



Application

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

117150 - Bondurant - Farrar Community School District Teacher Leadership & Compensation Plan

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 04/13/2015 11:38 PM

Primary Contact

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Program Area of Interest

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

Fax:

515-967-7847

Agency

Organization Information

Organization Name:

Bondurant - Farrar Community School District

Organization Type:

K-12 Education

Tax ID:

42-6037271

DUNS: 93-351-3624
Organization Website: www.bondurant.k12.ia.us
Address: 300 Garfield SW

Bondurant Iowa 50035
City State/Province Postal Code/Zip

Phone: 515-967-7819
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Benefactor
Vendor Number

Recipient Information

District Bondurant-Farrar Community School District

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

County-District Number 77-0720

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific Dr.

Name of Superintendent Rich Powers

Telephone Number 515-967-7819

E-mail Address rich_powers@bondurant.k12.ia.us

Street Address 300 Garfield SW

City Bondurant

State Iowa

Use the drop-down menu to select the state.

Zip Code 50035

TLC Application Contact

Honorific Ms.

Name of TLC Contact Becky Durand

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Bondurant

State

Iowa

Use the drop-down menu to select the state.

Zip Code

50035

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Vision: *Meeting teacher growth needs through a supportive system of teacher leaders to improve student achievement and learning outcomes.*

Outcome: If we effectively compensate, recruit and promote excellent teachers while providing support as they collaborate, reflect and refine their practice, we will enhance and elevate the teaching profession and provide opportunities for teacher and student growth and learning.

The TCL committee, made up of community members, teachers and administrators, spent over 450 hours researching and working through the grant writing process to develop a clear and concise plan that fulfills the requirements of the TLC grant while meeting the needs and goals of the District. Committee members attended AEA trainings and teacher survey data was used to guide the development of our plan. We chose Comparable Model Plan.

Goal 1: We will attract and retain promising new teachers by offering competitive starting salaries (\$33,500+), mentoring & induction, high-quality professional development, rewarding leadership opportunities while monitoring teacher retention rates for teachers new to the profession, after three years of teaching.

- To determine TLC's effectiveness of Goal 1, B-F will monitor retention rates, percentage of teachers completing the mentoring and induction program and reasons for teachers leaving the profession.

Goal 2: We will promote collaboration by developing and supporting opportunities to learn from each other in the district and across the state and will maintain a results-oriented focus on learning and increasing student achievement.

- To determine effectiveness of Goal 2, B-F will monitor the number of peer review opportunities teachers will complete, school visits, professional development training & implementation and annually review and revise protocols.

Goal 3: We will reward excellence in teaching by providing career pathways that include increased leadership responsibilities and compensation.

- To determine the effectiveness of Goal 3, Bondurant – Farrar will monitor teacher leadership responsibilities and compensation using a survey of staff and comparison data from other districts.

Goal 4: We will transform the nature of leadership and influence in the educational system to improve teaching and learning and increase student achievement.

- To determine the successful implementation of Goal 4, B-F will monitor teacher leadership responsibilities and implementation using observation / teacher evaluation results, staff survey results and Iowa Assessments student achievement data.

Goal 5: We will strengthen the capacity of teachers to align curriculum, instruction and assessment with the Iowa Core and professional development

- To determine the successful implementation of Goal 5, B-F will monitor teacher leadership responsibilities and implementation using observation / teacher evaluation results, individual career development results, staff survey results and Iowa Assessments student achievement data.

Teacher Leadership Positions

Planning Committee (8 leaders, 100% teaching, \$500 stipend.) will assist with developing:

- Memorandum of Understanding with B-FEA
- Job descriptions, interview questions and screening rubrics
- Evaluation process for teacher leaders and effectiveness of plan

Selection & Hiring Committee (8 leaders, 100% teaching, \$500 stipend.) will assist with:

- Reviewing/screening of applications
- Interviewing candidates
- Providing feedback on the interviews
- Maintaining confidentiality

Building Leadership Team (16-24, 100% teaching, \$500 stipend)

- Various leadership opportunities depending on building (EX: Student support team, advisory committee, content area leaders, PBIS, etc.)
- Provide organizational support or structure
- Monitor building goals
- Work with teachers

Building Level School Improvement Leader (4 leaders, 100% teacher leadership duties, \$2,500 stipend.)

- Work with teachers in assigned building

- Facilitate School Improvement Initiatives in Building (Co-Lead SINA Initiatives, as required)
- Lead school improvement meetings and professional development
- Facilitate Data Days and support goal development
- Provide modeling and coaching
- Attend coaching and content specific training

Behavior Interventionist (Two .5 positions, 50% teacher leadership duties / 50% teaching)

- Work with teachers to complete functional behavioral assessments
- Model and coach teachers in effective strategies for improving behavior
- Observe students, assist with data collection and provide effective strategies and resources
- Attend coaching and content specific training

Mentor Teachers (15 mentors, 100% teaching, \$500 stipend.)

- Mentor teachers and develop collaborative/supportive relationships
- Problem solve, model effective strategies and provide coaching

District Level School Improvement Leader (1 FTE, 100% teacher leadership duties)

- Facilitate Curriculum / Mentoring / TLC
- Work with teachers and current literacy coach / tech integrationist
- Lead curriculum meetings and professional development
- Facilitate and observe implementation of the Iowa Core in classrooms and provide resources / support for teachers
- Support development of curriculum documents, textbook and materials adoptions aligned to the Iowa Core
- Support the updating of curriculum website (Resources, websites, etc.)
- Lead mentoring and induction program for veteran teachers and new teachers new to the profession to include classes, coaching and peer observations of exemplary teachers
- Facilitate peer review process for veteran teachers
- Lead, support and monitor the implementation of TLC grant
- Attend coaching and content specific training

Fall 2013, we hired two instructional coaches to support teachers in the areas of literacy and technology and have witnessed the success of having teacher leaders. The TLC grant, will allow us to increase teacher leadership to support both teachers and increase student learning and strengthen current structures and practices in the areas of peer review, mentoring & induction and teaching & learning.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? Yes

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

Please include the following information in your narrative:

a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.

b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Planning Grant

Bondurant – Farrar CSD received \$10,444.46 for the TLC Planning Grant & established a committee comprised of a planning & core team. The core team attended Heartland Area Education Agency trainings.

08-03-12 IA Teacher & Principal Leadership Symp. 8:30 – 4:30, Supt & Curr. Dir.
10- 04-13 TLC Overview 12:30 – 2:00 Supt, Curr. Dir. & Alex
10-11-13 TAP 12:30 – 2:00 Supt, Curr. Dir. & Alex
10- 18-13 Center for Teaching Quality 12:30 – 2:00 Supt, Curr. Dir.
10- 25-13 Minnesota Q Comp 12:30 – 2:00 Supt, Curr. Dir.
10- 30-13 TLC Training @ AEA 8:30 – 3:00 Core Team
11- 13-13 TLC Training @ AEA 8:30 – 3:00 Core Team
12- 02-13 TLC Training @ AEA 8:30 – 3:00 Core Team
01- 13-14 TLC Training @ AEA 8:30 – 3:00 Core Team
08-01-14 TLC Training @ AEA 8:30 – 3:00 Core Team
08-04-14 Iowa Teacher & Principal Leadership Symposium, 8:30 - 4:30, Curr. Dir.
08-19-14 TLC Planning 4:00 – 6:00 Committee
09-0 2-14 TLC Planning 12:30 – 4:00 Committee
09-04-14 TLC Training @ AEA 8:30 – 3:00 Core Team
09-16-14 TLC Planning 12:30 – 4:00 Committee
10-15-14 TLC Planning 3:45 – 6:00 Committee

B-F documented over 450 hours in planning, researching & working through the grant writing process to develop a clear and concise grant. AEA provided grant writing tools were used throughout the process. Planning Grant funds have been used to pay substitute teacher salaries while teachers attended training or out of the classroom involved in developing the grant & a stipend for teacher committee members.

Upon awarding of the TLC grant Dec. 2014, B-F will begin the process of hiring & training teacher leaders. Planning Grant funds not expended will be encumbered to pay for professional development & training for new teacher leaders during spring/summer 2015.

Stakeholder Engagement & Commitment

Stake holders include parents, teachers and administrators:

Parents/Community Members- Deb Knuth, Rachelle Lorentzen

Teachers- Scott Behrens, Shanda Owen, Angie Peltz, Joannie Sanger*, Angie Wilson

B-F Educ. Association Rep- Alex Kitchen*

Admin. - Chad Carlson*, Becky Durand*, Mike Kramer

* Core Team Member

TLC Vision

Using our current district mission & vision along with our Instructional Decision Making Model (IDM) vision, we developed our TLC vision. *Meeting teacher growth needs through a supportive system of teacher leaders to improve student achievement and learning outcomes.*

Input & Feedback

Two different Teacher Leadership & Compensation surveys were sent to teachers via Google Forms to gauge feedback as we planned for our TLC grant. The committee reviewed the findings and made revisions to the grant based on the results. The first survey was conducted on 08/15/14 with a follow-up survey on 09/08/14.

Results from the first survey showed a majority (41%) of respondents believe that the TLC grant should focus on leadership for content areas and curriculum and secondly (28%) rated behavior interventions as a focus.

To provide more information for teachers about the TLC grant process and gain additional feedback, the committee members and administrators met with teachers from each building to share the purpose of TLC, teacher leadership positions and answer questions. The TLC Core Team developed talking points, so all teachers would receive the same information, no matter where they heard the presentation.

Results from the second survey on 9-08-14 indicated, of the 116 respondents, 51% wanted support in the area of teaching reading and 35% in math. In a second question, 51% wanted support in the area of behavior management/interventions and 30% technology integration.

Data from our District Needs Assessment (fall 2014) was reviewed and results showed community members/parents commented on the need for additional support for anti-bullying measures. This data supported the need to include behavior interventionists as part of the TLC grant.

Teacher Leadership Positions include:

Building Leadership Team

- Various leadership opportunities depending on building (Ex: Grade level, student support team, advisory committee, content area leaders, PBIS, etc.)
- Provide organizational support or structure
- Monitor progress of building goals
- Work with teachers in assigned building

Building Level School Improvement Leader

- Work with teachers in assigned building
- Facilitate School Improvement Initiatives in Building (Co-lead SINA Initiatives, as required)
- Lead school improvement meetings and professional development
- Facilitate Data Days & support goal development
- Provide modeling and coaching
- Attend coaching and content specific training

Behavior Interventionist

- Work with teachers K-12
- Complete functional behavioral analysis for students
- Work closely with teachers to support student behavior goals
- Model & coach teachers in effective strategies for improving student behavior & meeting Individualized Education Plan (IEP) goals
- Observe students, assist with data collection & provide effective strategies for teachers to use in the school setting
- Provide resources for teachers
- Attend coaching & content specific training

District Level School Improvement Leader Curriculum / Mentoring / TLC

- Work with teachers, literacy coach & tech integrationist
 - Lead curriculum meetings & professional development
 - Facilitate and observe implementation of the Iowa Core in classrooms & provide resources / support for teachers
 - Support development of curriculum documents, textbook & materials adoptions aligned to the Iowa Core
 - Support the updating of curriculum website (Resources, websites, etc.)
 - Lead mentoring & induction program for veteran teachers & new teachers new to the profession to include classes, coaching & peer observations of exemplary teachers
 - Facilitate peer review process for veteran teachers
 - Lead, support & monitor the implementation of TLC grant
 - Attend coaching & content specific training
-

Narrative

Using Part 2 application narrative from previous submission? No

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

State Goals:

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

Bondurant – Farrar Community School District’s TLC system is central to increasing the professional practice of teachers and increasing student achievement. We have developed a TLC vision aligned to our district and MTSS vision. **TLC Vision:** *Meeting teacher growth needs through a supportive system of teacher leaders to improve student achievement and learning outcomes.*

If we effectively compensate, recruit and promote excellent teachers while providing support and time to collaborate, reflect and refine their practice; we will enhance and elevate the teaching profession, provide opportunities for teacher and student growth, and learning and meet student achievement goals.

TLC Goals:

Paired with current district initiatives, structures and processes our TLC goals will make our vision become reality. Under the TLC system we will strengthen teacher leadership structures by providing tiered opportunities for teacher leaders with appropriate compensation, strengthen and enhance a collaborative culture through mentoring and induction and focus on continual improvement of instructional practices by providing coaching and collaboration opportunities and professional development for teacher leaders.

State Goals for TLC:

#1 Minimum salary of \$33,500

Since our current base is \$38,075.85, which is above the minimum requirement we are able use all grant funds to support our goals.

#2 For new teachers: Additional coaching, mentoring and opportunities for observing instructional practice

B-F will promote collaboration by developing & supporting opportunities to learn from each other in district & across the state and will maintain a results-oriented focus on learning. Our current mentoring and induction program will be strengthened and improved. Teacher leaders will attend professional development needed to serve as a mentor, coach or trainer. Trainers, materials and resources will be provided for teacher leaders responsible for mentoring and induction.

3. Differentiated, multiple, meaningful teacher leadership roles

B-F will reward excellence in teaching by providing career pathways that include increased leadership responsibilities & compensation. We have developed a comprehensive plan with tiered levels of leadership roles. (Building Leadership Team, Mentor Teachers, Building School Improvement Leaders, District School Improvement Leader, & District Behavior Interventionist) Draft job descriptions are in the early stages of development and will be refined by the teacher leaders on the planning and monitoring committee. See # 4

4. Rigorous selection process for leadership roles

B-F will transform the nature of leadership and influence in the educational system to improve teaching & learning. We have developed a structure for the selection and evaluating the effectiveness of teacher leaders along with the requirements to serve on these teams. The selection and hiring committee will be responsible to carry out these duties.

5. Aligned professional development

B-F will strengthen the capacity of teachers to align curriculum, instruction & assessment with the Iowa Core and professional development. The TLC plan budget includes funds to support professional development for teacher leaders including but not limited to registration fees, resources, materials, and substitute teachers costs.

With a laser focus on our TLC goals and continual improvement our system will be even more effective for teachers and students.

Using Part 3 application narrative from previous submission? No

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

Iowa Professional Development Model

District-level & building-level student achievement goals drive professional development content. All initiatives are aligned to our goal of increasing student achievement as evidenced by the Iowa Assessment data. We use the IPDM to develop site-based professional development plans using a Professional Learning Communities model time is provided to focus on curriculum, instruction and assessment while providing time for quality collaboration. Building level leaders will support administration in developing goals and building initiatives.

If we provide quality core instruction aligned to the Iowa Core along with a Multi-Tiered System of Supports, established goals will be met and student achievement will increase.

Iowa Core

Core content area textbook & materials, evidenced-based instructional routines and assessments are aligned to the Core. We continue to refine our work by providing professional development on research-based instructional strategies to improve teaching and learning that support the Iowa Core. Teachers have completed the Iowa Core Investigations training and have collaborative conversations focused on improving practice. Coaching and modeling are provided by our literacy coach & tech integrationist. District school improvement leader will support curriculum, textbook adoption and assessment alignment.

Professional Learning Communities (PLC)

B-F is in the fifth year of implementing PLC's with a focus on Ensuring Students Learn, Culture of Collaboration and Focus on Results. Building leaders are instrumental in PLC planning/implementations.

Mentoring & Induction We currently use the AEA mentoring and induction program. First year teachers complete the *Building Capacity: Beginning Teacher* class and second year teachers complete the *Mentoring Year 2* class, taught by AEA facilitators. All new teachers are assigned a mentor. District school improvement leader will facilitate the mentoring/induction.

Peer Review

B-F currently utilizes the peer review model to enhance teacher instruction and are given time outside of the classroom to observe/collaborate with teachers in the same content area. Teachers observe, communicate, reflect, and explain current practices/strategies while honing their skills. Peer review fosters common language used in the content area, connecting to students' prior learning and improving content through a proactive, supportive approach.

Multi-Tiered System of Support

B-F began the Instructional Decision Making process nine years ago at the elementary and five years ago MS & HS and transitioned to MTSS. We have strengthened our processes and protocols to meet the needs of our students. Building level leaders will support MTSS.

Modeling & Coaching: Literacy Coach & Technology Integrationist

B-F has a Literacy Coach to support teachers with the implementation of the English Language Arts Iowa Core and a Technology Integrationist. Both provide PD, model lessons, provide resources and support current initiatives. Current coaches will work closely with the new leadership positions to continue fostering excellence in teaching and learning.

Positive Behavior Intervention Supports: Elem. Class Meetings/MS NEST/HS Advisory

Positive behavior initiatives, advisory support and anti-bullying curriculum are delivered using an age-appropriate model at each school. These programs vary in detail and content within each building. District behavior interventionist will support PBIS. All schools implement various components of PBIS. (Ex: Bondurant's BEST, Step-Up Curriculum, Anti-bullying Curriculum, Digital Citizenship, Anti-Cyber Bullying & Citizenship and Character Counts)

1:1 High School Digital Learning Environment

B-F HS implemented a 1:1 digital learning environment this fall after two years of advanced prep work. (Professional development, researching best practices, implementing a digital citizenship curriculum, researching devices, visited 1:1 schools & purchasing a learning management system and curricular materials to support a digital learning environment.)

All leadership positions will work collaboratively with our literacy coach and technology integrationist to support best practices in the areas of teaching and learning, school improvement, the Iowa Core, MTSS and building level initiatives.

The Building Leadership Teams will support and strengthen the current work in the areas of leading Professional Learning Communities, mentoring, building goal setting and school improvement initiatives.

Building School Improvement Leaders will support school improvement initiatives specific to assigned building. They will support and strengthen the current work in the areas of professional development, Iowa Core implementation with fidelity, researched-based strategies, MTSS and implementing & monitoring school improvement goals. The HS Building School Improvement Leader will also support integration of 21st Century Skills for Technology in conjunction with the 1:1 digital

learning environment. In conjunction with administrators *Building School Improvement Leaders* will facilitate and assist with monitoring school improvement goals

The District Behavior Interventionist will strengthen the current work in the area of Positive Behavior Intervention Supports, student behavior plans and coach, model & serve as a resource for teachers of students with challenging behaviors.

The District School Improvement Leader will support and strengthen the current work in the areas of professional development, curriculum, instruction & assessment aligned to the Iowa Core. In conjunction with administrators, will facilitate and assist with monitoring school improvement goals. S/he will also facilitate/monitor the mentoring and induction program along with the peer review process and TLC grant.

Using Part 4 application narrative from previous submission? No

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

Lipton & Wellman (*Mentoring Matters*, 2003) state, "For beginning teachers, the benefits of a mentoring experience include:

- Increased efficacy as problem solvers and decision makers
- Higher engagement in collaborative exchanges
- Increase likelihood of remaining teaching."

Bondurant-Farrar Community School District's TLC system is central to creating a high quality mentoring and induction program to enable B-F to attract high quality teachers, provide support in their first two years and beyond, retain excellent teachers, provide consistency in the classroom and increase student achievement.

Established guidelines for teachers to serve as a mentor include three years of successful teaching experience with B-F and completing the *Mentoring Matters* class. All new teachers to the district are paired with a trained mentor for two years. This partnership includes reviewing the B-F *Mentoring Handbook*, problem solving, coaching, modeling and developing a collegial relationship. The mentoring process takes place throughout the school year/day before, during, after school and during Monday early dismissals for PLC's.

First-year, new to the profession teachers attend the *Building Capacity: Beginning Teacher* class and second-year, new to the profession teachers attend the *Mentoring Year 2* class, with both classes being taught by Area Education Agency trainers. New teachers learn about the Bondurant – Farrar way of doing business, our curriculum, instructional strategies and assessments through the in-district collaboration and mentoring.

We complete an annual evaluation / survey to evaluate our mentoring program. Results show the need to increase ongoing support for mentors and mentees, use B-F teachers as trainers and provide more opportunities for new teachers to collaborate with B-F colleagues. The TLC system will allow us to make these changes and meet the needs of our teachers. The TLC system will allow us to develop and grow quality internal mentors and trainers, hire a district level school improvement / teacher leader to facilitate and monitor the mentoring and induction courses, guide mentoring relationships and provide ongoing support for all.

TLC Mentoring & Induction Goals:

The *National Commission on Teaching and America's Future* states that nearly 50% of new teachers leave the profession within their first five years.

Rationale: If a high quality mentoring and induction program is provided to support and retain excellent teachers then we will provide consistency in the classroom, reduce teacher turnover and increase student achievement.

Goals:

1. Establish baseline data regarding retention rates for beginning and experienced teachers new to the district and monitor data annually
2. Provide professional learning opportunities and grow excellent mentors and trainers
3. Review mentoring and induction program annually
4. Review mentoring and induction process The *District School Improvement Leader* will facilitate & monitor mentoring & induction
5. Support new teachers:
 - a. *Building School Improvement Leaders* will support new teachers in their specific building.
 - b. *Mentor Teachers* will mentor teachers new to the district and support our peer review process modeling research based instructional strategies and coaching.
 - c. Support, strengthen and ensure a welcoming, encouraging and supportive pathway as new teachers begin their career.

Narrative

Using Part 5 application narrative from previous submission? No

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

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

B-F selected Comparable Plan Model 3 to meet our school improvement needs in the areas of curriculum, instruction, assessment, mentoring & induction. Teacher leader roles in Model 3 will support district and building school improvement goals by providing consistent leadership at the building level aligned with the Iowa Professional Development Model/Cycle of School Improvement and Iowa Core implementation. Our TLC plan works toward meeting the goal of twenty-five percent of teachers serving in leadership roles.

Planning process included surveying teachers on supports needed to make an impact on teaching/learning. Survey results identified a need to focus on supporting curriculum, instruction and behavior interventions. 46% of teachers reported a need to support curriculum and instruction and 59% reported a need to support behavior management/interventions.

Connection to Current Initiatives include Building & District Level School Improvement Leaders, Behavior Interventionist, Mentor Teachers and Building Leadership Teams supporting MTSS, PBIS, Mentoring & Induction and Professional Learning Communities. Building leadership team members will guide decision making in each building

Professional Development opportunities, specific to teacher leader responsibilities, will be provided for all serving in a teacher leadership capacity. Role specific training includes: Hiring Practices, Evaluation and Confidentiality, PLC Cohort training through Solution Tree, Mentoring & Induction, Behavior Intervention, Functional Behavior Assessment, Instructional Coaching Training and Networking, Content Specific and Integrating Technology.

Building Leadership Team (16-20 leaders, 100% teaching, \$500 stipend)

- Leadership opportunities vary depending on building goals (For ex: Student support team, advisory committee, content area leaders, PBIS, etc.)

- Provide organizational support or structure, monitor progress of building goals and work with teachers in assigned building

Mentor Teachers (15 mentors with 100% teaching, \$500 stipend.)

- Mentor teachers new to B-F by developing collaborative and supportive relationships

- Problem solve, model effective strategies and provide coaching

Building Level School Improvement Leader (4 leaders, 100% teacher leadership duties, salary based on teacher salary scale, benefits plus ten additional contract days and \$2,500 stipend.)

- Work with teachers and facilitate School Improvement (Co-Lead SINA Initiatives, as required)

- Lead professional development, facilitate Data Days and support goal development

- Provide modeling and coaching

- Attend coaching and content specific PD

Behavior Interventionist (Two .5 with 50% teacher leadership duties and 50% teaching. Salary based on teacher salary scale, benefits, plus ten additional contract days, \$2,500 stipend.)

- Work with K-12 teachers to support student behavior goals and complete functional behavioral assessments

- Model/coach teachers on effective strategies for improving behavior

- Observe students, assist with data collection and provide resources/strategies

- Attend PD, coaching and content specific training

District Level School Improvement Leader (1 FTE, 100% leadership duties with salary based on salary scale, benefits, ten additional contract days, \$2,500 stipend.) Curriculum/Mentoring/TLC

- Collaborate with current literacy coach and tech integrationist to support teachers

- Lead curriculum meeting/PD

- Facilitate implementation of Iowa Core in classrooms and provide resources/support for teachers

- Support development of curriculum documents, textbook and materials adoptions aligned to the Iowa Core

- Support the updating of curriculum website (Resources, websites, etc.)

- Lead mentoring/induction program to include classes, coaching and peer observations and peer review

- Lead/support/monitor implementation of TLC plan

- Attend coaching and content specific PD

TLC Planning Committee (8 teacher leaders, 100% teaching, \$500 stipend.) will assist with:

- Memorandum of Understanding with B-FEA

- Job descriptions

- Interview questions

- Rubrics for screening applicants

- Evaluation process for teacher leaders and effectiveness of TLC plan

TLC Selection & Hiring Committee (8 leaders, 100% teaching, \$500 stipend.) will assist with:

- Reviewing, screening and interviewing applicants
- Providing feedback on the interviews
- Maintaining confidentiality

Using Part 6 application narrative from previous submission? No

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

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

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

A survey of staff indicated a need for leadership positions to support school improvement, behavior interventions and building level leadership. Teachers stated the following areas, if provided teacher leadership support, would have the largest impact on increasing student achievement.

51% of teachers supported leadership in the area of reading and 35% supported leadership in the area of math

59% of teachers supported leadership in the area of behavior management/interventions

Selection and Evaluation Criteria

The Planning Committee is responsible for: Developing a Memorandum of Understanding with B-FEA, job descriptions, interview questions, rubrics for screening applicants, evaluation tools and processes.

The Selection & Hiring Committee responsibilities include: screening applicants, interviewing candidates, providing feedback following interviews and maintaining confidentiality at all times. Selected candidates will interview and give a presentation (as part of the process) demonstrating knowledge of effective research-based instructional strategies, providing meaningful feedback, monitoring/evaluating student performance and flexibility in delivery of instruction.

Evaluating Effectiveness of Candidates

Teacher leader applicants must have three years teaching experience. An unfilled position may be advertised outside the district. Qualified applicants with a completed application and letters of recommendation will demonstrate the following:

- Portfolio demonstrating the Iowa Teaching Standards
- Goal setting leading to increased student achievement
- Demonstrated understanding of MTSS
- Leadership (Building, district or state)
- Demonstrated facilitation of professional development with adult learners

A rubric will be used for screening/hiring to measure effectiveness.

Determining Professional Growth of Teacher Leader Candidates

Applicants will demonstrate lifelong learning, professional growth and a commitment to professional growth through the following:

- Certifications/endorsements
- Résumé (Trainings, leadership roles, organizations & accolades)
- Individual Career Development Plans (ICDP)
- Formal evaluations
- Peer review

Evaluating Effectiveness of Teacher Leaders

Evaluations will be conducted annually, by administrators, using the TLC evaluation instrument. Comprehensive surveys will be developed & administered annually to provide feedback on all TLC roles. Evaluation and survey results will be used in determining a teacher leader's eligibility to return to the position the following year. Keeping in mind the sensitivity of confidential performance evaluations, the interview selection committee will meet to discuss each leader's effectiveness.

Teacher leaders determined eligible may continue in their role as a teacher leader.

The functions of B-F teacher leadership positions are interrelated with a focus on Improving teaching and learning and increasing student achievement.

Planning Committee will assist with developing the following a Memorandum of Understanding between the district and B-FEA, job descriptions, interview questions, applicant screening rubrics and evaluation processes.

Selection & Hiring Committee will assist with reviewing and screening applicants, interviewing candidates, providing feedback regarding interviews and maintaining confidentiality.

Building Leadership Team will review data, establish student achievement goals and plan for building level professional development.

- Various leadership opportunities depending on building (For ex: Grade level, student support team, advisory committee, content area leaders, PBIS, etc.)
- Provide organizational support or structure
- Monitor progress of building goals
- Work with teachers in assigned building
- Report to principals
- Earn a Stipend / No release time

Building Level School Improvement Leader will facilitate the school improvement process at the building level under the direction of the building principal based on the building level professional development plan.

- Work with teachers in assigned building to facilitate School Improvement Initiatives (Co-Lead SINA Initiatives, as required)
- Lead meetings, professional development, data days to support goal development
- Provide modeling and coaching
- Attend coaching and content specific training

Behavior Interventionist will facilitate positive behavior intervention supports at the building level under the direction of district administrators based on the student needs with a focus on helping students improve behavior.

- Work with teachers K-12
- Complete functional behavioral assessments
- Support teachers through modeling, coaching, providing strategies and resources with behavior interventions
- Observe students and assist with data collection
- Attend coaching and content specific training

District Level School Improvement Leader will facilitate the school improvement process at the district level under the direction of the curriculum director to support district and building school improvement initiatives. Curriculum / Mentoring / TLC

- Work with teachers, and current literacy coach / tech integrationist
- Lead curriculum meetings/professional development
- Facilitate and observe implementation of the Iowa Core in classrooms and provide resources/support for teachers
- Support development of curriculum documents, textbook and materials adoptions aligned to the Iowa Core
- Lead mentoring/induction program for veteran teachers and new teachers new to the profession to include classes, coaching and peer observations of exemplary teachers
- Facilitate peer review process for veteran teachers
- Lead, support and monitor the implementation of TLC grant
- Attend coaching and content specific training
- Contract includes ten additional days
- Report to curriculum director

Narrative

Using Part 7 application narrative from previous submission? No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

TLC Roles: Planning/Delivery of PD

Professional development is vital to improving practice and a key component of our TLC plan. Currently in our fifth year of implementing professional learning communities, Monday early dismissals are the vehicle to deliver quality PD to support curriculum, instruction, assessment, collaboration and data analysis. TLC will add additional opportunities for support, practice and coaching. PD follows IPDM, aligned with the cycle of school improvement and teacher leaders have one or more key roles in identifying; supporting and implementing district/building PD plans.

Building Leadership Team

- Review, analyze data and assist with setting PD goals
- Work with administration to develop school improvement and professional development plans
- Work closely with administrators, teachers, academic coaches and teacher leaders to implement PD plan
- Attend PD in the areas of collaboration, PLCs and Systems Thinking

Mentor Teachers

- Review and analyze mentoring data
- Work with administration to improve mentoring program
- Attend PD IE: *Mentoring Matters* class, working with adult learners
- Serve as guest speaker/presenter for mentoring class

TLC Planning Committee

- Review and analyze data regarding plan
- Ongoing work with administrators and teachers for continuous improvement of plan
- Attend professional development related to TLC

TLC Selection & Hiring Committee

- Work closely with administrators, teachers and academic coaches to screen/hire excellent teacher leaders
- Attend professional development on effective/legal hiring practices

Building Level School Improvement Leader

- Analyze data and assist with setting goals
- Work with administration to develop school improvement/professional development plan focused on building needs
- Locate trainers, best practices and instructional strategies resources
- Work closely with administrators, teachers, academic coaches and teacher leaders to implement PD plan
- Attend training (Iowa Core, PLC, content specific pedagogy, working with adult learners, coaching /mentor training, SINA, etc.)

District Level Behavior Interventionist

- Work with principals to analyze data, develop processes, locate training opportunities and gather resources to support teachers /students in the area of behavior interventions
- Attend PD for behavior management strategies, completing functional behavioral assessments and working with adult learners
- Facilitate PD for teachers and associates (including modeling and coaching)

District Level School Improvement Leader

- Work with administrators to review/analyze data and set district goals, develop school improvement / PD plans
- Work with stakeholders to implement school improvement / PD plans
- Attend PD related to working with adult learners, Iowa Core, content knowledge and pedagogy, collaboration / PLC, school improvement, systems thinking and working with adult learners
- Facilitate PD in the areas of mentoring, Iowa Core and content pedagogy

Connection of the TLC Plan to the IPDM (Components underlined)

Delivery of professional development is focused at the building level based on goals established by the Building Leadership Team. Goal setting is based on a thorough analysis of student data (Formative and summative achievement data, attendance data) and content is selected using the Iowa Content Network. Trainers are secured to assist with the design of the building level professional development. Within each building's a school improvement plan, training opportunities are provided along with practice, coaching and feedback. Professional Learning Communities allow us to deliver professional development training and for teachers to collaborate, refine and implement instructional routines / practices. Data collection takes place throughout the school year and adjustments are made. A summative evaluation of professional development takes place at the end of

each year and data are used to make decisions for next school year.

Using Part 8 application narrative from previous submission? Yes

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

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

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

To ensure implementation of the Teacher Leadership and Compensation system, Bondurant - Farrar designed a system that monitors not only implementation, but impact and effectiveness. Teacher leaders' job descriptions, evaluation instruments and a comprehensive staff survey will be developed to focus on monitoring the effectiveness of the TLC system in regards to collaborative practices, peer review, mentoring and induction, teaching the Iowa Core, improved teacher practices and increased student achievement.

Goal 1: We will attract and retain promising new teachers by offering competitive starting salaries (\$33,500+), mentoring & induction, high-quality professional development, rewarding leadership opportunities while monitoring teacher retention rates for teachers new to the profession, after three years of teaching.

Action Steps:

1. Review historical data and analyze data related to retention during the 2014-15 school year. We will establish a baseline based on the findings.
2. Increase teacher retention rates for teachers new to the profession, after three years of teaching, based on the established baseline percentage.
3. Provide a comprehensive mentoring and induction program, ongoing support and opportunities for improving instructional practices for teachers new to the profession.

To determine TLC's effectiveness of Goal 1, B-F will monitor retention rates, percentage of teachers completing the mentoring and induction program and reasons for teachers leaving the profession.

Goal 2: We will promote collaboration by developing and supporting opportunities to learn from each other in the district and across the state and will maintain a results-oriented focus on learning and increasing student achievement.

Action Steps:

1. Increase opportunities for peer review by hiring substitute teachers to provide options for teacher availability.
2. Strengthen the current protocols and practices.
3. Provide opportunities for teachers to visit other schools where quality teaching and learning are taking place.
4. Increase opportunities for teachers and teacher leaders to attend training and professional development to strengthen teaching and learning.

To determine effectiveness of Goal 2, B-F will monitor the number of peer review opportunities teachers will complete, school visits, professional development training & implementation and annually review and revise protocols.

Goal 3: We will reward excellence in teaching by providing career pathways that include increased leadership responsibilities and compensation.

Action Steps:

1. Develop hiring practices, evaluation tools and screening/interview teams for hiring teacher leaders.
2. Create a Memorandum of Understanding with Bondurant – Farrar Education Association related to the ability of teachers / teacher leaders to transition between the classroom and leadership positions until the teacher contract is revised to support TLC teacher leaders.
3. Support teacher leaders in the areas of working with adult learners, coaching and self-reflection.
4. Evaluate teacher leaders according to job descriptions and evaluation instruments.

To determine the effectiveness of Goal 3, Bondurant – Farrar will monitor teacher leadership responsibilities and compensation using a survey of staff and comparison data from other districts.

Goal 4: We will transform the nature of leadership and influence in the educational system to improve teaching and learning and increase student achievement.

Action Steps:

1. Develop survey for teachers, administrators and staff to gain and understanding of the teachers' needs in relation to increasing student achievement.

2. Create a Memorandum of Understanding with Bondurant - Farrar Education Association related to the ability of teachers / teacher leaders to transition between the classroom and leadership positions until the teacher contract is revised to support TLC teacher leaders.
3. Review and analyze student achievement and behavioral data to monitor growth.

Iowa Assessments Baseline Data: Percent Proficient or Above

Reading Percent Proficient and Above

3 rd	82.9
4 th	96.3
5 th	79.8
6 th	85.7
7 th	85.7
8 th	87.2
11 th	92.7

Math Percent Proficient and Above

3 rd	79.5
4 th	83.9
5 th	82.2
6 th	89.7
7 th	84.6
8 th	81.2
11 th	90.7

Science Percent Proficient and Above

3 rd	83.5
4 th	93.6
5 th	91.8
6 th	93.7
7 th	85.5
8 th	92.3
11 th	88.6

1. Develop staff survey to evaluate the successful implementation of the TLC system related to increasing student achievement.

To determine the successful implementation of Goal 4, B-F will monitor teacher leadership responsibilities and implementation using observation / teacher evaluation results, staff survey results and Iowa Assessments student achievement data.

Goal 5: We will strengthen the capacity of teachers to align curriculum, instruction and assessment with the Iowa Core and professional development

Action Steps:

1. Review teacher evaluation and Individual Career Development Plan results for success.
2. Review curriculum alignment during the curriculum writing/revision process annually.
3. Monitor classroom, Iowa Assessments, ACT, FAST/Iowa Tier data to chart growth.
4. Develop annual student achievement goals based on data review and analysis. These data are used to establish building level professional development plans using the Iowa Professional Development Model.

To determine the successful implementation of Goal 5, B-F will monitor teacher leadership responsibilities and implementation using observation / teacher evaluation results, individual career development results, staff survey results and Iowa Assessments student achievement data.

Using Part 9 application narrative from previous submission? Yes

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Bondurant- Farrar is in its second year of supporting teachers with a K-12 Literacy Coach and K-12 Technology Integrationist. We have witnessed the value of these positions in many ways and provides evidence of how a strong Teacher Leadership and Compensation can support and improve teaching and learning.

K-12 Literacy Coach support included:

- Supporting the district and teachers in the adoption of new English Language Arts textbooks, materials and resources aligned to the Iowa Core. From the beginning our literacy coach was a part of the process through currently supporting/providing professional development for teachers on implementing the program with fidelity. She has been instrumental in working with teachers on developing instructional routines, working with assessments, coaching and modeling best practices.
- Provided professional development on the digital components for our newly adopted reading/language arts adoption.
- Attends professional learning community collaboration time with grade level and content area teachers.

K-12 Technology Integrationist support included:

- Supporting teachers in the area of technology integration, professional development, coaching and modeling.
- Supported teachers and provided professional development with the digital resources in our language arts and Spanish adoptions
- Leadership with our 1:1 digital learning environment initiative was instrumental in our roll out of our 1:1 initiative fall 2014.

At B-F during the last two years our literacy coach and tech integrationist have provided the foundation to establish a culture of teacher leaders facilitating change in teaching and learning. With the TLC grant we will be able to move further by adding teacher leadership positions that will have a systemic impact on student achievement. Building and district level teacher leaders will provide structure, training, coaching & feedback and influence current successful initiatives to become even stronger. B-F teacher leaders will serve as facilitators of school improvement and change.

While teacher leaders are leading school improvement, they will also be involved in their own personal professional development through training, book studies and networking with a goal of strengthening their leadership skills. A line item budget will include funds for teacher leader professional development.

Teacher Leader Roles and Responsibilities to Ensure Success

Leading and sustaining system-wide change is everyone's responsibility.

Building Leadership Team

- Various leadership opportunities depending on building (For ex: Grade level, student support team, advisory committee, content area leaders, PBIS, etc.)
- Provide organizational support or structure
- Monitor progress of building goals
- Work with teachers in assigned building

Building Level School Improvement Leader

- Work with teachers in assigned building
- Facilitate School Improvement Initiatives in Building (Co-Lead SINA Initiatives, as required)
- Lead school improvement meetings and professional development
- Facilitate Data Days and support goal development
- Provide modeling and coaching
- Attend coaching and content specific training

Behavior Interventionist

- Work with teachers K-12
- Complete functional behavioral analysis for students
- Work closely with teachers to support student behavior goals
- Model and coach teachers in effective strategies for improving student behavior and meeting IEP goals
- Observe students, assist with data collection and provide effective strategies for teachers to use in the school setting
- Provide resources for teachers
- Attend coaching and content specific training

District Level School Improvement

- Work with teachers, literacy coach and tech integrationist

- Lead curriculum meetings and professional development
- Facilitate and observe implementation of the Iowa Core in classrooms and provide resources / support for teachers
- Support development of curriculum documents, textbook and materials adoptions aligned to the Iowa Core
- Support the updating of curriculum website (Resources, websites, etc.)
- Lead mentoring and induction program for veteran teachers and new teachers new to the profession to include classes, coaching and peer observations of exemplary teachers
- Facilitate peer review process for veteran teachers
- Lead, support and monitor the implementation of TLC grant
- Attend coaching and content specific training

Key Staff Roles and Responsibilities to Ensure Success

Initial Teachers will:

- Participate in mentoring and induction for teachers with an initial license
- Develop a portfolio demonstrating the Iowa Teaching Standards and criteria to move to a Standard license.
- Participate in ongoing professional development, coaching and implementation of new learning.

Career Teachers will:

- Participate as a mentor for new teachers as needed.
- Participate in ongoing professional development, coaching and implementation of new learning.

Human Resources will:

- Facilitate developing comprehensive job descriptions, advertise internally and support hiring of teacher leaders.
- Work with B-F Education Association regarding changes to Master Contract and Memorandum of Understanding for moving from classroom to leadership position and/or return back to the classroom.

Principals, Curriculum Director will:

- Hire and evaluate teacher leaders
- Support teacher leaders in the areas of school improvement, mentoring & induction, leadership, goal setting, curriculum, instruction and assessment.
- Evaluate the TLC system/program for success in increasing student achievement.

Superintendent

- Systems thinking/support at a “balcony view” level for success in meeting TLC goals and increasing student achievement.

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$434,100.00
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).	\$18,500.00
Amount used to provide professional development related to the leadership pathways.	\$40,245.84

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.
These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.

\$0.00

Totals

\$492,845.84

Grant Allocation

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

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

Certified Enrollment Number 1595.9

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

District Enrollment-Based Allocation \$492,845.84

Total Allocation \$492,845.84

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$492,845.84

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from previous application? No

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

We have developed a quality plan demonstrating an efficient use of grant funds to support our TLC vision. *Meeting teacher growth needs through a supportive system of teacher leaders to improve student achievement and learning outcomes.*

TLC Plan Budget Overview

Amount to raise minimum salary to \$33,500 - \$0.00

Bondurant – Farrar CSD base salary is \$36,754.12 and will not use TLC funds to meet the minimum required base salary.

Teacher Leaders	Number and		Salary+ Stipend	Total
Full Release	% of Teachers		and benefits	
Building Level				
School Improvement Leaders	4	4%	\$67,000	\$268,000
District Level				
School Improvement Leaders	1	1%	\$67,000	\$67,000
District Wide				
Behavior Interventionists .5 FTE each	2	2%	\$33,500	\$67,000

**Teacher Leaders
Part-time Release**

Building Level				
Leadership Team Members	30	27%	\$535	\$16,050
Mentor Teachers	15	13%	\$535	\$7,490
TLC Planning Committee	8	7%	\$535	\$4,280
TLC Selection Committee	8	7%	\$535	\$4,280

Professional Development

Teacher Leadership and Coaching Professional Development
Materials, resources, registration and training
costs for Teacher Leaders / Mentoring Program \$40,245.84

Additional Costs

Substitute Teachers: Time spent out of classroom
for peer review, mentoring, professional development &
TCL committee duties. (Approximately 132 days) \$18,500

Total Budget **\$492,845.84**

Salaries & Benefits

The estimated average salary and benefits for teachers serving as building or district level school improvement leaders is based on the years of experienced teachers within the district, their placement on the salary schedule along with a stipend for working an additional ten contract days.

Building Level School Improvement Leader: \$67,000

Extra Contract Days: 10

Stipend: \$2,500

Salary & Benefits \$64,500 (Estimated based on experience, current salary scale and insurance costs)

District Level School Improvement Leader: \$67,000

Extra Contract Days: 10

Stipend: \$2,500

Salary & Benefits \$64,500 (Estimated based on experience, current salary scale and insurance costs)

District-Wide Behavior Interventionist: \$67,000 (Two .5 FTE or one 1 FTE)

Extra Contract Days: 10

Stipend: \$2,500

Salary & Benefits \$64,500 (Estimated based on experience, current salary scale and insurance costs)

Building Level Leadership Team

Extra Contract Days: None

Stipend: \$500

Mentor Teachers

Extra Contract Days: None

Stipend: \$500

TLC Planning & Monitoring Committee

Extra Contract Days: None

Stipend: \$500

TLC Selection & Hiring Committee

Extra Contract Days: None

Stipend: \$500

Professional Development & Learning (\$40,254.84)

All teacher leaders will attend professional development to support their role.

- Teacher leaders will attend instructional coaching training offered through Heartland AEA and the Instructional Coaches Professional Learning Network
- Building leadership teams will attend *Solution Tree* Professional Learning Community Conferences
- Teacher leaders will attend content specific instructional strategies and pedagogy training to support their building's school improvement plan
- Iowa Core and Assessments
- Technology Integration
- Mentors will attend *Mentoring Matters* training and other trainings to support the mentoring and induction program
- Mentees will attend *Building Capacity: Beginning Teacher* mentoring class and *Instruction for All Year 2* mentoring class

By using TLC grant funds to implement the leadership roles outlined in our plan, we will make a tremendous impact on strengthening instructional practices, systems and initiatives and supporting teachers while increasing student learning. During the first year we will establish a baseline using Iowa Assessment results and teacher turnover data to monitor the impact of the TLC grant.

TLC teacher leaders will guide and provide even more support for the implementation of building/district school improvement plans, strengthening our mentoring & induction program and guiding our current professional learning communities.

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