



Application

70554 - Teacher Leadership and Compensation (TLC) System

73131 - Bettendorf CSD TLC Plan

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 01/31/2014 5:44 AM

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105

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Program Area of Interest

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

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Agency

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## Organization Information

Organization Name:

Bettendorf Community School District

Organization Type:

K-12 Education

Tax ID:

**DUNS:**

**Organization Website:**

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	lowa	
City	State/Province	Postal Code/Zip

**Phone:**

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Ext.

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**Benefactor**

**Vendor Number**

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## Recipient Information

**District**

Bettendorf Community School District

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

**County-District Number**

82-0621

*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.*

**Honorific**

Dr.

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**City**

Bettendorf

**State**

Iowa

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

**Zip Code**

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## TLC Application Contact

**Honorific**

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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)

This proposed Teacher Leadership & Compensation (TLC) Model seeks to increase overall student achievement in the district and eliminate current achievement gaps. Developed by a representative team of teachers, parents and administrators, this is an "Instructional Coach Model" utilizing an evidence-based delivery system representing what we believe to be the best fit for our district. The model blends new and existing TLC roles for maximum impact and sustainability and has the support of our school community.

The vision for the plan is to *facilitate teachers, individually and collectively, to formally influence their colleagues, principals, and members of the school community to improve teaching and learning practices with the ultimate goal of increased student learning and achievement.*

Specific goals for the plan are as follows:

1. Serve as a vehicle to transform teaching and learning practices to increase overall student achievement and eliminate current achievement gaps
2. Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation
3. Establish a process where teacher leaders can assist colleagues through the continuous learning process
4. Promote additional collaboration between and among our teacher teams to positively impact student achievement
5. Identify, clearly define and assess the knowledge, skills and competencies that teachers need in order to assume and retain meaningful leadership roles, within the district, and how these forms of leadership can be distinguished from, but work in tandem with, existing teacher leadership and administrative roles
6. Develop a culture of collegiality, trust, and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process.

The proposed model creates three new TLC roles – Curriculum and Professional Development Leader, Instructional Coach and Model Teacher. These roles, together with existing TLC positions will provide leadership opportunities for 25 percent of our 325 teachers. Together, these teacher leaders will offer a comprehensive system of support for all teachers as they strive to develop a more rigorous and relevant curriculum framework utilizing the Iowa Core, align their formative assessments, and learn to better utilize student achievement data to drive their own individual career development. The new teacher leaders will bolster implementation of key district initiatives -- Iowa Core, Multi-Tier Support System, Positive Behavior Instructional Supports, 1:1 Technology Integration and Project-Based Learning.

Operating within the structure of the Iowa Professional Development Model, the new teacher leaders will work side-by-side with teachers as they evaluate student achievement data, reflect on their own practice, develop and implement action plans for improvement and engage in formative feedback sessions. Being in this continuous improvement mode and having the support of a credible and high performing colleague will encourage, motivate, inspire and support our teachers as they become more effective and make a positive impact on student learning.

The district expects much interest in these new TLC positions and understands selecting the right people for the positions is key. A research-based selection process has been established and a Site Based Council made up of teachers and administrators will review applicant data from a peer credibility survey, a research-based structured interview, narrative responses and a discussion around the applicants' most recent Individual Career Development Plan to select and place new teacher leaders.

The district is well positioned to sustain this TLC Model over time. In 2010, the district ramped up its selection process in order to recruit and select more highly skilled / talented individuals to serve in all positions. The process is rigorous, utilizing research-based selection tools, and will continue to be rigorous as we now invest in new teacher leaders through the TLC Model.

Concerted effort to establish a teaming framework throughout our buildings pre-exists this TLC Model. Collaborative teams will continue but the work they do; in the area of collecting and analyzing data, planning instruction, implementing individual growth plans, will now benefit from another layer of support, support provided by teachers currently in the system that are passionate about becoming teacher leaders because they desire to grow and develop others. This network will provide a continuous fluid system of reflection and evaluation for individual teachers, teams of teachers and the system as a whole. Prior to the development of this TLC Model, the district philosophy has been to be thoughtful and intentional about our decisions, collecting as much as data as we can to help us make decisions and using a research-based process of data collection and interpretation. We already partner with entities, such as HUMANeX Ventures (research team), AEA9, Center for Teaching Quality, National Clearinghouse, and K-12 Insight and these partnerships will continue with the infusion of this Model into our system.

The District is ready, willing, and excited to implement and sustain the TLC Model. All licensed staff heard an overview of the plan on January 15, 2014 and a poll taken by 303 attendees revealed a 97% approval rate. Additionally, 42% of those surveyed indicated potential interest in applying for a teacher leader position. Our board of directors provided unanimous consent on January 22 as did the Parent Executive Council on January 28, 2014. The overwhelming support shows a commitment and introspection required for successful implementation and sustainability.

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

**TLC Model Number**

Model 2 Instructional Coach Plan

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## **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)

The District TLC Planning Committee is made up of seventeen members. Building and district administration (8), parents (2), and teachers (7) represent each attendance center from across the District. Building administrators nominated prospective committee members based on meeting the criteria of having high levels of credibility, respect, and trust amongst peers. Attention was given to gender and seniority balance in order to have equitable representation of our educator workforce demographics. District administrators representing curriculum & instruction, student services, and human resource areas serve on the committee. The superintendent serves as the facilitator and is the only member not receiving a stipend. State planning grant funds, received by the District, were committed to provide each committee member with a \$1,000 stipend. A parent representative is a PTA president, member of the district-wide Parent Executive Council (PEC), and has extensive experience in human resource and human performance arenas. The other parent is currently employed by Mississippi Bend AEA 9 in the staff development department and currently serves on the School Board.

The District TLC Planning Committee actively and collaboratively participated in ten planning session meetings; ranging in length from 1.5 hrs.–4 hrs. October 2, 2013 to January 31, 2014. Each participant contributed a minimum of twenty-one hours of meeting/planning time; as well as, another minimum 10-15 hours meeting preparation time. District level administrative planning team members devoted a minimum of forty additional hours in meeting planning, preparation, and grant writing. There has been close to 100% attendance and participation at all committee meetings.

In preparation for the development of the District TLC Planning Committee Charter, the committee was provided with an overview of House File 215 and the Iowa Department of Education's (DE) guidance on the Iowa TLC System. The Committee's adopted Charter established context & purpose; team vision, goals, measures, and accountability; as well as, meeting ground rules and a tentative future meeting schedule. Committee members were asked to share their hopes & aspirations for the District's TLC System and concerted effort was made to ensure incorporation into the planning team's goals.

The committee was charged with reading and discussing research articles, recommended by the DE, and then shared key findings with the entire committee. Committee members watched and discussed various webinars; sponsored by the DE, that provided overview of the planning process, the Teacher Advancement Program (TAP), the Center for Teaching Quality (CTQ), and the Minnesota Q Comp program. Administrative committee members attended two fall workshops, sponsored by School Administrators of Iowa (SAI), featuring research conducted by CTQ. This information was shared with the entire committee. All committee members were significantly involved in numerous small and large group discussions, during committee meetings, in order to provide significant input on the development of the District's TLC plan.

Through the concerted effort of this committee numerous milestones were reached in the planning process:

- 1) The committee reviewed and discussed existing teacher-leadership system research and identified key components desired to be incorporated within the District TLC plan.
- 2) The District partnered with CTQ to conduct an online teacher leadership survey of licensed employees in order to receive their insight on key conditions to consider while developing a new TLC structure and how they would define the role they would play as leaders to advance student learning and achievement. The survey received an 88% response rate with 255 teachers and 25 administrators participating. The findings and analysis were presented and discussed with the committee by CTQ staff.
- 3) The committee adopted the Model 2 option. The plan is to implement teacher-leadership positions of instructional coaches, curriculum and professional development leaders, and model teachers while supplementing existing District teacher leadership positions in order to best ensure 25% of the teaching staff being represented in meaningful teacher leadership positions.
- 4) The committee recognized the importance of the TLC system being a part of a District-wide systemic approach, in order to best ensure fidelity of implementation and sustainability. The committee agreed to adopt Dr. Robert Marzano's School Leadership Model and its components (continuous improvement, emphasis on reflection and professional growth, posted goals, a focus on student achievement, collection and analysis of data, ongoing evaluation, job-embedded professional development, and collaboration).
- 5) The committee adopted the Teacher Leader Model Standards, developed by the Teacher Leadership Exploratory Consortium, as the foundation for teacher leadership selection, evaluation, and retention decisions.

The superintendent shared progress of the District TLC committee's efforts through discussions held with staff at building meetings, October 2013 - January 2014; as well as, through a monthly staff and quarterly community newsletter. All licensed staff heard an overview of the District's draft plan, presented by members of the committee, at building in-service meetings held January 15, 2014. A District TLC plan FAQ was implemented afterward. A poll of those in attendance (303) resulted in a 97% approval rate. Additionally, 42% of those surveyed indicated potential interest in applying for a teacher-leader position.

Unanimous Board consent was gained at a Special Board Meeting held January 22, 2014; as well as, with the PEC, consisting

of parent and booster organization leadership across the District, on January 28, 2014.

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## **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).**

The District's TLC vision is *to facilitate teachers, individually and collectively, to formally influence their colleagues, principals, and members of the school community to improve teaching and learning practices with the ultimate goal of increased student learning and achievement.* The TLC plan will assist the District achieve its vision of "linking learning to life with passion, purpose and pride so that all students can make a positive difference."

The Planning Committee's hopes and aspirations for the development, implementation, and sustainment of the District's TLC plan are to implement a high quality TLC structure that will:

1. Serve as a vehicle to transform teaching and learning practices to increase overall student achievement and eliminate current achievement gaps
2. Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation
3. Establish a process where teacher leaders can assist colleagues through the continuous learning process
4. Promote additional collaboration between and among our teacher teams to positively impact student achievement
5. Identify, clearly define and assess the knowledge, skills and competencies that teachers need in order to assume and retain meaningful leadership roles, within the district, and how these forms of leadership can be distinguished from, but work in tandem with, existing teacher leadership and administrative roles
6. Develop a culture of collegiality, trust, and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process.

The vision and goals for TLC plan implementation are directly aligned with pre-existing strategic goals in the areas of student achievement *"to accelerate achievement for all students and minimize disparities among all groups of students by delivering research-based, best practice instructional strategies and programs consistently throughout the District;"* as well as, staff selection & development *"to attract, develop, and retain highly competent, dedicated, and caring staff so that we can be responsive to the diverse needs of our learners and high expectations from our community."* State resources will enhance District capacity toward continuing effort to provide all students with a high quality educational experience through the delivery of a guaranteed and viable curriculum (Iowa Core Standards), via research-based instructional strategies (Characteristics of Effective Instruction), as guided by data-based decision-making.

Current use of research-based tools and processes for selecting, growing (onboarding/coaching), and multiplying excellence within our workforce will lend itself well to the addition of multiple differentiated teacher leadership positions that have meaningful roles and responsibilities to support the growth and development of teachers, coupled with compensation commensurate with those roles.

The District recognizes for schools to improve at providing learning for all students it must provide opportunities for teachers to innovate, develop, and learn together. The District TLC plan calls for teacher leaders' to be resources of expertise and support as they work with colleagues to help shape school improvement efforts and take a lead guiding individual and collective goals. Support will occur through facilitation of existing and future professional learning communities within our buildings and/or District; as well as, through direct effort coaching teachers with job-embedded professional development activities and monitoring effectiveness through peer review.

The ultimate goal of TLC implementation is increased student learning and achievement. Though the District has experienced a longstanding reputation for both academic and extracurricular excellence, the challenges inherent in working with an increasingly diverse student population have resulted in achievement gaps. Whereas National Blue Ribbon School designation was recently afforded an elementary school and the high school is recognized for Advanced Placement distinction, others have acquired SINA 1 status in reading and watch-list status in math. Despite attendance and graduation rates consistently above State averages, both the middle and high schools have acquired SINA status in math and reading multiple years.

The District TLC plan calls for the infusion of curriculum and professional development leaders, instructional coaches, and model teachers. Curriculum and PD leaders will be content specialists in the core subjects of literacy, math, and STEAM. They will provide full-time support developing curriculum, aligning instruction with standards, and examining and modeling teacher practice. Instructional coaches will provide staff with full-time support to effectively infuse the characteristics of effective instruction (teaching for understanding; rigor & relevance; teaching for learner differences; student-centered classroom; and formative assessment) into daily classroom practice. Model teachers will teach full-time while serving as models of exemplary teaching practice. The addition of these teacher leadership positions will provide significant support to and complement well, existing literacy coach, academic interventionist, and informal teacher leadership positions that presently exist within the District.

**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)**

#### Current Structure:

The Iowa Professional Development Model (IPDM) for school/district improvement and staff development is utilized. Operating principles of the model include: focus on curriculum, instruction and assessment; participative decision making; leadership and simultaneity. The district is comprised of building leadership teams, a district curriculum leadership committee, and a school improvement advisory council. All committees actively participate in some portion of the IPDM process.

#### Current Process:

Effective instruction is integral to student growth and overall achievement, but is primarily driven at the district level. The IPDM provides the framework to appropriately grow and develop teachers to provide the highest quality of instruction possible. Professional development needs are determined through analysis of student achievement data, teacher surveys, and building and district leadership team input. A process revolving around key reflective questions is utilized. Action plans for improvement are then developed keeping district, building, and individual teacher needs in mind. Professional development plans are outlined in the spring prior to the year of implementation. Professional development is primarily provided by administration or outside sources on dates and times that are often disconnected that do not necessarily meet the immediate needs of teaching and learning.

#### Current Initiatives:

All district initiatives are aligned to the five district goals (literacy, math, science, technology integration and environment) and are organized and delivered through the START framework. The district's focus continues to be on implementation of Iowa Core through the use of Multi-Tier System of Supports (MTSS) (elementary), Positive Behavior Instructional Supports (PBIS) (elementary), 1:1 technology integration (secondary), Project-Based Learning (secondary).

#### Enhanced Structure:

The Teacher Leadership and Compensation plan will infuse substantial instructional support for teachers at all levels. The additional teacher leadership roles will significantly improve the district's ability to grow, develop, and support teachers in a flexible, individualized, and responsive manner. Increased leadership capacity provides the necessary foundation to effectively implement the IPDM model, allowing for ongoing learning and development to occur intentionally, strategically and regularly. Curriculum professional development leaders will be integral in the Four Planning Components of the IPDM, while the instructional coaches will take the lead in the Ongoing Components of the process.

#### Enhanced Process:

Utilizing the IPDM process, the leadership positions will substantially strengthen the connection between professional development design, delivery, teacher need, and student learning. Working in conjunction with building leadership teams and administration, the leadership positions will be heavily involved in the design and delivery of professional development resulting in increased connectivity between professional development, classroom instruction, and student learning. Curriculum and professional development leaders will provide leadership in the implementation of the Iowa Core by ensuring curriculum, instruction and assessment alignment, by organizing the systematic delivery of instruction, and through the planning, design, and delivery of professional development. Instructional coaches will provide an additional level of support for teachers through ongoing, individualized, responsive job-embedded coaching in a variety of formats (i.e. modeling, co-teaching, direct instruction, joint planning). Opportunities to observe model teachers practicing effective instructional strategies and curriculum delivery will offer yet another chance for teachers to learn and grow.

The leadership positions will provide a comprehensive support system for teachers which will strengthen the implementation of key district initiatives and infuse effective practice into daily instructional delivery which will in turn maximize student learning.

#### Enhanced Implementation of Initiatives:

Curriculum and professional development leaders will lead district level alignment of curriculum, instruction, and assessment to ensure a guaranteed and viable curriculum to all students, an essential component of a Multi-Tier System of Supports.

Additionally, the leadership positions will provide oversight of the intended curriculum versus the delivered curriculum. These district level leaders will also provide training, resources and support for all major district initiatives.

Instructional coaches at all levels, through their knowledge and leadership on the Multi-Tier System of Supports framework, will assist buildings with Iowa Core implementation, assist in adjusting instruction based on student data, and provide guidance in additional instructional support for students in need of remediation as well as enrichment. Coaches will work collaboratively with teachers to ensure quality Tier I core instruction is taking place through modeling, co-teaching, and coaching. Additionally, coaches will provide on-site, building level, daily support for all building initiatives. Elementary coaches will focus on Iowa Core implementation and overall technology integration initially focused in the areas of literacy and math. Secondary level coaches

will focus on Iowa Core implementation through the 1:1 and PBL instructional delivery systems. Coaches at all levels will provide data team leadership and support.

Model Teachers will afford teachers the opportunity to observe effective instruction in action to further support their growth and development in instructional strategies and curriculum content.

**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)**

## **Current Mentoring and Induction Program**

The District has analyzed its current Mentoring and Induction (M&I) Program to determine in what areas the program was making a positive impact and in what areas it could improve. This section will describe the current program and explain how the TLC model has been designed to address the gap areas and, thereby, improve entry into the teaching profession for all new teachers to our district.

### **Current Program**

**Goals--**The three goals of the M&I Program are to promote excellence in teaching and continued professional learning through reflective practice and professional conversations about teaching, provide new teachers with a supportive environment and retain new teachers over time.

**Mentor Selection and Training --**A teacher with at least four years' experience as teacher, principal recommendation, and a commitment to new teacher development is eligible to be mentor. The district uses *Journey to Excellence: An Iowa Model for Mentors of Beginning Teachers* to train and support mentors of beginning teachers. Mentors are prepared to guide beginning teachers through learning projects designed around each of the 8 Iowa Teaching Standards. Four days of training are held over two years for the mentor, four ½ days the first year and four ½ days the second year.

**Support for New Teachers—**A mentor provides 40 hours of interaction each year outside the school day. The district provides one day of release time per year for mentor and new teacher to observe effective teaching practices and engage in planning and feedback sessions and two days of release time for mentor training. A district facilitator oversees the program and trains the mentors.

### **Program Evaluation and Proposed Remedies Through the TLC Model**

The district reviewed survey data over the last five years from mentors and new teachers as well as new teacher retention data. Three problem areas emerged and this TLC Model is specifically designed to address these areas.

**Problem with mentor selection –** Because the District struggles to find enough qualified and interested mentors to serve the 40 beginning teachers in the M&I Program each year, the current selection process is not rigorous. Basically, any non-probationary teacher who agrees to provide 40 hours of mentoring service outside the contract day has been allowed to serve. Furthermore, many mentors are not interested in continuing as mentors year after year, thus, the district is in a continuous cycle of recruiting, selecting and training new mentors every year.

**Remedy through the TLC Model –** The district will make available 12 new full-time instructional coaching/mentoring positions – one at each of our six elementary buildings and three each at the middle and high schools – and these individuals will coach all beginning teachers in their building through their probationary period. This greatly reduces the need for coaches from 40 to 12. Furthermore, coaches will go through a rigorous three-prong selection process: a) a leadership credibility check among their peers; b) a face-to-face research-based structured interview by district administrators; and c) a face-to-face fit interview by a team made up of colleagues and building principals. Teacher leaders who successfully serve as coaches may be retained in this position year after year, thus allowing them opportunity to develop and new teachers the opportunity to work with same coach each year.

**Problem with mentor development --** The district lacks available resources to fully train coaches for this coaching role so offers an abbreviated version of training – four days over a two-year period as opposed to the recommended nine days. Additionally, mentors and beginning teachers share all training materials as opposed to having their own set.

**Remedy through the TLC Model --** The primary task of the 12 coaches is to assist with the development of teachers. To help acquire skills in this area, the district would provide them with 10 additional days of training each year, an eight-day increase over the current two days now provided. The increased training would teach them how to establish successful learning-focused relationships, support collegial development, transfer district policy/procedures and frame the professional learning journey.

**Problem with support for beginning teachers –** The bulk of support available to beginning teachers from mentors is “extra-curricular” and does not provide enough overall support and, certainly, not job-embedded support. The premise behind this “extra-curricular” approach, though not intentional, is that new teachers and their mentors must work longer hours in order to improve practice and “imagine” teaching scenarios since they have few opportunities to observe teaching “in the moment” during the regular teaching day. Additionally, mentors often report they do not feel adequately prepared to provide the mentoring service and desire additional training that, due to lack of funding, the district has been unable to provide.

**Remedy through the TLC Model –** Instructional coaches/mentors would be employed full time in this capacity, assigned to serve one building and able to provide an additional 20 hours of support each year over what is currently being provided.

Together, coaches and new teachers will be able to plan, research and develop action plans for improvement, observe effective

teaching practices and engage in feedback sessions, all during the contract day. Additionally, coaches will be fully trained in a research-based collegial coaching model and be given support of their own from the district in how to grow and develop as coaches. Beginning teachers will greatly benefit from coaches with increased capacity in these areas and increased confidence in their abilities to provide this service.

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## **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.**

The Teacher Leadership and Compensation Committee conducted a comprehensive review of research and various teacher leadership models. Following this review, the team analyzed the current teacher leadership structures within the district and conducted a gap analysis. The gap analysis clearly identified the current system to be lacking in a number of areas. Current teacher leadership positions do not provide teachers with on-going, responsive support to improve overall teacher effectiveness. Additionally, the current system lacks an emphasis on data analysis to drive professional development design, as well as curriculum experts that work collaboratively preK-12. The committee found these roles to be the greatest area of need for the district. Utilizing research and analysis of current structures, the following multiple, meaningful, differentiated teacher leadership roles were identified as solutions to address district needs:

#### Curriculum and Professional Development Leaders

(3 FTE - 100% of time engaged in teacher leadership activities in the following areas: 1.0 FTE preK-12 literacy; 1.0 FTE preK-12 math; 1.0 FTE preK-12 **Science Technology Engineering Arts Math** )

- Engage in the development, selection, adoption and implementation of curriculum, resources, and common formative assessments.
- Review curriculum writing
- Oversee the implementation of the Iowa Core Curriculum and annually review goals and monitor progress on implementation
- Coordinate articulation of preK-12 curriculum, including updates to Scope and Sequence, curriculum guides and compliance with state standards
- Facilitate teacher collaboration for instructional improvement
- Study research-based instructional strategies; continually explore instructional methodologies aligned with subject area appropriate for the district, and share with staff
- Analyze and evaluate assessment data to determine needs for curriculum modification and updating of district programs
- Communicate to district staff general knowledge of pre-K-12 curriculum trends and development
- Act as a liaison to coordinate elementary, middle school and high school programs and teachers
- Work strategically with teachers in planning, monitoring, reviewing and implementing best instructional practice
- Serve as a role model, acclimate new teachers to the profession and advise new teachers regarding instruction, curriculum, procedure, practices, and politics
- Observe and coach teachers in effective instructional practices
- Support instruction and learning through the use of technology
- Attend and help plan and/or deliver all curriculum and professional development activities designed to improve instructional strategies
- Ensure that district curriculum meets federal, state and district policies
- Present special interest topics to the Board of Education or to others as requested

#### Instructional Coach

(12 FTE - 100% of time engaged in teacher leadership activities)

- Work with individual teachers, building leadership teams, model teachers, district curriculum and professional development leaders, building and district administration and AEA to determine the school's strengths and needs for improvement in the area of instruction
- Develop and maintain learning-focused collegial relationships that offer support, create challenges and facilitate a professional vision for all teachers
- Facilitate individual teacher collaboration for instructional improvement.
- Visit classrooms, observe instruction, model effective instruction and provide formative feedback, to help teachers develop solutions to problems they might be experiencing
- Assist teachers with planning, sequencing, and scaffolding of instruction
- Study research-based instructional strategies and continually explore and share instructional methodologies appropriate for school and share with staff
- Participate in team reviews concerning academic progress of at-risk students not responding to interventions.
- Serve as a role model to help acclimate beginning teachers to the profession and advise them in areas related to instruction, curriculum, procedure, practices, and politics.

- Engage teachers in conversations around student work and assist them with analyzing and utilizing this data to strengthen instruction
- Provide visionary leadership, model continual improvement, demonstrate life-long learning, and use that information to help all students achieve
- Work with and train classroom teachers to provide intervention aligned by subject area
- Provide follow-up coaching to assist classroom teachers in the use of strategies, especially reading/learning strategies in their classroom.
- Support instruction and learning through the use of technology
- Attend and help plan and/or deliver all professional development activities designed to improve instructional strategies

#### Model Teacher

(32 teachers - 100% of time engaged in student instruction)

- Serve as a model of exemplary teaching practice
- Open classroom for educators to observe delivery of instruction focused on district and building initiatives.
- Attend and help plan and/or deliver professional development activities designed to improve instructional strategies

Current formal and informal leadership positions within the district will be infused with the new teacher leadership positions. Presently, teacher leadership positions are extra-curricular in nature and as such are in addition to full-time teaching responsibilities. This structure significantly limits the ability to provide ongoing, job-embedded support to teachers, and significantly limits teacher involvement in curriculum leadership activities. To ensure teacher leaders remain connected to teacher work, the district will require and make available opportunities for teachers to spend one semester in the classroom teaching over a five year period of time. The curriculum and professional development positions will replace a number of district positions on the District Curriculum Leadership Council and the council will no longer exist in its current structure. The new teacher leadership model will allow for the expansion of instructional coaches throughout the district multiplying the work of current coaches at the elementary level (three) and middle level (one). Currently, the district is experiencing great improvement in student achievement in buildings supported by instructional coaches. The coaches have successfully supported staff in implementation of district initiatives advancing the movement toward achieving district and building goals. The District views the teacher leadership and compensation system as a prime opportunity to further expand the impact of instructional coaches. At the secondary level, the new model will allow for department leadership positions to be redefined and refocused to compliment the new teacher leadership positions, providing an additional level of support for teachers at the secondary level in both curriculum and professional development. Secondary department leadership positions will focus on peer observation, formative assessment development and analysis, assist in the data team process and serve as supplemental support for the instructional coaches at the building level. Taking into consideration the new teacher leadership positions in conjunction with the redesign of existing positions, the district will have approximately 25% of staff engaged in multiple, meaningful, differentiated teacher leadership positions.

The curriculum and professional development positions will provide leadership in research, best practices, curriculum alignment, instructional practices, and assessment. The instructional coaches will provide teachers with daily, ongoing support and training aligned with district and buildings goals utilizing the action planning process. Model teachers will provide yet another layer of support and development for teachers. Through observation, teachers will see effective instructional strategies in action in classrooms across the district. These observations will support the training provided by the curriculum and professional development leaders and the coaching support provided at the building level.

The new leadership positions alone will not result in increased student learning. The positions will need to be supported with a structured communication framework to function effectively. As such, the teacher leadership model will be supported by a redesigned communication and collaboration framework assisting the district in the problem solving and decision making process, further supporting the implementation of the Iowa Professional Development Model. The new framework will include monthly meetings with curriculum professional development leaders and administration to discuss curriculum, instruction and assessment alignment and monitor progress of professional development plans. Instructional coaches, curriculum professional development leaders and administration representatives will meet monthly to review student data (benchmark and progress monitoring) and teacher response to professional development and overall implementation of initiatives. At the building level, coaches will meet weekly with the building principal and serve as a lead member of the building leadership team. Weekly

meetings will focus on individual teacher development, progress on building goals and provide the opportunity to make adjustments in response to staff and student needs. The new communication and collaboration framework will lead to increased alignment, consistency and communication across the organization.

Yet another key variable in the successful implementation of a teacher leadership system is meaningful, high-quality professional development for teacher leaders. Working in conjunction with the AEA, the district will develop a series of trainings for teacher leaders. Training will focus heavily on the leadership aspects of the positions (i.e. leading groups, change process, collaborative work, mentoring, action research, data analysis, teaching adults). Teacher leaders will be trained alongside administrators to develop a collaborative relationship that fosters joint planning, decision-making and accountability.

The teacher leadership model will be a driving force in strengthening the connection between classroom instruction and increasing student achievement. Working in conjunction with building leadership teams and administration, the leadership positions will be heavily involved in the design and delivery of professional development resulting in increased connectivity between professional development, classroom instruction, and student learning. The teacher leadership model provides teachers with continual support in growing and developing instructional strategies to provide high quality Tier I core instruction to all students. Operating within the structure of the professional development model, the teacher leadership positions will afford numerous opportunities for teachers to learn, observe, practice and reflect on instructional strategies and curriculum content, ultimately strengthening instruction across the district. The teacher leadership positions in conjunction with the redesign of current leadership positions, a systematic communication and collaboration framework, and meaningful professional development for teacher leaders, the district will be primed to employ a comprehensive, coherent systemic approach for instructional improvement that strengthens instruction and improves student learning and achievement.

**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**

## **Rigorous Selection Process**

The District TLC Model proposes to add three new teacher leader positions as a means of increasing student achievement and eliminating current achievement gaps that exist between and among learners in various groups (poverty, special education, ESL, gender). These new positions will be filled by current teachers with particular strengths and interests in one or more of the following areas: 1) helping build a solid curriculum framework, 2) helping develop a teacher training program that targets growth areas among teachers or 3) providing a support network for all teachers as they engage in these continuous learning-focused activities.

We expect much interest in these positions and we understand selecting the right people is key. For these reasons, we will encourage all interested applicants to apply, establish a fair and unbiased process and provide various opportunities for a Site Based Selection and Review Council to learn about the applicants' strengths and talents in order to select the best candidates. This section will outline the selection process.

### Recruitment

**Job Description** – The new teacher leader positions being proposed are 1) Curriculum and Professional Development Leader, 2) Instructional Coach/Mentor and 3) Model Teacher. Using the *Teacher Leader Model Standards* developed by the Teacher Leadership Exploratory Consortium as a framework, the District created a Job Description for each position that clearly delineates the job tasks assigned to the positions as well as the criteria hiring personnel will use to select individuals for these positions.

**Posting** – The positions and coordinating job descriptions will be posted internally and current teachers will be invited to apply using Applitrack, the District's online applicant tracking system. All applicants will know upfront what job tasks will be assigned to each position and those tasks for which they will be held accountable.

### Application

Applicants will indicate the position(s) in which they are interested and upload two artifacts for consideration – 1) a written narrative explaining why they want to be a teacher leader and the strengths and talents they would bring to the position and 2) a copy of their most recent Individual Career Development Plan (ICDP). Additionally, applicants agree to a credibility check among their peers, a structured interview with district administrators and a fit interview with building principals and teacher representatives from their buildings at which time they will share and discuss the above two artifacts.

**Selection** -- There are three phases to the selection process and applicants must obtain a certain score to advance to the next phase.

**Phase One** -- Teaching colleagues from the same developmental level (elementary or secondary) will be surveyed to determine whether applicants are deemed potential teacher leaders in the eyes of their peers. *This insight will assist hiring personnel with determining the applicants' past level of effectiveness as teachers as well as their predicted level of effectiveness as potential teacher leaders.* Applicants with at least a 75% favorable rating will advance to Phase Two.

**Phase Two** – District administrators will conduct a face-to-face structured interview. This interview was developed by our research team, HUMANeX Ventures, Lincoln, NE, and aligned with the Teacher Leader Model Standards (Teacher Leadership Exploratory Consortium). Interview questions measure applicants' talents (attitudes, beliefs, values and dominant behaviors) in comparison to their peer groups. *This insight will assist hiring personnel with determining the applicants' predicted level of effectiveness as potential teacher leaders.* District administrators have been trained to score these structured interviews to ensure inter-rater reliability. Applicants with favorable responses to at least 50% of the questions will advance to Phase Three.

**Phase Three** – Two Site Based Selection and Review Councils will be established, one for Elementary and one for Secondary. Each Council will be comprised of six principals and six teachers and their purpose will be to conduct the fit interview, select the new teacher leaders and determine in which building the new teacher leaders will be placed.

During the fit interview, applicants will discuss their written narrative explaining why they want to be a teacher leader and the strengths and talents they would bring to the position and share and respond to questions about their most recent Individual Career Development Plan (ICDP). *The purpose of Phase Three will be to determine applicants' past level of effectiveness of their professional growth efforts as well as predict how effective they may be as teacher leaders and with which building team of teachers they might be most effective.*

**Review** – The performance of teacher leaders will be reviewed annually by the Site Based Selection and Review Council and District Administrators. Each Curriculum and Professional Development Leader, Instructional Coach/Mentor and Model Teacher, using their Job Descriptions, will submit a self-reflection of their performance to the Council and the Council will provide them with formative feedback regarding their performance against the Job Tasks assigned in the Job Description. A

retention decision will be made by District Administrators based on input from the teacher leaders themselves and the Council.

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## **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.*

## Teacher Leadership and Compensation and Iowa Professional Development Model (IPDM) Alignment:

The teacher leadership system will reframe the IPDM into a system that is more reflective and responsive to teacher needs.

### Role of Teacher Leaders in IPDM:

Cycle of Professional Development:

#### Four Planning Components

Collecting/Analyzing Student Data

Goal Setting & Student Learning

Selecting Content

Designing Process for Professional Development

Curriculum and professional development leadership positions will lead the Four Planning Components. The leaders will work in conjunction with building leadership teams and the School Improvement Action Committee (SIAC) to gather district and building level data incorporating all perspectives. Analyzing data from a district perspective to determine systemic strengths and areas of growth, the leaders will guide the district leadership team in goal setting, content of professional development, and design professional development activities for staff. A district summit will be held annually in the spring where the district curriculum and professional development leaders will work collaboratively with administration and instructional coaches to create the professional development plan for the upcoming school year.

Professional development activities will be aligned with district goals (reading, math, science, technology integration and environment). Curriculum and professional development leaders will be primarily responsible for organizing and delivering district-wide professional development. Leaders will meet monthly with district administration to monitor progress of professional development plans, to review student data, and to maintain a consistent and systemic approach to curriculum, instruction, and assessment. Monthly meetings will also be held with the instructional coaches. Through this structured communication system, curriculum and professional development leaders and instructional coaches can review student data and staff feedback/progress regarding professional development and implementation of district initiatives. Effective communication and leadership will increase consistency of implementation and enhance a valid systemic approach to delivery of curriculum and implementation of initiatives, ultimately increasing teacher effectiveness.

Through the planning components outlined above, curriculum and professional development leaders will align district and building efforts and establish common benchmarks for overall effectiveness and progress.

### Ongoing Components of IPDM:

Training/Learning Opportunities

Collaboration/Implementation

Ongoing Data Collection (Formative Evaluation)

Implementation of the Ongoing Components of the IPDM model will be the primary role of the instructional coaches. Coaches will provide the ongoing leadership, training and support for teachers at the building level. These leaders will be members of the building leadership teams. Instructional coaches will be integral in supporting the growth and development of staff in the implementation of the Iowa Core through use of Multi-Tier System of Supports (MTSS), 1:1 technology integration, Project-Based Learning, and Positive Behavioral Instructional Supports (PBIS). Utilizing START (student-centered classroom; teaching for understanding; assessment for learning, rigor & relevance; and teaching for learner differences) as a framework, the instructional coaches will provide job-embedded professional development in the skills and strategies necessary for effective implementation in these initiative areas.

Additionally, instructional coaches will provide building-level support in the effective implementation of data teams and Professional Learning Communities (PLCs). They will assist the principal in supporting the work outlined in the school and district improvement plans. Incorporating information from the district summit, individual building teams will work collaboratively to hold building-level summits with the guidance and support of curriculum and professional development leaders who will

individualize not only content, but also the delivery of the professional development plan at the building level. Each building will integrate additional professional development, and the necessary supports, to address building-specific needs. The focus for each instructional coach will vary depending on individual building and student needs. Coaches will meet weekly with the building leadership team and building principal to review student data and progress toward building goals. The coach will be responsive to the needs of the teachers and provide the appropriate support and coaching necessary to improve instructional practices.

Through collaboration and ongoing data collection and analysis, the teacher leadership system will provide a continuous, fluid system of reflection and evaluation. The formal summative evaluation of the district professional development plan, and ultimately student learning, will be formally reviewed during the annual district spring summit.

**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.**

**1. Serve as a vehicle to transform teaching and learning practices to increase overall student achievement and eliminate current achievement gaps**

The ultimate outcome of the District TLC System is increased student achievement. The District will evaluate the effectiveness of the program based on our existing District and State assessment results. Benchmark assessments including universal screeners, various formative classroom assessments, and Measures of Academic Progress (MAP) results will serve as short-term and/or intermediate measures; whereas our State summative accountability measure the Iowa Assessments, will serve as the ultimate measure relative to meeting annual yearly progress as to the proportion of students who score at the level of proficient or higher from one year to the next, particularly as it relates to reducing achievement gaps.

The District currently monitors graduation rates and National Student Clearinghouse data, which track the completion of postsecondary certificates and degrees attained by graduates. These results will continue to serve as a basis to assess post-secondary readiness and success.

**2. Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation**

The District partners with HUMANeX Ventures(HV), to implement research-based tools and processes for the purpose of selecting, growing, and multiplying employee excellence. The District tracks characteristics of new teachers, based on excellence potential cut scores, and their retention rates. Qualitative information and anecdotal evidence provide insight on potential for excellence in the classroom.

A District TLC Committee will develop, administer, and monitor a teacher attitude and job-satisfaction survey, relative to the implementation of the TLC plan elements (meaningfulness of roles, collegiality, professional growth, etc.), during each year of the reform.

Entrance & exit surveys will continue to be conducted for new and departing employees in order to assess why new employees desire to come to the District and what factors contribute to their departure.

**3. Establish a process where teacher leaders can assist colleagues through the continuous learning process**

The District will monitor, assess, and assist teachers' implementation of the Iowa Core's Characteristics of Effective Instruction (Student Centered Classrooms, Teaching for Understanding, Assessments for Learning, Rigor & Relevance, and Teaching for Learner Differences) through peer review, evaluation, and job embedded professional development processes. Classroom and collaborative meeting observations, walkthroughs, portfolio artifacts, and satisfaction surveys will continue to help inform the continuous improvement process.

**4. Promote additional collaboration between and among our teacher teams to positively impact student achievement**

The District commissioned the Center for Teaching Quality (CTQ), to conduct a survey of licensed staff for the purpose of assessing the conditions of teacher leadership within the District. The findings were valuable to the development of the District TLC Plan and will serve as a baseline to measure the degree opportunities exist for teachers to meaningfully collaborate, internally and externally, in the future. The District currently collaborates nationally on initiatives such as project-based learning, technology integration, and PBIS.

**5. Develop a culture of collegiality, trust, and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process.**

A scientifically-validated culture assessment is administered to all employees. Results allow the District to better understand employee, team and company culture. Building and team action plans, aimed at continuous improvement, are collaboratively developed, implemented, monitored, and adjusted based on the ultimate measure of the degree employees are engaged and satisfied. District and building culture/morale improvement will lead to higher degrees of employee and organization satisfaction, engagement, and effectiveness, thus leading to improvement in student learning.

**6. Identify, clearly define and assess the knowledge, skills and competencies that teachers need in order to assume and retain meaningful leadership roles, within the district, and how these forms of leadership can be distinguished from, but work in tandem with, existing teacher leadership and administrative roles.**

District teachers' participated in HV pilot research developing a tool for the purpose of identifying talents, drives, values, work style, relationship building capacity, ability to influence, and thought processes necessary to become exemplary teacher leaders. This tool is currently being aligned with the National Teacher Leader Standards. Teacher leaders will be evaluated based on National Teacher Leader Standards and criteria.

Teacher leaders will be assessed on the degree of support provided peers meeting individual, collective team, and/or building goals. This will be measured through periodic surveys administered to the teachers and administrators those teacher leaders serve.

The District has a comprehensive school improvement system which includes alignment of the strategic and comprehensive school improvement plans, building goals, culture study action plans, and individual career development plans. The goals of the District TLC plan will be aligned to the District's Comprehensive School Improvement System, assessed annually by the District TLC Oversight Committee, and the plan along with its action steps will be adjusted accordingly, relative to those results.

**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)**

Numerous elements are in place providing capacity for implementation of the teacher leadership system as well as support for sustainability.

#### **Capacity:**

**School Community Support** - Survey results assessing the district's conditions for teacher leadership, data from administrative observations and feedback from teachers and administration reveal a readiness, desire and need for a structure to support the professional growth of teachers that is job-embedded, ongoing and responsive in nature. The development of the district TLC model was a collaborative effort, driven by the hopes and aspirations of district teachers, parents, and administrators. An astounding 97% of staff supports the district TLC model and 42% indicated potential interest in pursuing a teacher leader position. The overwhelming support shows a commitment and the introspection necessary for a successful implementation and sustainability.

**Expansion of Teacher Leadership Roles** - The district is currently expending categorical funding (Title I, SINA, At -Risk, and General Fund dollars) to deliver an instructional coach model in buildings demonstrating the highest need based on achievement levels. The TLC model will provide the opportunity for the expansion of the instructional coaching model to all buildings. The buildings supported by instructional coaches are experiencing significant gains in student achievement and simultaneously increased effectiveness of Tier I core instruction. The school community feels a sense of urgency to replicate the service and support provided by instructional coaches across all buildings in the district to ensure high quality instruction is occurring in every building at every grade level.

**Recruitment/Selection Practices** – The district has invested heavily in the implementation of a research-based recruitment and selection system. Utilizing research-based tools, candidates that demonstrate the values, beliefs and talents predictive of teacher excellence are selected. These hiring practices have been institutionalized across all teaching and administrative positions and soon the teacher leadership positions. The district has been extensively involved in the development of a structured interview identifying teachers with the values, beliefs and talents necessary for a successful teacher leader. The research-based tool will complement the district selection process and position the district well in the recruitment and selection process for the new teacher leadership positions.

**Mentor Training** – Currently the district provides significant training to mentors in coaching, leadership skills and the action research process to support the growth and development of new teachers. This skill set and framework provides an excellent foundation for the work of teacher leaders.

#### **Sustainability:**

**Utilization of IPDM** –Increased leadership capacity provides the necessary foundation to effectively implement the IPDM model, allowing for ongoing learning and development to occur intentionally, strategically and regularly. The additional teacher leadership roles will significantly improve the district's ability to effectively implement all components of the IPDM advancing district initiatives (Iowa Core, Multi-Tier System of Supports (MTSS), Positive Behavior Instructional Supports (PBIS), 1:1 technology integration, Project-Based Learning).

**Leadership Training** – The AEA, along with other professional development resources and experts from within the district, will be utilized to provide teacher leaders training and support in development of leadership and curriculum skills. The AEA's ongoing connections to resources and knowledge of the latest research trends will be vital in supporting the teacher leader positions. Working in conjunction with the AEA, the district will develop a series of trainings for teacher leaders. Training will focus heavily on the leadership aspects of the positions (i.e. leading groups, change process, collaborative work, mentoring, action research, data analysis, teaching adults). Teacher leaders will be trained alongside administrators to develop a collaborative relationship that fosters joint planning, decision-making and accountability.

**Enhanced Communication System** – The teacher leadership model will be supported by a redesigned communication and collaboration framework assisting the district in the problem solving and decision making process, further supporting the implementation of the Iowa Professional Development Model. The framework provides for vertical and horizontal collaboration through the organization as well as communication vehicles to disseminate as well as collect information from stakeholders. The assistant superintendent will oversee the activities of the leadership positions, in particular the Curriculum/PD Leaders. The student services director will facilitate the work of the instructional coaches who are heavily involved in the implementation of MTSS. Principals will provide oversight of model teachers and instructional coaches at the building level. The human resource director will continue to oversee mentoring activities that will be integrated within plan.

**Program Evaluation** – The district is well positioned to evaluate all aspects of the TLC plan. Partnerships exist with K12 Insight, HumanEx, and the Center for Quality Teaching for research and tools for measurement. The district will continue to

collect and utilize data from various assessments to measure student achievement and growth and subsequently teacher leadership effectiveness. The existing School Improvement Advisory Council (SIAC) or a newly formed District committee will be used to monitor the TLC plan.

## 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.

<b>Certified Enrollment Number</b>	4102.2
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$1,266,841.40
<b>Total Allocation</b>	\$1,266,841.40

## 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	\$172,533.20
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)	\$1,049,220.00
Amount used to provide professional development related to the leadership pathways	\$45,088.20
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$1,266,841.40</b>

## Other Budgeted Uses - Description

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

## Total Allocation Budgeted

Total Projected Amount to be Expended

\$1,266,841.40

*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

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## 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)

**1. Serve as a vehicle to transform teaching and learning practices to increase overall student achievement and eliminate current achievement gaps.**

Following the Iowa Professional Development Model process, the District's TLC plan will substantially strengthen the connection between professional development design, delivery, teacher need, and student learning.

The District TLC Plan implementation, led by 15 new full-time teacher-leader positions (Curriculum / PD Leaders & Instructional Coaches) and 32 Model Teachers, will provide a comprehensive support system for all teachers that will strengthen current key District initiatives (Iowa Core, Multi-Tiered System of Supports, Project-Based Learning, 1:1 Technology Integration, and Positive Behavioral Instructional Supports) and infuse the characteristics of effective instruction into daily instructional delivery which will maximize student learning.

**2. Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation.**

The District TLC Plan includes 15 new full-time teacher-leader positions and 32 Model Teacher positions to be filled by high quality teachers within our existing pool. With these positions come meaningful roles and responsibilities and increased compensation (stipends) that are commensurate with additional days of high quality teacher-leader professional development. The District's plan calls for 96.4% of the State TLC allocation to be used for the stipends and replacement costs for these positions. Additionally, the plan calls for approximately 25 existing District teacher-leader positions to be upgraded through job description enhancement and a more rigorous selection processes in order to bring greater meaning and value to those positions. High quality professional development opportunities will be provided to these individuals with increased pay commensurate with additional days. These additional salary enhancements, for current TL positions, will be funded with general and/or teacher quality funds and will ensure 25% of the District's existing teachers fill teacher-leadership positions.

The District is currently exceeding the new State minimum teacher salary requirement of \$33,500. Our current base salary is \$29,635 + Teacher Quality salary supplement of \$6,000 equals a starting salary of \$35,635. The infusion of a new enhanced high quality mentoring and induction program into the District's TLC plan, facilitated by new teacher-leader positions will greatly improve beginning teachers' induction experience. All teachers will experience ongoing, individualized, and responsive job-embedded professional development opportunities, facilitated by teacher-leaders, and will be able to aspire to become a teacher leader in the future.

**3. Establish a process where teacher leaders can assist colleagues through the continuous learning process.**

The infusion of Curriculum and Professional Development, Instructional coach, and Model Teacher s, with existing teacher leadership positions will provide a comprehensive support system for teachers which will strengthen the implementation of key district initiatives and infuse effective practice into daily instructional delivery which will in turn maximize student learning. This model provides teachers with continual support and will be heavily involved in mentoring, peer review, data collection & analysis, and the design and delivery of professional development resulting in increased connectivity between professional development, classroom instruction, and student learning.

**4. Promote additional collaboration between and among our teacher teams to positively impact student achievement.**

A primary responsibility of the 15 full-time teacher-leader positions will be to mentor and coach (peer review) their colleagues; as well as, to provide leadership in facilitating collaboration for the various Professional Learning Communities (PLC's) that exist within our buildings and/or District. The Curriculum/PD Leaders will provide specific content expertise in the literacy, math, and Science, Technology, Engineering, Arts, and Math (STEAM) arenas and will serve as a conduit to other Districts' research-based practices.

**5. Identify, clearly define and assess the knowledge, skills and competencies that teachers need in order to assume and retain meaningful leadership roles, within the district, and how these forms of leadership can be distinguished from, but work in tandem with, existing teacher leadership and administrative roles.**

The District adopted the National Teacher-Leader Standards as the framework for the TLC system. Partnerships currently exist with research-based organizations, such as HUMANeX Ventures (VE) and the Center for Teaching Quality (CTQ), that have assisted in the development of teacher-leader selection tools and processes; as well as, determine the District's readiness to implement, support, and assess a new Teacher-Leader system.

**6. Develop a culture of collegiality, trust, and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process.**

The District TLC plan has budgeted \$45,088.20 to provide new teacher-leaders with high quality professional development in order to learn, grow, and succeed in fulfilling the roles and responsibilities of the positions. Teacher Leaders and administration will participate together in these experiences. The District intends to initially utilize approximately \$20,000 to provide new and existing teacher-leaders and administrators with Professional Learning Communities (PLC) at Work training from Solution Tree this summer.

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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