



Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

153199 - Teacher Leadership Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review
Submitted Date: 02/01/2016 12:10 PM

Primary Contact

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Program Area of Interest: Early Intervention Grants
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Agency:

Organization Information

Organization Name: Calamus-Wheatland Community Schools
Organization Type: K-12 Education
DUNS:
Organization Website: www.cal-wheat.k12.ia.us

**Address:** 110 East Park Road  
Box 279  
Wheatland Iowa 52777  
City State/Province Postal Code/Zip

**Phone:** 563-374-1292  
Ext.

**Fax:**

**Benefactor**

**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Lonnie Luepker  
**Title** Superintendent  
**Organization** Calamus Wheatland School

*If you are an individual, please provide your First and Last Name.*

**Address** 110 E. Park Road

**City/State/Zip\*** Wheatland Iowa 52777  
City State Zip

**Telephone Number** 563-374-1292

**E-Mail** llupker@cal-wheat.net

### Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.  
If you are an individual, please provide your First and Last Name.*

**Name** Marika Pewe  
**Title** Business Manager  
**Organization** Calamus Wheatland School

**Address** 110 E Park Road

**City/State/Zip** Wheatland Iowa 52777  
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County(ies) Participating, Involved, or Affected by this Proposal	Clinton County, Scott County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	49
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	97
<i>District Map</i>	

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## Minority Impact Statement

### Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.

Yes

If YES, describe the positive impact expected from this project

**This project will positively impact everyone at Calamus Wheatland School with the improvement that will be made to the teacher leadership in both buildings.**

Indicate the group(s) positively impacted.

**Women, Person/s with a Disability, Blacks, Other**

### Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

### Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.

No

If YES, present the rationale for determining no impact.

### Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification.

**Christine Meyer**

Title of Person Submitting Certification

**Principal**

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## Recipient Information

District	Calamus-Wheatland Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	23-0918
<i>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.</i>	
Honorific	Mr.
Name of Superintendent	Lonnie Luepker
Telephone Number	563-374-1292
E-mail Address	lluepker@cal-wheat.net
Street Address	110 E Park Road
City	Wheatland
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	52777

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## TLC Application Contact

Honorific	Mrs.
Name of TLC Contact	Christine Meyer
Telephone Number	563-374-1292
E-mail Address	cmeyer@cal-wheat.net
Street Address	110 E Park Road
City	Wheatland
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	52777

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## Demographic Profile

October 2014 Certified Enrollment	458
October 2014 Free/ Reduced Lunch %	32
AEA Number	9
<b>Please select the TLC model number that most closely resembles your district plan.</b>	
TLC Model Number	Model 3 Comparable Plan

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## **Narrative**

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

## Executive Summary

### Local Context

Calamus-Wheatland Community School District is a small, rural district with a 2014 certified enrollment of 458.1 K-12 students. We served 521 PK through 12<sup>th</sup> students in the 2014-15 school year. We have 44 teachers in the district, with two classrooms per grade level, and two administrators serving as our Superintendent/Elementary Principal and Secondary Principal/Curriculum Director.

### District Vision Statement

The mission of the Calamus-Wheatland Community School is to educate our students in a secure and positive learning environment, based on the values of our rural heritage, assuring that our students acquire the knowledge, skills, and motivation to become lifelong learners and responsible, caring citizens in an ever-changing global environment.

### TLC Vision Statement

Our district vision for the Teacher Leadership Compensation System is to develop a foundation that will promote student achievement through the retention of highly qualified teachers compensated for their leadership efforts, while promoting and supporting collaboration within our district. The TLC team's hopes and vision for the evolution, implementation, and success of the District's TLC plan are to propose and support a high quality TLC model that will:

1. Positively promote collaboration among all staff members to raise student achievement.
2. Provide our staff with the most advantageous means to educate our students by compensating them through their leadership opportunities and responsibilities.
3. Design an infrastructure that supports literacy, with an emphasis on K-8, by creating an internal coaching position that will allow our district to meet our goals.

Our current district goals include implementation of the Iowa Core, PreK-8<sup>th</sup> grade Literacy, Multi-Tiered System of Supports (MTSS), Phase One of Fast/TIER implementation, 1:1 Technology Integration, and mentor new teachers.

### Description of Positions:

The Instructional Coach will contribute to district goals by working with teachers to implement literacy across all grade levels (Emphasis on K-8).

- Works with administration and other leadership positions to organize professional development.
- Works with mentor teachers to design experiences for new teachers to our district.
- One Position - \$62,000 plus \$7,000 stipend, 10 additional contract days

The Lead Teachers will teach full-time, contribute to our district's growth by being models of exemplary teaching practices, and delivering high quality instruction. Lead Teachers will be responsible for implementing all district initiatives.

- Five positions - \$5,000 stipend, additional time outside of contract day

Mentor Teachers support initial teachers by transitioning them from college to career. The Mentor Teacher serves as a liaison between the new teacher, teacher leadership system, and administrators. This role allows the new teachers to have a support system that they trust to give them guidance and positive feedback.

- Two Positions - \$2,000 stipend, additional time outside contract

These ten positions represent 23% of our teaching staff.

Teacher leaders may be reassigned to a position or another position if they demonstrate effectiveness and professional growth. At the end of three years all positions will be open for full selection process.

### Current District Supports

The district is initiating the FAST assessments and progress monitoring materials for literacy in our pre-K through

sixth grade classrooms. Our students are monitored yearly using Iowa Assessments and other informal classroom assessments to ensure they are receiving the quality instruction needed to make achievement growth is at or beyond grade level expectations. We strongly believe that all students can meet grade level benchmarks. Formative and summative assessments are used to progress monitor every student in our building who is not performing within grade level benchmarks. Our district believes in utilizing an individualized program for those students with special needs, as well as those students who require extended learning opportunities. The Teacher Leadership Compensation grant would considerably increase collaboration among teachers of different grade levels. Our vision is that collaboration would be encouraged among teachers with this grant, thus decreasing achievement gaps.

**Selection Criteria & Process**

- Posting position in district
- Submission of application
- Screening by selection committee
- Interviewing by selection committee
- Selection
- Notification

**Funding**

- 458.1(certified enrollment) X \$308.82 = \$141,470.44
- TLC team roles - \$53,800.00
- PD - \$14,170.00
- Substitute teachers - \$11,200.00
- Hire new teacher with benefits - \$62,000.00

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

TLC Model Number

Model 3 Comparable Plan

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**Narrative**

Using Part 1 application narrative from previous application?      **Yes**

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

**Please include the following information in your narrative:**

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

The Calamus Wheatland School District received \$6734.05 for the Teacher Leadership Compensation (TLC) planning grant. These funds were spent in three ways to compensate the following:

- committee members for their time attending meetings and workshops
- committee members for TLC work outside of school contract hours
- classroom substitutes for teacher committee members attending meetings and workshops related to the TLC application process.

Calamus Wheatland's planning for the Teacher Leadership and Compensation (TLC) Grant was guided by Heartland AEA's workshop series held in Bettendorf. In these sessions we reviewed teacher leadership systems throughout the country, viewed presentations on aspects of effective teacher leadership systems, and were provided with planning documents and supports to use in the development of our teacher leadership system. As a follow up to these meetings, the district planning group met regularly to brainstorm, plan, and write sections of the grant. Meetings were held with administrators to solicit their input and feedback.

The Calamus Wheatland TLC planning committee is comprised of administrators, teachers, and parents. The administrators are Mr. Lonnie Luepker, superintendent, and Mrs. Christine Meyer, secondary principal. The teaching staff members are Andrea Howard, secondary math teacher, and Susan Kruse, GT teacher and president of CWEA. Other members are Rebecca Kerr, parent, and Marika Pewe, district business manager. The teachers were selected by the superintendent from a list of teachers who had expressed interest in serving on the committee. The Calamus Wheatland School Board approved the committee and actively supports the work of the committee. The superintendent shared the work on the TLC with the SIAC team and the school newsletter had articles throughout the year to inform the community, staff, and parents of the TLC grant work.

The Calamus Wheatland TLC planning committee began meeting on September 12, 2013. Due to the 5-year Department of Ed site visit scheduled for the next school year, we decided to wait to apply for the grant. This gave the planning committee time to examine what districts of similar sizes were implementing. Staff members attended the Teacher Leadership and Compensation System Planning Workshop parts I and II on September 3, 2014, and October 2, 2014. On November 26, 2014, Tom Micek spoke to the faculty on the TLC System. Mr. Micek joined the planning committee on February 1, 2015, to discuss where to start, the use of exemplars, and financials. The team met on February 24, 2015, to examine exemplars of #5 and #6 and planned to begin writing in the summer. The team members consulted with TLC leaders from surrounding school districts that were awarded the grant in Years One and Two.

Through a survey given early in August, 2015, 80% of the staff indicated support of the TLC grant. When asked if they would be interested in applying for the teacher leadership positions, 33% of the staff showed interest in the position(s). Some drawbacks noted were concerns over job security, district size limitations, and time constraints to fulfill the requirements of the leadership positions. The TLC planning committee made it a point to address these concerns in the TLC plan. Several teachers expressed positive interest in the program. A veteran teacher said, "It would be wonderful to have literacy resources available to all teachers."

Results of the mentoring survey to staff members employed six years or less in the district revealed that a majority of new teachers felt time spent with their mentor was inconsistent between the buildings. New teachers also expressed concern over the lack of common planning time to meet with their mentor and to visit other classrooms to gain insight from experienced teachers. The TLC planning committee noted these concerns for inclusion in the TLC plan.

Parents and community members were educated in the teacher leadership program through school newsletters, at parent teacher conferences and school board meetings. Community concerns were addressed by the administrative staff.

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## **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.

At Calamus Wheatland, our vision directly aligns with the state's vision for the TLC plan. Our district vision is as follows: *The Calamus Wheatland district recognizes that to develop a foundation that will promote student achievement, it must retain highly qualified teachers who are compensated for their leadership efforts, while promoting and supporting collaboration throughout our district.* The district's TLC plan calls for teacher leaders to be sources of expertise and support as they work with colleagues to help shape school improvement efforts and take a lead guiding individual and collective goals.

The TLC committee's goals for the evolution, implementation, and success of the TLC plan are to propose and support a high quality TLC model that will:

1. Positively promote collaboration among all staff members to raise student achievement. (State TLC Goal 3)
2. Provide our staff with the most advantageous means to educate our students by compensating them for their leadership roles and responsibilities. (State TLC Goals 4 & 5)
3. Design an infrastructure that supports new legislation that requires K-3 reading proficiency, by creating an instructional coach position that will allow our district to succeed. (State TLC Goals 4 & 5)

Calamus Wheatland's TLC plan aligns directly with the intended goals of the Teacher Leadership and Compensation System, as described by both the legislation and the task force. The district TLC plan aligns with the state *Theory of Action* (in italics) in the following ways:

*"If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;"*

At Calamus Wheatland, the TLC plan is the only way that we can compensate excellent teachers beyond the master contract. As veteran staff retire, the need to recruit new, effective teachers will increase. The combination of an increased base salary along with a strong mentoring system will attract new, effective teachers to our district.

*"create the political will and understanding necessary to remake the status of the teaching profession;"*

Our TLC plan provides an explicit process that empowers teachers to take on leadership roles in decision-making. Specifically, the leadership roles are one Instructional Coach, 7 Lead Teachers, and 3 Mentor Teachers.

*"give highly effective teachers opportunities to grow, refine, and share their expertise;"*

Teachers will have concrete and continuous opportunities to collaborate with others in our district, in other districts, and at the AEA.

*"and develop a clear system with quality implementation,"*

Criteria and responsibilities of the Instructional Coach and Lead/Mentor teachers will be clearly articulated through a set of job descriptions and encouraged through the post-evaluation/observation process.

*"then ... student learning will increase,"*

Iowa Assessment results will be analyzed one-on-one with the student and teacher. Through student conferences, students are made aware of scores and set individual growth targets.

*"student outcomes will improve,"*

Rigor will increase, resulting in higher levels of creativity and problem solving.

*"students will be prepared to succeed in a globally competitive environment."*

The number of students who will be college or career-ready will increase.

To ensure our TLC planning committee moved forward in alignment with our district goals and our TLC goals, we reviewed and analyzed the data summarized in our Comprehensive School Improvement Plan (CSIP), information from the Iowa Department of Education website, the Iowa Task Force on Teacher Leadership and Compensation theory of action and goals, our current district goals and input from our stakeholders to craft our vision and goals for the TLC plan. Our surveys and data indicated a need to improve elementary reading performance, a need to improve our mentoring system, and a need for collaboration time.

The vision and goals of Calamus Wheatland's TLC plan aligns with the State of Iowa's Theory of Action and vision for transforming education by providing greater support and more career opportunities for teachers. This funding will provide Calamus Wheatland the additional support to help obtain our goal of ensuring that our students acquire the knowledge, skills, and motivation to become life-long learners and responsible, caring citizens in an ever-changing global environment.

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)**

The Calamus Wheatland School model choice in the TLC System will be the Comparable Model with many similarities to the Instructional Coach Model. The Instructional Coach will collaborate with general education teachers with an emphasis on grades K-8 reading. The Coach will develop objectives and lesson plans for the targeted areas of literacy improvement in each classroom. The collaboration between the Instructional Coach and classroom teachers using student achievement data (FAST/IGDIs/Iowa Assessments) will help drive instructional decisions.

The Calamus Wheatland School TLC grant writing team selected the following key school initiatives to connect, support, and strengthen efforts to improve student learning: (1) Implementation of the Iowa Core, (2) Pre-K – 8th Grade Literacy, (3) Multi-Tiered System of Supports (MTSS,) (4) Support and Mentor New Teachers.

#### **(1) Implementation of the Iowa Core**

Over the past eight years, district teachers and administration have aligned district standards in reading, math, science, and social studies to the Iowa Core Standards resulting in numerous opportunities to correct misalignment of district standards and clarify core standards. An Instructional Coach would continue the implementation of district curriculum to ensure alignment of Iowa Core continues to occur between grade levels. The Instructional Coach will meet with grade level teams to ensure a smooth transition without repetitions and gaps in the curriculum. Lead teachers will be resources for colleagues in the implementation and alignment of the Iowa Core. Lead Teachers have been trained at the AEA in Iowa Core Alignment and will serve as model teachers. Mentor teachers will work with mentees to develop, implement, and assess lessons aligned to the Iowa Core. The Instructional Coach and the Lead/Mentor Teachers will strengthen the district's work with Iowa Core Standards by collecting and reviewing district-wide data and working with teachers to ensure implementation and alignment.

#### **(2) Pre-K – 8th Grade Literacy**

It will be a prime responsibility of the Instructional Coach to support implementation of Iowa Core reading standards using research-based strategies in classroom instruction, through the presentation of PD and in their coaching of teachers. A full-time Instructional Coach will be hired through the TLC grant. The Instructional Coach will focus on student learning in the area of reading, review assessment data and plan activities to improve teaching and learning. The majority of the Instructional Coach's time will be spent at the K-8 grade levels, but he/she will also be available for grades 9-12. The Instructional Coach will formulate an action plan to bring about improvement in instruction, in-class supervision and post-class discussion of strengths, weaknesses and strategies to improve our reading program for all students.

#### **(3) Multi-Tiered System of Supports (MTSS)**

The TLC plan will have a direct connection to the Calamus Wheatland School District improvement plan, which includes implementation of Iowa Core standards and MTSS for students. FAST assessments will allow us to identify reading deficiencies in grades K-6 using a universal screener, and progress monitoring to identify our Tier II student population. Our TLC team will be able to support, target, group, and provide interventions to our elementary teachers to raise achievement levels by initiating professional learning, co-teaching, co-planning, and coaching. Large and small group instruction will be provided during PD time while coaching individual teachers will occur during the day with release time provided. The TLC team will seek research-based practices using resources in-house or online, such as Micheal Heggerty in K-1, 95% Group, Iowa Reading Center and AEA online resources.

In grades 7 and 8, the TLC team will help find a screener to identify the deficiencies. This will begin the process of identifying our Tier II population and the strategies to use for this level of student. For the students in grades 9-12 the TLC team will find assessments to identify the reading problems, analyze the data, and find research-based practices to present to the teachers.

The TLC team will help align the Common Core, quality instruction, and school-wide assessment during PD. We believe that these three components are vital for students to reach benchmark proficiencies. Currently, the missing piece in our quality education program is the ability to support our classroom teachers with identified strategies to help all students. This TLC grant would provide that missing piece.

#### **(4) Support and Mentor New Teachers**

Calamus Wheatland Community School District believes a successful teacher induction system focuses on student learning and teacher effectiveness. A strong program would include instructional mentoring by carefully selected, well-prepared mentors, professional learning communities for mentors and new teachers, engaged principals, and supportive school environments and district policies. The mentor teachers will introduce probationary licensed staff

members to programs at department and grade levels. They will meet with their mentees on a regular basis to provide instructional and collegial support. The additional funds provided by the TLC grant will help provide funding for this support to continue.

The TLC Plan blends data-driven procedures, research-based initiatives, and collaboration to improve student achievement. The plan provides the necessary resources to expand our current school improvement initiatives in order to reach the identified goals of both the state and Calamus Wheatland Community School District to accelerate student achievement and foster positive change.

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)**

Calamus Wheatland's TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers in a variety of ways. Below is an analysis of the effectiveness of our current induction and mentoring program along with a detailed description with areas of improvement and how our TLC plan will address these gaps.

**•Analysis of the effectiveness of the current induction and mentoring program**

Our mentoring and induction framework looks different throughout the district. The district recommends that the mentors meet with mentees monthly to discuss and reflect on their teaching practices. Scheduling conflicts do not allow adequate time for mentors or mentees to observe each other's classrooms for observation.

**•Areas of improvement needed in the current program**

It is vital to provide a district wide structured framework for induction and mentoring along with coaching and observation time.

**•Analysis of how our TLC plan will address these gaps**

We believe the support for beginning teachers as they embark on their professional journey is crucial. The TLC team can shape the professional growth of their colleagues, the culture of schools, and the practice of a new generation of teachers. We strive to support effective induction and encourage best practice in supporting professional growth from pre-service throughout a teacher's career. A TLC team would offer the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection. At Calamus Wheatland, our TLC team will use flexibility in addressing new ways to introduce beginning teachers to the profession and provide professional development that supports teacher growth.

Our TLC team will follow a Teacher Induction Framework that includes mentoring tools and protocols designed to assist the team in the support of their beginning teachers to be the successful, quality teachers they want to be. The district will support the mentor teachers through the Mentor Teacher Induction Framework described below with training provided by the AEA.

**•Mentor Teacher Induction Framework**

**An Introduction to Instructional Mentoring**

To support mentor teachers in responding to each new teacher's development and contextual needs and promote the ongoing examination of instructional practice.

**Setting Professional Goals**

To deepen mentor teachers' understanding of the role of formative assessment through establishing focused goals based on student standards and professional teacher standards.

**Coaching and Observation Strategies**

To assist mentor teachers in collection and sharing observation data aligned with professional teaching standards to help new teachers improve their practice.

**Analysis of Student Work**

To provide mentor teachers with tools and strategies to help beginning teachers identify student needs, plan for differentiated instruction, and ensure equitable learning outcomes.

The following timeline will address all gaps in our current system.

**•Timeline for Duties**

**Year 1**

**Summer:**

- Make initial contact with mentee.
- Be available (through email or phone) to answer any questions they may have before arriving.

**Semester 1:**

- All mentors, mentees, and administration will meet for one full day prior to the first contract day.
- Be with mentee during all staff meetings and debrief after each.
- Help prepare them for the first week with students.
- During the first two weeks of school, the mentor will have daily, informal contact with the mentee.
- One formal meeting will take place each week lasting 45-60 minutes each (before/after school, or during common prep). Administration will work with both teachers to find time during contract hours.
- Mentor and mentee must attend a school board meeting together.

- Mentor will observe mentee followed by a post-observation meeting using template provided by district.
- Mentee will observe mentor followed by a post-observation meeting. Coverage for these observations will be provided by the administration.
- Mentor and mentee must keep logs to document contact during the year.

**Semester 2:**

- Repeat requirements (formal meeting, observations, post-observation meetings, logs)
- Guide mentee on development of professional teaching portfolio.
- Assist in end of year wrap-up including inventory and requisition forms.
- At the end of the first year, then again at the end of the second, the mentor and mentee will meet with the building principal to discuss the merits of the mentor program, as well as recommended changes.

Year 2: Repeat requirements (formal meeting, observations, post-observation meetings, logs). Additional duties include the completion of the professional teaching portfolio in March.

If additional years of mentoring are needed for a new teacher, the district would extend the mentoring requirement in house to ensure the proper support. Funding would offset the cost of a mentor needed for a third year teacher and beyond. We will continue training mentors using the Mentor Teacher Induction Framework.

We encourage mentor teachers to invite new teachers to be curious, to hold high expectations for themselves and the beginning teachers, and to embrace these professional dialogues as opportunities to question, to learn, and to grow.

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## **Narrative**

Using Part 5 application narrative from previous submission?      **No**

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

**Please include the following information in your narrative:**

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

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

Our district foresees hiring eleven positions should we receive the TLC Grant. It is our goal to hire one full-time Instructional Coach, seven Lead Teachers, and three Mentor Teachers. Currently we have 44 teachers on our staff. The TLC positions will represent 25% of our teachers. We feel it will be beneficial to have these leadership opportunities available for our district.

We have found through surveys, meetings, and research that there is a substantial need for additional staff leadership roles. After researching each model, all groups agreed that the Comparable Plan Model would best suit our district.

#### **Instructional Coach (1 position)**

- Engages 80% in Instructional Coach duties and 20% in the classroom with student instruction
- 10 additional contract days
- \$7,000 supplement

#### **Role Summary**

##### **Duties and Responsibilities**

The Instructional Coach will contribute to district goals by working with teachers to implement literacy instruction across all grade levels. The instructional coach will also work with mentor teachers to support their work with teachers new to our district. Other duties include the following:

- Approve classroom teachers' plan and forward to professional development (PD) coordinator for final approval
- Meet PD leader once every two weeks to:
  - Review classroom teacher goals
  - Review feedback sheet classroom teachers are completing following each in-service
- Assist with carrying out building initiatives and PD
- Study research-based classroom strategies based on district-wide student data and explore which instructional methodologies are appropriate for our school
- Meet with Lead Teachers once every two weeks to:
  - Discuss instructional strategies to bring into the classrooms
  - Provide resources for classroom teachers
  - Review feedback sheet classroom teachers are completing following each in-service
- Meet with every classroom teacher a minimum of four times per year:
  - Review career plan
  - Oversee relationship between Lead Teacher and classroom teacher

#### **Lead Teacher (7 positions)**

- Engages 100% in the classroom with student instruction
- 3 leads at the elementary and 4 leads at the secondary
- \$5000 for time outside contract day

#### **Role Summary**

##### **Duties and Responsibilities**

The Lead Teachers will teach full-time, contributing to our district's growth by being models of exemplary teaching practices and delivering high quality instruction. Lead Teachers will be responsible for implementing all district initiatives.

- Meet with PD leader twice a year to:
  - Review classroom teacher goals
  - Assist with carrying out building initiatives
  - Provide input from assigned classroom teachers, which the DLT will use to create PD
- Meet with Instructional Coach once a month to:
  - Discuss instructional strategies to bring into the classrooms
  - Provide resources for classroom teacher
  - Review feedback sheet classroom teachers are completing following each in-service
- Meet with classroom teacher during PD time every other week to:
  - Analyze formative and summative student achievement data
  - Assist classroom teachers with the use of data to improve student learning
  - Review feedback sheet teachers are completing discussing next steps and share information with Instructional

## Coach

- Discuss Teacher Leadership Compensation Survey
- Support the implementation of effective instructional strategies
- Once a week, lead teachers and classroom teachers work collaboratively to examine the work of students in teachers' classrooms to discover student-learning needs and determine how best to address them. Lead Teachers may also use this time to help initial teachers implement new teaching methods, demonstrate a lesson, co-teach, or observe and give feedback.

## Mentor Teacher (3 positions)

- Engages 100% in the classroom with student instruction
- \$2000 for time outside contract day

### Role Summary

#### Duties and Responsibilities

The Mentor Teacher will support new teachers' transition from college to career. The Mentor Teacher will serve as a liaison between the new teacher, the Teacher Leadership Team, and administrators. This role allows the new teachers to have a support system offering them guidance and positive feedback. Other duties include the following:

- Meet with administrators and the Instructional Coach quarterly to share the mentee/mentor schedule and progress
- Meet with first and second year teachers every two weeks to:
  - Build a trustworthy relationship as they work toward their standard license
  - Provide assistance in writing and implementing the Individual Career Development Plan
  - Coordinate opportunities to observe and collaborate with highly effective teachers
  - Assist mentee by providing reflection opportunities and constructive feedback on his/her teaching practices
  - Support the mentee in making data based decisions and planning for differentiated instruction

The Calamus Wheatland TLC plan is built upon the belief that teachers grow and become better in their profession as a result of working as a teacher leader within their school district. Our plan is based on the understanding that teachers learn more effectively from co-workers who are respected members of the district. Student achievement will improve with this plan as effective teacher leaders work in partnership with other teachers using data and researched-based instruction to improve education for all.

As the new leadership positions are filled and new responsibilities are taken, the TLC plan will fulfill the goals of the state by providing a system to retain highly qualified teachers who are compensated for their leadership efforts, while promoting and supporting collaboration throughout the district. This work will lead to improved student achievement and a spirit of collaboration within the district.

Using Part 6 application narrative from previous submission?      Yes

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

With an overwhelming majority of teacher support, the Calamus Wheatland School District is confident it will be able to move forward in the selection process. Selection of quality individuals is paramount to the success of the TLC program. Steps in the selection process include fulfilling basic requirements by applicant, identification of the selection committee, round 1 application process, round 2 application process interview, selection of teacher leaders, and annual review of assigned roles.

**Requirements:**

- Hold valid Iowa teaching license
- Three years of successful teaching with one year in the district
- Proven leadership in the district
- Respected by peers
- Uses research-based instructional strategies for student achievement
- Willingness to effectively communicate collaborate and share with peers
- Willingness to try new initiatives, strategies and technology for student achievement
- Continues to evolve and show growth in curriculum, instruction and continuing education

**Selection Committee:**

- Two administrators
- Two teachers representing elementary and secondary (not applying for any leadership position)

**Round 1 Application Process:**

- Begin in January 2016 (March in following years)
- Detailed job descriptions of the leadership roles with responsibilities and roles will be disseminated electronically and posted in staff workrooms
- Receive ID# to be used through Round 1 process (anonymous application makes for a non-biased approach to each applicant)
- Fill out application
- Submit a resume highlighting service to the district in terms of collaboration, leadership, and continuing education (Instructional Coach applicants must give evidence of a strong literacy background through courses, workshops, experience, etc.)
- Submit an essay explaining professional growth related to the position, what strengths applicant brings to the position, personal goals for the position and what steps the applicant will take to meet those goals
- Submit a letter of recommendation from a peer
- Submit 2 artifacts highlighting strengths for the leadership position
- Submit artifacts showing knowledge of the Iowa Teaching Standards

**Round 1 Rubric:**

Each member of the selection committee will assess each piece of the applicant's Round 1 Application on the following rubric:

<b>Element</b>	<b>Distinguished (8-10 points)</b>	<b>Proficient (4-7 points)</b>	<b>Basic (0-3 points)</b>
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Application and Resume Score	Clearly indicate service to district through collaboration, leadership, continuing education relevant to desired position; filled out with no errors	Indicate some service to district through collaboration, leadership and/or continuing education though not all relevant; filled out with minor errors	Vague in service to district through collaboration, leadership and/or continuing education or are not relevant to desired leadership position; incomplete and/or with multiple errors
Essay Score	Clearly articulates professional growth, strengths, goals and steps to reach goals relevant to position; few errors	States professional growth, strengths, goals and steps to reach goals though not always relevant to position and/or does not articulate; some errors	Missing one or more of required elements or has limited ties to desired position; several errors
Peer Score per Letters of Recommendation	Clearly showcase respect of writer for applicant and showcase clear support and enthusiasm for applicant to move into leadership position	Showcase respect of writer for applicant but do not clearly showcase support and enthusiasm for applicant to move into leadership position	Highlight strengths of applicant indicating success in leadership position but may be a bit ambiguous
Iowa Teaching Standards artifacts score	Clearly demonstrate applicant's abilities in all 8 standards and shows growth over time	Demonstrate applicant's abilities in most standards and/or shows limited growth over time	Do not demonstrate applicant's abilities or are limited to a few standards and/or do not show growth
District Initiative artifacts score	Clearly demonstrate applicant's support and use of district initiatives; data available in all 3	Demonstrate applicant's use of district initiatives; some data available	Do not demonstrate applicant's support or use of district initiatives; no or limited data available

- An average cut score of 48 will move an applicant to Round 2

Round 2 Application Process:

- Interview with selection committee with rubric used for scoring:

	Element Distinguished (8-10 points)	Proficient (4-7 points)	Basic (0-3 points)
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Interview Score	Applicant clearly articulates goals, knowledge, and beliefs for leadership position	Applicant articulates goals, knowledge, and/or beliefs but is not clear in all areas	Applicant cannot clearly articulate goals, knowledge, and beliefs for leadership position
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- Score will be added to Round 1 cut score

In March (May in following years) highest scoring applicants are recommended to superintendent who will make the final selection.

#### Annual Review of Assigned Roles

Staff will be surveyed annually in mid-April to assess each role and its effectiveness of the teacher’s performance over the past school year. This survey is non-evaluative in nature. It will offer an important opportunity to support learning and implementation of effective teaching strategies in the classroom. The administration will use the current evaluation tools to help determine effectiveness, as well as informal conversations during the course of the year. Student achievement data should show growth to reflect the overall effectiveness of the teacher leaders.

A teacher who completes the time period of the assignment to a leadership role may request reassignment to that role, may pursue a new leadership position, or return to the classroom. The person accepting the instructional coach position has the option to return to his/her previously assigned position at the end of one year of the leadership role.

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

*Click here To access the Iowa Professional Development Model page.*

One advantage to a small district like the Calamus Wheatland CSD is the ability to develop and deliver Professional Development (PD) that is clearly and carefully aligned across all grades PK-12. At Calamus Wheatland CSD, the elementary and middle/high school are housed in two buildings six miles apart. We have 44.23 FTE instructional staff that meet for teacher in-service 17 times a year and have two full PD days at the beginning of the year. Our District Leadership Team (DLT) includes six teachers with our curriculum director. Our Instructional Coach will be part of the DLT planning and delivery team, while our Lead and Mentor Teachers will assist with data collection to drive the yearly PD. The Lead and Mentor Teachers will be included in the PD delivery when necessary. Our Lead Teachers will be integral to both the identification of necessary PD as well as the provision of building-based and district-wide PD. The Instructional Coach, the DLT, both buildings' administration, and the AEA will deliver all PD during teacher in-service days and throughout the school year in the form of courses and seminars.

PD will also be provided through in-classroom support for teachers through the Instructional Coach and Lead/Mentor Teachers. Coaching includes demonstration teaching, observing/coaching a lesson, and analyzing student data. Lead Teachers will meet with the Instructional Coach to plan and focus PD instruction to meet student and staff needs, as well as align it with the Iowa Core. Mentor teachers will take the information from PD and put it into a real time, real life classroom for teachers to observe and learn from.

Using the Iowa Professional Development Model (IPDM), the TLC team will work with the DLT and classroom teachers to collect and analyze student data in order to design action plans for our teacher learning goals. It is expected that students will achieve at or above expected proficiency levels on the Iowa Assessments in reading, math, and science using the goals set for PD.

#### **A. Role For Teacher Leaders in the Creation and Delivery of PD**

The TLC team includes the Instructional Coach, the Lead Teachers, and the Mentor Teachers. The duties are defined as follows:

**Instructional Coach will:**

- work hand in hand with the DLT to synthesize and analyze the assessment data to determine professional development opportunities and to design strategies to support student achievement.
- be a part of the team that delivers the professional development to groups that may include Pre-K-12, Pre-K-6, 7-8, 9-12, or any other combination of teachers two times a month from 12:30 to 3:30.
- work with staff in the classroom to ensure that strategies are being implemented with fidelity and be on hand to help problem solve.
- design PD with a focus on literacy to support a smooth transition from the elementary to the secondary.

**Lead Teachers will:**

- work hand and hand with the DLT to synthesize and analyze the assessment data to determine professional development opportunities and to design strategies to support student achievement.
- provide resources specific to subject area .
- facilitate subject area discussions on professional learning strategies presented during common prep time or before or after school.
- lead groups and provide demonstration lessons, coaching, and team teaching to career teachers.

**Mentor Teachers will:**

- work with assigned teachers monthly during PD collaboration time to analyze the assessment data to implement professional development teachings and to design strategies to support student achievement.
- serve as model teachers for demonstrating best practices from professional development.
- facilitate discussions on professional learning strategies presented.
- open classrooms for other teachers to observe and showcase exemplary practice and provide a setting for collaborative inquiry and reflection.

Our Teacher Leadership Roles align with the State TLC goals.

- All leadership positions provide enhanced career opportunities to retain effective teachers.
- All leadership positions promote collaboration by developing and supporting opportunities for teachers to learn from each other.
- All leadership positions reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

- Our mentor teacher positions provide support for our promising new teachers.
- The work of our Teacher Leaders will strengthen instruction improving student achievement.

**B. TLC will be aligned with the IPDM**

**1. Collect and analyze student data**

- The TLC team will work with the principal and classroom teachers to collect and analyze student data.

**2. Goal setting and select content**

- The TLC team will work with the DLT and classroom teachers to design action plans for our student learning goals. The TLC team will work to consider the needs to select PD content presented. The team will work collaboratively with teachers to select effective strategies to meet goals.

**3. Ensure an ongoing PD cycle**

- The TLC team will create the schedule of support based on monthly PD and teacher needs.
- Based on teacher feedback logs the TLC team will adjust the plan as needed.

**4. Coordinate periodic synthesis of summative evaluation data**

- The TLC team will be responsible for creating and facilitating the TLC program evaluation. The TLC team will then meet to analyze and discuss the results from the TLC program evaluation and plan for next steps and revisions.
- The Instructional Coach will be available during the school day to assist with implementation of PD strategies.
- Mentor Teachers will be available during district scheduled PD, before and after school, and at times during the school day for beginning teachers.

The Instructional Coach and the Lead/Mentor Teachers will receive PD to fulfill their roles within the TLC plan.

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.

Calamus Wheatland's TLC team will determine the effectiveness of the TLC plan by the following short- and long-term measures. A survey will be developed based on the bulleted points below and given to all certified staff two times a year. Results of the survey given during the first quarter will be used as a formative assessment of the program. The results of the survey given during the third quarter will be the summative evaluation. If the survey is conducted during the third quarter, results can be used when hiring or rehiring for the TLC positions. The TLC team will chart and graph the data and our superintendent will present it to the SIAC and the school board along with certified staff recommendations of goals for the following year. The SIAC will discuss the data and the goals and make their recommendation to the school board through the superintendent.

#### **Part A – Measuring the impact and effectiveness in achieving goals described in the TLC Plan**

##### **Short-Term Measures**

The TLC team, comprised of the Instructional Coach, Lead/Mentor teachers, and building principals, will conduct checkpoints two times a year regarding the effectiveness of the TLC plan.

Checkpoints will include the following questions:

- How many teachers expressed interest in participating in the TLC plan? How many are following through as active, participative members?
- What is working well with the TLC Plan?
- How can our TLC Plan be improved/changed?
- What does our student achievement data show us?

##### **Long-Term Measures**

After each year of the plan, the TLC team will answer the following questions:

- How has our PD aligned to focus on instructional changes that will help meet student-learning needs? What data do we have to show this?
- How have our initial-year teachers benefited from the utilization of a mentor teacher? How have career teachers benefitted? What evidence do we have to show this?
- Has student learning met the AYP goals?
- What feedback are we getting from staff (in the form of survey results at the end of each year) that indicate positive or negative results of the TLC plan?

#### **Part B – Monitoring and adjusting the plan based on the result of our measures**

The following points will help the TLC team to monitor and adjust the plan:

- TLC team reflection on the checkpoints of the TLC plan
- Data analysis of student achievement data following the Iowa Professional Development Model (IPDM)
- Iowa Assessments
- ACT
- Common formative assessments
- FAST
- Completing and scoring ourselves on the IPDM
- Survey results from new teachers to identify the strengths and areas for improvement in order to provide optimal support for our new teachers
- Two-time-per-year survey results from all teachers to provide guidance for leadership team members and instructional coaches to improve teacher effectiveness and increase student achievement (Surveys yet to be developed.)
- Building administrators' examination of teachers' portfolios and reflective Career Development Plans
- Development Plans demonstrating proficiency and growth based on the Iowa Teaching Standards

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)**

As with many small districts, our teachers wear many “hats” and have taken on leadership roles, therefore, the foundation to begin and sustain a solid TLC plan is in place. Many teachers have served as new teacher mentors, on the DLT, and as collaboration team leaders. Teachers have been willing to step up and lead without much training and little compensation. Our TLC plan will provide structure and guidance for our teacher leaders.

## **DISTRICT CAPACITY**

### **Past Successes:**

- The district utilizes the DLT to assist in the development and implementation of professional development activities. Teachers welcome the insight provided by their colleagues and are open to receiving suggestions for improvement. The district also utilizes their building administration in the effective delivery of professional development including offering courses on site for college credit.
- The district has embraced the idea of collaboration teams and has fully engrained the concepts of continuous improvement, collaboration, results orientation and a focus on learning. Our teachers understand the need for strong professional development and view the quality of our teachers as the determining factor in student achievement.
- The district currently has a mentoring program in place. Based on needs, new teachers are provided additional time at the beginning of the year for orientation. All teachers are provided the opportunity to visit other classroom teachers to observe their instructional practices. The TLC plan will enhance our capacity to allow teachers to grow from each other through the study of research-based teaching strategies.
- The elementary staff has been trained on the implementation of the FAST and IGD assessments. The use of teacher leaders will enhance our ability to understand the results and be better equipped to address student needs.

### **Needed Systemic Infrastructure:**

- While our district has successfully provided effective professional development for our teachers, we do not have anyone on staff whose full-time responsibility is dedicated to this area. As our staff has been reduced, the professional development has been the primary responsibility of building administrators who are also superintendent, athletic director and curriculum director. With this grant, professional development responsibilities can be shared between the DLT and TLC team to lessen this additional responsibility.
- The district has a variety of data at its disposal. Currently, there is a lack of cohesion in our use of data. We need to better understand the types of data we have, how to interpret them, and how they fit together. Utilizing the Instructional Coach in the use of data would provide the clarity our staff needs to have the desired positive impact on student achievement.

## **ROLES OF KEY STAFF**

- The DE and AEA will provide training and support necessary for teacher leaders.
- The Board of Directors, in partnership with the superintendent, will continue to ensure the alignment intended and enacted roles and responsibilities, as well as commit time for training and implementation.
- The Superintendent will keep all stakeholders apprised of the program.
- The Curriculum Director will facilitate team meetings among teacher leaders, provide organizational assistance in maintaining the underlying structures, and collaborate in development and delivery of professional development to remain aligned to the purposefully designed strategy for school improvement.
- Principals will encourage full utilization of the roles by their staff and support the teacher leaders in carrying out their responsibilities. The principals will conduct evaluation of the Instructional Coach and examine and act upon results of semi-annual surveys.
- The selection committee will ensure that quality candidates are selected for these positions, rigorously evaluated, and the quality of the TLC plan is maintained.
- TLC team members must exhibit expertise in content and interpersonal skills.

Ultimately, the success of the plan lies in the acceptance of these roles by staff and their willingness to utilize the proposed teacher leader positions to continue the district focus on results and a collaborative culture.

## SUSTAINABILITY OVER TIME

### Future Sustainability:

- As a district utilizing teacher leaders, the district has the ability to sustain the program into the future. At the current time, there are no plans to share leadership positions with neighboring districts. However, should funding be cut in the future, we would rely on our strong working relationships with neighboring districts to provide the necessary resources to continue the program.
- Other means to contribute to the sustainability of the program include providing on-going training to instructional coaches which will be provided through the AEA.
- The community will be kept abreast of the program through the website and through communication with the school board and SIAC.

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## Assurances

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

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

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

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

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

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

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## Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$118,450.00

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).	\$11,200.00
Amount used to provide professional development related to the leadership pathways.	\$13,588.71
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$143,238.71</b>

## 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	458.1
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$143,238.71
Total Allocation	\$143,238.71

## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

## Total Allocation Budgeted

Total Projected Amount to be Expended	\$143,238.71
<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 previous application? **No**

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

The CW School District (CWSD) believes implementing the Teacher Leadership Compensation (TLC) Plan will open the door to many leadership opportunities for teachers and make a positive difference in our student achievement. This funding will allow us to create a system to compensate teacher leader positions, train and support every teacher leader, and collect and share data about the impact of TLC positions.

Our local data determined the leadership positions that are outlined in our proposal. The Calamus Wheatland (CW) TLC Plan is defined below based on the revenue projection of \$143,238.71 by the Iowa Department of Education. Our beginning teachers have a starting salary over \$33,500, with the Teacher Salary Supplement (TSS) funds. Therefore, the funds will be used for one Instructional Coach, stipends for seven Lead Teachers and three Mentor Teachers, and funds for substitute teacher costs and professional development (PD). The TLC positions will account for 25% of our FTE teaching staff.

**Proposed Budget and TLC Roles**

Projected Revenue	\$143,238.71	2014 Certified enrollment x \$308.82
1.0 FTE Instructional Coach	\$70,500	Average staff salary plus \$7000 for 10 additional days

The Instructional Coach will work with teachers to implement literacy instruction across all grade levels.

**Duties:**

- Approve classroom teachers' plans and forward to PD coordinator for final approval
- Meet PD leader once every two weeks to:
  - Review classroom teacher goals
  - Review feedback sheet classroom teachers are completing following each in-service
  - Assist with carrying out building initiatives and PD
  - Study research-based classroom strategies based on district-wide student data and explore which instructional methodologies are appropriate for our school
- Meet with Lead Teachers once every two weeks to:
  - Discuss instructional strategies to bring into the classrooms
  - Provide resources for classroom teacher
- Review feedback sheet classroom teachers are completing following each in-service
- Meet with every classroom teacher a minimum of four times per year to:
  - Review career plan
  - Oversee relationship between Lead/Mentor Teacher and classroom teacher

Three Elementary Lead Teachers	\$17,500	\$5,000 stipend for time outside contract time
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Four Secondary Lead Teachers	\$23,400	\$5,000 stipend for time outside contract time
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The Lead Teachers will teach full-time, contributing to our district's growth by being models of exemplary teaching practices and delivering high quality instruction, which will meet the goal of improved student achievement.

**Duties:**

- Meet PD leader twice a year to:
  - Review classroom teacher goals
  - Assist with carrying out building initiatives
- Provide input from assigned classroom teachers, which the DLT will use to create PD
- Meet with Instructional Coach once a month to:
  - Discuss instructional strategies to bring into the classrooms
  - Provide resources for classroom teacher
- Review feedback sheet classroom teachers are completing following each in-service
- Meet with classroom teacher during PD time every other week to:
  - Analyze formative and summative student achievement data
  - Assist classroom teachers with the use of data to improve student learning

•Review feedback sheet teachers are completing discussing next steps and share information with Instructional Coaches

•Discuss TLC Survey

•Support the implementation of effective instructional strategies

•Once a week Lead Teachers and classroom teachers work collaboratively to examine the work of students in teachers' classrooms to discover student-learning needs and determine how best to address them. Lead Teachers may also use this time to help initial teachers implement new teaching methods, by demonstrating a lesson, co-teaching, or observing and giving feedback.

Three Mentors                      \$7,050                      \$2,000 stipend for time outside of contract

The Mentor Teachers will be responsible for developing and implementing an effective induction and mentoring program. The Mentor Teachers would serve as liaisons between the new teacher, the TLC team, and administrators. This role allows the new teachers to have a support system offering them guidance, positive feedback and PD opportunities.

Duties:

•Meet with administrators and the Instructional Coach quarterly to share the mentee/mentor schedule and progress

•Meet with first and second year teachers every two weeks to:

•Build a trustworthy relationship as they work toward their standard license

•Provide assistance in writing and implementing the Individual Career Development Plan

•Coordinate opportunities to observe and collaborate with highly effective teachers

•Assist mentee by providing reflection opportunities and constructive feedback on his/her teaching practices

•Support the mentee in making data-based decisions and planning for differentiated instruction

Substitute Teachers                      \$11,200                      Substitute teacher costs

The proposed budget covers the substitute teacher costs of the TLC team to offer peer observation and other meetings that will be held during contract hours. This will help reach the goal to promote collaboration by developing and supporting opportunities for our teachers.

Additional Resources                      \$13,588.71                      PD resources and training costs

Total Costs                      \$143,238.71

The district's goal to provide leadership positions to enhance leadership skills, to provide enhanced career opportunities, and to retain effective teachers will be reached. The proposed budget reflects how the CW TLC Plan will provide support for staff members to strengthen instruction improving student achievement.