



Application

70554 - Teacher Leadership and Compensation (TLC) System

73365 - Benton Community Schools Teacher Leadership Application

Teacher Leadership and Compensation System

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Program Area of Interest Teacher Leadership and Compensation System

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Agency

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

County-District Number 06-0609
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.

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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (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 core values and beliefs of the Benton Community School District include the following cornerstone qualities: 1) educational excellence, 2) continuous growth, 3) teamwork, and 4) a Servant Leadership culture. Based on this premise members of the Teacher Leadership and Compensation Task Force believes the goals and aspirations of the statewide teacher leadership system align with the values of our district. Benton Community not only values these qualities but demonstrates their importance with their mission statement "*Quality Education for a Lifetime of Learning*". The task force selected the Instructional Coach Model to support this work through actions and deeds.

The vision of the TLC plan submitted by Benton Community is to design and create a teacher leadership system to improve the quality of teaching and learning resulting in a world-class education for a lifetime of learning. The Benton Community teacher leadership system will utilize servant leadership principles by supporting capacity-building opportunities for teachers which foster and promote best practices in the classroom while increasing student achievement. Our commitment to quality education is essential for student and teacher continued growth and success.

The goals of the Benton Community TLC Plan include:

- Rewarding professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation utilizing the Instructional Coach model.
- Improving student achievement by strengthening instruction. The teacher leaders will utilize servant leadership principles and work collaboratively with staff to seamlessly align and personalize all facets of each student's education pre-kindergarten through twelfth grade to increase student achievement.

Our TLC model is aligned to the Comprehensive School Improvement Plan, as well as our District Action Plan. Our plan develops a system-wide teacher leadership model to strengthen our commitment to quality teaching and learning by providing intentional, on-going support to staff at the district and classroom level. This model supports the continuation of PLCs, where continuous improvement is the "Bobcat Way" and effective adult collaboration can result in the ultimate goal of improved student performance, as well as the development of essential skills within students to be competitive in a global environment. The District Action Plan includes the following components: 1) Collaborative Learning Teams (PLCs) focused on priority standards and alignment of core instruction; 2) Characteristics of Effective Instruction; and 3) Multi-Tiered System of Supports (MTSS/RtI). Through the implementation of the Instructional Coach Model, teacher leaders will work collaboratively with teaching staff and the administration to seamlessly impact these essential targets. It is crucial to focus on maintaining and strengthening our district's collaborative culture currently in place utilizing servant leadership principles.

The vision for teacher leadership at Benton Community will include:

- A culture of collaboration, shared accountability, and continuous improvement among adults
- Greater capacity and commitment to differentiate instruction to meet students' needs
- Recognition, through status and compensation, that excellent teacher leaders make a difference
- New ways of organizing and delivering instruction that increase the number of students highly effective teachers reach.

The TLC plan will help close the student achievement gap and accelerate learning for all students by strengthening our teacher capacity through implementation of effective instructional practices, as identified in the Iowa Core. We will measure the effectiveness of our TLC program by using both program implementation data (demographic, participation, surveys) and program impact data (teacher retention, teacher development and student learning) to measure effectiveness.

Our plan to create a seamless team of Model Teachers, Instructional Coaches, and Curriculum and Professional Development Leaders working collaboratively will solicit higher levels of learning for all involved. Empowering such a large portion of our teaching community will create leadership focused on our school's mission. We believe in the importance of creating a professional learning community approach to teaching and learning. Benton Community teacher leaders are catalysts for change and visionaries who are never content with the status quo. This culture of change has resulted in a high level of collaboration of teachers and administrators. Teacher leaders also assume the role of learner and model continual improvement, and demonstrate lifelong learning to help all students and teachers achieve.

Teachers, administrators, the Board of Education, and the school community are responsible for ensuring the effectiveness and long-term success of the Instructional Coach Model at Benton Community. Educators will support teacher leadership through active participation in the differentiated leadership roles and continual engagement in professional development, collaboration, and peer coaching. Members of the administrative team will ensure the long-term success of the teacher leadership system by critiquing and evaluating its effectiveness, supplying annual budget support and information, and providing professional development opportunities for teacher leaders. Each stakeholder of the TLC Task Force is committed to the long-term support and implementation of this plan to create a teacher leadership system designed to improve the quality of teaching and learning

at Benton Community.

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

TLC Model Number

Model 2 Instructional Coach Plan

Narrative

Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan
- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan
- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

Driven by Benton Community School District's mission statement, *Quality Education for a Lifetime of Learning*, community members, educators, and administrators developed and designed a dynamic teacher leadership system to determine needs and goals for students and their own professional learning to foster the culture of continuous improvement.

With a diverse rural population comprised of eight communities, Benton Community TLC Task Force sought to include representatives from each of its communities and five attendance centers. Members from each stakeholder group united and established the Teacher Leadership and Compensation (TLC) Task Force. Upon selection, each member attended multiple developmental meetings throughout the fall of 2013. The task force convened a minimum of twice per month beginning on October 3, 2013 and concluded its efforts on January 15, 2014 with a presentation of the application components to Benton Community Board of Education.

TLC Task Force members provided a cross-sectional representation of the stakeholders at Benton Community. Four parents, with students attending one or more of the district's multiple centers, served on the task force. These parent volunteers were selected upon interest in teacher leadership, applicable skill sets, and recommendations from district administrators. Five primary and three secondary educators were selected to provide insight from a variety of content areas and grade levels. Each attendance center and the Benton Community Educational Association were represented by these members. Educational staff was asked to submit an online application outlining their desire, qualifications, and rationale to serve on the committee. Additionally, four district administrators were chosen based upon their expertise as primary and secondary Curriculum Directors, Associate Superintendent, and District Superintendent.

With equal representation of district stakeholders, the task force analyzed the goals related to attracting able and promising new teachers, retaining effective teachers, promoting collaboration, rewarding professional growth, and improving student achievement. While focused on the five 'Must-Haves': minimum salary, new teacher induction, differentiated instruction, rigorous selection of leaders, and alignment of professional development, the committee researched the instructional models provided by the Iowa DOE. Through this collaborative study, community members, educators, and administrators committed to the Instructional Coach Model (284.16) of the Teacher Leadership Compensation Plan.

Utilizing the guidance and resources provided by district leadership and the Iowa DOE, the committee had thorough discussions surrounding the positive and negative impacts of implementation at the building and district levels. The task force examined how differentiated leadership roles would work together as one to support student achievement and teacher development. As a result, the committee concluded that Model II meets the current needs of Benton Community while providing the flexibility necessary to evolve over time.

The TLC Task Force spent a significant amount of time discussing and defining the differentiated teacher leadership roles outlined by the Instructional Coach Model. Small groups analyzed the roles of Model Teacher, Induction Coach, Instructional Coach, and Curriculum and Professional Development Leader. Information from small group discussions was then shared with the whole group. These small group discussions gave individual members a voice and a sense of ownership in the process. This format also led to a greater understanding of individual members and their viewpoints regarding this important work, as well as built commitment and support amongst stakeholders. In addition to the involvement of the task force, district stakeholders were kept informed of the progress of this work through superintendent led meetings at the building level, district newsletters, blogs, and other electronic communications.

Throughout the developmental process, Benton Community School District Board of Education was given periodic updates regarding the selection of the committee and its progress toward the successful application and future implementation of the Instructional Coach Model. The TLC Task Force presented the Board of Education a summary of the TLC application at the January 15, 2014 regular meeting. Funding for the committee's work was provided by the TLC Planning Grant from the Iowa Department of Education. The sixteen committee members were provided with a \$500 stipend for their efforts on the TLC Task Force.

Community members, educators, administrators, and the Board of Education are responsible for ensuring the effectiveness and long-term success of the Instructional Coach Model at Benton Community. In collaboration with district employees, Benton Community TLC Task Force members are charged to inform their communities and provide feedback regarding the teacher leadership system. Educators will support teacher leadership through active participation in the differentiated leadership roles and continual engagement in professional development, collaboration, and peer coaching. Members of the administrative team will ensure the long-term success of the teacher leadership system by critiquing and evaluating its effectiveness, supplying annual budget support and information, and providing professional development opportunities for teacher leaders. Each stakeholder of the TLC Task Force is committed to the long-term support and implementation of this plan to create a teacher

leadership system designed to improve the quality of teaching and learning at Benton Community Schools.

Narrative

Part 2) Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. (5,000 characters maximum)

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

Benton Community TLC Vision: To create a teacher leadership system designed to improve the quality of teaching and learning resulting in a world-class education for a lifetime of learning. The Benton Community Teacher Leadership Plan will utilize Servant Leadership principles by supporting capacity building opportunities for teachers which foster and promote best practices in the classroom while increasing student achievement. Offering a world-class education and having our students be globally competitive requires all staff members to be engaged in professional learning. It also requires students to be highly engaged with their learning. Both staff and students need to be reflective learners and assess growth on an ongoing basis.

Our commitment to quality education is essential for student continued growth and success.

District data shows that many of our students are not succeeding at each grade level and making a year of growth based on Iowa Assessments. Also, based on the number of students taking remedial courses at the college level, many of our graduates are not as well-prepared for a variety of post-secondary pursuits as necessary. The purpose of Benton Community applying for the Teacher Leadership and Compensation (TLC) Grant is twofold. The TLC Plan will help close the student achievement gap and accelerate learning for all students by strengthening our teacher capacity through implementation of effective instructional practices, as identified in the Iowa Core. We will measure the effectiveness of our TLC program by using both program implementation data (demographic, participation, surveys) and program impact data (teacher retention, teacher development, and student learning) to measure effectiveness.

The district recognizes the needs of each individual teacher, and based on all forms of professional development employing coaching via teacher leadership roles has proven to be the most effective strategy to facilitate site-focused professional development with a proven track record of improving instructional skills. Given the diverse needs of our students and the expectation that students learn an increasingly rigorous and robust curriculum, most teachers need on-going, side-by-side support as they incorporate highly effective instructional practices into their existing curriculum, instruction, and assessment. Our TLC model is aligned to the Comprehensive School Improvement Plan, as well as our District Action Plan. Our plan develops a system-wide teacher leadership model (via the Instructional Coach Model) to strengthen our commitment to quality teaching and learning by providing intentional, on-going support to staff at the district and classroom level. This model supports the development of PLCs, where continuous improvement is the “Bobcat Way” and effective adult collaboration can result in the ultimate goal of improved student performance, as well as the development of essential skills within students to be competitive in a global environment. The guiding principles of Collaborative Learning Teams at Benton Community include a focus on learning, focus on results and a focus on collaboration with a commitment to the growth of people.

The goals of Benton Community TLC plan include:

1) Attract able and promising teachers by offering a competitive starting salary and offering short-term and long-term professional development and leadership opportunities.

- Starting combined salary is currently \$35,475 and exceeds the new minimum requirement of \$33,500.

2) Retain effective teachers by providing enhanced career opportunities.

- Our plan provides multiple opportunities for career advancement and additional compensation for teacher leaders.

- Opportunities exist for twenty-five percent of our current teachers to expand their leadership roles by becoming model teachers, instructional coaches, and curriculum leaders who will facilitate on-site professional learning.

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

- Benton Community uses a cycle of continuous learning guided by the Iowa Professional Development Model.

- High leverage instructional practices (Hattie, 2011), as well as the Iowa Characteristics of Effective Instruction tenets, are the cornerstone of our edification. Instructional coaching is most effective within a successful collaborative learning community.

Benton has implemented and utilized collaborative learning teams for five years.

4) Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

- Model Teachers will teach full-time and serve as models of exemplary teaching practices.

- Induction Coaches will be responsible for supporting the growth and development of beginning teachers.

- Instructional Coaches will coordinate instructional coaching activities relating to training and development of staff.

- Curriculum and Professional Development Leaders will plan and deliver professional development activities designed to improve instructional strategies, and engage in the development, adoption, and implementation of curriculum materials.

5) Improve student achievement by strengthening instruction.

- Our district's most significant effort to increase student achievement surrounds aligning curriculum, instruction, and

assessments to the Iowa Core Curriculum.

- The teacher leaders will utilize servant leadership principles and work collaboratively with staff to seamlessly align and personalize all facets of each student's education pre-kindergarten through twelfth grade to increase student achievement.

Part 3) Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.). (5,000 characters maximum)

Benton Community School District's mission statement, *Quality Education for a Lifetime of Learning*, ties to significant efforts to increase student achievement by aligning curriculum, instruction, and assessments to the Iowa Core. These efforts are outlined in three focus areas of our District Action Plan: 1) Collaborative Learning Teams (CLT) with a concentration on priority standards and core instruction alignment; 2) the Characteristics of Effective Instruction as outlined in the Iowa Core; and 3) Multi-Tiered System of Supports (MTSS) specifically designed to support student achievement. The teacher leaders will work collaboratively with teaching staff to seamlessly align all facets of curriculum as well as nurture and support the implementation of the MTSS framework. It is crucial to focus on maintaining and strengthening our district's collaborative culture utilizing Servant Leadership principles.

Our vision for Benton Community Teacher Leadership and Compensation model focuses on the principles of *Servant Leadership*. The district recognizes the needs of each individual teacher, and based on all forms of professional development employing coaching via the Instructional Coach Model, has proven to be the most effective strategy to facilitate site-focused professional development to increase student achievement. Given the diverse needs of students and the expectation that students learn a rigorous and robust curriculum, most teachers need on-going, side-by-side support as they incorporate highly effective instructional practices into their curriculum, instruction, and assessment.

The Model Teachers will support beginning and career teachers to demonstrate effective teaching strategies and lend advice in extended learning of a concept. Model Teachers will collaborate with the Instructional Coaches offering feedback and dialogue after observations in his/her classroom. The Model Teacher focus will be driven by priorities from the district action plan. A focal point for these teacher leaders will be in modeling exemplary practice as it relates to the MTSS framework and sharing their expertise with other teachers. One of the focuses of an elementary Model Teacher will be to show expertise in specific strategies supporting our new Benchmark Literacy initiative. This literacy initiative will challenge teachers to use common assessments and interventions to not only guide instruction, but also foster the needs of all learners. A secondary Model Teacher focus will be on effective strategies to incorporate rigor, relevance, and student engagement, allowing students to see a connection in all curricular areas and life beyond high school.

The Induction Coaches will be responsible for supporting the growth and development of beginning teachers by providing professional development for teachers in the areas of: class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting students with special needs.

The Instructional Coaches will act as an instructional leader who shares the responsibility of carrying out the vision, mission, and goals of the school community via the district and school improvement plans. These positions are responsible for providing coaching, co-teaching, and job-embedded professional development related to Iowa Core. These positions support teachers in improving instructional practices which facilitate learning by modeling Characteristics of Effective Instruction and coaching teachers on how to enhance student learning in all curriculum areas. Instructional Coaches will observe, co-teach, and provide feedback regarding implementation of Characteristics of Effective Instruction and their effect on student learning. These teacher leaders will work with teachers to develop and strengthen strategies and provide interventions to support students. This includes assuring the MTSS framework is followed as it relates to evidence based curriculum and instruction and that interventions are being provided to students appropriately. Instructional Coaches will also work to build and strengthen collaboration between beginning and career teachers and Model Teachers. As part of the district action plan, this collaboration plays an integral part in aligning content, instruction, and assessments with the Iowa Core.

The Curriculum and Professional Development Leaders act as an instructional, curriculum, and professional development leader who also shares the responsibility of carrying out the vision, mission, and goals of the school improvement plans. This position supports teachers in improving instructional practices which facilitate learning by modeling effective instructional practices and supporting teachers by enhancing the Characteristics of Effective Instruction and the MTSS framework in every classroom. These leaders will strengthen district initiatives by observing, co-teaching, providing feedback, and examining results of student learning in relation to the Characteristics of Effective Instruction. These leaders will also assure that the MTSS framework is followed and that through CLT, progress monitoring data is collected and used to guide and support instruction.

Each of these positions will utilize a variety of data collection tools and protocols that guide coaches and teachers in reflecting on practice and monitoring progress towards professional goals for instructional improvement. Teachers engaging in these leadership opportunities will have an integral role in creating a strong foundational bridge between teaching staff and our district initiatives. This will create more frequent opportunities for teachers to strengthen content, instructional strategies, and assessments to align to the Iowa Core. Our plan to create a seamless team of teacher leaders working collaboratively will solicit

higher levels of learning for all involved. Empowering such a large portion of our teaching community will create leadership focused on our school's mission: *Quality Education for a Lifetime of Learning*.

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, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Benton Community School District believes it is well positioned to align and embed the current Induction and Mentoring Program with the Teacher Leadership and Compensation (TLC) Plan. There seems to be broad consensus that no matter what reform strategy is being pursued and implemented, the overall quality of a school system rests on the quality of its teachers, and the quality of the teachers depends on the system in place to support them.

The most recent long term teacher retention data provided by the Iowa DE illustrates the continuing challenge that districts in the Grant Wood AEA face. Across our state, 30.7% of our teachers leave the profession within the first 3-5 years, mirroring the national average. While Benton Community has done an excellent job in the area of teacher retention, the district remains committed to the importance of induction for teachers entering the profession.

Benton Community is one of sixteen school districts participating in the Grant Wood AEA Induction Consortium. Due to a vision and a strong sense of collaboration, GWAEA applied for and was named one of three partners with the New Teacher Center (NTC) to receive a portion of a \$14.86 million i3 grant to support a full-release mentoring and induction model starting in the fall of 2013-14. Even prior to finding out that the consortium was awarded this tremendous opportunity Benton Community provided support for this effort because of the potential to partner with the NTC and GWAEA with a goal of providing innovative support for teachers entering the profession and thus, providing a greater likelihood of increasing the number of effective teachers in our district and improve achievement for all students.

While Benton Community was the only districts not having a first year teacher this school year, we were fortunate to have one of our elementary teachers selected to serve as a full release mentor in the GWAEA Induction Consortium and we supported this opportunity for the employee. In addition, three members of Benton Community administrative staff serve on a district induction team that collaborates with other leadership teams in the consortium to network and learn from one another. The school district believes we have excellent alignment of the Induction Consortium and the Teacher Leadership Plan.

In terms of improving entry into the profession for beginning teachers, the Induction Consortium has developed detailed descriptions of roles of the Induction Coaches. This includes job embedded coaching and mentoring for each new teacher in the system and designed site collaborative observations of exceptional instructional practices. The district believes that the Induction Coaches will be extremely important in collaborating with the Instructional Coaches and model teachers to provide the very best opportunities for system support of teachers entering the profession.

The district also believes that the Induction Coach model as a full release mentor aligns very nicely with providing differentiated and meaningful teacher leadership roles. We also believe that the Induction Coach roles and responsibilities are clearly described and differentiated to support first and second year initial licensed teachers. While initially the district will benefit from funding support from the i3 grant, we fully anticipate that the Teacher Leadership and Compensation funds will allow the district to sustain this work over time and provide a unique teacher leadership role. In addition, we believe that inclusion of this component in the Teacher Leadership and Compensation Plan addressed one of the five "must haves" relative to improved entry into the profession.

One of the essential components of the Teacher Leadership and Compensation Plan is to develop and implement a rigorous selection process for the leadership roles to include selection criteria, selection process, annual review of assignments, and experience. The district believes that it can draw upon several of the characteristics and expectations already established through the GWAEA Induction Consortium. The consortium also developed a job description which we will use as a model. Most importantly, the i3 process includes an annual program evaluation and ongoing supervision based on the New Teacher Center Standards and the Iowa Teaching Standards.

The final essential component of the Teacher Leadership and Compensation Plan addresses the alignment of professional development ensuring that implementation of the system is facilitated by teachers, principals, and other educational experts and aligned with the Iowa Professional Development Model. The district firmly believes that this is an area of strength of the GWAEA Induction Consortium model. Ongoing New Teacher Center professional development opportunities are established for the Induction Coaches, principals, district induction teams, and the beginning teachers aligned to the Iowa Professional Development model.

The NTC theory of action for advancing new teacher practice serves as an excellent resource and model for increased positive results as new teachers enter the profession of education. The conditions that are established for success include a systemic approach encompassing carefully selected full release mentors, strong leadership at the local level, engaged stakeholders, and a supportive environment for teaching, learning, and leadership.

As we tailor induction policies and practices to meet the needs of this generation of new teachers and align with the teacher leadership system, induction can be the catalyst for building Professional Learning Communities in which teachers across all

levels of experience work together to ensure powerful teaching and learning. The district believes that the program impact of this portion of the teacher leadership and compensation plan will lead to greater teacher effectiveness, improved teacher retention, and opportunity for strengthening teacher leadership with the ultimate goal and outcome of increasing student learning.

Narrative

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)Description of the responsibilities and duties for each 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)Description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

Benton Community School District's mission statement, *Quality Education for a Lifetime of Learning*, ties to our district's most significant efforts to increase student achievement by aligning curriculum, instruction, and assessments to the Iowa Core Curriculum. This focus is broken up into three facets which are outlined in our District Action Plan: 1) Collaborative Learning Teams focus on priority standards and alignment of core instruction; 2) Characteristics of Effective Instruction outlined in the Iowa Core; and 3) Multi-Tiered System of Supports (MTSS/RtI) specifically designed to support student achievement. The Curriculum and Professional Development Leaders, Instructional Coaches, Induction Coaches, and Model Teachers will work collaboratively with teaching staff to seamlessly align all facets of curriculum pre-kindergarten through twelfth grade. Because such a significant percentage of our current teaching staff will be serving in these leadership roles (25%), it is imperative that a positive relationship is built between teaching staff and the teachers in these leadership roles. It is crucial to focus on maintaining and strengthening our district's collaborative culture currently in place utilizing Servant Leadership principles. Our vision for Benton Community Teacher Leadership and Compensation model focuses on the principles of *Servant Leadership*. The district recognizes the needs of each individual teacher, and based on all forms of professional development, employing coaching (via Model Teachers, Induction Coaches, Instructional Coaches, or Curriculum and Professional Development Leaders) has proven to be the most effective strategy to facilitate site-focused professional development that has a proven track record of improving instructional skills. Given the diverse needs of students and the expectation that students learn an increasingly rigorous and robust curriculum, most teachers need on-going, side-by-side support as they incorporate highly effective instructional practices into their existing curriculum, instruction, and assessment and our plan addresses these issues.

The Model Teachers will work with beginning and career teachers to model Characteristics of Effective Instruction and lend advice in extending learning of a concept. They will provide evidence of implementation of differentiated instruction strategies and use of assessments to guide their decision making. The Model Teachers will also help their colleagues by sharing instructional resources. These might include web sites, instructional materials, readings, or other resources to use with students. They may also share such professional resources as articles, books, lesson or unit plans, and assessment tools. The Model Teachers must be willing to have beginning and career teachers, as well as teachers in leadership roles, observe effective teaching practices. The Model Teacher will work with the Induction and Instructional Coaches offering feedback and collaboration with Collaborative Learning Teams to improve the quality of teaching and learning. These positions also carry a willingness to share knowledge and effective skills sets with others in the district through collaboration with Induction Coaches, Instructional Coaches, and Professional Development Leaders in facilitation of Professional Development. The Model Teachers are familiar with and provide evidence of implementation of Benton Community's non-negotiables which mirror our district's action plan. These non-negotiables include: 1) focus on learning, 2) focus on collaboration and 3) focus on results. Model Teachers will teach full-time and serve as models of exemplary teaching practices, work an additional five contract days, and receive a salary supplement of at least \$2,000.

The Induction Coaches will be responsible for supporting the growth and development of beginning teachers by providing professional development for teachers in the areas of: class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, and supporting students with special needs. Induction Coaches will utilize a variety of data collection tools and protocols that guide coaches and teachers in reflecting on practice and monitoring progress towards professional goals for instructional improvement. Induction Coaches will attend training and professional development throughout the school year through GWAEA Mentor Academies, Induction Coach Forums, Professional Learning Teams, and peer coaching.

The Instructional Coaches act as instructional leaders who share the responsibility of carrying out the vision, mission, and goals of the school community via the district and school improvement plans. The Instructional Coaches work with district leadership personnel to improve student achievement. These positions are responsible for providing coaching, co-teaching, and job-embedded professional development related to Iowa Core and school improvement plans. These positions support teachers in improving instructional practices which facilitate learning by modeling effective instructional practices and coaching teachers on how to enhance student learning in all curriculum areas. Some of these effective instructional practices might include ideas for differentiating instruction or planning lessons in partnership with other instructors. Instructional Coaches may study research-based classroom strategies, explore which instructional methodologies are appropriate for a specific class or grade level, and share findings with colleagues.

The Instructional Coach will provide guidance to teachers to support their efforts in actively utilizing formative and summative assessments results and assist with the use of digital tools to support 21st century teaching and learning. They will observe, co-

teach, provide feedback on implementation of Characteristics of Effective Instruction, and examine the effect on student learning. They will work with teachers to develop strategies and/or provide direct intervention to support students. The Instructional Coaches must demonstrate the ability to consistently remain loyal to the mission and vision of the school and the district. They must balance supporting teachers through change while simultaneously promoting system progress. They should demonstrate the ability to thrive and persevere under pressure and welcome challenges and demands in a fast-paced, 21st century learning environment. Instructional Coaches will coordinate instructional coaching activities relating to training and professional development of Benton Community staff on a full-time basis, work an additional ten contract days, and receive a salary supplement of at least \$5,000.

The Curriculum and Professional Development Leaders act as instructional, curriculum, and professional development leaders that shares the responsibility of carrying out the vision, mission, and goals of the school community via the district and school improvement plans. The Curriculum and Professional Development Leader works with all teachers, Induction and Instructional Coaches, and administrators to improve student achievement and professional practice. These positions are responsible for providing leadership in professional development and Characteristics of Effective Instruction related to Iowa Core and school improvement plans.

These positions support teachers in improving instructional practices that facilitate learning by modeling effective instructional practices and supporting teachers on how to enhance Characteristics of Effective Instruction in every classroom. The Curriculum and Professional Development Leaders will provide guidance to teachers and administration to support their efforts in actively using the Iowa Core to support 21st century teaching and learning. Using content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum and Professional Development Leaders guide teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared common formative assessments.

They will work with teachers and administration to develop professional development strategies and reinforce best practice in teaching and learning based on student learning data. The Curriculum and Professional Development Leader must demonstrate the ability to consistently remain loyal to the mission and vision of the school and the district. They must balance supporting teachers through change while simultaneously promoting system progress. They should demonstrate the ability to thrive and persevere under pressure and welcome challenges and demands in a fast-paced, 21st century learning environment. Curriculum and Professional Development Leaders will plan and deliver professional development activities designed to improve instructional strategies, and engage in the development, adoption, and implementation of curriculum and curricular materials. This is a full-time leadership role and the Curriculum and Professional Development Leaders will work an additional fifteen contract days and receive a salary supplement of at least \$10,000.

Our findings support the research of Louis and Leithwood, et. al, (2010), which demonstrates distributed collective leadership has a positive effect on student achievement. Their research also supports that collaboration within the work environment leads to greater job satisfaction, develops a stronger sense of efficacy and creates an environment where optimism is key to being able to meet new job demands. When principals and teachers share leadership, teachers' working relationship with one another are stronger and student achievement is higher. District support for shared leadership fosters the development of professional communities. Where teachers feel attached to a professional community, they are more likely to use instructional practices that are linked to improved student learning. Benton Community has been working with the professional community framework for the past five years.

Benton Community will provide their highest-performing teachers with leadership roles that both elevate the profession and enable them to have the greatest impact on colleagues and students. The Iowa Core demands standards to deliver instruction at a more sophisticated level, and it is no longer reasonable or plausible to maintain the status quo. Developing teacher leadership systems require us to rethink evaluation, compensation, distributed leadership, and even what we see as the role of teachers. Our TLC plan will recognize the most effective teachers and deploy them in service of student learning, adult learning and collaboration, and school and system improvement. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers.

The vision for teacher leadership at Benton Community will include:

- A culture of collaboration, shared accountability, and continuous improvement among adults;
- Greater capacity and commitment to differentiate instruction to meet students' needs;
- Recognition, through status and compensation, that excellent teachers can be on par with school leaders;

- New ways of organizing and delivering instruction that increases the number of students highly effective teachers reach.

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)Measures of effectiveness

b)Professional growth

Benton Community School District's Board of Education will appoint a site-based review council comprised of three teachers and three administrators in the school district. The Superintendent will be responsible for making a recommendation of the administrators to serve on this council and the Benton Community Education Association will recommend three teachers to serve in this capacity to the Superintendent. The teacher representatives selected for the review council will be career level teachers that will not be applying for one of the differentiated leadership roles.

The Teacher Leadership Review Council shall accept and review applications submitted to the school district's administration for assignment in the teacher leadership roles established in the plan. A rigorous multi-step selection process is completed for each of the teacher leadership roles. Submission of applicant materials (resume, letter of interest, letter of recommendation, educational portfolio), a face-to-face interview with the site-review council, as well as reference checks with their current supervisor. The council will be responsible for making recommendations regarding leadership roles to the Superintendent. In developing the recommendations, the council shall utilize measures of teacher effectiveness and professional growth, consider the needs of the school district, and review the qualifications related to teaching performance and professional development experience of the applicants. All teachers recommended for assignment in a teacher leadership role shall have demonstrated competency on the Iowa Teaching Standards.

Candidates for the teacher leadership roles at Benton Community will be initially screened based on the established job descriptions for the leadership roles to include Model Teachers, Induction and Instructional Coaches, and Curriculum and Professional Development Leaders. In all cases the applicants must have at least three years of successful teaching experience and one year of teaching experience in Benton Community. In addition, applicants for the full-time positions of Instructional Coaches and Curriculum/Professional Development Leaders must hold a Master Degree or be working toward completing a Master Degree.

The teacher leadership plan will encompass opportunities to build capacity in best practice and skills necessary to effectively provide quality leadership in these new roles. Benton Community teacher leadership review council will use the following guidelines in the recruitment and selection of the teacher leadership roles. Classroom teachers who have the potential to be effective in these roles of leadership will possess the following professional qualities, characteristics, and skills:

Professional Qualities and Characteristics:

- Demonstrates a passion for and commitment to the future of education
- Demonstrates professional growth through connecting learning to instructional practices
- Sets high expectations for self and others
- Effects change, owns issues
- Takes initiative and follows through with responsibilities
- Is reflective on their own practices and seeks feedback to improve instruction
- Manages time well and prioritizes effectively in an unstructured environment
- Is respected by peers and leaders for professional knowledge and skills

Measures of Effectiveness:

- Understands and translates research and theory into practical application
- Uses multiple approaches to teaching and learning
- Observes students closely to clarify needs; recognizes strengths and identifies resources to support learning
- Uses appropriate and current classroom applications of technology that deepen learning
- Uses data from ongoing assessments to inform and improve instruction
- Applies knowledge of diverse student needs to personalize and differentiate instruction and promote achievement for all
- Supports and implements school/district policies and initiatives
- Regularly pursues professional development opportunities
- Has experience presenting to or instructing adult learning
- Knows and uses local, state, and federal learning goals and professional teaching standards

Effective Interpersonal Communication

- Works collaboratively
- Understands and is able to articulate the uniqueness of various school cultures
- Communicates openly, honestly, and sensitively with students, staff, and parents
- Respects confidentiality
- Builds rapport and trusting relationships with both students and adults

- Listens with compassion and empathy
- Manages conflict effectively

The hiring and selection process framework will be built around these qualities and characteristics. The hiring, selection, and supervision process will be collaborative and the selection committee is designed with that objective in mind. The teacher leadership applications will be screened based on the leadership role categories by the council. The interview questions and assessment rubric will also be developed by the review council. Data pieces will be scored and analyzed by the review council for final consideration.

Due to the varied nature of the differentiated leadership roles, the district will consider applicants in a pre-determined sequence and applicants will have the opportunity to be eligible for more than one leadership role. The review council will make recommendations for the teacher leadership positions in the following sequence: 1) Curriculum and Professional Development Leaders, 2) Instructional Coaches, and 3) Model Teachers. All interviews for these positions will be based on the applicant knowledge and skill sets in satisfying the expectations and job responsibilities that have been determined for the leadership roles. The district is committed to selecting teachers in leadership roles based on the identified measures of effectiveness and the professional growth experiences and demonstrated capacity for continued growth.

Narrative

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)Description of the role teacher leaders will play in the creation and delivery of professional development.

b)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.](#)

Benton Community's mission statement, *Quality Education for a Lifetime of Learning*, ties to our district's most significant professional development efforts to increase student achievement by aligning curriculum, instruction, and assessments to the Iowa Core Curriculum. This focus is broken up into three facets which are encompassed in our District Action Plan: 1) Collaborative Learning Teams focus on priority standards and alignment of core instruction; 2) Characteristics of Effective Instruction (CEI) outlined in the Iowa Core; and 3) Multi-Tiered System of Supports (MTSS/RtI) specifically designed to support student achievement.

In Iowa and research across the U.S., there seems to be broad consensus that no matter what reform strategy is being pursued and implemented, the overall quality of a school system rests on the quality of its teachers, and the quality of the teachers depends on the system in place to support them. Benton Community Curriculum and Professional Development Leaders, Induction and Instructional Coaches, and Model Teachers will work collaboratively with the entire staff to seamlessly align all facets of curriculum pre-kindergarten through twelfth grade within the framework of a Professional Learning Community. Benton Community Collaborative Learning Teams (CLTs) focus on analyzing formative and summative student data relative to professional development designs and implementation. They also conduct school-wide action research, demonstration of classroom lessons, collaborate with peers to design lessons and practice new strategies, and work with the administration to design building career development plans.

Benton Community School District believes it is well positioned to align and embed the current Induction and Mentoring Program with the Teacher Leadership and Compensation Plan. Benton Community is one of sixteen school districts participating in the Grant Wood AEA Induction Consortium. In terms of improving entry into the profession for beginning teachers, the Induction Consortium has developed detailed descriptions of roles of the Induction Coaches or full release mentors. This includes job embedded coaching and mentoring for each new teacher in the system and designed site collaborative observations of exceptional instructional practices. The district believes that the Induction Coaches will be extremely important in collaborating with other Instructional Coaches, Curriculum and Professional Development Leaders, and Model Teachers to provide the very best opportunities for system support of teachers entering the profession. In addition, we believe that inclusion of this component in the Teacher Leadership and Compensation Plan addressed one of the five "must haves" relative to improved entry into the profession.

Because such a significant percentage of our current teaching staff will be serving in these leadership roles (25%), it is imperative that a positive relationship is built between staff and the teachers in these leadership roles. It is crucial to focus on maintaining and strengthening our district's collaborative culture currently in place utilizing job embedded modeling and coaching within the framework of servant leadership principles.

The Iowa Professional Development Model (IPDM) focuses on improving student learning by engaging all educators in focused and collaborative professional development that directly supports the Comprehensive School Improvement Plan and District Action Plan goals for student achievement. The IPDM involves teachers and administrators in the collective study of student data, student and staff goal setting, determining content, designing learning opportunities, and using data to measure targeted student and staff outcomes, guiding adult learning decisions, and evaluating the effectiveness of the program.

The operating principles of the IPDP (Theory, Demonstration, Practice, and ongoing Peer Coaching) describe the actions and priorities essential for ongoing sustained implementation of adult learning at the classroom, building, and district level. Alignment of curriculum, instruction, and assessment increases the likelihood that professional development efforts will lead to student achievement. Utilizing Characteristics of Effective Instruction, Hattie's (2011) research based instructional strategies along with the foundational principles of Servant Leadership the Benton Community TLC plan will create a clear focus on learning and effective instructional practices.

District teacher leaders are engaged in decision making and planning for professional development that is aligned with identified student needs within Benton Community. Action research is part of the cycle of professional development which is utilized within the school district. The process of studying data, setting goals, making decision about the content and design of professional development, supporting ongoing learning opportunities, collaboration, and implementation and evaluation of the results are recursive processes that are instrumental within our CSIP and District and Building Action Plans.

District teacher leaders are the facilitators of all faculty members responsible for instruction and assessment, as well as building capacity within the entire system (including the school board, central office administration, building-level administration, and teachers). Development of the stakeholders within the system is a balancing act between the resources and efforts invested in content, context, and processes. To accomplish student achievement gains, focusing on new priorities is a necessity, but simultaneously, issues of context and processes may also need to be addressed. Aligning the teacher leadership positions

with the existing initiatives and plans of the district is paramount to the success of the school improvement efforts at Benton Community.

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

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

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

The Instructional Coach Model (284.16) developed by the Teacher Leadership and Compensation Task Force will result in improved student outcomes as defined by Benton Community School District mission statement: *Quality Education for a Lifetime of Learning*. Model II will reflect these core values and create the following life-long learners: creative problem-solvers, complex thinkers, self-directed learners, effective communicators, and responsible citizens. The teacher leadership system designed by the task force will utilize data generated from the district Comprehensive School Improvement Plan (CSIP), Annual Yearly Progress (AYP) or Annual Progress Report (APR), Iowa Assessments, District Assessments, and Common Formative Assessments to measure the impact and effectiveness of the system and its goals.

The measures of impact and effectiveness used to assess the impact of the teacher leadership system of the Benton Community Teacher Leadership and Compensation Plan will be based on multiple student and adult data points. Student learning outcomes define equitable expectations for all students to achieve at high levels and hold educators responsible for implementing appropriate strategies to support student learning. Learning for educators that focuses on student outcomes has a positive effect on changing educator practice and increasing student achievement. Whether the learning outcomes are developed locally or nationally, these outcomes serve as the core content for educator professional learning to support effective implementation and results.

Longitudinal student achievement goals will be assessed by the district CSIP and AYP/APR. These measures target the following areas: reading, math, science, technology, and a safe & drug free school. Short-term data, in the form of District Assessments, Common Formative Assessments, and Positive Behavioral Intervention Supports (PBIS) behavior management data will assist in properly evaluating the CSIP and AYP/APR. Current district initiatives have focused on improving these areas by providing professional development on Iowa Core Standards; Collaborative Learning Teams (CLT); Characteristics of Effective Instruction; alignment of curriculum, instruction, and assessments; PBIS implementation; and technology application. In addition to driving future professional development, student achievement data will provide feedback regarding the effectiveness of Benton Community Instructional Coach Model Plan.

These data points include Iowa Assessment results, analysis of student work, common formative assessment data, student engagement data, graduation rates, attendance data, number of teachers served, teacher retention data, alignment with innovation configuration maps for the standards for professional learning, as well as peer feedback. At the conclusion of a collaborative effort, teachers will provide feedback to their peers regarding their effectiveness. An online form will be generated and employed to reflect upon the areas of strength, growth, and modification for future collaborations. Student achievement, measured by Common Formative Assessments, will also be noted in online peer feedback forms. Peer feedback will provide Model Teachers, Induction and Instructional Coaches, and Curriculum and Professional Development Leaders specific and timely feedback that will improve current practice and ensure system fidelity.

Teachers and teacher leaders within the Instructional Coach Model will be evaluated according to the eight standards and forty-three criteria set forth by the Iowa Teaching Standards. These educators are also responsible for developing and submitting an annual Individual Professional Development Plan (IPDP) to supervising administrators. Career and Model Teachers within the system will continue to be evaluated by administrators in their current placement. Instructional Coaches and Curriculum and Professional Development Leaders will be evaluated by the district Curriculum Director. The administration will use student achievement data and peer feedback throughout the evaluation process of these teacher leaders. As a possible substitute for the Iowa Teaching Standards, Instructional Coaches and Curriculum and Professional Development Leaders may be evaluated by the National Teacher Leadership Standards. This determination will be made by district administration upon further analysis. Benton Community will monitor and adjust the Teacher Leadership and Compensation Plan based on the changing needs of students, teachers, and the instructional needs and goals of the school district. Continuous improvement cycles and feedback loops of the Iowa Professional Development Model will be used to monitor implementation of Benton Community TLC plan.

Part 9) Describe the school districts capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section. (5,000 characters maximum)

Given the confidence that TLC funding will be sustained as part of the state funding formula, Benton Community is well positioned to carry out and implement the Teacher Leadership and Compensation Plan. The core values and beliefs of the school district include the following foundational qualities: 1) educational excellence, 2) continuous growth, 3) teamwork, and 4) servant leadership culture. The goals and aspirations of the teacher leadership system align with the values of the school district. Benton Community not only values these qualities but demonstrates through action and deeds their importance in providing a *Quality Education for a Lifetime of Learning*.

The district also strongly believes that the vision and support of the Board of Education is critical to the success of the Teacher Leadership Plan. The Benton Community Board of Directors continues to establish quality teaching and learning as one of the priority goals for the Board and Superintendent. Specifically, the Board goal in this area has been to ensure continuous improvement results where all students can achieve high standards that prepare them to be life-long learners as a result of the district providing a strong foundation of quality teaching and learning. The Board has been very supportive of the work of the task force in developing this new system of teacher leadership to support this goal and on-going work. The Board is committed to the notion that teachers should be life-long learners in order to help students in their quest to be college and career ready. In addition, the Board believes and has demonstrated support that a resource-rich teaching and learning environment is essential in preparing students to achieve at high levels and as life-long learners. The Board has also established a clear vision that it is paramount students at Benton Community be provided the instruction and guidance necessary to be college and career ready. The Board has demonstrated this commitment in a number of ways including implementing a 1:1 technology initiative in grades 7-12, supporting major curriculum purchases aligned with the Iowa Core standards, supporting implementation of PBIS district-wide, and making a tremendous investment in infrastructure allowing students and staff to work in positive learning environments. As a result of these efforts, the school district is well positioned to embed the Teacher Leadership Plan into the culture of the district.

Benton Community believes in the importance of creating a Professional Learning Community approach to teaching and learning. Teacher leaders at Benton Community have been the catalysts for change, visionaries who are never content with the status quo, but rather always looking for a better way. This culture of change has resulted in a high level of collaboration and learning amongst teachers. Teachers at Benton Community model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Ensuring collaboration time for job-embedded collaboration and learning, while infusing technology and resources has been a cornerstone of the professional development plan for the district. The district has also benefitted from the talents and energies of the District Leadership Team (DLT), a representative group of teachers and administrators in the district who are committed to high quality professional development and successful implementation of the Iowa Core. The DLT has been participating in the Grant Wood AEA Leadership for Continuous Improvement series for the past seven years. These trainings have provided the opportunity to collaborate with other districts to align the TLC program with other district and state initiatives. The district also has been an active participant in the Innovation Collaborative for Personalized Learning through GWAEA. Benton Community believes that the teacher leadership system can further lead the district toward a more personalized learning environment for students.

Benton Community also believes that its involvement as a partner with the GWAEA Induction Consortium will support and reinforce the efforts of creating multiple and differentiated leadership roles for teachers. The district will continue to monitor and evaluate the linkage opportunities of the Induction Consortium and the teacher leadership system.

The Benton Community School District will continue to exemplify fiscally responsible decision making which provides for an enriched culture for teaching and learning to take place. As a result of sound fiscal management, the district has been able to maintain and expand educational opportunities for students and staff rather than experience reductions in programs which benefit students. The district has an instructional support levy in place and this levy has been supported for the past twelve years with resources targeted for professional development and school improvement efforts. While continued funding at the state level will be essential to full implementation of the plan, the district will consider expenditures to support the system as well, particularly as it relates to professional development for teacher leaders.

Finally the district will make a strong commitment to providing the administrative leadership and support necessary to strengthen and reinforce the work of teacher leaders and provide direction in the systemic efforts made to improve the quality of teaching and learning in Benton Community School District. The district is also committed to enhancing and improving the TLC plan with the goal of being a state leader in the area of teacher leadership. Benton Community is committed to providing a systemic focus on teacher leadership and the positive impacts on student achievement and school improvement.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. 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	1496.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$461,994.72
Total Allocation	\$461,994.72

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$98,000.00
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)	\$350,000.00
Amount used to provide professional development related to the leadership pathways	\$13,994.72
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$461,994.72

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$461,994.72
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted

\$0.00

Budget Alignment

Describe how the TLC Budget is aligned to the school districts goals for the proposed teacher leadership and compensation system.
(5,000 characters maximum)

The Benton Community TLC budget is aligned to the school district vision of creating a teacher leadership system designed to improve the quality of teaching and learning; thus resulting in a world-class education for a lifetime of learning for students. Benton Community is committed to allocating the financial resources made available through the TLC grant by implementing the Instructional Coach Model.

Benton Community will not need to use TLS funds to support the minimum salary requirement.

- Minimum Salary Requirement: \$33,500
- Benton Combined Salary: \$35,475

The Benton Community TLC budget will allocate approximately \$98,000 to fund salary supplements for teachers in leadership roles.

TLC Costing Summary:	Number	Costing Estimate
Model Teachers	22	\$44,000
Instructional Coaches	4	\$20,000
Curriculum and PD Lead	2	\$20,000
TOTAL	28	\$84,000 *

*Costing Estimate is based on Salary and Salary Supplement only. It does not include FICA/IPERS or Benefit costs. Total cost estimates = \$98,000.

The major portion of the TLC allocation will be used to support the full-time positions for Instructional Coaches and Curriculum/Professional Development Leaders. Benton Community is estimating this cost to be approximately \$350,000 for the six full-time positions. Benton Community does not plan on using Teacher Leadership Supplement funds to cover any associated costs that result from full-time teachers not providing direct instruction in the classroom. Since the district has selected the Instructional Coach model the vast majority of support for teacher leadership that requires observation, coaching, or co-teaching will be done with those teachers assigned in full-time positions.

Professional Development cost considerations are included in salary estimates for the full-time positions based on extended contract days for these positions. In addition the budget includes approximately \$14,000 to support professional development efforts. While the Model Teacher budget estimate can be easily projected, the costs of full-time positions will vary depending on the current salary levels of teachers selected for these leadership positions. The district used an average teacher salary to calculate budget projections for the Instructional Coaches and Curriculum/Professional Development Leaders. Any budget shortfalls that may exist to support the professional growth and development of teacher leaders will be administered through the support of the Instructional Support Levy.

Additional Information Utilized in TLC Budget Projection:

- 25% of Teacher Workforce (114.5) = 28-29 staff members
- Benton Community currently participating in the Full Release Mentoring and Induction Consortium through GWAEA and the i3 grant
- Benton has one teacher currently assigned as a full release mentor
- Integration of differentiated roles in working with new teachers

Benton Community TLC Leadership Roles Based on Instructional Coach Model:

1. Model Teachers:

- 22 selected across attendance centers
- Distribution based on student and staff enrollment in buildings
- 22 teachers X \$2,000 Supplement = Total = \$44,000
- Atkins Center = 3 Model Teachers 208 students / 20 teachers
- Keystone Center = 2 Model Teachers 124 students / 17 teachers
- Norway Center= 4 Model Teachers 315 students / 29 teachers
- Van Horne Center = 2 Model Teachers 98 students / 14 teachers
- Middle School = 3Model Teachers 223 students / 16 teachers
- High School = 6 Model Teachers 474 students / 34 teachers
- District (Special Education)=2 Model Teacher 159 students / 15 teachers

2. Instructional Coaches:

- 4 District Selected Positions; the distributions note the targeted areas for support, but district Instructional Coach assignment will be flexible enough to address the staff and student needs of the school district. The job title will be "Instructional Coach".
- 4 Teachers X \$5,000 Supplement = Total = \$20,000
- Targeted Distribution as follows:
 - PK-2 = 1 (Atkins, Norway, Van Horne)
 - 3-5 = 1 (Atkins, Keystone, Norway)
 - 6-8 = 1 (Keystone, Norway, Middle School)
 - 9-12 = 1 (High School)

3. Curriculum and Professional Development Leader:

- 2 Selected from across the District
- PK-6 / 7-12 Focus
- 2 Teachers X \$10,000 Supplement = Total = \$20,000

The Benton Community School District will adhere to the goal of fiscally responsible decision making which provides for an enriched culture for teaching and learning to take place. As a result of sound fiscal management, the district has been able to maintain and expand educational opportunities for students and staff rather than experience reductions in programs which benefit students. The district has an instructional support levy in place and this levy has been supported for the past twelve years with resources targeted for professional development and school improvement efforts. While continued funding at the state level will be essential to full implementation of the TLC Plan, the district will consider expenditures to support the system as well, particularly as it relates to professional development for teacher leaders.

Finally the district will make a strong commitment to providing the administrative leadership and support necessary to strengthen and reinforce the work of teacher leaders and provide the financial resources in the efforts made to improve the quality of teaching and learning in the Benton Community School District. The district is also committed to enhancing and improving the TLC Plan with the goal of being a state leader in the area of teacher leadership. Benton Community is committed to providing a systemic focus on teacher leadership and the positive impacts on student achievement and school improvement.

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