



[Menu](#) |
 [Help](#) |
 [Log Out](#)

[Back](#) |
 [Print](#) |
 [Add](#) |
 [Delete](#) |
 [Edit](#) |
 [Save](#)

Application

Instructions

Annotations records internal notes/comments that are visible to internal staff only. Feedback appends a new section to the bottom of the application that is visible to the applicant and anyone viewing the application.

Application Details

[Print to PDF](#) |
 [Negotiation](#) |
 [Annotations\(0\)](#) |
 [Versions](#) |
 [Feedback](#) |
 [Withdraw](#)

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

95881 - Boone Schools' Teacher Leadership Program
Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-28 09:16:56
Signature:	Jennifer Wright	Submitted By:	Jennifer K Wright

Applicant Information

Project Officer		Organization Information	
AnA User Id	JENNIFERK.WRIGHT@IOWAID	Organization Name:*	Boone Community Schools
First Name*	Jennifer K Wright	Organization Type:*	K-12 Education
	<small>First Name Middle Name Last Name</small>	Tax ID:	
Title:		DUNS:	
Email:*	jawright138@gmail.com	Organization Website:	www.boone.k12.ia.us
Address:*	216 Cedar Street	Address:	500 7th Street
City*	Boone Iowa 50036		
	<small>City State/Province Postal Code/Zip</small>		
Phone:*	920-254-7908	City	Boone Iowa 50036
	<small>Phone Ext.</small>	City State/Province Postal Code/Zip	
Program Area of Interest*	Teacher Leadership and Compensation System	Phone:	515-433-0890
Fax:		Fax:	515-433-0989
Agency		Benefactor Vendor Number	

Recipient Information

District*	Boone Community School District <small>Use the drop-down menu to select the district name.</small>
County-District Number*	08-0729 <small>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.</small>
Honorific	Dr.
Name of Superintendent*	Bradley Manard
Telephone Number*	515-433-0750
E-mail Address*	bmanard@boone.k12.ia.us
Street Address*	500 7th Street
City*	Boone
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	50036

TLC Application Contact

Honorific	Dr.
Name of TLC Contact*	Bradley Manard
Telephone Number*	515-433-0750
E-mail Address*	bmanard@boone.k12.ia.us
Street Address*	500 7th Street
City*	Boone
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	50036

Narrative

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

The vision of the Boone Schools' Teacher Leadership Program is *to inspire, challenge, and empower our teachers, students, and community to collaboratively enhance a world-class educational system of teaching and learning through data-driven, sustainable best practices.*

Our program ensures a focus on the following: empowering and retaining effective teachers by refining and enhancing their opportunities for growth, collaboration, and mentoring; improved student literacy achievement, emphasizing the state goal that students can read at grade level by third grade; differentiated learning for all learners - student and adult; effective and progressive use of technology, expanding our current district pursuit of a 1:1 technology initiative; and data-driven instructional improvement.

The creation of differentiated, multiple, and meaningful teacher leadership roles in our Program advances the goals of the district, as well as our program. The five roles created include: **Instructional Coach - Technology Integrationist** - serves to enrich and support teaching and learning while strengthening the technology skills of students, teachers, and staff through collaboration and development of effective, technology-infused, content-based lessons; **Instructional Coach - Literacy Leaders** - serve to guide and inform instruction to build the reading capacity of students and the instructional skills of teachers; **Instructional Coach - Instructional Improvement Leaders** - serve to be an educational leader focusing on curriculum, assessment, professional development alignment, and mentoring coordination; **Mentor Leaders** - serve to address personal and professional needs of new and career teachers through collaboration and development of skill, aligned with Iowa Teaching Standards; **PLC Grade Level or Content Area Data Specialists** - serve to facilitate and support grade and/or subject area analysis of assessments to guide instructional improvement.

These roles combine to further current district initiatives and offer a formalized network of support for our teachers. Through empowerment of our teachers, we are looking to provide an increased sense of ownership in individual career development, as well as the collective alignment and elevation of curriculum district-wide through focused data-analysis. Highly effective teachers will inspire and prepare all learners to achieve.

Throughout the creation of the Boone Schools' Teacher Leadership Program, all stakeholders - teachers, administrators, students, and parents - were actively involved in the development of the plan, fostering a program in which the entire community can take ownership.

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

TLC Model Number Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from Year 1? No

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

Please include the following information in your narrative:

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

The planning process for the Boone Schools' Teacher Leadership Program was one that evolved over time. When the grant was first made available for application in 2013-2014, the district considered applying, but did not. Nearing completion of a 20 million dollar addition/renovation project and crafting district initiatives in Professional Learning Communities and Iowa Core Implementation, we did not feel that a TLC program could be given the attention and consideration it deserved. In that time, however, the district was able to begin to explore a Teacher Leadership plan. Through several faculty discussions, attendance at information sessions/trainings provided by the AEA, SAI, and ISEA, and facilitation of parent focus groups, we were able to gain clarity on district initiatives and how they may align with a Teacher Leadership program.

Once the decision had been made to apply for the TLC grant, the district began to utilize the funds provided by a \$10,000 planning grant. This funding was instrumental in the district's ability to devote purposeful time to the development of our plan. A Teacher Leadership Program Committee was formed, comprised of 14 teachers representing all grade spans (ten of whom are also parents and/or community members), all seven district administrators, four parents representing all grade spans, and a fiscal consultant. From this committee, a Teacher Leadership Program Core Committee for Writing was formed, including three administrators, two teachers, and two parents. The planning grant provided compensation for staff serving on the committees, as well as a lead grant writer, at the negotiated hourly rate of \$25.93.

The awarded funds allowed the district to devote ample time to the construction of our TL Program. Interest and need was gauged through parent focus groups and a survey of teachers district-wide, completed in spring of 2014. Research was conducted through study of the teacher survey, contact with districts that went through the TLC application process, examination of proposed plans of successful districts, and attendance at teacher leadership trainings.

Meetings regarding the Teacher Leadership Program were frequent and thorough, thanks to the planning grant funds. Beginning in June 2014, there were five Committee meetings totaling 12 hours and five Core Committee meetings totaling 6 hours, spanning a five month period. Each meeting involved teachers, administrators, and parents. The district also participated in a peer review through Heartland AEA on October 10, 2014.

In the first meeting, the committee members participated in a TLC Workshop, presented by Heartland AEA. This focused on the TLC Grant process, models, requirements, scoring rubric, timeline, and keys to success. After the presentation, the stakeholders examined successful grants and discussed highlights, functions of the plan, leadership models, summary of the district's teacher interest and need survey, and TLC scoring rubric. A leadership model was selected and a Core Committee for Writing was formed.

In the second meeting, the Teacher Leadership Program Committee discussed district goals and reviewed vision statements of successful district grants. The Committee then drafted statements in small groups and collaborated as a whole to finalize the Vision Statement for the Boone Schools' Teacher Leadership Program. The Committee reviewed and identified needs for roles within the plan, selecting the most meaningful for the district.

Following the second meeting, the Teacher Leadership Program Core Committee met to define roles and criteria. A matrix was created, identifying the following for each role: definition, selection criteria, selection process, annual review process, experience requirements, professional development alignment, additional responsibilities, number of positions within the district, additional contract days, compensation, and total cost.

In the third meeting, the Committee finalized the role matrix plan. Vision and goals were discussed and examined for cohesion with district goals, and opportunities for stakeholders to learn about the program were discussed.

The Core Committee met four additional times following the third meeting of the general committee. This time was used to detail and finalize the selection process for Tls and determine how we would measure effectiveness.

The Committee met in September and October to finalize the plan. In each meeting of both committees, all of the stakeholder groups were represented and allowed to fully collaborate on the crafting of the Program; opinions were freely voiced and questions were addressed, with modifications made to the plan as necessary. For example, after receiving staff and community feedback regarding instructional needs, the number of Instructional Improvement Leaders was decreased to allow for an additional Literacy Coach within the plan.

Final information regarding Teacher Leadership roles, application process, and implementation was shared with district staff and the community. All staff were introduced to key aspects of the plan on August 11th, 2014 at the pre-school workshop. Additionally, the superintendent shared the final plan components to staff and community members through five public meetings in September 2014. He also presented to an elementary level Parent Teacher Association on September 11th, the Chamber of Commerce on September 15th, and at three School Board Meetings in August-October 2014, with the Board expressing full support of the plan on October, 14, 2014.

Following these meetings, a district survey was completed to gauge staff support. The survey results indicated that 78.5% declared a willingness to support the proposed Program grant application, with 66.3% showing interest in specific teacher leader positions.

Narrative

Using Part 2 application narrative from Year 1? No

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

State Goals:

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

The Boone Schools' Teacher Leadership Program has a vision "to inspire, challenge, and empower our teachers, students, and community to collaboratively enhance a world-class educational system of teaching and learning through data-driven, sustainable best practices." Ultimately, the Program we propose will further the district's vision of "providing an educational environment that promotes academic and extracurricular excellence and the development of good character in our students."

These visions drove the creation of each Program goal:

1. **Professional Development:** Support and advance PLCs to facilitate collaboration, empowerment, retention, and growth among teachers and realize student progress.
2. **Student Achievement:** Serve the differentiated needs of all students, challenging them through high performance teaching to promote student achievement and growth.
3. **Data & Technology:** Thoroughly utilize data and technology to facilitate instructional improvement and provide measurable results which will shape future plan efforts.

Our Program goals connect to the State TLC goals: "to attract and retain effective teachers, promote collaboration, reward professional growth and effective teaching, and improve student achievement." Alignment of these goals, within the context of Boone Schools, looks like:

Goal 1: Professional Development

The district's professional development goal is "to support a professional staff that utilize best practice that focus on continuous improvement while enhancing student achievement." To reach this and our TLC goal, the support and development opportunities for our teachers need to expand beyond time indicated as "professional development" on the district calendar. Rather, opportunities for differentiated, point-of-need professional growth are necessary.

The creation of leadership positions - Instructional Improvement Leaders, Literacy Leaders, Technology Integrationist, Mentor Leaders, and Data Specialists - provides all of our teachers the tools, compensation, collaboration, and advocacy needed to further individual and cumulative goals and promote retention in the teaching profession. These roles are designed to work within our existing PLC context to modify professional development and growth into that of a job-embedded process, in conjunction with the supplemental nature of trainings and workshops. The ultimate goal of the Boone Schools' Teacher Leadership Program is to provide all learners - both student and adult - the inspiration and opportunity to grow.

Goal 2: Student Achievement

The goals for student achievement in the Boone Schools' Teacher Leadership Program are directly tied to the district goal to "improve the percentage of students proficient on the Iowa Testing program assessment to above 80%, with 60% of students exceeding expected growth at all grade levels in reading, math, and science."

In 2013-2014, the district realized an improvement in the number of students proficient on ITP assessment reading, math, and science measures in grades 2-11. Assessment results indicated that at some grade levels at least 80% of students were proficient. However, the overall percent of students proficient in all grade levels combined were as follows: 76.9% in reading, 76.1% in math, and 83.8% in science. These achievements were gained through the district's current initiatives regarding AIW, MTSS, K-3 Literacy, Iowa Core Standards, and SINA efforts in the elementaries.

The proposed plan focuses on infusing teacher leadership to continue to enhance our ability to achieve district goals and elevate achievement for all students. The roles of Technology Integrationist, Literacy Leaders, and Instructional Improvement Leaders are designed to impact teaching and improve learning. These leaders will be devoting 100% of each work day specifically to this focus by employing supports, interventions, and strategies in their area of expertise (technology, literacy, curriculum and professional development) to strengthen the skills of teachers and students. The supplemental support of the Data Specialists, through analysis and interpretation of data, will also lead to focused instructional improvements.

Goal 3: Integration of Data and Technology

It is a priority of our district to utilize data to guide instructional decision-making. Teachers work in PLCs not only to collect and analyze student achievement data, but also to identify research-based instructional processes - working to close the gap between best practice and common practice. The time and skill required to operationalize data for instructional improvement is a task which will prosper through the leadership positions of Data Specialists and Instructional Improvement Leaders.

Data Specialists will analyze and interpret data as well as guide teachers in the assessment review process and professional development, leading to improved teaching and learning. Instructional Improvement Leaders will guide the implementation of evidence-based learning pedagogies, operationalizing assessment data as a basis for guiding instructional improvement.

The district is also pursuing the implementation of a 1:1 technology program for grades 5-12 in the 2015-2016 school year, with extensive technology integration professional development currently underway. The Boone Schools' Teacher Leadership Program serves to improve and support the integration of technology into the curriculum through the creation of a Technology Integrationist position. This leader's focus is to enrich technology skills of students and educators by collaborating with teachers in composing effective, technology-infused, content-based lessons. This position allows for a formal support for our 1:1 initiative and goals of the district's Professional Development Plan.

Using Part 3 application narrative from Year 1? No

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

When designing the Boone Schools' Teacher Leadership Program, we found it vital to focus on integrating existing efforts with the components of a TLC plan. This serves to bolster current initiatives and actively pursue teacher empowerment and enhanced student learning.

Our Program includes: Three full time instructional coach roles: **Technology Integrationist, Literacy Leaders, and Instructional Improvement Leaders**, and two extra-duty positions: **Mentor Leaders and Data Specialists**.

The roles are driven by four areas of focus, which connect directly to our district goals and to one another:

Professional Development

The district has a goal to support a professional staff that utilize best practice and focus on continuous improvement while enhancing student achievement. Expanding on that goal, the program allows for improving use of the MTSS framework to provide training in differentiated instruction in order to better meet the learning needs of individual students and improve student performance on ITP, MAPs, and ACT assessments.

Instructional Improvement Leaders foster the use of evidence-based learning pedagogies and instructional applications throughout the district. They will be the leaders in data analysis, identification of instructional needs, and professional development designed to support instructional improvement. While we currently have leadership committee positions which touch on these areas of interest, the funding provided by the TLC grant will allow us to integrate and expand these roles. Creating two Instructional Improvement Leaders in the district will enhance our ability to collaborate on school improvement efforts and strengthen our ability to implement strategy into classroom practice. Following up with just-in time learning opportunities will also be provided by the dedicated support of the Technology Integrationist and Literacy Leaders.

Mentor Leaders also support our professional development efforts by providing new and developing teachers the guidance and opportunity to move quickly into a focus on instructional improvement.

Data Specialists will have a focus on understanding, analyzing and interpreting group and individual student data, as well as an ability to guide teachers in the assessment review process and lead data analysis professional development for improved teaching and learning.

Each of these positions foster increased collaboration among teachers, furthering our commitment to coordinate our professional development efforts with that of the Iowa Professional Development Model.

Student Achievement

The district has a goal to improve the percent of students proficient on the Iowa Testing Program assessment to above 80% with 60% of students exceeding expected growth at all grade levels in reading, math, and science. The resources provided by the TLC grant will allow us to improve student learning using the Professional Learning Community (PLC) framework to align curriculum, instruction, assessment and professional development.

The positions identified in our plan allow for teachers district-wide to better respond to diverse learners through an MTSS framework to meet the academic and behavioral needs of each student. The district currently utilizes the MTSS framework within PLCs to analyze data, identify student needs, align to Iowa Core Curriculum, and adapt instruction accordingly. The **Technology Integrationist, Instructional Improvement Leaders, and Literacy Leaders** are designed to advance student achievement and to enhance these current structures and processes.

The Boone School's Teacher Leadership Program also has a focus on improving student achievement in literacy to align with K-3 Literacy expectations statewide. The district is currently utilizing AEA support for literacy initiatives.

Literacy Leaders within our program are tasked with ensuring students are proficient in reading by the time they finish third grade and supporting their literacy until high school graduation through collaboration, support, interventions, and strategy creation and incorporation.

Technology Integration

Boone Schools have developed a plan for implementation of a 1:1 technology program within the 5th-12th grades to begin in August of the 2015-16 school year. Already, the district has a 1:2 ratio of computing devices to students, with a significant commitment to supporting technology and its ability to enhance learning. Our 2014-15 PD Plan has a focus on integration of technology into the curriculum, instruction, assessment, and professional development.

The **Technology Integrationist** provides a formal network of instructional support for our 1:1 initiative and goals of our PD Plan. This support includes collaborating with teachers in composing effective technology-infused, content-based lessons; supporting teachers' implementation of technology; and working with curriculum and technology leaders and administration to ensure technological practices sustain district goals.

Interpretation and Analysis of Data

For many years, the district has been working toward bettering our understanding of student achievement data. It is our belief that both formative and summative assessments provide a baseline for students' needs. However, the amount and variety of data can be complex and time-consuming for our teachers.

Our program's **Data Specialists** provide a more formal structure which facilitates and supports consistent grade and/or subject area analysis of assessments to guide instructional improvement.

These areas of focus work toward the same vision of the Boone Schools' Teacher Leadership Program - to enhance our education system for teachers, students, and the community. The success of the program will rely on cohesion among these areas and alignment with our district's key improvement initiatives.

Using Part 4 application narrative from Year 1? No

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

Goals of the Boone Community School District mentoring program are as follows:

1. To support the beginner teacher's further acquisition of skills related to the Iowa teaching Standards focused on the enhancement of academic performance; competence in content knowledge; the ability to plan and deliver effective instruction; the ability to monitor student achievement; and the effective use of classroom management techniques.
2. To support the beginning teacher's development of attitudes that center on lifelong learning and professional development that supports student achievement.
3. To support the beginning teacher's ability to fulfill professional responsibilities established by the State of Iowa and local school district.

4. To pair beginning teachers with mentors who are veteran teachers with similar certification, grade-level experience and who have been evaluated and rated as quality teachers for the State of Iowa and local school district.
5. To provide beginning teachers with mentors who will explain district, building, departmental, and grade level policies and procedures.
6. To promote a culture of support that will continue into the future after the formal mentoring and induction period has ended and will encourage teachers to continue their teaching careers.

The Boone Community School District began revamping its Beginning Teacher Mentoring and Induction Program at the end of the 2013-2014 school year. We began by asking how we could improve entry into the teaching profession and provide the support new teachers need for both professional growth and accelerated student learning. Feedback was collected throughout the course of the school year from beginning teachers and mentors. District-wide, mentors indicated a need for clearly communicated, consistent mentoring expectations and time. Beginning teachers felt the new teacher workshop was an effective introduction to the district, but the remaining mentoring experience lacked cohesiveness with personal growth and classroom needs.

Analyzing the effectiveness of our current program, we realized that in order to successfully reach our goals, some gaps would need to be addressed. As all current mentors in the district spend 100% of their day teaching in the classroom, simply finding the adequate time to devote to the mentee can be problematic. In addition, initial teachers are in need of a more formal structure of support. They are looking for more than a friend down the hall; they are looking for an effective mentor with whom they can work to affect real growth - for themselves and their students.

Aligning current initiatives in our Mentoring and Induction Program with the resources that the Boone Schools' Teacher Leadership Program will provide will increase our capacity to support first and second year, as well as career teachers, in need of assistance.

Rather than overwhelming initial teachers, our Teacher Leadership Program is designed to support them alongside all career teachers in a way that promotes structure, increased collaboration, and growth. Utilizing Literacy Leaders, Technology Leaders, Instructional Improvement Leaders, and Data Specialists, all teachers will have expanded access to job-embedded professional learning, a community of exemplary teachers and teacher leaders, guidance in data-driven decision making, and research-based instructional materials and strategies.

Our district will also utilize the TLC funds to create 15 additional Teacher Leader positions specifically designated to serve as Mentor Leaders. These funds allow for the solution to the lack of time many mentors feel they can devote to the mentoring program, by providing 5 additional contract days and a \$2000 salary supplement. Weekly meetings with mentees will occur in September of the teacher's first year, as well as bi-weekly for the remainder of the school year.

In order to address the classroom support indicated as a need by new teachers, the overall goals of the Mentor Leaders are working within the Mentoring Program to address personal and professional needs and training teachers on Iowa's eight Teaching standards. A mentor is assigned to observe, critique, and provide support and advice on effective teaching practices, not to evaluate for employment purposes. Additionally, mentors may be assigned to collaborate with an experienced teacher working to develop a skill or skills specifically aligned with the Iowa Teaching Standards in his/her ongoing effort to improve instructionally.

Key Duties and Responsibilities

1. Participate in district mentor training prior to assuming mentoring role.
2. Attend New Teacher Orientation Meeting in August.
3. Build a trusting mentor/mentee relationship through weekly meetings in September and twice per month for remainder of the school year.
 - a. Support mentee comfort in procedural understanding through orientation to building and grade level procedures.
 - b. Guide instructional assistance in curriculum implementation and assessment/data analysis.
 - c. Participate in classroom observations and feedback to improve instruction.
 - d. Guide in the portfolio development.
4. Be accessible for guidance and to answer questions throughout the year.
5. Attend all mentoring meetings and assist mentee in mentoring activities.
6. Meet with the administration annually to review and update Mentoring Program.
7. Coordinate mentoring activities with developing teachers as designed jointly with the principal.

As with each portion of the Boone School's Teacher Leadership Program, the success of the Mentoring and Induction Program relies heavily on the integrated nature of the teacher leadership positions and collaboration with fellow educators.

Narrative

Using Part 5 application narrative from Year 1?*

No

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

Please include the following information in your narrative:

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

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

The Boone Schools' Teacher Leadership Committee identified five teacher leader positions (employing 25% of our teachers) which we believe will advance the goals of the district. The positions were designed by all stakeholders assisting in the development of the criteria, furthering the continuity of a program in which our community can take ownership.

Instructional Coach - Technology Integrationist (1)

The Technology Integrationist will spend 100% of his/her time outside of the classroom, work five additional contract days, and receive a \$2,500 Salary Supplement.

The goal of the Technology Integrationist is enhancing learning through improved integration of technology. The primary focus of the Technology Integration Specialist is to enrich and support teaching and learning while strengthening the technology skills of students, teachers, and staff.

Key Duties and Responsibilities

1. Collaborate with teachers and instructional coaches in composing effective technology-infused, content-based lessons, and support the teachers as they implement the lessons in their classrooms.
2. Provide assistance and training to administration and building instructional staff in the integration of technology to support student achievement. This includes planning and implementing job-embedded professional development and workshops for individuals, small groups, and large groups. Collaborate in the evaluation, selection, and implementation of instructional technology materials and software.
3. Provide leadership in developing and implementing technology plans and serve on the district technology committee.
4. Gather and disseminate information to staff, administration, board, and community (e.g., grants, policies, professional development opportunities, data) relevant to instructional technology.
5. Participate in ongoing professional development and technology trainings related to job responsibilities and maintaining expertise in the field.

Instructional Coach - Literacy Leaders (4)

The Literacy Leaders will spend 100% of their time outside of the classroom, work five additional contract days, and receive a \$2,500 Salary Supplement.

The goal of the Literacy Leader is to guide instruction to ensure Boone School's students are proficient in reading. The Literacy Leader will collaborate with early literacy teachers to identify students who may be at risk to develop later literacy problems so they can be monitored carefully and, when necessary, be given additional supports and interventions. For those students beyond third grade, the Literacy Leaders will develop instructional strategies in both overall literacy and content reading to build the reading capacity of students and the instructional skills of teachers.

Key Duties and Responsibilities

1. Serve as the Language Arts Curriculum Team co-facilitator
2. Observe and train teachers in exemplary literacy teaching practices which incorporate the ICC, support K-3 early literacy mandates, and incorporate content reading instructional strategies into the secondary curriculum.
3. Provide literacy instruction where needed.
4. Facilitate MTSS Meetings in support of student learning.
5. Collaborate with grade level data strategists to analyze and apply literacy data across grade levels. Report applicable data to staff, administration, board, and community.
6. Assist with literacy professional development.
7. Attend literacy trainings to build professional development opportunities.
8. Collaborate with other district instructional coaches to improve instructional strategies for literacy.
9. Meet with the administration annually to review and update literacy instruction and needs.

Instructional Coach - Instructional Improvement Leaders (2)

The Instructional Improvement Leaders will spend 100% of their time outside of the classroom, work ten additional contract days, and receive a \$5,000 Salary Supplement.

The goal of the Instructional Improvement Leader is to be an educational leader focusing on curriculum, assessment, professional development alignment impacting the instructional environment, along with mentoring coordination. The Instructional Improvement Leader fosters the use of evidence-based learning pedagogies and instructional applications throughout the building. They are the leader in data analysis, identification of instructional needs, and professional development designed to support instructional improvement. Additionally, the Instructional Improvement Leader works with new and developing teachers by coordinating the Teacher Mentoring Program.

Key Duties and Responsibilities

1. Utilize assessment data as a basis for guiding instructional improvement.
2. Guide and develop building strategies for the review of assessment data.
3. Plan professional development activities designed to improve instructional strategies.
4. Engage in development and implementation of curricular materials and coordinate grade-level curriculum alignment.
5. Support classroom teachers' learning strategies implementation efforts.
6. Observe classroom teachers for consistency in implementation of curriculum.
7. Observe and support coaches and teachers with professional reading and modeling of research-based instructional strategies.
8. Collaborate with school improvement teams, instructional coaches, and grade level data strategists and attend building PLC meetings.
9. Facilitate the Mentoring Program and collaborate with mentoring teachers to nurture and reinforce the school improvement initiatives in beginning educators.
10. Be accessible for guidance and to answer questions throughout the year.
11. Attend all relevant curriculum, assessment, and professional development activities and/or meetings.
12. Meet with the administration annually to review and update the curriculum, assessment, professional development process.
13. Coordinate activities jointly with the principal and Director of Innovative Learning.

Mentor Leaders (15)

The Mentor Leaders will spend 100% of their time engaged in student instruction, work an additional 5 contract days, and receive a \$2,000 Salary Supplement.

The goals of the Mentor Leaders are working within the Mentoring Program to address personal and professional needs and training teachers on Iowa's eight Teaching Standards. A mentor is assigned to observe, critique, and provide support and advice on effective teaching practices, not to evaluate for employment purposes. Additionally, mentors may be assigned to collaborate with an experienced teacher working to develop a skill or skills specifically aligned with the Iowa Teaching Standards in his/her ongoing effort to improve instructionally.

Key Duties and Responsibilities for 1st and 2nd year teachers

1. Participate in district mentor training prior to assuming mentoring role.
2. Attend New Teacher Orientation Meeting in August.
3. Build a trusting mentor/mentee relationship through weekly meetings in September and twice per month for remainder of the school year.
 - a. Support mentee comfort in procedural understanding through orientation to building and grade level procedures.
 - b. Guide instructional assistance in curriculum implementation and assessment/data analysis.
 - c. Participate in classroom observations and feedback to improve instruction.
 - d. Guide the mentee in his/her portfolio development.
4. Be accessible for guidance and to answer questions throughout the year.
5. Meet with the administration annually to review and update Mentoring Program.
6. Coordinate mentoring activities with developing teachers as designed jointly with the principal.

Key Duties and Responsibilities for Career Teacher Mentoring related to teaching assignment changes, building changes or career development will be designed jointly between the building principal, teacher, and mentor based on identified needs or specific duties.

PLC Grade Level or Content Area Data Specialists (13)

The Data Specialists will spend 100% of their time engaged in student instruction, work an additional 5 contract days, and receive a \$2,000 Salary Supplement.

The goal of the Data Specialist is to facilitate and support grade and/or subject area analysis of assessments to guide instructional improvement. The Data Specialist will dig deeply into data to better understand the implications and applications for teaching and learning. The Data Specialist will analyze and interpret data, as well as guide teachers in the assessment review process and professional development leading to improved teaching and learning.

Key Duties and Responsibilities

1. Analyze and organize formative and summative assessments
 - a. Summative: Iowa Assessments, NWEA, FAST, ACT (HEART)
 - b. Formative: Semester exams, unit tests, daily assessments
 - c. Additional: Lexile, Teacher attention, Family circumstances, IEP, ELL, At-Risk, EXCEL
2. Facilitate implementation of key findings of success
 - a. Lead review and analysis of grade level and/or subject area assessments; identify successful strategies.
 - b. Utilize HEART data base to understand and present data.
 - c. Assist teachers with resources/materials needed to achieve better results.
 - d. Facilitate colleague classrooms visits to learn strategies.
3. Present assessment findings to colleagues, administration, and board
 - a. Be accessible for guidance and to answer questions throughout the year.
 - b. Attend and/or lead meetings and assist in assessment review activities.
 - c. Meet with administration annually to review and update the process for data analysis.
 - d. Coordinate assessment review and data analysis procedures with principals and teachers.

The BCSD Professional Development Plan is driven by two purposes, which are based on our first two district goals:

Goal 1: Student Achievement

1) To improve the percentage of students proficient on the ITP assessment to above 80% with 60% of students exceeding expected growth at all grade levels assessed in reading, math, and science.

Goal 2: Professional Development

2) Utilizing the PLC framework to provide training in differentiated instruction to better meet the learning needs of individual students and improve student performance on ITP, MAPS, and ACT assessments.

Each of the Teacher Leadership positions are designed to function together to achieve district goals, elevate achievement for all teachers and students, and enhance instructional improvement. The roles of Technology Integrationist, Literacy Leaders, and Instructional Improvement Leaders are designed to impact teaching and improve learning on a daily basis. These leaders will be devoting 100% of each work day specifically to this focus, by employing supports, interventions, and strategies in their area of expertise to strengthen the skills of teachers and students. The Mentor Leaders will support this by providing new and developing teachers with the guidance and opportunity to focus on instructional improvement. The supplemental support of the Data Specialists, through analysis and interpretation of data, will guide teachers in the assessment review process and professional development that will lead to improved teaching and learning.

The positions each have specific areas of focus, but are not designed to work as separate entities. Teacher leaders will share similar, community-building role requirements, such as: being accessible to staff for guidance, job-embedded PD focus, working together with the District Teacher Leadership Council to provide Program feedback, serving as models for fellow teachers, and supporting one another through frequent collaboration, implementation, and evaluation of the TL Program. This blending of roles supports the district academic improvement goals and will provide for a sentient and successful program.

Using Part 6 application narrative from Year 1?*

No

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

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

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

The Boone Schools' Teacher Leadership Program will introduce three full-time leadership roles, providing seven full-time positions, plus two extra-duty leadership roles. All individuals with three years of teaching and one year of teaching in the school district will be eligible to apply. These positions are designed to increase classroom effectiveness through technology integration into the instructional setting, literacy improvement, alignment of curriculum, instruction, assessment, and professional development.

BCSD will utilize the following to identify the individual most capable of teacher leadership in the identified roles:

PHASE I: LEADERSHIP SELF-ASSESSMENT

To assist teachers in identifying their leadership strengths, the district will use the Teacher Leader Self-Assessment from the Center for Strengthening the Teaching Profession. Teachers considering application for a Teacher Leader position will complete the Leadership Self-Assessment. The Leadership Self-Assessment will assist teachers in identifying their individual strengths as well as aid their decision to apply for Teacher Leadership position.

PHASE II: APPLICATION

If the teacher determines he or she will submit an application for a Teacher Leader position, he or she must complete a letter containing following:

- A statement of interest and why he or she believes he or she would be a strong candidate for the position.
- A summary of the candidate's professional development efforts in the past five years, specifically identifying professional growth that has been aligned with the Teacher Leader position.
- A summary of the candidate's leadership experience, including leadership in subject area curriculum teams, PLC teams, Authentic Intellectual Work (AIW) teams, professional development leadership, etc.
- Information on opportunities for leadership in which the employee has either led adults or students outside of the school setting.

Finally, the candidate will provide a one-page reflection on why he or she believes he or she should be considered for the specific leadership position. This will include both professional and personal experiences as well as information on unique skills that align with the position.

PHASE III: INTERVIEW PROCESS:

The interview process will include a similar structure for each position while utilizing individuals on the screening and interview committee with unique insights into the leadership needs of each position, indicated in the chart below. The interview committee will have access to the

information provided in the application process, including a screening rubric analyzing the position criteria levels of quality for each applicant and the Leadership Self-Assessment. Additionally, each administrator in the BCSD has been trained in the HUMANeX Ventures for discovering and developing the leadership talents of individuals. The HUMANeX Ventures interview will be incorporated into the interview process as an assessment of educational and leadership strengths.

Instructional Coaches Technology Integration	Instructional Coaches Literacy Leaders	Instructional Coaches-Instructional Improvement Leaders	Mentor Leaders	PLC Grade Level or Content Area Data Specialists
1. Application 2. District Technology Team Screening 3. District Technology Team Building Representative (3) & Leadership (Administrative) Team Representatives (3) Interview 4. Recommended and approved by Superintendent	1. Application 2. LA Curriculum Team Screening 3. LA Curriculum Team Building Representative (3) & Leadership (Administrative) Team Representatives (3) interview 4. Recommended and approved by Superintendent	1. Application 2. Building Lead Learning Team Screening Process 3. Building Lead Learning Team (3) Representatives & Leadership (Administrative) Team Representatives (3) Interview 4. Recommended and approved by Superintendent	1. Application 2. Instructional Coaches Team Screening 3. Instructional Coaches Building Representatives & Leadership (Administrative) Team Representatives (3) Interview 4. Recommended and approved by Superintendent	1. Application 2. Instructional Coaches Team Screening 3. Instructional Coaches Building Representatives (3) & Leadership (Administrative) Team Representatives (3) Interview 4. Recommended and approved by Superintendent

Built into the BCSD selection process are criteria for determining effective leadership and prior professional growth experience (self-assessment, written summary, and leadership/professional development activities) along with leadership attitudes, values, and behaviors (HUMANeX Ventures Interview), and identification of specific talents and skills necessary for success in each specific Teacher Leader position.

DETERMINING EFFECTIVENESS

A District Teacher Leadership Council (DTLC) will be developed to collaborate in measuring performance, effectiveness, and professional growth of each Teacher Leader. The DTLC will consist of three teacher representatives, one from each building level, and three administrators, including the Superintendent and Director of Innovative Learning.

Prior to selection of the Teacher Leaders, the DTLC will develop a set of evaluation criteria based on information available in the Iowa Teaching Standards, Iowa Standards for Educational Leaders, and the job descriptions and expectations for each Teacher Leadership position. From the evaluation criteria, a rubric for evaluating performance will be developed.

Additionally, teachers selected to Teacher Leader positions will coordinate with the Director of Innovative Learning to review their Leadership Self-Assessment, interview matrix, and peer feedback survey (completed by teachers served by the TL) as tools in determining goals for an individual professional development plan.

Narrative

Using Part 7 application narrative from Year 1? No

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

Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Current Professional Development Processes:

Professional development in the district is currently developed using the Iowa Professional Development Model. Student data is analyzed by grade levels and PLC teams; aggregate data is analyzed for strengths and areas of improvement and shared with building and district leadership teams and the board of education. Student learning goals, driven by the data, are set by the board of education in collaboration with the leadership team at the district level. Following the district process, each building sets corresponding student learning goals. Utilizing feedback from district and building leadership teams and the board of education, the district professional development focus is established.

While some professional learning opportunities are embedded in PLC and grade level collaborative work, the majority of professional development is delivered at times dedicated for professional learning on the district calendar. Individual building administrators and the district professional development coordinator design and present professional learning opportunities for staff. Administrative walk-throughs, teacher feedback, and student formative data are used throughout the school year to evaluate professional learning opportunities and guide future planning. Summative student data from Iowa Assessments, ACT, ASPIRE, NWEA testing, and DIBELS/FAST screening are analyzed at the close of the school year to determine effectiveness and to set new student learning goals.

Expansion of Professional Development with TLC:

The TLC grant will allow for the expansion of our current professional development process by enhancing collaboration and providing additional opportunities for learning at point of need. In addition to specifically designated professional learning opportunities, teacher leaders will assist the district in identifying learning needs throughout the school year and creating opportunities for professional growth/training at individual, group, and all-staff levels. Teacher leaders will enhance the district's current use of each of the IPDM components.

Collecting/Analyzing Student Data

The addition of Instructional Improvement Leaders and Data Specialists will allow the district to tie current professional development initiatives to ongoing data review. The goal of the Data Specialist is to facilitate and support grade and/or subject area analysis of assessments to guide instructional improvement; this role includes analysis of summative as well as formative assessments throughout the school year. As a result, the district will have a deeper analysis of student learning and needs. Data Specialists will provide the initial data analysis for grade levels and PLCs. Instructional Improvement Leaders will then be the leaders throughout the building for systematic data analysis in collaboration with district administrators and leadership teams.

Goal Setting & Student Learning

Instructional Improvement Leaders will provide leadership for building level data analysis and identification of instruction needs. The two teacher leaders in this position will then collaborate with the district administrative team and leadership committees in goal setting and addressing student learning at both district and building levels.

Selecting Content

Instructional Improvement Leaders will collaborate with building administrative and leadership teams to determine professional development needs designed to support instructional improvement. These leaders will work in collaboration with Instructional Coaches for literacy and technology to identify effective strategies and teachers' needs to determine professional development content. Additionally, the Mentor Leaders will provide feedback to the Instructional Improvement Leaders for content needed specifically for beginning and developing teachers.

Designing Process for Professional Development, Training/Learning Opportunities, & Collaboration/Implementation

Teacher Leaders will have a direct role in designing and implementing professional development in collaboration with building and district administrators and outside consultants. Both Coaches and Instructional Improvement Leaders will be able to provide professional development support at the building level. The presence of Coaches will expand opportunities for training and learning as coaching is provided to small groups and individuals at point of need outside of the designated professional development times. Instructional Improvement Leaders will provide input for professional development at the building level and provide additional support and follow-up for implementation of grade-level, building, and district-wide professional development. Mentor Leaders will also implement support for beginning and developing staff in collaboration with Instructional Improvement Leaders.

Ongoing Data Collection & Program Evaluation

The TLC initiative will allow the district to better collect data regarding professional learning at the individual, grade-level, building, and district level. Formative data from observations and collaborative discussions will be collected by Instructional Coaches and Mentor Leaders working closely with teachers outside of designated professional development time. This data can be used to gauge implementation of professional learning initiatives and to guide future development. Additionally, student data analysis at both the formative and summative level will be analyzed systematically through the efforts of Data Specialists and the Instructional Improvement Leaders. This additional data collection will allow the district administrators and leadership teams to more holistically evaluate efforts and redesign initiatives.

Using Part 8 application narrative from Year 1? No

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

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

Boone Schools' Teacher Leadership Program is designed to fulfill our vision "to inspire, challenge, and empower our teachers, students, and community to collaboratively enhance a world-class educational system of teaching and learning through data-driven, sustainable best practices." Through ongoing and rigorous evaluations, along with distinct measures, the impact and effectiveness of our program will continuously be monitored and adjusted as necessary.

This continuous monitoring began with the district's planning process for the TLC grant and will continue throughout implementation. Beginning with interest surveys and planning meetings and expanding to community-wide forums, all stakeholders in Boone - teachers, administrators, board members, parents, and community members - have engaged in the strategic design of our program and are committed to the goals and success of this initiative.

A District Teacher Leadership Council (DTLC) will be developed to collaborate in measuring performance and effectiveness of each Teacher Leader, as well as oversight of the program. The DTLC will consist of three teacher representatives, one from each building level selected by the District Lead Learning Team, and three administrators, including the Superintendent, and Director of Innovative Learning.

The following outlines the initial monitoring questions and specific measures for each Teacher Leadership Program Goal; these will be expanded as our program develops.

How has the TL Program impacted teacher effectiveness?

GOAL	DATA SOURCE & COLLECTION TIMELINE
<p>State TLC Goal: <i>reward professional growth and effective teaching</i></p> <p>District Goal: <i>provide our teachers, both new and career, the tools, compensation, collaboration, and advocacy needed to further individual and cumulative goals.</i></p>	<ul style="list-style-type: none"> • Administrator walk-through & feedback - <i>monthly</i> • Coaching logs - <i>weekly</i> • TL surveys - <i>bi-annually</i> • PLC student data - <i>weekly</i> • DTLC evaluations - <i>annually</i> • Exit surveys - <i>annually</i> • TL self-assessments - <i>annually</i>

How did teachers exhibit professional growth under the TL Program?

GOAL	DATA SOURCE & COLLECTION TIMELINE
<p>State TLC Goal: <i>reward professional growth and effective teaching</i></p> <p>District Goal: <i>provide our teachers, both new and career, the tools, compensation, collaboration, and advocacy needed to further individual and cumulative goals.</i></p>	<ul style="list-style-type: none"> • Administrator walk-throughs - <i>monthly</i> • Coaching logs - <i>weekly</i> • TL surveys - <i>bi-annually</i> • PLC notes - <i>monthly</i> • DTLC evaluations - <i>annually</i> • Individual Professional Development Plan review - <i>annually</i> • Mentoring program feedback - <i>annually</i>
<p>State TLC Goal: <i>attract and retain effective teachers</i></p> <p>District Goal: <i>provide our teachers, both new and career, the tools, compensation, collaboration, and advocacy needed to further individual and cumulative goals.</i></p>	<ul style="list-style-type: none"> • TL self-assessments - <i>annually</i> • Mentoring program feedback - <i>annually</i> • DTLC evaluations - <i>annually</i> • Exit survey - <i>annually</i> • Retention data review - <i>annually</i>

How has collaboration been enhanced by the TL Program?

GOAL	DATA SOURCE & COLLECTION TIMELINE
<p>State TLC Goal: <i>promote collaboration</i></p> <p>District Goal: <i>support and advance professional learning communities to facilitate collaboration and empowerment among teachers.</i></p>	<ul style="list-style-type: none"> • PLC notes - <i>monthly</i> • Leadership Team Meetings & Evaluations - <i>weekly</i> • Peer Observation notes - <i>quarterly</i> • DTLC evaluations - <i>annually</i> • TL surveys - <i>bi-annually</i>

How has the TL Program impacted student achievement?

GOAL	DATA SOURCE & COLLECTION TIMELINE
<p>State TLC Goal: <i>improve student achievement</i></p> <p>District Goal: <i>improve the percentage of students proficient on the Iowa Testing program assessment to above 80%, with 60% of students exceeding expected growth at all grade levels in reading, math, and science.</i></p>	<ul style="list-style-type: none"> • Formative and summative assessments (including Iowa Assessments, ACT, ASPIRE, MAP testing, and DIBELS/FAST screening) - <i>bi-annually</i>

In addition to monitoring effectiveness of the Program, each Teacher Leader will undergo a specific evaluation process to determine the effectiveness of the role. The Teacher Leader will complete a rubric during the second quarter of the school year as a self-assessment. Together, the administrator responsible for overseeing the position and the Teacher Leader will review the self-assessment and develop goals for continued improvement. A final evaluation will be completed by mid-March of each year, evaluating the performance of the Teacher Leader. In addition to the administrator evaluation, a survey of teachers served by the Teacher Leader and summary of performance by the Director of Innovative Learning will be submitted to the DTLC. The self-assessment, administrator evaluation, teacher survey, and recommendation by the Director of Innovative Learning will be reviewed by the DTLC to determine an individual's effectiveness, recommendation for improvement, and continuation in the Teacher Leader role.

While there will be a significant collection of data throughout our program's implementation, the analysis and usage of the data for plan adjustment and improvement are the main focuses of the District. Accumulation and analysis of individual and program performance data will occur at every level, with the Lead Learning Teams and DTLC examining the data on a monthly basis. The DTLC will also meet monthly with Teacher Leaders to perform effectiveness checks, determine immediate areas to be addressed or strengthened, and develop recommendations for program adjustment accordingly.

Using Part 9 application narrative from Year 1? No

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

Capacity to Implement Teacher Leadership Program

The process of designing the Boone Schools' Teacher Leadership Program has been a thorough and inclusive one. Through faculty discussions and surveys, attendance at information sessions/trainings, and facilitation of parent focus groups, we were able to gain clarity on district initiatives and how they align with our program. Throughout the design process, we encouraged transparency and open feedback with stakeholders. By empowering these voices in the design process, we have fostered a large-scale effort to make the program successful.

Successful Implementation of Past Initiatives

For many years, Boone Schools have had learning teams in place that functioned very closely to the framework of Professional Learning Communities. In July of 2013, BCSD sent staff members at all levels to PLC training. Shortly thereafter, middle school teams did a book study on authentic PLCs to identify areas for growth using the PLC framework and continuing to expand their use of the structure to better examine student data, Iowa Core learning targets, and student needs with MTSS. Our high school staff began PLCs in fall of 2013 utilizing the same framework to meet 2-3 times per week and have expanded their work to include daily PLC meetings in 2014-15. Elementary staff currently meet for collaborative PLC time weekly, and this began in 2013-14.

Adopting a PLC framework included emphasizing supportive and shared leadership, collective creativity, unified values and vision, supportive conditions, and shared personal practice. Our proposed Program will align with the PLC culture currently in place, while providing structural supports and improving student achievement.

With any new initiative, implementation can be affected by issues such as changing student needs, student enrollment numbers, and staff turnover. Through the support of the administrative team, collaboration among teacher leaders, program data analysis, and monitoring and adjustment suggested by the District Teacher Leadership Council (DTLC), we feel confident in our ability to address challenges and ensure program sustainability.

Key Staff and Responsibilities for Plan Sustainability

Superintendent

- Communicate program and progress to stakeholders
- Facilitate DTLC
- Review recommendations from DTLC for TL selections
- Recruit and communicate with teacher preparation programs in advance of new teacher need
- Develop interviews and surveys for new and exiting staff
- Collaborate with members of DTLC to monitor and adjust program as needed
- Monitor and supervise use of TLC funds

Director of Innovative Learning

- Coordinate TL Program training and learning opportunities for staff
- Coordinate the collection and analysis of program feedback and student achievement data
- Collaborate with Instructional Improvement Leaders to design, deliver, and adjust PD

- Develop metrics for quantifying TL Program success
- Coordinate the mentoring and induction program

Building Administrators

- Support Alignment of curriculum, instruction, and assessment
- Participate in selection, evaluation and support of TLs
- Facilitate instructional support at building level
- Monitor instruction
- Communicate teacher needs to ensure program success

Director of Business Services

- Work with DTLC to develop a budget for TLC funds
- Monitor use of TLC funds

Along with these key roles, furthering the training and collaborative atmosphere of the leadership in our program will ensure successful implementation. In our program, a professional development plan for new leaders will focus on book studies of three, short leadership training books by David Cottrell. These dialogues will focus on leadership styles, choices, and strategies for leading adult learners.

The collaborative atmosphere of leadership that currently exists in the District will also be promoted through the following opportunities for improvement:

1. Full-time Teacher Leaders will meet monthly as a team with the Director of Innovative Learning. The focus of these meetings will be collaborative discussion for providing instructional leadership, teaching, and learning.
2. Full-time Teacher Leaders will also meet monthly with the Leadership Team of Administrators to review the district goals affecting the responsibilities of the Teacher Leaders, how these goals are being impacted by the Teacher Leader efforts, and how the Leadership Team and Teacher Leaders can collaborate in mutual support for improving teaching and learning.
3. The Mentor Teacher Leaders will participate annually in three collaborative processes:
 - Prior to the start of each school year and mentoring assignments, the mentors will meet to review their roles, expectations, and receive training in aspects of mentoring determined to be beneficial to both the mentor and mentee.
 - In addition to ongoing mentoring, all mentors and mentees will participate in the New Teacher Orientation at the beginning of each school year and four meetings throughout each school year. The goals will be to focus on a greater understanding of the Iowa Teaching Standards and to support portfolio development that demonstrates effective performance related to these standards.
 - At the end of the school year, both mentors and mentees will complete a program evaluation form. The information will be used by administrator and mentor representatives to determine the effectiveness of the mentoring program. From this, adjustment and/or changes in the Mentoring Program for the upcoming year will be determined.
4. The Data-Strategist Teacher Leaders will participate in training by Heartland AEA staff on data analysis, use of the Heart Data System, along with available and applicable trainings provided by Iowa Testing (Iowa Testing Program – ITP), NWEA Measure of Academic Progress (MAPS), and American College Testing (ACT).

Grant Allocation

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

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

Certified Enrollment Number* 2142.9

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

District Enrollment-Based Allocation	\$661,770.38
Total Allocation	\$661,770.38

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.	\$108,230.50
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).	\$530,439.00
Amount used to provide professional development related to the leadership pathways.	\$23,100.88
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$661,770.38

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$661,770.38
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

The funds provided by the TLC grant will allow Boone Schools to compensate the district teacher leadership roles. The funding gives the district the opportunity to further strengthen the initiatives and to achieve the Teacher Leadership Program's goals to:

- support and advance professional learning communities to facilitate collaboration, empowerment, and growth among teachers
- serve the differentiated needs of all students, while inspiring and challenging them through high performance teaching
- thoroughly utilize data and technology to facilitate instructional improvement and provide measurable results which will shape future plan efforts

The creation of leadership positions - Instructional Improvement Leaders, Literacy Leaders, Technology Integrationist, Mentor Leaders, and Data Specialists - provides our teachers the tools, compensation, collaboration, and advocacy needed to further individual and cumulative goals and promote retention in the teaching profession.

The budget will cover compensation for teacher leader positions, demonstrating our commitment to allowing highly effective teachers opportunities for growth by offering 35 leadership roles, the equivalent of 25% of the full time educator workforce.

To be implemented in the 2015-16 fiscal year, the budget total is \$661,770.38, based on a certified enrollment number of 2142.90.

The following reflects how the budget will support our district goals:

A. Amount used to raise the salary to \$33,500

We currently provide a minimum salary of \$37,581, and therefore will not utilize TLC funds for this purpose.

B. Approximate amount designated to fund the salary supplements for teachers in leadership roles

Three full time roles (Technology Integrationist, Literacy Leaders, Instructional Improvement Leaders) receive the majority of our funding. These leaders will have daily impact on improving instruction, by devoting 100% of their time to teacher leadership duties. Funding will be utilized to cover costs for the time teachers in leadership roles are no longer providing direct instruction in a classroom and extended contract days.

1. Instructional Coach - Technology Integrationist (\$2,500 supplement)

- The role of the Technology Integrationist is to work directly with teachers on integrating strategies for technology use in specific curriculums and instructional units, furthering the program goal of "utilizing data and technology to facilitate instructional improvement," and the district's 1:1 initiative.

4. Instructional Coach - Literacy Leaders (\$2,500 supplement)

- The Literacy Leaders will focus on teaching literacy and content reading instructional strategies and improving literacy instruction. These leaders will be supporting the Program's student achievement goal to "serve the differentiated needs of all students" as well as the state's K-3 early literacy mandate.

2. Instructional Coach - Instructional Improvement Leaders (\$5,000 supplement)

- The Instructional Improvement Leaders will be the curriculum and assessment leaders in each building and focus daily on improving teaching of reading, math and science through observations and collaborating on/guiding improved instructional strategies. With a position that encompasses all areas of our Program, the Instructional Improvement Leaders will be active in pursuing each of our program goals.

Two additional positions will support district goals of improving instruction of new teachers and enhancing use of assessment data, while serving in an extra-duty capacity.

(15) Mentor Leaders (\$2,000 supplement)

- The Mentor Leaders will work with new teachers and teachers focusing on career development. Their primary duty will be to help align improvement with the Iowa Teaching Standards and BCSD District Goals. This position's focus supports the Program goal to "support collaboration, empowerment, retention, and growth among teachers and realize student progress."

(13) Data Strategists (\$4,000 supplement)

- The role of Data Specialist will be to dig deeper into the assessment data and to guide teachers in the understanding and utilization of data to improve teaching and learning. This supports our Program goal "to thoroughly utilize data and technology to facilitate instructional improvement and provide measurable results" as well as aligning with our district's focus on data-driven decision-making.

Resources devoted to these leadership positions will promote excellence among our teachers and reflect our district's goal of advancing teacher and student achievement.

C. Amount used to cover costs

Teacher Leadership Role	Additional Contract Days	Estimated Compensation	Number of Positions	TOTAL
Technology Integrationist	5	\$65,000 + \$2,500	1	\$67,500
Literacy Leaders	5	\$65,000 + \$2,500	4	\$202,500
Instructional Improvement Leaders	10	\$65,000 + \$5,000	2	\$210,000
Mentor Leaders	5	\$2,000	15	\$30,000
Data Strategists	5	\$4,000	13	\$52,000

D. PD

The amount used to provide professional development related to the leadership pathways will be \$23,100.88 . Professional learning opportunities regarding instructional coaching and leadership may initially be necessary. Over time, teacher leaders will be responsible for leading the creation and supports of differentiated, meaningful PD for all staff. PD funding will be divided to support five days of in-district summer training and multiple opportunities throughout the year, including in and out of district, state and national, training related to leadership skills and roles. Specifically, PD for these leaders will focus on effective literacy and technology integration strategies and data analysis so that they may lead these initiatives with our staff. This is reflective of our priority to increase collaboration and training, and provide highly effective teachers opportunities to continue professional growth.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.* Yes

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.* Yes

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.* Yes

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.* Yes

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

[Return to top](#)