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Application

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Application Details

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

91444 - Teacher Leadership Compensation Grant
Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-24 10:35:59
Signature:	Todd A. Martin	Submitted By:	Todd Allen Martin

Applicant Information

Project Officer		Organization Information	
AnA User Id	TODD.MARTIN@IOWAID	Organization Name:*	Baxter Community School District
First Name*	Todd Allen Martin	Organization Type:*	K-12 Education
	<small>First Name Middle Name Last Name</small>	Tax ID:	
Title:		DUNS:	
Email:*	tmartin@baxter.k12.ia.us	Organization Website:	
Address:*	202 E. State Street	Address:	
City*	Baxter Iowa 50028		
	<small>City State/Province Postal Code/Zip</small>		
Phone:*	641-227-3102	City	Iowa
	<small>Phone Ext.</small>	State/Province	Postal Code/Zip
Program Area of Interest*	Early Literacy Implementation	Ext.	
Fax:		Fax:	
Agency		Benefactor Vendor Number	

Recipient Information

District*	Baxter Community School District <small>Use the drop-down menu to select the district name.</small>
County-District Number*	50-0513 <small>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.</small>
Honorific	Mr.
Name of Superintendent*	Todd A. Martin
Telephone Number*	641-227-3102
E-mail Address*	tmartin@baxter.k12.ia.us
Street Address*	202 E. State Street
City*	Baxter
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	50028

TLC Application Contact

Honorific: Mr.
 Name of TLC Contact*: Todd A. Martin
 Telephone Number*: 641-227-3102
 E-mail Address*: tmartin@baxter.k12.ia.us
 Street Address*: 202 E. State Street
 City*: Baxter
 State*: Iowa
Use the drop-down menu to select the state.
 Zip Code*: 50028

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)

Culture of Excellence (Theory of Action/TLC Vision & Goals)

Baxter Community School District (BCSD) is a small, rural district, which takes pride in our collegial, practitioner led system where we hold students' success in high regard. Our BCSD Mission Statement clearly illustrates our attentiveness to the individual learner, and their personal success in school and/or in life: *"Teaching for today and tomorrow, one student at a time."*

The TLC structure has offered us a unique opportunity to build upon our current system in making a more substantial difference for our Baxter Community. BCSD's TLC Steering Committee, consisting of four *teachers*, three *administrators*, and three *community members/stakeholders/Parents* (non-staff), has worked diligently in creating our BCSD Theory of Action and TLC Vision & Goals to help us in framing our plan through an eight meeting series totaling 32 hours. Participants were offered stipends, extracted from the TLC planning grant, for their participation. With this said, the theory of action and vision aligns with the IDOE TLC Vision; our BCSD Mission; and our established culture of peer-peer learning, modeling, and an environment of positive teacher leadership and collaboration already in place within the district. The establishment of a teacher leadership system will further strengthen the culture of peer collaboration by increasing professional learning supports; empowering teachers to achieve their full professional potential; and by directly benefitting student achievement and/or organizational results.

TLC Theory of Action:
<i>IF we develop, and successfully implement, a multi-layered professional learning system led by practitioners; THEN our organization will mature in becoming more impactful with identified system leverage points as related to our comprehensive results.</i>
Baxter CSD TLC Vision:
<i>Create a collaborative environment (led by teachers) that promotes increased professional learning pathways for impactful system actions surrounding comprehensive school improvement and overall achievement results.</i>
Baxter CSD TLC Goals:
Goal #1: <i>Provide formal and informal coaching in an effort to improve the effectiveness of teaching and learning</i> <ul style="list-style-type: none"> · Increase learning opportunities for staff to engage in collegial professional development · Increase student achievement as measured by Adequate Yearly Progress (AYP) indicators and our Balanced Assessment Framework
Goal #2: <i>Attract & retain high-quality teachers by providing career pathways driven by a collaborative environment</i>
Goal #3: <i>Support teacher-leader roles that are currently structured in the system by continuing to build leadership capacity</i>

Teacher Leadership Roles

Included in our plan, are six teacher leadership pathways or roles.

1. The **Professional Learning Coach/TLC Coordinator** will provide oversight (non-evaluative) in organizing, coordinating, and in collaboratively leading professional learning structures, outlined in our current realities and the TLC plan, here at BCSD.
2. **Peer Coach** will offer increased teacher leader supports by formally and informally engaging staff in opportunities to collectively learn from one another (peer-to-peer)
3. **Mentor Teacher** will work with new teachers, both to the profession and to BCSD in efforts to accelerate their induction and in increasing teacher retention rates within the district
4. **Model Teacher** will overtly model research based, best practices for critical masses.
5. **PLC Lead Teacher/Data Team Leaders** will facilitate PLC structure work with a keen eye on system results
6. **Professional Learning Advisor** role will provide district level guidance with our comprehensive BCSD Professional Learning Plan

BCSD "Big Rocks" or System Leverage Points

Our system is driven by system leverage points we have coined as our "Big Rocks." We are confident the TLC granting process will support our system through increased teacher leadership structures driving organizational maturation. BCSD "Big Rocks" include:

- Iowa Core (IC)/Guaranteed & Viable Curriculum (GVC) & Balanced Assessment Framework
- Professional Learning Communities (PLCs)/Data Teams (DTs)
- Multi-tiered System of Supports (MTSS) Positive Behavior Intervention Supports (PBIS)
- Authentic Intellectual Work (AIW)/Instructional Practices Inventory (IPI)
- Characteristics of Effective Instruction
- 1:1 Technology Initiative

Teacher leaders provide the backbone for professional supports by working with practitioners to achieve the aims of our "Big Rocks" and in providing the professional learning necessary in promoting district-wide success.

In closing, the TLC granting process allows us an ideal opportunity to weave all of these complex variables together, into a highly unified system, holding the potential to produce greater results than each was capable of as stand alone initiatives. Our district is excited, committed, and fully ready to move forward with a sustainable TLC action plan as outlined in the following sections.

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

TLC Model Number Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from Year 1? No

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

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Collectively Creating Our System Structure

The TLC Steering Committee engaged in a series of meetings in which we collected system data; engaged a variety of stakeholders in building capacity around the TLC Granting process; examined exemplar school grants for innovative structural ideas for our plan; and in weaving current realities of our organization with new layers of teacher leadership to further support our staff. These meetings served as a road map in our TLC grant-writing journey.

Building Capacity for TLC

Our TLC Steering Committee spent a plethora of time building capacity with a variety of stakeholders in collectively educating each constituency group around the purpose, vision, goals, and in the great potential the TLC grant offers school organizations in the continuous improvement process. These various groups included BCSD Staff, SIAC (parents/community, teachers, and administrators), BCSD Union Reps, AEA, the BCSD BoE, and community through multiple exchanges. Our capacity building efforts were spent providing initial overviews of the TLC; reciprocally discussing our planned framework outlined in the grant; fielding inquiries surrounding the granular details of the plan; and in gathering input from all stakeholders for plan improvements.

We worked diligently to provide multiple exposures in efforts to engage stakeholders; offer opportunities for feedback; and in proofing the grant for system alignment and organizational efficacy. This took place through three separate professional learning sessions followed by audits/surveys. The audits qualitatively measured the following:

1. Levels of professional development support staff currently receives from their colleagues.
2. Levels of professional development support staff currently receives from their administration/directors.
3. How the TLC could improve the quality of individual professional growth (illustrating buy in and belief in the plan).
4. How the TLC could improve the quality of professional learning at BCSD (illustrating buy in and belief in the plan).
5. Professional learning models/formats/approaches that work best for you individually and for the collective system.
6. Interest levels of staff in our TLC roles

These responses were analyzed and synthesized for the applicability to our granting process. The input was then infused into the current structure we presented in our comprehensive plan.

Grant Development

As we began building synergy for what the TLC could provide our organization, the TLC Steering Committee began the process of using feedback to structurally lay out the BCSD TLC plan. We utilized tools provided by Heartland AEA to guide us in the planning process, which led us in digging deeper into the granular details of our planned structure, and how it relates to the "Big Rocks" of our system as described in our executive summary.

This phase served as a foundation for a multitude of deep discussions, all aimed at increasing the efficacy of our TLC plan, before moving to a rigorous revision, proofing process in which we synthesized input from our stakeholder groups to improve the overall structure. Finally, we spent

numerous hours working through various scenarios in efforts to remove barriers and/or hurdles; thus promoting increased levels of success for our school during the implementation phase of our plan.

Description of Support and Commitment

Teachers

Teachers across the district showed high levels of support and interest based on our audits we conducted throughout the process. Evidence of staff support for TLC structures were addressed in our findings supported by the following illustrations:

- 100% of community and administrators were supportive of our plan
- Based on a TLC Interest Survey, we have greater than 70% of our staff voicing interest in the multiple pathways, or layers, of teacher leadership laid out in our plan.
- 66% of staff feel collegial linkages to professional learning is a strength for our system.
- 94% of staff responses were positive in nature and were excited for the potential it provides our organization.
- In response to professional learning formats, 78% of staff felt structured conversations with colleagues were primary modalities for professional learning occurring in our organization.

This demonstrates the overall mindset and culture of peer-to-peer learning already occurring in our school as well as growth potential for our system to build upon current structures under the TLC plan.

Stakeholder Groups

As we navigated through the TLC granting process, we were influenced by numerous stakeholder groups, i.e. SIAC, BCSD Board, BCSD Staff, community members, parents, and AEA. Our constituency felt this opportunity would move BCSD from "Good to Great" in moving our district toward innovative professional learning; in building teacher leadership; and in producing increased organizational results.

Narrative

Using Part 2 application narrative from Year 1?*

No

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

State Goals:

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

Local and Statewide Context

At BCSD, our mission statement, "Teaching for today and tomorrow, one student at a time" drives system actions and serves as a foundational component in the TLC granting process. Our staff works to ensure we offer a rigorous, challenging curriculum that aligns tightly to the Iowa Core. Our professional learning process is guided by the Iowa Professional Development Model and scientific principles-*theory, demonstration, practice, and coaching*; and works to embed system protocols threaded throughout our AIW, IPI, Data Teams, MTSS efforts.

Intertwining TLC structures with our "Big Rocks" identified in our executive summary, we will, undoubtedly, increase our teacher leadership capacity to produce comprehensive results. In essence, our intent is to provide a laser-like focus on improving student achievement by strengthening our instruction and/or Universal Core. We have identified system leverage points targeting reading, writing, and math embedded in the IC. Through our professional learning structures, harnessing PLCs, we have protocols studying student data, adult practices, and system structures in determining instructional sequencing, intervention or enrichment for learners, and in assessing overall organizational efficacy. In addition, we are fortifying our guaranteed and viable curricular structure through revision processes aimed at unit designing, creating a balanced assessment framework, and in strengthening our MTSS framework to ensure we are addressing *DuFour's PLC questions*:

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?

Multi-layered professional learning occurs at BCSD through Professional Learning Communities (PLCs) creating a coherent focus on curriculum, instruction, and assessment. This existing structure lends itself well to our TLC plan and will certainly fortify our current teacher leadership structure.

Our district mission and TLC vision/goals directly align to the state's vision for TLC. In complementing the state's TLC intentions, our vision encapsulates the desire to transform teaching and learning by increasing teacher leadership pathways to positively impact system, staff, and student performance.

TLC Theory of Action:
<i>IF we develop, and successfully implement, a multi-layered professional learning system led by practitioners; THEN our organization will mature in becoming more impactful with identified system leverage points as related to our comprehensive results.</i>
Baxter CSD TLC Vision:

Create a collaborative environment (led by teachers) that promotes increased professional learning pathways for impactful system actions surrounding comprehensive school improvement and overall achievement results.

Baxter CSD TLC Goals:

Goal #1: Provide formal and informal coaching in an effort to improve the effectiveness of teaching and learning

- Increase learning opportunities for staff to engage in collegial professional development
- Increase student achievement as measured by Adequate Yearly Progress (AYP) indicators and our Balanced Assessment Framework

Goal #2: Attract & retain high-quality teachers by providing career pathways driven by a collaborative environment

Goal #3: Support teacher-leader roles that are currently structured in the system by continuing to build leadership capacity

System Accountability

Another area we are working to bolster includes increasing our system monitoring mechanisms. Our intent includes: increasing our accountability actions, around our identified leverage points; assessing implementation levels of our leverage points; and in auditing the current realities of our system. By scientifically collecting data, we believe we will be more responsive in the continuous improvement process. Our objective is to conduct non-evaluative walkthroughs, formal/informal observations, implementation studies, and other innovative self-monitoring structures. This data will be analyzed by district leadership teams, looking for patterning system behavior, which drives our action planning process for continuous improvement; hence leading to increased system outcomes.

Collaborative Culture

Another area of focus for our district includes the promotion of collaborative structures. In working with Heartland AEA we collectively analyze our system annually and reflected upon our greatest strength as a school: the collegial nature of our system. In essence, our structure is founded on a teacher leadership mindset. Our peer-to-peer structures provide a collaborative atmosphere and/or culture that is a powerful force at BCSD. With the TLC grant, we are confident we will enhance the efficacy of our culture, through additional pathways for teacher leadership, which will increase our teacher retention rates, attract high caliber candidates to our district, and, ultimately, in improving teaching and learning across our district.

Using Part 3 application narrative from Year 1?*

No

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

BCSD's teacher leaders will support and strengthen goals identified by the TLC Steering Committee, SIAC, and BCSD BoE (as described in the Executive Summary). Additionally, we firmly believe teacher leaders will greatly increase the district's ability to fully implement the priorities of the BCSD.

Baxter CSD TLC Goals:
<p>Goal #1: Provide formal and informal coaching in an effort to improve the effectiveness of teaching and learning</p> <ul style="list-style-type: none"> · Increase learning opportunities for staff to engage in collegial professional development · Increase student achievement as measured by Adequate Yearly Progress (AYP) indicators and our Balanced Assessment Framework
<p>Goal #2: Attract & retain high-quality teachers by providing career pathways driven by a collaborative environment</p>
<p>Goal #3: Support teacher-leader roles that are currently structured in the system by continuing to build leadership capacity</p>

<p>Goal #1: Provide formal and informal coaching in an effort to improve the effectiveness of teaching and learning</p> <ul style="list-style-type: none"> · Increase learning opportunities for staff to engage in collegial professional development · Increase student achievement as measured by Adequate Yearly Progress (AYP) indicators and our Balanced Assessment Framework

- **Iowa Core:** The Professional Learning Coach and Model Teaching Team will strengthen the district's work with IC implementation by creating alignment tools, actions plans, and pacing guides to help facilitate the conversations and processes to deepen IC implementation. Teacher teams (grade level/departments) will be coached through the evaluation of current curriculum and in the creation of formative assessments, utilizing a body of evidence, demonstrating student mastery of IC Standards. Without this support, it will be difficult for the district to assure the IC will be implemented fully with fidelity.
- **MTSS:** The Professional Learning Coach and Data Team Leaders will support the district's efforts in MTSS through collaboration with teachers. The Professional Learning Coach and Data Team Leaders will train teachers to analyze and evaluate data to make instructional decisions. Currently BCSD has an MTSS structure in place for evaluating reading and behavioral data. Increased teacher leadership supports would allow a more mature MTSS structure and focus professional learning around the MTSS process.

- **IPI - Student Engagement:** BCSD is currently in our third year of the IPI process. Goals, instructional decisions, and professional development have been implemented based on the IPI data collected, and is teacher-led. IPI is a primary vehicle used to enhance student engagement and higher/deeper thinking skills. Dr. Jerry Valentine's protocol states "teacher-leaders collect data about school wide engagement and facilitate faculty in collaborative study of the data." We have strong leaders in place for this process.

Goal #2: Attract & retain high-quality teachers by providing career pathways driven by a collaborative environment

- **Mentoring and Induction:** Mentor Teachers will be assigned to all new district staff. They will attend district meetings with a focus on mentoring, and statewide mentoring and induction meetings offered through the AEA. The additional TLC funds will provide support and coaching opportunities with a focus on our district's "Big Rocks". This support would be in addition to the AEA new teacher curriculum. These priorities will enhance, support, and strengthen our district by developing our new teacher's performance capacity. The plan would also support experienced teachers who are new to our district.
- **Creating Additional Career Pathways:** The district's goal is to grow the leadership capacity of all. The variety of teacher leader career pathways created through the grant reflect an understanding that different teachers have different skill sets and can all contribute to the maturity of the organization.

Goal #3: Support teacher-leader roles that are currently structured in the system by continuing to build leadership capacity

- **PLC's/PL Advisory:** BCSD currently has teacher-leaders that facilitate and lead our PLC's. They meet monthly to collaborate around our current professional learning and improve each PLC. These leaders are at the core of our successful professional learning opportunities. This grant will help us clear the biggest hurdle in any successful implementation-time. We will find common times to plan while compensating our best leaders, and move from good to great when these leaders model, support, and implement excellent teaching.
- **Authentic Intellectual Work (AIW):** A PLC Lead Teacher will be identified to attend AIW leadership training and serve as the district's AIW local coach. BCSD teachers will continue to use the AIW framework to design lessons and units with high intellectual rigor aligned to the IC. This coach will assist in the development of a long-term plan, which will sustain the current AIW efforts in the district.

Using Part 4 application narrative from Year 1?

No

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

For many years, BCSD had educators vested in our school district. As these individuals retired, the school filled their positions with novice teachers. Although these teachers have stated that their experience at BCSD was positive, their need for relocation pushed them into searching for positions in different districts. Ultimately, we would like to increase tenure teachers within our district. It is our intent, with this grant, to provide them with a **collaborative and supportive environment**. If we can achieve this through the TLC structure, student achievement and organizational results will benefit.

Our plan is designed to expand the mentor teacher position and support new teachers in our district. We strive to have a school culture that is appealing to teachers in which they see the impact of their work through a **personalized learning environment**.

Goal #1: Provide formal and informal coaching in an effort to improve the effectiveness of teaching and learning

- Increase learning opportunities for staff to engage in collegial professional development
- Increase student achievement as measured by Adequate Yearly Progress (AYP) indicators and our Balanced Assessment Framework

At present, mentors and mentees are matched according to their teaching assignment whenever possible. This is done to encourage growth through collaboration and co-teaching. New teachers gain classroom management tips, lesson ideas, and other essentials to the profession through their mentor. Mentors and mentees are required to meet a minimum of ten hours per semester and must document the hours they meet and topics discussed. All teachers new to the district attend an orientation workshop that introduces them to our core values, initiatives, and procedures. Currently, BCSD collects data around our mentoring and induction program utilizing a mentoring log. With this grant, we will begin collecting and using survey data focused on Characteristics of Effective Instruction to drive continuous improvement. This will help us gain a better understanding for the needs of new teachers and mentors.

The TLC grant will allow our district to provide release time in addition to common planning time for mentors and mentees to meet. The meeting time will include:

- Increases in co-teaching experiences/opportunities
- Additional observations, peer-peer, followed by feedback offerings
- Structured reflective practices where PLCs can work its magic

The district will gather regular feedback to measure the effectiveness of the mentoring program in efforts to make adjust our system structure as needed. This will be created and managed through the TLC coordinator or advisory team. Mentors will be provided with training opportunities in addition to district professional learning to increase leadership and coaching capacity

Goal #2: Attract & retain high-quality teachers by providing career pathways driven by a collaborative environment

In order to attract and retain high quality teachers, both new to the profession and veterans new to our district, we will continue to provide multiple opportunities for teachers to participate in the following initiatives:

- Professional Learning Communities
- Positive Behavior Supports
- 1:1 Technology
- Characteristics of Effective Instruction
- Authentic Intellectual Work
- Instructional Practice Inventory
- Iowa Core

The staff designs and implements Individual Career Growth Plans around our district mission and goals. After careful examination of our mentoring program, we believe the following actions need to occur:

- Mentors and mentees will have **intentional, reflective** conversations together that are focused on things such as effective instructional practices and the modeling of these practices by mentor and model teachers.
- Mentors and mentees will have opportunities to meet beyond the ten hours required by the state.

Goal #3: Support teacher-leader roles that are currently structured in the system by continuing to build leadership capacity

Currently Mentors are receiving minimal supports and the TLC grant would help us in maximizing our impacts on new staff. In order to make the most out of our mentoring program we are proposing that our mentors engage in opportunities to build their knowledge of current research-based instructional practices, increase leadership capacity through coach training, and by attending the Mentoring Matters offerings. We also want mentors to build skills in coaching mentees through observations and reflective conversations.

"Tell me and I forget, teach me and I may remember, involve me and I learn."~Ben Franklin. With the enhanced resources of the TLC grant, BCSD will strengthen its mentoring and induction program through active involvement among our novice and mentor teachers.

Narrative

Using Part 5 application narrative from Year 1? No

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

Please include the following information in your narrative:

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

In clearly laying out our teacher leadership framework, we intentionally intertwined structures we currently have in place, fortifying roles for increased system impacts, while introducing new teacher leadership roles that further support our organization in increasing the efficacy of our collective work. In doing so, we have teacher leadership roles that reach 58% of staff which exceeds the 25% participation expectation.

Job Description: <i>Professional Learning Coach/TLC Coordinator (X1=\$15,000)</i>
General: Full release position. \$15,000 supplement to teacher contract. 15 additional days to teacher contract. 75% of time will be spent as PL Coach and 25% of time will be spent as TLC Coordinator. Reports to building and district administrators. Annual review of assignment by TLC Selection Committee.
Role Summary/Expectations: The <i>Professional Learning Coach</i> will contribute to district growth by engaging teachers in a cycle of reflective development to bring about teacher skill and student achievement. To this end, s/he will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning. The <i>TLC Coordinator</i> will contribute to the growth of the district by overseeing implementation of the teacher leadership system. S/he will serve as the liaison between teacher leaders and the administrative team to ensure ongoing, two-way communication occurs in efforts to grow the maturation of our organization.
Duties and Responsibilities:

- Aligns system actions to the district mission, vision, goals, and learning structures
- Coordinate TLC actions/Monitor implementation of the TLC plan
- Collaboratively plan, develop, and deliver informal and formal professional learning
- Collaboratively leads school initiatives ("Big Rocks") and/or system leverage points

Job Description: *Peer Coach (X4=\$4,800)*

General: Un-released position. \$1,200 supplement to teacher contract. 2 additional days to teacher contract. Teacher leader will teach full time and will be granted release time or compensated for additional professional learning/work time as approved by TLC Committee and school administration. Reports to building and district administrators. Annual review of assignment by TLC Selection Committee.

Role Summary/Expectations: The *Peer Coach* will offer increased teacher leader supports by formally and informally engaging staff in opportunities to collectively learn from one another (peer-to-peer). The primary mode of learning will occur in reciprocal observations of research-based, best practices in the actual teaching and learning environment which will include feedback dialogue to enhance professional learning and overall system maturation.

Duties and Responsibilities:

- Organizes and collaboratively conduct peer reviews
- Designs and engages in feedback looping based on research-based, best pedagogical practice
- provide structures to support teacher engagement in peer coaching

Job Description: *Mentor Teacher (X4=\$7,200)*

General: Un-released position. \$1,800 supplement to teacher contract. 3 additional days to teacher contract. Teacher leader will teach full time and will be granted release time or compensated for additional professional learning/work time as approved by TLC Committee and school administration. Reports to building and district administrators. Annual review of assignment by TLC Selection Committee.

Role Summary/Expectations: The primary expectation for the *Mentor Teacher* includes working with new teachers to the profession, and new teachers to BCSD, in efforts to accelerate their induction as well as in increasing teacher retention rates in our district.

Duties and Responsibilities:

- Provides ideas for differentiation instruction and planning lessons in partnership with fellow teachers
- Helps colleagues select and implement effective teaching strategies and studies how students respond
- structures opportunities for teachers to practice newly learned skills with peers in the workshop setting and in the classrooms

Job Description: *Model Teacher (X3=\$6,000)*

General: Un-released position. \$2,000 supplement to teacher contract. 3 additional days to teacher contract. Teacher leader will teach full time and will be granted release time or compensated for additional professional learning/work time as approved by TLC Committee and school administration. Reports to building and district administrators. Annual review of assignment by TLC Selection Committee.

Role Summary/Expectations: The *Model Teachers* chief responsibility is to overtly model research-based, best practices for the critical masses. This will occur informally and formally through professional learning structures, i.e. PLCs and our BCSD Professional Learning Plan.

Duties and Responsibilities:

- Offers structured formats for observation, or video modeling, of research-based, best practices
- Designs and delivers training (IPDM-Theory, Demonstrations, Practice and Collaboration)
- Facilitates/leads PD and instructional supports to accomplish high priority initiatives (MTSS, K-3, IC, ect...)

Job Description: *PLC Lead Teacher/Data Team Leader (X3=\$4,500)*

General: Un-released position. \$1,500 supplement to teacher contract. 3 additional days to teacher contract. Teacher leader will teach full time and will be granted release time or compensated for additional professional learning/work time as approved by TLC Committee and school administration. Reports to building and district administrators. Annual review of assignment by TLC Selection Committee.

Role Summary/Expectations: *PLC Lead Teacher/Data Team Leaders* will facilitate Professional Learning Community structure work with a keen eye on system results (student achievement), i.e. AIW, IPI, Data Teams, PBIS, ect...

Duties and Responsibilities:

- Organizes and facilitates PLCs/DTs
- Promotes a data driven mindset through monitoring and accountability mechanisms (tripwires)
- Monitors district/building goals and reports longitudinal progress

Job Description: *Professional Learning Advisor (X8=\$8,000)*

General: Un-released position. \$1000 supplement to teacher contract. 2 additional days to teacher contract. Teacher leader will teach full time and will be granted release time or compensated for additional professional learning/work time as approved by TLC Committee and school administration. Reports to building and district administrators. Annual review of assignment by TLC Selection Committee.

Role Summary/Expectations: The basic function of the *Professional Learning Advisor* role is to provide guidance with the comprehensive BCSD Professional Learning Plan, and will serve as lead learners in designing and delivering PL. This includes monitoring all the moving parts of the PL structure and making adjustments to the system, along the way, for optimal performance.

Duties and Responsibilities:

- Collaboratively develops the district Professional Learning Plan

- Monitors the causal relationship between professional learning and the results for system efficacy
- Provides oversight of the professional learning structure

Current roles we have in place at BCSD:

- *Professional Learning Advisory Team (PLC Leaders)*
- *Mentor/Mentee Teachers*
- *MS Team Leader*
- *RTI/MTSS Leadership Team*
- *PBIS Leadership Team*
- *AIW/IPI Teams*
- *Content Area Team*

Future roles under the TLC plan:

* Note: In our plan, current roles are embedded into future roles and create increased alignment toward our established BCSD TLC Vision as well as in targeting our identified system leverage points (as described in the executive summary).

- *Professional Learning Coach/TLC Coordinator*
- *Peer Coach*
- *Mentor Teacher*
- *Model Teacher*
- *PLC Lead Teacher/Data Team Coach*
- *PL Advisor*

Weaving it all together:

Under the current TLC plan, the current and future roles will enhance and reinforce one another as outlined in the following connective illustrations (please know this is not an all inclusive list):

1. **Professional Learning Coach/TLC Coordinator** provides oversight (non-evaluative) in organizing, coordinating, and in collaboratively leading professional learning structures, of our current realities and the TLC plan, here at BCSD.
2. **Professional Learning Advisors** serve as a district leadership team that guides the professional learning structure at BCSD. The group reciprocally collects input and utilizes the feedback to further guide the leadership team efforts. This in turn, sculpts the actions of the other TLC roles embedded in our system.
3. **Mentor Teachers** will offer another layer (enhancing the current structures) of support for new teachers to the profession and new teachers to BCSD.
4. **PLC Lead Teachers/Data Team Coaches** overlap with the AIW, MTSS/RTI, and PBIS leaders. This offers us an opportunity to weave the roles into several teacher leadership roles that are focused on a unified approach to our work rather than roles that are categorical in philosophy.

By clearly outlining the roles and responsibilities, we are confident our system will continue to build, fortify, and sustain high levels of teacher leadership capacity; thus leading to increased potential to grow the comprehensive outcomes and results of our organization. Secondary and tertiary goals for the TLC plan include increasing implementation levels of our system structures in efforts to **strengthen instruction; improve student learning; and bolster student achievement** throughout the district. We unequivocally believe, as demonstrated in staff surveys, the TLC structure offers us increased capacities to carry out our vision through clear delineations of role expectations and accountability mechanisms (serving as tripwires) for effective implementation.

Using Part 6 application narrative from Year 1? No

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

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

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

In order for BCSD's TLC program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, reflectiveness about their instructional practice, commitment to ongoing professional growth, desire to serve as a leader, and willingness to learn the habits and practices of teacher leaders – even if they do not currently possess them. For this reason, our selection process will examine each candidate from multiple perspectives for strengths, matching our district's needs, as outlined in our TLC Plan.

Professional Learning Coach/TLC Coordinator Role Hiring Procedures:

1. The **positions will be posted** with information about the minimum requirements – including at least three years of teaching experience and one year of experience in the district. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment. A selection committee, composed of an equal number of teachers and administrators, will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates.
2. Candidates will be asked to **submit a résumé**. This résumé will be screened for evidence that the individual has continued growth as a professional and sought out leadership opportunities in the past. We will look for evidence of professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and leadership roles the teacher has previously assumed.
3. The candidate will also be asked to **submit written responses** to several questions. These questions will seek to evaluate the candidate's written communication and understand their philosophy as an educator and leader. The aim is to ensure that they have a strong teaching pedagogy, are a reflective practitioner, and understand the essential skills of teacher leaders including, collaboration, relationship building, and being a positive voice for change while working with resistance to that change.

4. Candidates will either **submit a video of their teaching practice** or **select a time to be observed** by members of the selection committee. This observation will focus on the teacher's classroom practice. Specifically, we will look to see that the candidate can create a well-crafted lesson plan; effectively engage students; differentiate instruction; flexibly use a variety of teaching strategies; provide precise and relevant feedback; and monitor and assess student learning.
5. The candidate will also be asked to submit a **video of them working with a colleague**. This can be in a one-on-one or group context, as long as the outcome is the professional growth of the teacher(s) they are working with. Here we will look for evidence of how the candidate planned for the session, the relationship they have established, the quality of the questions they ask, how they craft responses based on what was said, and their skill at presenting and explaining information.
6. Finally, candidates will be asked to attend an **interview**. The interview will first seek to evaluate the candidate's teaching practices, measuring pedagogical effectiveness they will have as a teacher leader. Additionally, we will examine how the teacher has sought to continue to learn and grow as an educator. Second, the interview will seek to understand the candidate as a leader. What leadership roles have they assumed in the past; why are they interested in a leadership role at this time; how do they envision themselves as a leader; and how can they work with other leaders to move the district forward? The final portion of the interview will be a mock professional development scenario where the candidate will be asked to guide the interview committee through a short example of professional learning. Two lenses will be applied throughout the interview – (1) evidence that they are a reflective practitioners and (2) are they themselves coachable? We will seek candidates who possess the ability and habits of mind to learn and grow into the position. Using the dynamic and multifaceted system above, we will gain a complete view of the teacher and their potential as a teacher leader.

Peer Coach, Model Teacher, Mentor Teacher, PLC Lead Teacher/Data Team Coach, and Professional Learning Advisor Hiring Procedures:

For the *non-released* positions, we will follow procedures 1-3, as described above, and the TLC Selection Committee may ask one of the following as requirements:

- Candidates may **submit a video of their teaching practice** or **select a time to be observed** (as described above).
and/or (determined by the selection committee)
- The candidate may be asked to submit a **video of them working with a colleague** (as described above).

The candidates will be evaluated on the process outlined above in determining suitable teacher leaders for our vacant TLC roles.

Narrative

Using Part 7 application narrative from Year 12* No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's 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 district's 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.

The TLC plan at BCSD aligns with our professional development plan currently in place and will increase the fidelity of the Iowa Professional Development Model (IPDM) and the continuous improvement cycle. Currently, our professional development program meets 13 times a year for 150 minutes. The format of these meetings consists of:

- K-5 teaching practices and strategies on reaching 5s and 6s in the IPI framework
- 6-12 teaching practices and strategies on reaching 5s and 6s in the IPI framework with one group piloting AIW

At BCSD we are constantly collecting student data. An area that we need to improve upon is the analysis of this data. Using the analysis of the student data will allow us to identify gaps in instruction allowing us to focus on student needs. The teacher leaders will then be able to meet and develop a plan to steer the professional learning meetings for the year and make any necessary changes.

The TLC Advisory Committee and district administration will guide all teacher leaders. These teacher leaders will be included in the collection and analysis of student achievement data, take part in the planning and delivery of professional learning, and evaluation/ongoing assessment of data to guide instruction in meeting student needs. The planning process for professional learning will include such items as aligning learning by working with AEA staff, curriculum director, and administrators; and researching, planning and delivering professional learning sessions for staff, and documenting school improvement. To successfully create the effective teaching, the Iowa Core will be an integral driving force behind the alignment of instructional practices in the classroom. Furthermore, BCSD utilizes the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The proposed process of our TLC plan corresponds with our goals described in the executive summary and is further outlined in the table below:

IPDM Component	How the district will utilize teacher leaders to create and deliver professional learning.

<p>Collecting and Analyzing Student Data</p>	<p>All teacher leaders, along with the PLC Lead Teacher/Data Team Leader will collect and analyze data to determine professional growth and school-wide research. This data will then be presented to the Professional Learning Coach/TLC Coordinator and will be discussed to make assessments necessary to interpret and identify trends. Together they will use this data to determine what changes need to be made regarding instructional decisions and professional development.</p>
<p>Using Student Data to Establish Goal and Select Content</p>	<p>The Professional Learning Coach/TLC Coordinator and PL Advisor will set goals for members of the planning teams from the data obtained. They will also assist the Mentor Teachers by building an understanding of the content standards (Iowa Core), how the components of the curriculum fit together, and how to use the curriculum to plan instruction and assessment. At this time the Peer Coach will help colleagues select and implement effective teaching strategies and will study how students respond.</p> <p>Curriculum Director and Professional Learning Coach/TLC Coordinator will assess for professional development content and provide feedback to best achieve the integration of all elements embedded in the Iowa Core. The PLC Lead Teachers will take part in identifying and selecting potential learning strategies to benefit teachers in the classroom. Model Teachers will provide opportunities for colleagues to learn about different teaching strategies and provide any necessary tips to successfully implement them into their classrooms.</p>
<p>Ensuring an Ongoing Professional Development Cycle</p>	<p>Professional Learning Coach, Curriculum Coordinator, and PLC Leaders will all be involved in this process. They will work together to develop a mode of delivery for the professional learning meetings. This will include an outline of how the meetings will flow and when/what content will be delivered.</p> <p>Professional Learning Coaches and PLC Leaders will collect progress data on professional learning implementation. This data will be collected through surveys, evaluation forms, and student achievement data. The data will then be presented to the rest of the District Leadership Team at each of the meetings throughout the school year.</p>
<p>Coordinating Periodic Synthesis of Summative Evaluation Data</p>	<p>The district leadership teams, will use the ongoing data collected about professional development, throughout the year, and align data elements with the program goals. This will include the Iowa Professional Development Model rating tool, lesson development implementation data, survey data from staff and students, and student achievement data. The evaluation process will help address needs within the building, make adjustments, and set/reevaluate new goals for the upcoming year.</p>

Using Part 8 application narrative from Year 1? No

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

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

Baxter CSD TLC Vision: Create a collaborative environment (led by teachers) that promotes increased professional learning pathways for impactful system actions surrounding comprehensive school improvement and overall achievement results.

Goal #1: Provide formal and informal coaching in an effort to improve the effectiveness of teaching and learning

- Increase learning opportunities for staff to engage in collegial professional development
- Increase student achievement as measured by Adequate Yearly Progress (AYP) indicators and our Balanced Assessment Framework

Current Realities/Future Vision with TLC:
The TLC plan will create new pathways of teacher leadership, fortify existing roles, and help sustain a system of increased teacher supports.

Short-Term Measures of Impact/Effectiveness:

- Provide coach training through AEA Heartland (New Teacher Center) for our PL Coach/TLC Coordinator.
- Develop teacher leadership roles by providing meaningful PL opportunities for AIW, IPI, Data Teams, MTSS/RtI, ect...

Long-Term Measures of Impact/Effectiveness:

- Teacher leadership will provide self-reflections three times per year accompanied by an annual evaluation to assess role efficacy as related to job descriptions and teacher leadership responsibilities.
- TLC impacts on our CSIP process as measured by our academic goals aligned to our vision/mission. This includes, but is not limited to, the following metrics:
 - NWEA/MAP
 - Iowa Assessment
 - Common Formative Assessments
 - Fast/IGDIs Screeners
 - MTSS data results
- *Longitudinal strategic planning* will drive ongoing, long-term strategic planning around our system leverage points identified in the executive summary. Data will be collected, through our TLC structure, in guiding our comprehensive school improvement process.

Goal #2: Attract & retain high-quality teachers by providing career pathways driven by a collaborative environment

Current Realities/Future Vision with TLC:

- For our size, and geographical location, of our district, BCSD has a higher than average staff mobility rate. Through our in-depth analysis, we are confident we can **retain and/or lengthen the longevity** of staff under the TLC
- Our current structures offer teacher leadership to 21% of our staff, and we are committed to offering teacher leadership roles to nearly 58% of our staff under the TLC plan we are proposing. This structure will **increase supports** for staff, engage practitioners in building leadership capacities, and in promoting a shared/distributed leadership approach to comprehensive school improvement.

Short-Term Measures of Impact/Effectiveness:

- January-April 2015-Complete the following:
 - Job descriptions
 - Selection criterion
 - Training plan
 - TLC Review committee
 - Leadership positions posted
 - Interviews scheduled
 - Hiring process
- Review expectations for each leadership role and how each related to comprehensive school improvement.
 - Increase the frequency and type of collaboration, based on best practices, between teachers/mentees
 - Collect implementation data to monitor impacts of our system leverage points
 - Updates to the PL Advisors and administration
 - Mentee survey data
 - Staff survey data around TLC effectiveness
 - Exit interviews (administration)
 - Train mentors through Heartland AEA

Long-Term Measures of Impact/Effectiveness:

- Monitor staff retention in efforts to positively impact current trends.
- In efforts to grow humanistic and systems capital, we will compare implementation studies, of our system leverage points and TLC structure, to our outcomes in efforts to ensure we are maturing our organizational results.

Goal #3: Support teacher-leader roles that are currently structured in the system by continuing to build leadership capacity

Current Realities/Future Vision with TLC:

- In terms of current realities, we have a few of the multiple teacher leadership roles in place (PL Advisory and Mentor Teachers) at BCSD. The TLC plan will increase layers of teacher leadership; thus increasing our overall competency as a system.

Short-Term Measures of Impact/Effectiveness:

- Accountability Paradigms:
 - Reporting structures for updates to school leadership teams, district teams, SIAC, board, district administration, and community. These mechanisms will include metrics of qualitative and quantitative data in which we will measure our overall efficacy.
 - Increasing *communication* structures and pathways for individual, collective, and system feedback.
- TLC Committee and Administration will meet quarterly to review survey data, TLC structure efficacy, and to problem solve utilizing a continuous improvement mindset.

Long-Term Measures of Impact/Effectiveness:

- Long-term measures include the TLC impacts on our CSIP process as measured by academic goals aligned to our vision/mission.
- *Longitudinal strategic planning*: These mechanisms drive ongoing, long-term strategic planning around our system leverage points.

In closing, BCSD leadership and the TLC Advisory Committee will work collaboratively in monitoring the body of evidence, cited above, for strengths and weaknesses. These strengths and weaknesses will be analyzed for district action planning and engagement in the continuous improvement cycle. At a minimum this will occur quarterly to expedite and/or accelerate organizational growth.

Using Part 9 application narrative from Year 1? No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's 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)

In terms of ability to implement and sustainability, BCSD is **fully** ready to move forward with the TLC plan of action based on facets we currently have embedded into our infrastructure. The infrastructure, guided by an established culture of excellence in teaching and learning, is teacher driven and will serve as the perfect foundation for the TLC system outlined in our plan. The TLC Advisory Committee and district administrators will meet regularly to evaluate the efficacy of our identified roles through system feedback instrumentation (surveys and the collection of anecdotal data). This offers our system a collaborative, problem solving approach that we can implement in our initial instillation/implementation process. The current realities of our system include:

- **A culture of collaboration founded on Professional Learning Communities:** Our district has a rich history of collaboration, which is supported through our professional development planning at the district, school, team, and individual levels. We work diligently to ensure we design system structures and processes to harness collegialism, peer-to-peer learning, and in building leadership capacity.
- **Early Literacy Intervention:** BCSD has committed to the ELI efforts driven by the state. We have engaged in the FAST/TIER training and have begun infusing the MTSS framework into our current system.
- **Mentoring and Induction Program:** Before the state supported mentoring, BCSD began efforts to develop new teachers as well as indoctrinating staff new to BCSD. The vision of our mentoring program is multifaceted focusing on providing new employees increased

supports to promote increased success; develop new staff in relationship to our "Big Rocks"; bring new staff up to speed with our organizational structures; and in building relational capacity with one another to increase organizational outcomes/results.

- **Authentic Intellectual Work (AIW)/Instructional Inventory Practices (IPI):** We began AIW implementation efforts last year and have been involved with IPI for over three years. Our goal is to engage staff in feedback protocols supported by best practice/research.
- **Data Teaming Structures:** Our current model promotes data teaming three times per year, and our goal is to increase the number of cycles we collectively engage throughout this process. The TLC plan will offer us increased teacher leader supports for our critical masses engaged in this high leverage work.

Needed Infrastructure

In terms of organizational deficits, we have found it difficult to build upon a structure that holds the capacity to make a significant difference, but lacks resources to live up to our full potential. The TLC offers us increased potential to build upon our structure; hence increased results or outcomes for our organization. The structure we are presenting weaves layers of teacher leadership supports into a tapestry of success for our system through: increased coherence and clarity; growing our efforts of monitoring our system in being more accountable for outcomes and results; and in becoming more data driven in a continuous improvement cycle (IPDM).

Responsible Stakeholders

- **Parents-Students/Community:**

As a child's first and most important teacher in life, parents and community members serve as vital components of the educational process. Developing partnerships, founded on feedback and accountability, is key to our success with the TLC plan.

- **Teacher Leaders:** All leaders will be important as the district transitions to the TLC program. Using their skills and passion, they will work one-on-one with staff to build relationships and trust to focus on the key elements of the TLC program. Having a current teacher leader employed full-time will make this transition easier. The current teacher leader will be able to help others understand what their role encompasses outside the classroom, how to structure their day, and the skills necessary to work with adults successfully.
- **Administrative Leadership:** Our proven principal and administrative support plays a key role in the success of the teacher leadership program with an enhanced structure of shared leadership. The superintendent will be responsible to continually provide the vision for the teacher leadership program. As the leader of the district leadership team, keeping lines of communication open amongst all leaders and stakeholders will be critical to the success of the TLC Plan.

Future Sustainability

BCSD has a rich history of collaboration, and the TLC plan provides sustenance to our system in living up to our full potential. The granting process has offered us rich reflection and dialogue about our organization, and will result in changes in our paradigm. We are committed to the structures outlined in our plan and believe that it offers us leverage in *strengthening instruction; improving student learning; and bolstering student achievement* throughout the district.

Grant Allocation

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

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

Certified Enrollment Number* 359.4

The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.

District Enrollment-Based Allocation \$110,989.91

Total Allocation \$110,989.91

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.	\$102,800.00
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).	\$5,689.91
Amount used to provide professional development related to the leadership pathways.	\$1,500.00
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>	\$1,000.00
Totals	\$110,989.91

Other Budgeted Uses - Description

Item description	Amount budgeted
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Costs accrued throughout the hiring process. This includes the TLC and replacements hiring costs.

\$1,000.00

\$1,000.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$110,989.91

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? No

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Development of the Budget

We carefully calculated a budget linked to accomplishing the TLC goals in this plan. All three of our goals focus on increasing student achievement through improved teaching (instruction) and learning; consequently, our budget is 100% aligned to that vision. We are proud to present our budget reflecting months of collaboration. We deemed it critical to reach consensus before submission of the grant, so all could support and champion the plan/budget when we receive it. This was no small feat for our district, and we were thrilled with our collegial, student-centered conversations. After drafting the plan, the TLC Steering Committee, teachers, parents, SIAC, BCSD Board, and various stakeholder groups have come together in crafting a plan that focuses on increasing student achievement by building and fortifying our humanistic and system capital. Today, we are happy to submit our budget with full support from all parties.

Teacher Leadership Role Budget

- *Professional Learning Coach/TLC Coordinator (X1=\$15,000+Teacher Contract)*

The *Professional Learning Coach* will contribute to district growth by engaging teachers in a cycle of continuous improvement to bring about teacher skill and student achievement. To this end, s/he will support teachers in selecting goals, identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning. The *TLC Coordinator* will contribute to the growth of the district by overseeing implementation of the teacher leadership system. S/he will serve as the liaison between teacher leaders and the administrative team to ensure ongoing, two-way communication occurs in efforts to grow the maturation of our organization. The teacher leadership role is a released role with a \$15,000 supplement added to the recipient's teacher contract. This allows a clear pathway back to their role, maintaining step and lanes of seniority, if need be. A veteran staff member, with the necessary credentials, will cost ~\$60,000. When we add the stipend to the teacher contract we total ~\$75,000.

- *Peer Coach (X4=\$4,800)*

The *Peer Coach* will offer increased teacher leader supports by formally and informally engaging staff in opportunities to collectively learn from one another (peer-to-peer). The primary mode of learning will occur in reciprocal observations of research-based, best practices in the actual teaching and learning environment which will include feedback dialogue to enhance professional learning and overall system maturation.

- *Mentor Teacher (X4=\$7,200)*

The primary expectation for the *Mentor Teacher* includes working with new teachers to the profession, and new teachers to BCSD, in efforts to accelerate their induction as well as in increasing teacher retention rates in our district.

- *Model Teacher (X3=\$6,000)*

The *Model Teacher's* chief responsibility is to overtly model research-based, best practices for the critical masses. This will occur informally and formally through professional learning structures, i.e. PLCs and our BCSD Professional Learning Plan.

- *PLC Lead Teacher/Data Team Leader (X3=\$4,500)*

PLC Lead Teacher/Data Team Leaders will facilitate Professional Learning Community structure work with a keen eye on system results (student achievement), i.e. AIW, IPI, Data Teams, PBIS, ect...

- *Professional Learning Advisor (X8=\$8,000)*

The basic function of the *Professional Learning Advisor* role is to provide guidance with the comprehensive BCSD Professional Learning Plan, and serves as lead learners in designing and delivering PL. This includes monitoring all the moving cogs of the PL structure and making adjustments to the system, along the way, for optimal performance.

- *Professional Development/Hiring Process (Budget: \$4,500)*

Research around teacher leadership structures showed professional development as mission-critical. Professional development will ensure teacher leaders have the skills to coach others to excellence. To support this work, we allocated a budget of \$4,500 for materials, supplies, consultants, hiring costs (to locate quality replacements for our teacher leadership released role) and expert providers. This includes but is not limited to the following:

- Teacher leadership training (professional learning) and preparation
- Teacher replacement costs/Hiring process
- Release time (sub costs) for the various unreleased roles outlined in our plan

Budget Narrative Closure

In meeting the minimum salary threshold of \$33,500 already, the lions share of our \$110,000 budget is dedicated to teacher leadership roles, guided by our TLC Vision and Goals (see *Executive Summary*), with smaller segments being allocated to professional learning and for additional TLC costs as outlined above. **NOTE: Regardless of whether the position is new or existing, each teacher leadership position supported through TLC funding will be hired using the rigorous selection process detailed in part 6 of this grant.**

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 district's TLC plan.* Yes

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

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