - Description

Item description	Amount budgeted
	<b>\$0.00</b>

## Total Allocation Budgeted

<b>Total Projected Amount to be Expended</b>	\$302,933.89
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*If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.*

<b>Remaining Allocation to be Budgeted</b>	<b>\$0.00</b>
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## 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)

	Compensation Beyond Contract	# of FTE Positions	Work Beyond Contract	% of Total Staff (89 FTE)	Contract % Dedicated to Teaching Students	Contract % Dedicated to Leadership
Initial Teacher	contracts exceeds \$33,500	N/A	2 days	N/A	100	0
Career Teacher	0	N/A	0 days	N/A	100	0
Mentor	\$1,000	6	1 day	7%	90	10
Model	\$5,000	12	5 days	13%	75	25
Instructional Strategist	\$7,000	3	10 days	4%	0	100
Curriculum Director/PD Coordinator	\$10,000	1	20 days	1%	0	100

Our goal for the TLC program is to provide support for our teachers in increasing student achievement while providing an avenue for teachers to advance into teacher leadership roles. We have designated the funds to cover the stipends for the new positions as well as cover the cost to replace the individuals that will be out of the classroom as part of the plan. In addition, we have also allocated funds to provide ongoing teacher leadership training in all of our positions. We as a TLC committee, feel it is imperative to ensure our teacher leaders are well trained in the work we are asking them to carry out.

Our Curriculum Director/ Professional Development Coordinator will work to help provide oversight of all of the current initiatives we have going on in the district. By freeing up time for this individual to work outside of the classroom we are able to be more responsive to teacher needs. We will be using additional district funds outside of the TLC grant to support this individual and their work. We are not using TLC funds to supplant current funding, we are using TLC funds to supplement and enhance what we are currently doing with this position.

Our Instructional Coaches will be also released from classroom teaching responsibilities to aid teachers in a variety of ways. We hope to use them as coordinators for our MTSS program as well as providing teachers release time to watch our model teachers implement new initiatives. Our Instructional Coaches will be pivotal in helping develop, implement and evaluate professional development according to the Iowa Professional Development Model.

The stipends provided by the TLC grant will allow our Model and Mentor teachers to work outside of the normal school day to provide guidance to new teachers and research new initiatives the district is looking at adopting. Included in the job descriptions are the stipends that will be paid for the Model Teacher to include leading our PLC's as a coach and training of new teachers for existing initiatives that are currently implemented in our districts. Our Mentor Teachers will plan, deliver and evaluate the mentoring program for our new teachers, as well as for our teachers that may have experience, but are new to the building. The Mentor

Teachers will also coordinate with the Model Teachers when we have a new teacher that is need of training in a particular area in order to improve their practice as a beginning educator.

Being two small districts has its challenges in relation to implementation of major programs or initiatives because of the lack of additional personnel. Using the TLC grant, we will now have the resources to fund positions that will allow us to not only implement the TLC program, but improve the implementation of a variety of initiatives both the district and the state deem essential to providing a quality education in a very competitive global environment. We welcome the use of this program to take our work with PLC's, MTSS, and Iowa Core implementation to the next level with district-fidelity in every classroom.

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## 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