



Application

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

116633 - Teacher Leadership and Compensation Plan - Spring 2015

Teacher Leadership and Compensation System

Status: Under Review  
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### Primary Contact

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**Program Area of Interest** Teacher Leadership and Compensation System

**Fax:**

**Agency**

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### Organization Information

**Organization Name:** Belmond-Klemme CSD

**Organization Type:** K-12 Education

**Tax ID:** 42-1413770

**DUNS:**

**Organization Website:** www.belmond-klemme.k12.ia.us  
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**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** Belmond-Klemme Community School District  
Use the drop-down menu to select the district name.

**County-District Number** 99-0594  
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** Kirk Nelson

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**City** Belmond

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

**Zip Code** 50421

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## TLC Application Contact

**Honorific** Mrs.

**Name of TLC Contact** Callie Stein

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**Street Address** 411 10th Ave. NE

**City** Belmond

**State**

Iowa

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

**Zip Code**

50421

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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 Executive Summary of the Belmond-Klemme Community School District Grant

### Local Context

Belmond-Klemme Community School District is a school of 796 students in northern Wright County. It is a small, rural school district that has slowly increased in enrollment over the last six years. Over 50% of the student population has been designated as free or reduced and approximately 28% of the students are identified as English Language Learners. Though the school has embraced its diverse population, it continues to look for strategies and tools to ensure all students succeed in the 21<sup>st</sup> century. Proficiency on the Iowa Assessments reflects the relative affluence and academic focus of the community.

	% Proficiency in the Elementary School	% Proficiency in Grades 5 <sup>th</sup> -8 <sup>th</sup> Grade	% Proficiency in the High School
Reading	79%	87.5%	95.4%
Math	83%	87.5%	92.9%

### Vision Statement

The vision of the Belmond-Klemme School District closely matches the principles and theory behind the Teacher Leadership system. With highly qualified teachers, that are compensated for excellence in the classroom, we consider that *our students are the key to the 21st century as they become life-long learners, responsible citizens, and caring individuals.*

### Description of the Positions

The TLC plan includes five levels of teacher development.

**Initial Teacher**-a teacher new to the profession who participates in the Teacher Induction Program and implements local initiatives in order to help each student grow at expected rates.

**Career Teacher**-A teacher that demonstrates competencies of evaluation and implements local initiatives to help each student grow at expected rates.

**Lead Teacher**-A teacher that leads their small group discussions and leads implementation on district initiatives. They will also act as mentors for all new teachers to the profession.

**Instructional Coaches**- A teacher that collaborates with teachers at a minimum of 20 hours per week and focus this work on local district initiatives, particularly curriculum alignment and co-teaching, targeted at helping students grow at expected rates.

**District Learning Coordinator**-A teacher that aligns and monitors local initiatives, compelling a data driven focus to help each student grow at expected rates and collaborating with staff. A primary duty is to coordinate all levels of professional development.

	Compensation Beyond Contract	# of FTE Positions	Work Beyond Contract	% of Total Staff (57 FTE)	Contract % Dedicated to Teaching Students
Initial Teacher	Per Diem	N/A	3 Days	N/A	100
Career Teacher	0	N/A	0 Days	N/A	100
Team Leaders	\$2,000	12	5 Days	20%	100
Instructional Coaches	\$5,000	2	10 Days	4%	0
District Learning Coordinator	\$10,000	1	15 Days	2%	0

## Focus of Leadership Support

The activities of each leader's first year were distributed and confined to four local initiatives and four structural supports.

Initiatives Include: Implementing Authentic Intellectual Work, establishing an environment conducive to a Google School, increasing co-teaching efforts within the general education classroom, and continuing our alignment to the Iowa Core.

Structural Support: A School Improvement Advisory Council that sets goals for the district as a whole, an administrative team that leads formal evaluations, a teacher induction system to support and encourage new teachers to the profession, and professional learning communities/grade-level teams that work collaboratively on district initiatives and improvement in classroom instruction.

## Teacher Leadership Goals

1. The Belmond-Klemme School Board will adopt the local TLC plan, designating five levels of teacher participation, promoting and rewarding 25% of staff for effective teaching. The leadership positions will fulfill all state requirements, including a rigorous hiring process.
2. Teacher leaders will organize and implement Authentic Intellectual Work to collaborate and reflect on complex conversations that reach the "strategic integration" levels of lesson planning and assessment to improve better alignment of outcomes, teaching strategies, assessments, and student learning.
3. The Belmond-Klemme School District will designate time each week for teacher leaders and faculty to collaborate, plan with, and observe each other in classrooms in order to create conversations about learning that involves local initiatives so students can grow at expected levels.
4. The district will support 100% of teachers entering the profession by providing access to a New Teacher Induction System as per the New Teacher Center curriculum in order to retain and train effective teachers. New teachers to the profession will be paid per diem for three additional days of work beyond contract in order to have time to work through mentoring curriculum. New teachers will meet monthly for two hours in the evening with their mentors, Instructional Coaches, and District Learning Coordinator.
5. Teacher leaders will be integrated into each phase of the Iowa Professional Development Model and will assist in data collection, goal setting, training, collaboration, and evaluation in order to improve student achievement.

## The Selection Process

Each applicant will go through a rigorous process that uses equal numbers of administrators and teachers. The process will include:

1. A letter of application addressing skills needed for the position
2. A portfolio demonstrating professional growth
3. A rigorous interview process for the full-time positions (mandatory) and full-time teaching positions (pending number of applications)  
Teacher effectiveness and professional growth will be determined with scoring rubrics provided by the Center for Strengthening the Teaching Profession.

**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).**

## Description of Planning Process and Support

### Planning Process Described

#### Deciding to Apply

In January 2014 the Teacher Leadership Compensation team (TLC), composed of four administrators, four teachers, and one parent, began consideration of applying for the TLC grant. They studied the three models, began discussions with AEA staff, looked at the district areas of need, and attended the January 2014 local district teacher association meeting to discuss the models and possibility of applying as well as ascertained the preferred model from the teacher association. The TLC team, as well as the local teacher association, all voted favorably to both apply during the next school year and focus the plan around Model 3.

#### Choosing a Vision

The TLC team voted at their first planning meeting on June 10, 2014 to adopt the district's vision statement as their TLC vision: *Our students are the key to the 21st century -- becoming life-long learners, responsible citizens, and caring individuals.* The TLC team discussed that this vision encompasses our desire to adequately compensate teachers who lay the foundation for success in the 21<sup>st</sup> century for our students, our staff, and our community. As this vision has been approved by a variety of stakeholders including the Belmond-Klemme Board of Education, the School Improvement Advisory Committee (SIAC), the Belmond-Klemme Education Association (BKEA), and staff have adopted as the purpose of professional development, the TLC team felt it was vital to utilize this vision as the driving force behind increasing teacher leadership within our district.

#### Creating a Plan

To formulate this plan, the TLC team met on June 10<sup>th</sup> and 12<sup>th</sup> to discuss and establish the vision, goals, and roles that we would like to see established through the adoption of our teacher leadership plan. The group then attended the AEA workshop held in Clear Lake July 29<sup>th</sup> and August 25<sup>th</sup> in order to solidify and establish that the Model 3 plan most closely matched the needs of the district as well as offered the flexibility that a district of this size requires in order to continue hiring highly qualified teachers. During a follow-up TLC meeting on August 12<sup>th</sup>, the committee further solidified the breakdown of responsibilities amongst the leadership positions and how a chain of communication would be established to ensure the system meets the criteria under the TLC grant. Likewise, during the 2013-2014 school year, the district had adopted the AIW model and established a team of teachers to act as the core team and attend AEA trainings as well as work with AEA staff on how to implement the AIW model of improving teacher instruction. Therefore, the team felt that the research by Fred Newman and Bruce King around Authentic Intellectual Work would guide the culmination of the teacher leadership model that the district develops. The grant will provide for a full-time District Learning Coordinator, 2 full-time Instructional Coaches (one per attendance center), and 12 Team Leaders (six per attendance center) that will lead PLCs, grade-level team meetings, and other advisory groups.

#### Educating Staff

The TLC team then worked diligently to educate the teaching staff on the importance of the Teacher Leadership application and the goals of the district during a back-to-school staff meeting on August 15<sup>th</sup>. Teachers on the committee then held one-on-one conversations with staff within the district to gauge concerns. Re-education at staff meetings followed for the next month and was followed by a survey of the staffs' understanding and feelings regarding the Teacher Leadership Application plan using the AEA endorsed KEY survey. Survey results indicated that the vast majority of staff (over 80%) had a firm understanding of the proposal and nearly all (93%) of staff agreed with the principles and positions proposed in the TLC grant proposal.

#### Educating Stakeholder Groups

A member of the School Improvement Advisory Council (SIAC) took the lead in the Teacher Leadership Committee throughout the process of writing. Also, parents and community members on SIAC were educated at

the September 18, 2014 meeting on the key priorities and process of the teacher leadership grant program by the administrators as well as surveyed for input. All members of the committee showed unanimous support for the proposed structure and positions. A TLC team member also presented to the Belmond-Klemme School Board on September 18, 2014 regarding the plan discussed and approved by the TLC committee. Questions and concerns were addressed and ended with unanimous support for applying for the grant.

### Writing the Grant

With positive momentum, the grant was written by a team of TLC members and reviewed by the team “cold readers” on September 5, 2014. The draft was then taken to the TLC team as a whole for corrections and modifications on September 16, 2014. This meeting solidified the plan’s format and the school’s implementation focus. The grant was reviewed by the AEA team soon after. Revisions focused primarily on clarifying details for the mentoring and induction of new teachers. Funding for writing the grant subsidized the committee member salaries, travel expenses, cost of substitutes, and meeting expenses. \$900 in supplemental pay was paid to each committee member for time spent outside the contract in discussing, writing, and editing the grant, \$300 was spent on substitute pay in order for committee members to attend writing workshops sponsored by the AEA, and mileage was reimbursed for the travel to and from the AEA trainings.

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## **Narrative**

Using Part 2 application narrative from previous submission?      Yes

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

### **State Goals:**

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

## Vision and Goals

The Belmond-Klemme Teacher Leadership Committee (TLC) chose the following vision based on the implemented school district vision:

*Our students are the key to the 21st century -- becoming life-long learners, responsible citizens, and caring individuals.*

It is important to relate the district vision for all students to the vision of the TLC system that we compensate teachers who lay the foundation for collaboration with new teachers, lead those complex conversations with developing teachers, and seek out the best tools for success in a global society so all involved can help each student achieve the expectations of citizenship and professional needs in the 21<sup>st</sup> century.

Current local district needs include developing a system for eliminating the high turnover rate in staff that has become the norm at Belmond-Klemme. Creating a structure for supporting new staff to the district and new teachers to the profession is essential. Utilizing TLC grant funds will allow the district the financial flexibility to support those teachers that, with time, will help build a strong, consistent program for student learning. Likewise, Belmond-Klemme has a high rate of students identified as free and reduced. Utilizing the TLC grant funds to promote structures that aid in overcoming these environmental factors that create obstacles for learning will greatly benefit student outcomes.

Similarly, the goals of the Belmond-Klemme school district closely align with the desired outcomes of the TLC proposition of ensuring that teachers at all levels have the structure and support amongst their peers to accomplish the following goals within their classrooms and for all students:

- *We must have academic excellence*
- *We must believe all students can and will learn.*
- *The communities of the school district must work together to promote a safe and positive learning environment.*
- *We must ensure all students, staff, and faculty will be treated in a fair and equitable manner.*
- *We must ensure the education system will challenge students of all ability levels to be their best.*
- *We must instill the ideal that learning is a life long journey.*

## TLC Action Statement

Along with determining the team's vision and goals for the TLC system proposal, the team determined an action statement that would define success upon creation of, acceptance of the grant, implementation of leadership positions and maintain a system of teacher leadership. The action statement reads:

If we recruit, promote, and appropriately compensate excellent teachers, as well as provide support for collaboration and reflective practice to refine their skills, then we will create the will and necessary understanding that is required in order to offer opportunities to grow, share expertise, increase student learning, improve student outcomes, and prepare students for the 21<sup>st</sup> century.

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## Teacher Leadership System Goals

The following goals were created based on the vision and action statement listed above:

1. By the start of the 2016-2017 school year, the Belmond-Klemme School District will adopt the local TLC plan, approved by the board of education, local association, school improvement committee and the Iowa Department of Education, designating the three levels of teacher leadership, promoting and rewarding 25% of staff for effective teaching. The leadership positions will fulfill all state requirements through its rigorous hiring process and implementation and create an environment of teacher leadership to improve student achievement while recruiting and retaining high-quality teachers.
2. Authentic Intellectual Work will be implemented to improve classroom instruction to increase student learning. Collaborative discussions, facilitated by Team Leaders and supported by Instructional Coaches and the District Learning Coordinator, will

occur within the specified teacher groups at least six times per year to ensure staff reach the “strategic integration” and “focus and adaptation” phase of the AIW model. Through this process, students who previously struggled to see the purpose of the learning and stay actively engaged (which is a dominant trait in students who are also identified as free and reduced) will discover that lesson delivery in the classroom is more attuned to their needs.

3. The Belmond-Klemme District will designate 15 teacher leaders and faculty to collaborate, plan with, and observe each other in classrooms in order to create complex conversations about learning that include either the AIW model for assessing teaching, grade-level team meetings and/or professional learning communities so each student can grow at higher expected levels. Team Leaders will facilitate these discussions in order to both support teachers in their teaching in order to build relationships and retain staff as well as encourage teachers to think about the broad needs of students in their classroom, particularly those identified as requiring free or reduced services.
4. The district will support 100% of teachers entering the profession and/or new to the district by providing access to the AEA supported Teacher Induction System and from the New Teacher Center in order to support, encourage, retain and train effective teachers utilizing Team Leaders (position funded by the TLC grant) to act as mentors for new teachers to the profession.
5. Leadership positions, in particular the District Learning Coordinator and Instructional Coaches (positions funded by the TLC grant), will follow and maintain the Iowa Professional Development Model and will encourage and maintain data collection, goal setting, training and collaboration and re-assessment in order to improve student outcomes across the district while monitoring and adjusting learning to meet staff needs through regular feedback utilizing Survey Monkey as well as student assessment data.

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 Belmont-Klemme TLC team will integrate teachers into four existing initiatives and four structures for improving student learning. The administrative team, whose salaries are paid through general funds, will continue to work through these initiatives and structures along with the District Learning Coordinator (full-time), two Instructional Coaches (full-time positions), and 12 team leaders (full-time teaching positions).

#### Key Initiative #1: Authentic Intellectual Work (AIW)

During the 2013-2014 school year, the Belmont-Klemme School District applied and was accepted by the AEA 267 team to pilot an AIW program in the high school to evaluate and critique lesson planning and assessment of students in order to improve instruction and therefore student learning. The pilot team attended training in September 2014 and have begun sharing out their experiences and learning to the staff as a whole during the 2015-2016 school year. The TLC grant will provide funding for additional training for new staff, instructional coaches, and team leaders in the AIW initiative as well as the cost of materials.

#### Key Initiative #2: Google Classroom

Belmont-Klemme has purchased six mobile computer labs in order to utilize Google tools for educational purposes. During the 2013-2014 school year, the Belmont-Klemme teaching staff attended trainings related to becoming a Google school as presented by AEA staff. The District Learning Coordinator and Instructional Coaches will lead monthly learning sessions with the support of the Technology Coordinator in order to continue to offer learning opportunities for staff. Utilizing these teacher leadership positions will support staff in their attempt to build more engaging lessons that meet the demands of the 21<sup>st</sup> century skills as dictated by the Iowa Core.

#### Key Initiative #3: Co-Teaching

During the 2012-2013 school year, Belmont-Klemme initiated the first year of co-teaching in the classroom to strengthen student understanding of content and provide the least restrictive environment for students with disabilities. Since then, co-teaching has expanded into the elementary with a large percent of specially designed instruction occurring within the general education classroom. It will be the responsibility of the Instructional Coaches and District Learning Coordinator to aid in the development of complex conversations between co-teachers when co-planning and co-delivering lessons.

#### Key Initiative #4: Curriculum Alignment

During the 2013-2014 school year, the District initiated an energized effort to align curriculum with fidelity to the Iowa Core. AEA employees were brought in to aid in the alignment of math and english strands into the curriculum. Further, curriculum was purchased and adopted that aligned more closely to the Iowa Core including new textbook series and implementation of the Engage New York curriculum. It is the intent of the district to continue working through grade-level teams and professional learning communities that will be facilitated by Team Leaders in order to ensure curriculum is aligned and monitoring of that progress will be facilitated by the District Learning Coordinator.

#### Structural Support #1: The School Improvement Advisory Council (SIAC)

The Belmont-Klemme SIAC includes community members, students, staff, and administration. They review data on achievement, review school climate, and make suggestions for school improvement. The SIAC group also helped in the creation and approval of the TLC systemic plan. Beyond the District Learning Coordinator leading the group, at least one Team Leader (a position funded by the TLC grant) per building will serve as a liaison between the school and the community and be responsible for collecting, reviewing, and disseminating the Iowa Youth Survey to stakeholders of SIAC.

#### Structural Support #2: Teacher Evaluation Team

All teacher evaluations will be handled by the administrative team who review every teacher's Individual Career Development Plan (ICDP) and conduct all on-cycle evaluations. As part of this process, teachers will have the opportunity to work with the District Learning Coordinator, Instructional Coaches, or Team Leaders to create an improvement plan that allows for more personalized help with strategies and resources and/or personalized attention on teacher portfolios in order to allow the administrative team time to focus on formal observations.

#### Structural Support #3: Teacher Induction System

Belmont-Klemme will enroll all new teachers into the New Teacher Center Mentoring and Induction program and will assign each new teacher a Team Leader (a position paid for by the TLC grant) who will engage the new teacher in a series of scheduled observations and reflections. The District Learning Coordinator will organize monthly meetings and will meet with new staff prior to the start of each school year in order to inform all teachers

of school initiatives and progress of school improvement plans.

Structural Support #4: Professional Learning Communities and Grade-Level Teams

Professional Learning Communities (PLCs) were created during the 2012-2013 school year in order to establish a system of collaboration among content-specific teachers as well as providing a forum for teachers to share in areas of expertise. PLCs have been chosen across the district based on content and grade-level teams. The proposed TLC model would place 12 Team Leaders who will collaborate, research, co-teach, and model best practices. They will aid in the disbursement of professional development learning, allow for collaboration time, provide time for Iowa Core implementation, allow teachers an opportunity to share their expertise, and provide a forum for discussing best practices in the classroom.

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)**

### TLC Improvement for New Teachers

The Teacher Leadership Committee identified a need for teacher-led improvement to the current Mentoring and Induction program at Belmont-Klemme. Teacher leadership positions created through the TLC grant would allow for a multi-tiered system of supporting new teachers to the profession as well as retain current staff. Once a month, for two hours in the evening, the District Learning Coordinator (funded by the TLC grant) will be responsible for keeping new teachers up-to-date on district initiatives. Instructional Coaches (funded by the TLC grant) will work one-on-one with new teachers to match the rigorous pace required to master the Iowa Core, and Team Leaders (funded by the TLC grant) will be responsible for acting as a mentor to new teachers to the profession during their first two years and working through the New Teacher Center Curriculum. Team Leaders will open their classrooms up for regular observation by the new teacher as well as offer opportunities to come observe the new teacher's classroom. The New Teacher Center offers a wide variety of structured activities and guided conversations that must occur between a mentor and mentee in order to best prepare new teachers to the profession and will be the basis for the mentoring program. New teachers will be paid their per diem rate from the TLC grant for their additional time spent prior to the start of the school year and for the monthly evening mentoring sessions.

### Current Induction and Mentoring

Currently at Belmont-Klemme, administration is responsible for pairing a new teacher with a career teacher who is willing to mentor them for two years. For activities and conversations, the district has utilized an AEA website that offers possible activities and areas of focus through the two years of mentoring. However, there has been inconsistent use of the suggested syllabi. Therefore, mentees have received varied experiences in terms of the amount of support they have been offered and the amount of training they have received through the in-house system of training. This inconsistency has directly attributed to the "burn-out" of new teachers coming out of Belmont-Klemme as well as the inability by new teachers to feel comfortable leading their own classes without support upon completing a two year induction program.

### Areas of Improvement

When evaluating the current mentoring program at the Belmont-Klemme District, the TLC team determined two goals for improving and retaining teachers within the district.

1. Provide formal and informal coaching in order to improve the effectiveness of teaching and learning by increasing professional development opportunities in order to increase student achievement as measured by AYP.

It was the belief of the TLC team that there was insufficient training for new teachers in the key areas of student improvement including training in the multi-tiered system of support and the resources that can improve student learning. Therefore, the TLC team determined it will be the responsibility of the District Learning Coordinator, Instructional Coaches and Team Leaders to meet with new staff prior to the start of the school year to discuss district expectations, the district curriculum mapping tool, Authentic Intellectual Work, ELL strategies, behavior strategies, and Professional Learning Communities. The District Learning Coordinator and Team Leaders will also meet monthly with new teachers during an evening mentoring session on progress of district initiatives. Team Leaders will be responsible for working through the New Teacher Center curriculum with new teachers, opening their classroom doors for observation (both informally and formally), as well as make themselves available for observation of the new teacher's classroom, reflection, and completion of the established, research-based curriculum. Further, use within professional learning communities and working through the Authentic Intellectual Work process will aid new teachers to the district and profession to further expand their learning opportunities in regards to classroom learning opportunities, improvement of lessons, resources available within the school and district, and support within their content area and/or grade-level. Lastly, it will be the responsibility of the DLC to ensure new teachers are aware of learning opportunities outside of the school offered both online, through the AEA, and beyond while encouraging individual professional growth through attending.

2. Attract and retain high-quality teachers driven by a collaborative environment.

It was the determination of the TLC team that all staff would benefit from a supportive environment that stresses tools to create, engage, and assess students through lesson preparation and to utilize systems available within the district while also increasing learning opportunities for staff to engage in professional development. Therefore, Team Leaders will lead small groups of teachers with similar curriculum, grade-level, and within professional learning communities in discussion over resources, tools, strategies, etc. that can be used within the classroom. Team Leaders will also act as the lead coach through the Authentic Intellectual Work process to increase rigor and relevance within the classroom. Instructional Coaches will aid in finding resources and provide training in preparing and aligning lessons to the Iowa Core as well as offer to co-teach lessons and/or observe and offer feedback on lessons observed. Lastly, the Learning Coordinator will be responsible for coaching and working through gaps within student learning in regards to the Iowa Core and district-wide assessments.

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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.

The Belmond-Klemme Teacher Leadership team determined that a hybrid of leadership roles that reflect long-term initiatives with the district and closely aligns with the district vision of: *“Our students are the key to the 21st century -- becoming life-long learners, responsible citizens, and caring individuals”* which would create a positive environment for change. Therefore, three leadership roles that reflect positions established previously to applying for the TLC grant as well as new, energized roles would provide for the most change.

	<b>Compensation Beyond Contract</b>	<b># of FTE Positions</b>	<b>Work Beyond Contract</b>	<b>% of Total Staff (57 FTE)</b>	<b>Contract % Dedicated to Teaching Students</b>
Initial Teacher	Per Diem	N/A	3 Days	N/A	100
Career Teacher	0	N/A	0 Days	N/A	100
Team Leaders	\$2,000	12	5 Days	20%	90
Instructional Coaches	\$5,000	2	10 Days	4%	0
District Learning Coordinator	\$10,000	1	15 Days	2%	0

**Initial Teacher-** Any teacher that is new to the profession of teaching and on a two year initial teaching license by the State of Iowa or is in their first year of teaching with the district will be considered an Initial Teacher. These teachers are to spend between eight hours (for standard license teachers) and 24 hours (for initial license teachers) beyond the district contract working through the New Teacher Center curriculum.

Expectations:

- Complete the New Teacher Center curriculum with an assigned mentor during monthly evening mentoring sessions on which they will be paid their per diem rate.
- Spend eight hours prior to the start of the school year learning their roles and expectations of the district initiatives as presented by the District Learning Coordinator of which they will be paid their per diem rate.
- If the teacher is teaching with an initial license, they must complete the two year mentoring and induction program utilizing the New Teacher Center curriculum aided by an assigned Team Leader.

**Career Teacher-** Those teachers no longer on an initial license or experienced teachers no longer in their first year with the district.

Expectations:

- Demonstrate acceptable competency of the eight teaching standards
- Participate in complex conversations focused on student achievement through PLCs and grade-level teams
- Practice professional skills while implementing district initiatives
- Request, when needed, assistance from a Team Leader of their choice to help with specific educational issues within their classroom
- Request, if wanted, a Team Leader to act as a partner on non-evaluation years on Career Development Plans in order to obtain resources, strategy suggestions, etc.

**Team Leader (20%)-** Those teachers that apply for and accept a position as Team Leader for the duration of the fiscal school year, with the option of re-applying for the position at the end of the fiscal year. As many as 12 Team Leaders will be distributed amongst the 2 buildings (6 per building). Team Leaders will work 40 hours beyond

below and receive \$2000 above contract (funded by the TLC grant).

Expectations:

- Offer aid to Career Teachers when working on district initiatives
- Participate and help lead complex conversations focused on student growth and achievement
- Work with Instructional Coaches to assist other teachers in the AIW process
- Help Initial and Career Teachers increase student learning by offering resources and strategies to use within the classroom
- Help Career Teachers in developing Individual Career Development Plans
- Guide and act as mentor to new teachers to the profession utilizing the New Teacher Center curriculum
- Serve as members of the School Improvement Advisory Council (SIAC)
- Organize and analyze data from culture and climate surveys

Qualifications:

- Have experience leading small groups on district initiatives
- A Standard Teaching License issued by the State of Iowa
- A willingness and ability to communicate effectively with their peers
- Lead AIW groups, PLCs, content-area and grade-level teams
- Available for monthly mentoring sessions in the evening with new teachers

**Instructional Coaches (4%)**- Those teachers that apply for and accept a position as Instructional Coach for the duration of the fiscal school year, with the option of re-applying for the position at the end of the fiscal year upon an annual evaluation of performance. Two Instructional Coaches (1 per building) will be assigned. Instructional Coaches will work 80 hours beyond contract to receive training in district initiatives, curriculum instruction, Iowa Core implementation and Fierce Conversations and receive \$5000 above contract (funded by the TLC grant).

Expectations:

- Organize the Authentic Intellectual Work process in their buildings
- Design and organize, alongside Team Leaders, the PLCs and Grade-Level teams within their perspective buildings in regards to activities, complex conversations, and district initiatives
- Spend at least 20 hours per week collaborating and co-teaching with teachers within their building
- Aid in scheduling Team Leaders' collaboration with Career and Initial Teachers
- Help teachers, alongside Team Leaders, in the development of Individual Career Development Plans
- Participate in professional development as members of the Building Leadership Team
- Help organize and deliver, alongside the District Learning Coordinator, professional development at the district and building level
- Aid in the analysis of district-wide assessment, alongside Team Leaders and District Learning Coordinator, data to determine areas of need in student achievement
- Aid in the progression of district initiatives through participation in PLCs and grade-level team meetings

Qualifications:

- Experience with leading peers in productive conversations
- A minimum of five years of teaching experience (at least one year with Belmond-Klemme)
- Can share with confidence information regarding data, curriculum and instruction with staff
- Maintains a positive and supportive relationship with administration
- Has regularly attended professional development offered through the school and AEA

**District Learning Coordinator (2%)**- This position will be funded by the grant. The teacher that applies for and accepts a position as the District Learning Coordinator (DLC) will represent the district as a whole. Only one

teacher will act in this position and will have no teaching responsibilities. This leader will work 120 hours beyond contract in order to obtain training in the areas of educational leadership, district initiatives, analyze district data, and obtain further trainings deemed necessary to complete the tasks listed below. The teacher in this position will receive an additional \$10,000 above contract to complete these duties. Should the teacher choose to re-apply for the position after each year of completion, they may do so.

Expectations:

- Oversee the Teacher Leadership Compensation plan
- Facilitate the School Improvement Team including Building Leadership Team meetings, District Leadership Team meetings, and School Improvement Advisory Council meetings
- Organize, alongside Instructional Coaches, and provide building and district professional development
- Coordinate, schedule, and determine completion of Authentic Intellectual Work (AIW) throughout the district
- Coordinate the calendar and implementation of the Teacher Induction System utilizing the New Teacher Center, including meeting quarterly with new teachers to determine individual progress on district initiatives in coordination with Instructional Coaches
- Model for teachers on district initiatives when available
- Facilitate the development and continual updating of the district curriculum mapping tool
- Facilitate the continual alignment of the Iowa Core into the district curriculum alongside the Instructional Coaches

Qualifications:

- Experience with leading peers in productive conversations
- A minimum of five years of teaching experience (at least one year with Belmont-Klemme)
- Can communicate effectively on issues regarding assessment data, curriculum alignment and the Iowa Core
- Maintains a positive and supportive relationship with administration
- Has regularly attended professional development offered through the school and AEA
- Holds a Master's of Education degree (preferred, not mandatory)

To create a coherent instructional improvement climate, the district will meld the Teacher Leadership and Compensation plan to many of the previously established committees with the hope that the potential and progress of complex conversations and activities within those groups can advance at a rate necessary to make real, positive change in student achievement. The system of change through encouraging teacher leadership will also give teachers within the district an opportunity to enter the system at the level they feel most comfortable and be able to choose a leadership role that focuses on areas that best match their skills and areas of expertise. Due to positions re-opening at the end of each fiscal year, teachers will have the opportunity to re-apply if they want to continue, take on additional leadership responsibilities, or return to the classroom. Additionally, contracts for teacher leadership roles will explicitly state that after three years of service the preference is for a rotation of roles. However, with limited staff this criteria will not be a sole determination of whether a teacher leader may continue to re-apply for their present leadership position. For those teacher leaders who excel at their position, this will allow them the opportunity to maintain their leadership and therefore ensure continuation of student achievement while allowing all teachers an opportunity to share their strengths. In this way the district is able to sustain the system over time and build upon the strengths of their teachers.

The **District Learning Coordinator** will ensure that the system is followed with fidelity, that communication remains open, district initiatives remain the focus, and that student progress and success remain the priority for which all decisions are based upon.

The **Instructional Coaches** will provide opportunities for both one-on-one coaching that focuses on four main areas: content planning, assessment and evaluation, instructional strategies, and classroom management.

**Team Leaders** will provide content area expertise and support based on individual needs and goals, lead PLCS, AIW teams, and Grade-Level Teams, and mentor new teachers to the profession.

Using Part 6 application narrative from previous submission?      Yes

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

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

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

For Belmond-Klemme's TLC program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, an ability to reflect on their instructional practice, a commitment to ongoing professional growth, a desire to serve as a leader, and a 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.

### Selection Process

1. All leadership **positions will be posted** internally and will provide detailed information regarding the roles and responsibilities of each leadership position. Further, staff meetings will be held to further discuss positions and answer questions prior to the application deadline.
2. Teachers will **self-nominate**. Nominations will occur via the application process and must be completed by March 31. Applications will include a form, essay, administrative letter of recommendation and two peer recommendations (for the full-time positions). Application forms will require teachers to show evidence of meeting all eight Iowa Teaching Standards through a portfolio review, observations, lesson plans, or a combination of the above.
3. The acting Teacher Leadership Committee will serve as the initial **selection board** upon the first year of implementation. They will review the applications and determine if interviews are necessary for the position of Team Leader (pending number of applications, areas of expertise, etc.). If interviews are necessary, the selection committee will make a recommendation to the superintendent. The TLC team reviewed the *Teacher Leader Model Standards* by the Teacher Leadership Exploratory Consortium and a rubric evaluating teacher qualities by the Center for Strengthening the Teaching Profession and determined a rubric appropriate for evaluating applications.
4. **Interviews** for the positions of Instructional Coaches and District Learning Coordinator will include opportunities for teachers to share evidence of previous leadership roles and experiences in narrative form, completed professional development and/or additional education (such as work toward a master's degree, certification or endorsements in specific content areas, completed trainings that enhance one's ability to teach, etc.), as well as highlight their strengths as a leader.
5. The **selection process** must occur annually for currently serving and open leadership roles. The District Learning Coordinator will be selected first in order to aid in the selection of the Instructional Coaches. Instructional Coaches will be selected second in order to aid in the final selection of Team Leaders. Final selection of candidates will be completed by the administration with full committee input. After the first year, if teacher leaders choose to re-apply for their current positions they are free to do so. However, after three years, it is the preference of the selection committee to encourage teachers that had not previously held leadership roles to apply if interest.
6. An annual **evaluation process** will occur to determine effectiveness of teacher leadership positions. Evaluations of the DLC will be handled by the Superintendent and will include a portfolio review, assessment data prior to and after one year on Iowa Core alignment as well as student scores, the use and following of the Iowa Professional Development Model, and progress toward an individual career development plan (ICDP). Evaluations of the Instructional Coaches will be handled by building principals and will include a portfolio review, assessment data prior to and after one year on assessment data and progress on the ICDP. Evaluations of Team Leaders will be handled by building principals and will include observations and portfolio reviews.

### Qualifications

Mandatory qualifications for each of the leadership positions are as follows:

#### **Team Leaders:**

- Demonstrate experience leading small groups on district initiatives
- Hold a Standard Teaching License issued by the State of Iowa
- Demonstrate a willingness and ability to communicate effectively with their peers
- Be available for monthly mentoring sessions in the evening with new teachers
- Provide evidence of successful completion of professional development

#### **Instructional Coaches:**

- Demonstrate experience with leading peers in productive conversations
- Hold a Standard Teaching License issued by the State of Iowa
- Provide evidence of successful completion of a minimum of five years of teaching experience (at least one year

with Belmont-Klemme)

- Can share with confidence information regarding data, curriculum and instruction with staff
- Maintains a positive and supportive relationship with administration
- Provide evidence of successful completion of professional development offered through the school and AEA

**District Learning Coordinator:**

- Demonstrate experience with leading peers in productive conversations
- Hold a Standard Teaching License issued by the State of Iowa
- Provide evidence of successful completion of a minimum of five years of teaching experience (at least one year with Belmont-Klemme)
- Can communicate effectively on issues regarding assessment data, curriculum alignment and the Iowa Core
- Maintains a positive and supportive relationship with administration
- Provide evidence of successful completion of professional development offered through the school and AEA
- Holds a Master's of Education degree (preferred, not mandatory)

This process ensures the selection of teacher leaders within the district will be both equitable and rigorous. Further, the process follows a similar and familiar structure for all hiring at Belmont-Klemme School District and therefore teachers within the district wishing to apply will find a level of comfort and ease in applying that is preferred by the TLC team.

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## **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.*

One of the operating principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be truly effective, a concept that is fundamental to the Teacher Leadership Compensation philosophy as well. By making teacher leaders the backbone of the professional development system, the district is able to ensure that professional development meets the individual needs within the classroom, closely aligns with standardized assessment data.

Teacher leadership positions, with guidance from the District Leadership Team, will be primarily responsible for analyzing student achievement gaps, determining professional development needs, and performing ongoing data analysis of the effectiveness of interventions. Input and expertise from Team Leaders and Instructional Coaches will be sought and utilized as part of the professional development that is led by the District Learning Coordinator. The IPDM cycle of Professional Development will provide the basis for planning for professional development and as a guide for their work with teachers.

**Team Leaders** will be responsible for promoting district initiatives and professional development through modeling and sharing lessons that apply best practices through grade-level team/PLCs, AIW scoring guides, peer observations and the mentoring and induction system. It will be the responsibility of Team Leaders to aid in the collection and analysis of student data on AYP measures, culture and climate surveys, and other data sources to aid in the development of pd.

**Instructional Coaches** will collaborate and analyze professional development and district initiatives. They will support teachers in data collection utilizing district-wide assessments and partner with the District Learning Coordinator to choose, analyze, and evaluate professional development implementation.

**The District Learning Coordinator** will coordinate the planning, facilitation, implementation, and monitoring of district initiatives through analysis of school surveys, district-wide assessment data, and collaborative conversations (including PLCs, AIW scoring sessions, grade-level team meetings, content-area meetings, administrative meetings, and other applicable collaboration) with the help and input from Team Leaders and Instructional Coaches.

#### Alignment to the IPDM Model

\*Collecting/Analyzing Student Data- All team leaders will collect and analyze data and share out to the staff through PLCs and grade-level teams in order to help make instructional decisions, choose necessary professional development, and assess the success of interventions.

\*Goal Setting- Teacher leaders will develop building and district SMART goals utilizing current data in order to determine professional development needs within professional learning communities by utilizing the Multi-Tiered System of Support and feedback from the district leadership team.

\*Selecting Content- Based on recommendations from the MTSS process, teacher leaders, administration, and the District Leadership Team will select appropriate content for teacher learning opportunities.

\*Designing the Process- District initiatives will determine team size, time involved, content delivery, and collaboration. Team Leaders will facilitate, monitor, and assess the effectiveness of PD through teacher surveys, data analysis, and reflections.

\*Teacher Learning Opportunities- Team leaders will meet with their respective group of teachers at least 30 minutes per week with additional time during early dismissals for PD to discuss district initiatives and learning opportunities. Instructional Coaches will meet with Team Leaders weekly to determine progress toward PD initiatives and aid in the delivery of learning opportunities. The District Learning Coordinator will meet with Team Leaders monthly to make appropriate adaptations to PD and Instructional Coaches weekly to monitor progress toward district initiatives as well as aid in the delivery of professional development.

\*Collaboration- All teacher leaders will have shared responsibility to build collaborative cultures for effective professional learning. The MTSS process is established to create collaborative, continuous improvement models that are closely aligned to the IPDM. Both processes focus on essential skills, analyzing data, identifying

strategies, and emphasize teaching and monitoring student learning. The TLC plan aligns and supports the IPDM by creating a collaborative learning community focused on sharing responsibility for student learning.

\*Ongoing Data Collection- Through weekly and monthly collaborative meetings led by Team Leaders and Instructional Coaches (such as PLCs, grade-level team meetings, AIW scoring sessions, and data analysis) formative feedback will be collected to adapt and refine PD to improve classroom instruction and progress toward meeting district initiatives through a collective process led by the District Learning Coordinator.

\*Summative Evaluation- All teacher leaders have the responsibility to collect and analyze teacher and student data. Teacher and student data, district-wide assessment data including MAP test data and Iowa Assessments, retention/exit interviews and progress toward district initiatives will be analyzed and progress toward district initiatives will be determined by a log of documentation monitored by the District Learning Coordinator and confirmed by the Superintendent. The District Learning Coordinator will also present out twice a year to the Belmont-Klemme School Board and School Improvement Advisory Committee on the progress toward district initiatives that have been made.

**Using Part 8 application narrative from previous submission?** No

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

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

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

Belmond-Klemme will incorporate a system of evaluation and of the TLC plan. The plan's impact and effectiveness on teacher leadership that increases student achievement will be determined by focusing on the goals of the TLC plan as well as the progress of district initiatives.

#### Goals of the TLC Plan

**Goal 1: Improve recruitment and retention of high-quality teachers** through increasing teacher leadership positions within the district. As the district hires teacher leadership positions, a determination on whether the district made a good faith effort, or not, to fill all 15 positions will be made. If lack of applications, the district will attempt to re-advertise for the positions and the TLC team will meet one-on-one with potential candidates. Short-term measures of effectiveness will include a summary of the number of applications received, positions hired, and positions renewed that will be written by the District Learning Coordinator and presented to the many structural supports available as well as a survey from teachers indicating why they chose to, or not to, apply for leadership positions. Long-term measures of effectiveness will include increasing the retention rate of teachers over the next three years. The district, as a whole, has filled, on average, five of the 62 positions each year over the last three years. If this rate decreases, a desirable outcome will occur. Pending results, the district will make modifications to the TLC plan and write the appropriate amendments to the TLC Commission.

**Goal 2:** The district will utilize the **Authentic Intellectual Work (AIW) initiative to improve classroom instruction** and use measures of student achievement to improve student understanding within the classroom. As the pilot team of AIW share their experiences, and teachers have an opportunity to practice with evaluating lessons, classroom instruction will improve. Short-term measurements of effectiveness will include increased scores on each lesson critiqued throughout the school year. Long-term measures will include district-wide assessment data indicating a rise in student test scores at both the individual level and class averages over three years. Should AIW scores not indicate continual improvement to lessons, further training on the AIW process into classroom instruction and assessment will be given.

**Goal 3: Complex conversations will occur in structured, tiered environments** with the intent of improving instruction and student understanding of content through PLCs and grade-level teams facilitated by leadership positions. Short-term measures of effectiveness will include the district collaboration log that indicates how and what was reflected on, and the changes in instruction they have made. Short-term measures of effectiveness will include a survey given to reflect on use and effectiveness of working in small teams as well as long-term measures that include an executive summary on the effectiveness of the small groups as indicated by Instructional Coaches. If surveys and executive summaries do not indicate a positive environment for reflective teaching, more structured conversation guides will be offered.

**Goal 4:** New teachers will successfully lead their own classroom upon **completion of a mentoring program**. Short-term measures of progress will include documentation on the district collaboration log between the new teacher and mentor as well as completion of the New Teacher Center curriculum, and long-term measures of effectiveness will indicate a successful end to a two year mentoring program by converting from an initial license to a standard license. Should the administration recommend continuing on an initial license for a third year, the Instructional Coach in the building will step in as mentor and offer more intensive instruction into areas deemed insufficient on their administrative evaluation.

**Goal 5:** Teacher leaders will **utilize the Iowa Professional Development Model** to plan, facilitate, and deliver professional development based on district initiatives, student achievement gaps, and individual needs of teachers. Short-term measures of effectiveness will include agendas, minutes, and summaries of professional development opportunities and the use of survey monkey for teacher feedback after each p.d. session. Long-term measures of effectiveness will be determined by the progress made toward district initiatives as this will serve as the basis of professional development.

#### District Initiatives

Goal 1: **Authentic Intellectual Work** will serve as the basis by which teachers will analyze their lessons and score them according to the provided rubric. As lessons improve, teacher-scored lessons should improve in terms of overall score as well as student achievement on assessments.

Goal 2: As the school evolves into a **Google School**, teachers will integrate google-based tools with more consistency. Lessons will evolve based on professional development trainings that use technology as a way to enhance student learning and engagement. Technology reservation calendars and teacher-created blogs that indicate lesson plans and tools in the classroom will increase in use.

Goal 3: **Co-Teaching** will continue to expand into general education where specially designed instruction can occur. Progress toward this goal will include IEPs that indicate the environment in which instruction will take place and semester scheduling of teachers. Student growth will increase at a higher rate than previous years.

Goal 4: **Curriculum Alignment** to the Iowa Core will continue to be aligned. Use of Curriculum Manager, an online curriculum mapping tool, will indicate with a frequency report the progress that teachers are making in alignment to the Iowa Core.

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 Belmond-Klemme School District is committed to student success inside and outside the classroom. Therefore, the district has partnered with the Area Education Agency 267 to create a structure and plan through the TLC grant process that meets the district's needs and builds upon the capacity to make the TLC plan an effective means to increasing student success. The district has actively participated in the AEA-led workshops on creating and writing the TLC plan in the summer of 2014, and plans to continue work in developing and implementing the plan with AEA 267 staff. The district has enrolled in and is currently getting trained in the AIW process through the AEA and is working closely with trainers from the AEA on proper and appropriate implementation. Lastly, the district will utilize the New Teacher Center curriculum, recommended by AEA staff, and will look to the AEA for further training for both teacher leaders as well as teachers who indicate further training is warranted. It is through this partnership with the AEA that the district will ensure the teacher leadership plan is being followed with fidelity, while looking to the AEA on coaching them should amendments be necessary.

#### Success in the Past

1. For over two years, teachers within the Belmond-Klemme district have participated in grade-level teams and professional learning communities for over two years completing a variety of tasks including curriculum mapping, analyzing student assessment data, determining ELL, At-Risk, and special education accommodation procedures, and overall collaborative decision-making skills. As indicated in a survey of staff, many teachers have shown excitement at the opportunity to take charge and lead these established groups in a positive, progressive direction that will lead to positive student success in the classroom.
2. Teachers have also been trained extensively in the MTSS model of student interventions. First, the staff were trained over a 3 day period on Instructional Decision Making and flexible groupings. Then, as the program was re-classified, teachers began to look at the RTI process to ensure students get the academic supports they need through regular, consistent feedback. With this success, the staff at Belmond-Klemme began the process of transitioning into the MTSS process by bringing AEA staff in for trainings on the tiered system that included academic and behavioral strategies in the classroom.

In terms of ability to implement and sustain the TLC plan of action, the BKCS D is fully ready to move forward with the plan with fidelity. The TLC Advisory Committee and district administrators will meet regularly to evaluate the efficacy of our identified roles through system feedback instrumentation (surveys and anecdotal data). This offers our system a collaborative, problem solving approach that we can implement in our initial implementation process.

#### Current realities of our system include:

1. Considerations for funding to support these leadership positions has already been established in terms of the need of technology (recently PPEL money was utilized to buy not only mobile computer labs but laptops for every teacher and a recent fundraiser occurred in which donations were made to future purchases of technology for the district) as well as office furniture (additional desks, chairs, filing cabinets, etc. were purchased from the AEA upon their remodeling efforts).
2. The Belmond-Klemme Education Association has agreed to aid in the promotion and sustainability of filling teacher leadership positions as they become available as well as aiding in the review and surveys of staff at the end of the first year of implementation and beyond.
3. The Building and District Learning Teams already work directly with the staff on student improvement initiatives, and therefore there is a system of sustainability that will encourage staff to promote both the district initiatives as well as the leadership positions created through the TLC grant in order to continue work on these initiatives.
4. The Belmond-Klemme School Board must also consider a formula for reducing both staff and leadership positions should enrollment decline. Teachers in leadership positions that are eliminated or not renewed for another year will have the option of returning to a teaching position (albeit not necessarily the same position they had left to enter a leadership position). Therefore, as cuts in staff are made, team leadership positions will also be eliminated at a ratio of 2:1 and the Certified Seniority approved by the Belmond-Klemme School Board and Belmond-Klemme Education Association will be utilized to make employment decisions.

## TLC Leadership

1. The District Leadership Team (made up of administration, school board, community, teachers, and teacher leaders) will meet quarterly to discuss district initiatives, progress of TLC goals, and make recommendations for amendments to the plan.
2. The Building Leadership Teams (made up of building administration and teachers) will meet quarterly to discuss DLT recommendations and progress of TLC goals. They will receive further training from the AEA on setting, implementing, and monitoring goals.
3. The District Learning Coordinator and Instructional Coaches (positions funded by the TLC grant) will work directly with the BLTs on progress toward TLC goals as well as monitor the current TLC plan to determine the plan is followed with fidelity.
4. All teacher leaders will work closely with the BLTs and DLTs to determine success of district initiatives and TLC goals.
4. Team Leaders (funded by the TLC grant) will work within their PLCs and grade-level teams, as well as mentors, to make recommendations for professional development, encourage progress toward district initiatives and make recommendations to the BLTs.

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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.	\$44,000.00
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.	\$8,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$3,000.00
<b>Totals</b>	<b>\$245,000.00</b>

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## Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

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

Certified Enrollment Number	796.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$245,820.72
Total Allocation	\$245,820.72

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## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

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## Total Allocation Budgeted

Total Projected Amount to be Expended	\$245,000.00
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*If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.*

Remaining Allocation to be Budgeted	\$820.72
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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)

The Belmond-Klemme School District's theory of action for our teacher leadership program is: If we recruit, promote, and appropriately compensate excellent teachers, as well as provide support for collaboration and reflective practice to refine their skills, then we will create the will and necessary understanding that is required in order to offer opportunities to grow, share expertise, increase student learning, improve student outcomes, and prepare students for the 21<sup>st</sup> century. We have calculated a budget linked to accomplishing the TLC goals in this plan.

All funds received from the grant will be used to bring this theory of action to life. The salary schedule already reflects the minimum of the Teacher Leadership Compensation plan, therefore all funds will be funneled toward promoting and compensating teachers into the leadership positions as well as provide funding for further training for all teachers. \$44,000.00 has been allocated for the salary supplements suggested by the Teacher Leadership and Compensation directives for the full-time positions of District Learning Coordinator (\$10,000), two Instructional Coaches (\$5,000 each), and twelve Team Leaders (\$2,000 each). Also, an additional \$180,00 will be allocated to hire three new teachers to replace those moving into a full-time teacher leadership position as well as \$10,000 to cover the cost of substitutes and per diem rate pay for new teachers to have the opportunity to observe other teachers, attend trainings, and attend monthly mentoring sessions at their per diem rate. These three full-time positions will give teacher leaders time to meet one-on-one with staff, plan and co-teach lessons with a wide variety of teachers, aid the mentoring and induction program, research strategies and resources for teachers that meet best practices, monitor progress toward district initiatives, and plan for and facilitate professional development. There are many factors to consider when deciding allocating money toward replacing a classroom teacher that moves into a leadership position with a new hire including years of experience and education. However, as a committee we have determined that finding the average cost of a current teacher at Belmond-Klemme, estimated at \$60,000.00 with salary and benefits, would aid in determining the amount of allocated money toward the cost of time teachers in leadership roles are not providing direct instruction. While needing to fill three full-time positions, the team determined we must allocate \$180,000.00 for this budgetary item. An additional \$10,000.00 has been allocated in order to pay for the trainings, presenters, cost of substitutes, and per diem pay for new teachers in order to ensure that all teachers at every level have the training they need to be successful at Belmond-Klemme in the district initiatives and TLC goals mentioned in this plan.

<b>Role/TLC Goal</b>	<b>\$ Per Teacher</b>	<b>% Teaching</b>	<b>Extra Days</b>	<b># of Positions</b>	<b>Total Cost</b>
Mentees	Per Diem	100%	3	N/A	\$3,000/Teacher
Team Leaders	\$2,000	100%	5	12	\$2,000
Inst. Coaches	\$5,000	0	10	2	\$5,000
Learn. Coor.	\$10,000	0	15	1	\$10,000

As a small, rural school district we must find a way to compete for the best teachers in Iowa while retaining and promoting the best of our staff into positions that will impact all students within the district. The salary supplements will accomplish this task while reimbursing teacher leaders for additional contract days. These additional contract days before the start of the school year and as a follow-up at the end of the school year will prepare teacher leaders for the roles and tasks they will be responsible for completing as well as training for areas of need. As teachers, whether new to the profession, career teachers, or those in a Team Leader position, the funds will allow the district to pay for substitutes as teachers attend trainings away from the district, observe and reflect on each other's classroom, and provide the training deemed necessary to fulfill the goals of the TLC plan and progress on district initiatives. The remaining funds will help fund the additional trainings and professional development that become areas of need, purchase materials for professional development as well as tools and resources for

teachers to ensure that all teachers within the Belmont-Klemme School District are the best prepared teachers to teach students to the best of their ability to ensure that all students receive the best education possible.

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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