



Application

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

96071 - Teacher Leadership and Compensation Model Three

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/29/2014 2:11 PM

Primary Contact

AnA User Id	THOMAS.PARKER@IOWAID		
First Name*	Thomas	Eugene	Parker
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:			
Email:	thomas.parker@camanche.k12.ia.us		
Address:	702 13th Avenue		
City*	Camanche	Iowa	52730
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	563-259-3000		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Teacher Leadership and Compensation System		
Fax:	563-259-3005		
Agency	Administrative Services, Iowa Department of		

Organization Information

Organization Name:	Camanche Community School
Organization Type:	K-12 Education
Tax ID:	
DUNS:	

Organization Website:

Address:

camanche iowa 52730
City State/Province Postal Code/Zip

Phone:

563-259-3008

Ext.

Fax:

Benefactor

Vendor Number

Recipient Information

District

Camanche Community School District

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

County-District Number

23-0936

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific

Mr.

Name of Superintendent

Thomas E Parker

Telephone Number

563-259-3000

E-mail Address

tparker@camanchebsd.org

Street Address

702 13th Avenue

City

Camanche

State

Iowa

Use the drop-down menu to select the state.

Zip Code

52730

TLC Application Contact

Honorific

Mr.

Name of TLC Contact

Thomas E Parker

Telephone Number

563-259-3000

E-mail Address

tparker@camanchebsd.org

Street Address

702 13th Avenue

City

Camanche

State

Iowa

Use the drop-down menu to select the state.

Zip Code

52730

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

TLC Plan Model:

The Camanche School District is applying for **Model Three**, with the Instructional Coach Model as the basis for our plan. Within our Model Three, we will have

- initial teachers
- career teachers
- model teachers**
 - remain in the classroom full-time as an example of exemplary instructional practices and student achievement
 - extended 5 day contract
 - \$2000 compensation
 - 16 model teachers K-12
- instructional coaches**
 - no classroom duties
 - work with any classroom teacher desiring additional resources on student achievement and/or teacher quality and growth
 - work with classroom teachers on data collection
 - extended 10 day contract
 - \$7000 compensation
 - 3 instructional coaches (1 elementary, 1 middle school, 1 high school)
- curriculum and professional development leader**
 - no classroom duties
 - facilitate the TLC Plan, set up and facilitate professional development and facilitate the district key initiatives of **Iowa Core, MTSS, and Data**

Teams

- extended 15 day contract
 - \$12,000 compensation
 - 1 curriculum and professional development leader K-12
- Requirements to become a teacher-leader include the following:

- Taught for 3 years with 1 year in the district
- Holds a standard Iowa teaching license
- Apply for the desired leadership position through
 - an essay
 - a vitae
 - 2 letters of recommendation
 - artifacts highlighting leadership and service to the district
 - artifacts highlighting the Iowa teaching standards
 - artifacts highlighting the district's three key initiatives of **Iowa Core, MTSS and Data Teams**
- Go through an interview process if recommended to advance by the selection committee

The application process will begin in January 2015 with leaders chosen by March so that the district can begin hiring new teachers. In following years, the application process will begin in March and be finished by May.

All teacher leaders will be reviewed annually in April by the selection committee of 2 administrators and 4 teachers who will then make recommendations to the superintendent. Teacher leaders may reapply for a position each year or return to the classroom after a year.

TLC Plan Leading Vision:

To empower students to achieve high standards in and out of the classroom through high quality teacher instruction and practices.

TLC Plan Goals:

1. **Improve student achievement** by **improving teacher growth and quality** of instruction.
2. **Promote collaboration** to improve teacher quality while **rewarding** teachers who show growth and leadership.
3. **Retain high quality teachers** by allowing them to enhance their professional goals and the district as a whole through leadership roles.
4. **Attract high-level promising new teachers** to the district through a competitive salary and opportunities to grow as an educator as well as become a leader in the district.

Community Support:

Through surveys the Camanche School district has obtained an overwhelming majority of support for the TLC Plan:

- 88.73% of teachers**
- 92% of parents**
- 100% of administrators**

Of the teachers surveyed **50.77%** indicated the desire to be a teacher leaders and **66.39%** believe the TLC Plan will impact their growth and quality along with student achievement.

For purposes of this application the following acronyms will be used throughout:

School Improvement Advisory Committee (SIAC)
Camanche Education Association (CEA)
Professional Learning Committees (PLCs)
Building Leadership Team (BLT)
District Leadership Team (DLT)
Multi-tiered System of Supports (MTSS)
Authentic Intellectual Work (AIW)
CSIP (Comprehensive School Improvement Plan)
FAST (Formative Assessment System for Teachers)
SINA (School in Need of Assistance)
DINA (District in Need of Assistance)

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) 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).

Part I

September 2013-January 2014

- The Camanche Education Association and the school administration mutually agree to apply for the TLC grant in August 2013.
- Starting in September 2013 two volunteer teachers from each building (the elementary, middle school, and high school), the three building principals, the superintendent, and a SIAC parent meet 9 times during the school year to do the following:
- Gain a better understanding of the TLC process
- Determine the best model for Camanche Schools
- Craft a TLC leading vision and goals which fit the District's current mission statement, CSIP goals, and programs for student achievement and teacher growth
- Read over and discuss grant drafts written by team member Annette Blomme
- Meet with AEA consultant Tom Micek
- Team members present the TLC plan and updates to staff members from October 2013-January 2014.
- Three team members attend an AEA workshop in December 2013.
- A subcommittee meets in January 2014 to make final revisions to the grant before submitting at the end of January.

May 2014-October 2014

- The committee receives a letter from the state saying the district has not received the grant for the 2014-15 school year.
- Tom Micek meets with the committee to review scores and discuss exemplars along with planned changes for applying in year two.
- In August 2014 four team members attend an AEA sponsored training on parts 1-5.
- The full committee meets after the training to discuss what the team members learned and begin making changes to the grant.
- In September 2014 the four team members go to a second AEA sponsored training on parts 6-10.
- Team members present the TLC plan to staff members and parents in the following groups:
- SIAC
- Athletic Boosters
- Fine Arts Boosters
- Parent Teacher Association.
- Surveys are given out to teachers, administrators and parents.
- 88.73% of teachers support the plan and 50.77% say they would take a leadership position
- 92% of parents support the plan
- 100% of administrators support the plan
- Team member Annette Blomme works on reformatting and writing multiple parts of the grant.
- The committee meets in early October 2014 to discuss the new application and work on revising/editing.
- The committee meets in late October 2014 to make final changes and submit the application.

TLC Planning Money Usage

- 2013-14 Funds from the state=\$8316.74
- 2013-14 Total team member pay for meetings attended=\$2727.80
- 2013-14 Total sub pay for team members at workshops and/or meetings=\$562.72
- 2013-14 Miscellaneous costs such as transportation and/or food=\$21.80
- 2013-14 Balance=\$5004.42
- 2014 Total sub pay for team members at workshops=\$591.45
- 2014 Miscellaneous costs such as transportation and/or food=\$57.87
- 2014-15 Remaining Balance=\$4355.10

*The money paid out to committee members for attending planning meetings this year is yet to be determined. The committee will continue to meet to discuss moving forward with the plan once the state approves our application. Funds that remain from the \$4355.10 after committee members have been paid at the end of the 2014-15 school year will be used to help fund the plan.

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 Camanche mission statement says we will “empower students to develop the knowledge and skills to become lifelong learners and successful, productive citizens.” Using this statement the TLC leading vision is **to empower students to achieve high standards in and out of the classroom through high quality teacher instruction and practices.**

TLC District Goals:

1. **Improve student achievement by improving teacher growth and quality of instruction.**

Current Student Achievement

- Below proficiency levels on state standardized tests at several grade levels
- SINA and DINA tagged for reading and/or math
- Below state average ACT scores, until the 2013-2014 school year

Measures in place:

- Iowa Core
- Math Studio
- MTSS
- Teacher Assistance Teams
- E2020
- FAST
- 95% Group
- Data Teams
- Talented and Gifted
- Concurrent/PSEO classes
- I Have a Plan Iowa
- ACT preparation

Impact of TLC

Curriculum/PD Leader

- Attend continuing education for research-based professional development and instructional strategies
- Allowed time and resources to facilitate professional development
- Work hands on with BLT and Instructional Coaches to implement the plan and assist in reviewing student data
- Serve as a resource for Iowa Core, MTSS, and data collection for Instructional Coaches and Model Teachers
- Collaborate with Instructional Coaches and/or Model Teachers at trainings
- Facilitate training of classroom teachers in research-based strategies
- Communicate new initiatives, state progress, and state resources to community members

Instructional Coaches

- Work hands on with BLT and the Curriculum/PD Leader to implement district professional development
- Receive training in research-based instructional strategies while collaborating with the Curriculum/PD Leader and Model Teachers
- Collaborate with Model Teachers to implement strategies with fidelity
- Serve as a resource for Iowa Core, MTSS, and data collection
- Assist in facilitating training of classroom teachers in research-based strategies
- Assist classroom teachers in student data collection and reflection

Model Teachers

- Receive training in research-based instructional strategies while collaborating with the Curriculum/PD Leader and Instructional Coaches
- Collaborate with Instructional Coaches to implement strategies with fidelity
- Demonstrate and use research-based strategies in the classroom and trainings

Tie to Goals

CSIP Goal 1-4:

- Achieving proficiency in reading, math, and science while using technology to prepare for success beyond high school

CSIP goal 5:

- Making students feel connected

2. **Promote collaboration** to improve teacher quality while **rewarding** teachers who show growth and leadership.

Current Collaboration and Leadership

- Meet one hour per week to meet as a building or department
- Able to be a mentor, BLT member, or DLT member; meetings held outside of school day with limited compensation

Impact of TLC

All Teachers

- Given time during the workday and compensation for additional days to be a leader
- Allowed time to view exemplary teaching of research-based instructional strategies
- Able to collaborate with leaders on implementation of strategies and how to best utilize data collection
- Given the opportunity to become a leader

Curriculum/PD Leader

- Given time during the workday to collaborate with leaders on professional development, research-based strategies, data collection, and trainings

Instructional Coaches

- Given time during the workday to collaborate with leaders on professional development, research-based strategies, and data collection
- Given time to collaborate with career teachers on improving instruction
- Allowed opportunity to co-teach with career and model teachers to model research-based strategies and data collection
- Available to teach for Model Teachers when they are collaborating with career and new teachers

Model Teachers

- Given time during the workday to collaborate with leaders on research-based strategies and data collection
- Given time during the workday to collaborate with career and new teachers about instructional strategies and data collection

Tie to Goals

- Impacts TLC Goal 1 and the 5 CSIP Goals since improved teacher collaboration and quality will in turn affect student achievement

3. **Retain high quality teachers** by allowing them to enhance their professional goals and the district as a whole through leadership roles.

Impact of TLC

All Teachers

- Given the opportunity to view other leaders and see professional growth
- Given the opportunity to move into leadership positions in the future
- Given the opportunity to collaborate with teacher leaders to enhance own professional goals and student achievement

Curriculum/PD Leader

- Given opportunity to showcase leadership skills and grow professionally through role

Instructional Coaches

- Collaborate with career teachers on action plans to improve teacher growth and quality of instruction in the classroom
- Given the opportunity to showcase leadership skills and grow professionally through role

Model Teachers

- Serve as examples of high quality teachers for all teachers in the district
- Collaborate with teachers on implementing research-based instructional strategies
- Given the opportunity to showcase leadership skills and grow professionally through role

Tie to Goals

- Impacts TLC Goals 1 and 2, which in turn impacts all 5 CSIP Goals

4. **Attract high-level promising new teachers** to the district through a competitive salary and opportunities to grow as an educator as well as become a leader in the district.

Impact of TLC

- Competitive base salary will draw new teachers to Camanche
- Opportunities for growth and future leadership roles will draw teachers to Camanche
- Available on-site peer resources in the form of Model Teachers, Instructional Coaches and a Curriculum/PD Leader will draw teachers to Camanche

Tie to Goals

- Impacts TLC Goals 1-3, which in turn impacts all 5 CSIP Goals

Using Part 3 application narrative from Year 1?

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)

Camanche is currently implementing several programs to increase student achievement while improving teacher quality. PLCs allow the district to implement these programs. The district has PLCs to ensure students learn, use a culture of collaboration for increased teacher growth and student learning, remove barriers to success through collaboration, and focus on learning. Teachers meet every Wednesday for one hour to collaborate as professionals to discuss building and district initiatives, put together times to observe peers and their instructional methods, discuss student progress and what works for one teacher that may help another with students.

There are three key initiatives the district believes are at the core of raising student achievement while improving teacher growth and quality, retaining quality teachers, and attracting new teachers: Iowa Core implementation, Data Team collection, and MTSS. While these three initiatives are currently in place, the TLC Plan would help strengthen the district's efforts already started through PLCs.

Iowa Core Implementation:

Tied to District CSIP Goals 1-4 which look to have all K-12 students reach proficiency in reading, math, and science through quality instruction and technology while being prepared for life beyond high school

Tied to TLC Goals 1-4 which all tie back to increasing student achievement and teacher growth and quality while retaining and attracting high level teachers

- State standards and benchmarks in the core subject areas will help to improve student achievement by ensuring each student K-12 is receiving the same education along with meeting proficiency at every level before moving forward.
- Through new strategies and resources teachers will improve in classroom instruction and see increased student achievement.
- Iowa Core will allow for vertical alignment of curriculum enhancing teacher growth and student achievement.

Areas of Growth:

- Several teachers K-12 have received training in Language Arts and Math, but not all teachers have been a part of Core training due to lack of time, money, and substitute availability.
- Due to lack of manpower, there is not an effective way for the district to ensure Core is being implemented correctly and with fidelity throughout classrooms in the district.
- Lack of collaborative time for departments means teachers with expertise are not able to share with novice teachers.

With TLC teacher leaders will have:

- Time to find research-based strategies for use with Iowa Core implementation
- Resources and collaborative time to work on Iowa Core training and research-based strategies for teachers
- Ways to provide the newest resources and strategies in a timely fashion to the K-12 staff without having to wait for an AEA representative to do training
- Time to observe if Iowa Core is being implemented with fidelity
- Time to provide assistance where needed

With TLC teachers will have:

- Time to observe exemplary teaching methods through Model Teachers

Date Team Collection:

Tied to all 5 District CSIP Goals with number 5 relating to making all students feel safe, respected, and connected while at school

Tied to all 4 TLC Goals

- The district will be able to determine
- where students are still not succeeding
- which classrooms are still not proficient in instruction and retention
- the number of students who do not feel safe, respected, or connected while at school

Data Collection will enhance the use of **Iowa Core** allowing teachers to see which areas repeatedly are below proficiency. This in turn will affect professional development training and research-based instructional strategies.

Areas of Growth:

- Data teams have been a push by the district within the last five years, but lack of collaborative time and training for teachers is a problem.
- Turnover in administration and teacher staff has resulted in a loss of knowledge on data teams and how to effectively collect the data needed.
- Not all teachers are performing data collection, and due to lack of manpower and time there is not an effective means for the district to reinstate data teams.

With TLC teacher leaders will have:

- Resources and collaborative time to work on data team collection training for teachers
- Time to gather and study data collected, which in turn will allow the Curriculum/PD leader to determine which programs are successful for student achievement and which need to be changed
- Time to observe which teachers are in need of assistance in terms of effective instructional strategies for improving student achievement

MTSS:

Tied to all 5 District CSIP goals

Tied to all 4 TLC Goals

- MTSS has been in place since 2013 for the district in an effort to reteach non-proficient students and improve credits earned.
- Each building has a faculty team lead by a part-time district MTSS coordinator.

MTSS is affected by **Data Collection** since it through data that the MTSS team determines which students are in need of the

program. MTSS will affect **Iowa Core** since the program will help re-teach students who are not currently meeting proficiency.

Areas of Growth:

- Faculty team members are full-time teachers who are given limited time during the day to collaborate as a team.
- Faculty team members are spending more than 40% of their day working on MTSS when they should be devoting time to other areas.
- A part-time MTSS coordinator does not have enough time in the day to meet with each building's team and know that MTSS is being implemented with diligence.
- Time for staff training is limited due to limited collaboration time for the MTSS teams to put training together.

With TLC teacher leaders will have:

- Time to research and provide the most up-to-date resources on MTSS
- Time to aid in MTSS training of all staff
- Time to observe how MTSS is being implemented with diligence at all levels and provide assistance where needed

With TLC teachers will have:

- Time to collaborate during the day by having teacher leaders step into their classrooms

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)

Current Program

Camanche's current mentoring program is "The Journey to Excellence." New teachers to the profession are assigned a trained mentor whom they meet with at least once a month over the course of two years. Mentors and new teachers also meet as a group once a month for discussion, reflection and growth. During the mentoring process, the mentor follows the step-by-step "Journey to Excellence" program that includes helping the new teacher in classroom management, planning and preparation, instruction, professional growth (the portfolio), content knowledge, monitoring learning, and academic performance.

Areas of Growth

Current mentors are

- full-time teachers.
- advisors or coaches of extracurricular activities.
- not in every curricular area or at every grade level meaning new teachers may not be paired with a similar content teacher or one in their building.

While 77.78% of surveyed mentors and new teachers would agree the mentoring program is an effective process, 55.55% note it could be improved by allowing more time for meeting and collaborating with new teachers.

Mentors

- do not have common planning time with new teachers.
- must find substitutes for the classroom when observing new teachers during the day.
- and new teacher must find time to discuss those observations, since the mentor and new teacher have class following the observation, making immediate feedback impossible.

Effect of TLC Implementation

The proposed district TLC Plan would be instrumental in our effort to retain new teachers and help them grow professionally while becoming leaders in the district. The plan would allow new teachers to immediately become part of a collaborative process. New teachers would have several resources available. Time would be given to new teachers and mentors for working through the mentoring process.

The district plans to retain current mentors on staff and continue use of "The Journey to Excellence" program. However, all three levels of teacher leaders implemented through the new district plan will play a role in assisting mentors and/or new teachers.

- Model Teachers will
 - be from various content areas and grade levels
 - be available for observation by new teachers
 - demonstrate use of research-based instructional strategies
 - demonstrate classroom management
- Instructional Coaches will be
 - from various content areas and grade levels
 - available to substitute for new teachers and/or mentors when working on mentoring program
 - available as a resource for new teachers and mentors in the areas of setting professional goals, coaching and observation strategies and analysis of student work
- The Curriculum and Professional Development Leader will be
 - available as a resource for instructional coaches and mentors
- All teacher leaders will serve as exemplary models of instruction, professional development, data collection, increased student achievement and leadership in the district.

Narrative

Using Part 5 application narrative from Year 1?

Yes

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 three levels of teacher leaders in the Camanche Community School District's TLC Model Three would be classroom teachers who interact with students on a daily basis as well as have the time, space and compensation required to make them leaders of pedagogy and policy reforms in the district based upon district vision and goals as well as state and federal vision and goals. These leaders would all be coaches based upon the following definition: "Unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them" (Whitmore 2003). These leaders will need to be motivators, enthusiastic and vocal supporters, for the district and individual teachers.

The first teacher leader role will be the Model Teacher. The Model Teacher will need to have taught for at least three years total, with one year teaching experience in the school district. This teacher must hold at least a standard teaching license and showcase above average instructional, professional and ethical standards on their district evaluation. This teacher must also have an exemplary repertoire of instructional strategies that when put into practice improve student achievement in the classroom. The Model Teacher will teach full-time in the district, but will be asked to model/demonstrate exemplary teaching strategies during professional development time to a building, a core group or district-wide. This teacher leader should also expect to have peer observations by initial and career teachers who are in need of better instructional practices in the classroom. These observations would happen during the instructional time with students in the classroom. This Model Teacher would have a five day extended contract in order to take part in additional trainings and team meetings to increase knowledge of best instructional practice within the classroom. The Model Teacher would also work during this time to help determine how instructional methods used in their content area can be modified to work in other content areas if needed. The Model Teacher would be up for review on a yearly basis to determine if they remain in this role or may progress into a different teacher leadership role if the teacher so desires. It may also be determined that a current Model Teacher needs to return to the Career Teacher role if not meeting the requirements of a Model Teacher.

The second teacher leader role will be the Instructional Coach. The Instructional Coach will need to have taught for at least three years, with one year teaching experience in the school district. This teacher must hold at least a standard teaching license, and showcase above average instructional, professional and ethical standards on their district evaluation. Any incidence of disciplinary action during their teaching career would be taken into consideration and reviewed. The Instructional Coach would be a leader full-time with no classroom duties. The duties and responsibilities of the Instructional Coach during the day would include working with career teachers whom the administration has deemed as requiring additional resources to help improve their instructional process as well as needing to work on growth. Instructional coaches would also serve as a resource to initial teachers in the district. An Instructional Coach would observe initial and/or career teachers, conferencing with those teachers, implement training to improve teacher instructional practices, develop an action plan for individual teacher improvement, talk with students about instructional practices in the classroom, meet with administrators to discuss teachers they are coaching and work with AEA personnel on professional development opportunities for initial and career teachers to help them improve growth and quality. Teachers being coached would also have opportunities to observe an Instructional Coach teaching in the classroom or even do co-teaching with the Coach and then dialogue about quality instructional practices seen through the Coach. Teachers in need of coaching would also be able to observe exemplary teaching by Model Teachers as well. In working with career and initial teachers the Instructional Coach would be focusing on instruction, the learning environment, designing and planning instruction and responsibilities. There would be a rubric for observation of each teacher with multiple benchmarks to be met under each standard (These items will be based upon the TAP program as seen in the Department of Education webinar. We found this tool to be the best suited for our purposes.). This rubric would be filled out by the Instructional Coach during observations of the career and/or initial teacher before implementing an action plan, during implementation and at the end of the year of implementation. The Instructional Coach would have an additional ten day contract with the district in order to engage in training with Model Teachers to help improve instructional practices. Every year the Instructional Coach will be up for review and evaluation to determine if the coach is to remain in this position within the district or assume a new role. Reviews will be given not only by administration but also teachers receiving coaching/mentoring from the Instructional Coach.

The final teacher leader role in the district will be the Curriculum and Professional Development Leader. The Curriculum and Professional Development Leader will need to have taught at least three years with at least one being in the district. This leader will hold at least a standard teaching license and showcase above average standards met on the district's evaluation process. Any incidence of disciplinary action during their teaching career would be taken into consideration and reviewed. The Curriculum and Professional Development Leader would not be assigned regular teaching duties but may be asked to teach when needed through co-teaching or modeling. This leader would devote their day to curriculum and professional development work. Their duties in this area shall include engaging in and leading professional development trainings, coaching teachers in best instructional practices, showing how to implement curriculum including Iowa Core Curriculum, being an expert on curriculum as well as leading team meetings in each core and non-core area to help improve understanding and implementation of district and state curriculum. In addition, the Curriculum and Professional Development Leader would engage in proficient and excellent instructional practices for observation by other teachers in the district through co-teaching, train and help implement technology practices to improve student achievement, engage in meetings about individual professional development plans with teachers, train and help with implementation of interventions and engage in grant writing to help improve teacher growth and student achievement for the district. The Curriculum and Professional Development Leader would be a driving force behind professional development in the building as well as the district. Every year the Curriculum and Professional Development Leader will be up for review and evaluation to determine if the leader is to remain in this position within the district or assume a new role.

These three teacher leadership roles will work closely together with administration to help improve both student achievement and teacher growth and quality. While the Curriculum and Professional Development Leader will be the driving force behind improving student achievement and teacher growth and quality, Instructional Coaches will be a part of this process. Instructional Coaches will meet with the Curriculum and

Professional Development Leader on a regular basis (at least 50 minutes a week) throughout the school year to discuss, determine and plan training and implementation of programs and processes to help improve teacher quality which in turn will lead to student achievement. Over the course of these regular meetings the team will work to identify areas where student achievement is lacking, obtain ideas to improve student achievement, develop training for teachers to support the new practice, guide implementation of new practices in the classroom and collection of data, and then evaluate the effect on student achievement. Administrators will also be a part of these meetings at least twice a month for input and collaboration. Model Teachers will be a part of this process as well by helping to initiate best instructional practices and programs in their classrooms in order to gain perspective on if these practices and programs will be effective for teacher growth and student achievement. These teacher leaders will also be an integral part within the district by leading the way in programs such as MTSS, AIW, K-3 Literacy, at-risk programs, Core implementation, data collection, and any other initiatives the district may determine to be best practice for teachers and students. By allowing these leaders from all levels of the district, K-12, the time needed to engage in trainings, meet for collaboration and showcase their expertise in areas of instruction, mentoring, student achievement and/or curriculum, the district will find itself improving in all areas currently lacking. The shared decision making of the teacher leaders will help to relieve burden upon the administration and bring ownership of the programs to the teachers. If teachers are being directed by other respected teacher leaders in the district to implement programs and instructional practices it will make for a smooth transition. Teachers will be more motivated to try new practices or programs being advocated by other teachers rather than administration alone, though the administrators will also be a part of cluster meetings throughout the year to help drive and initiate programs.

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.**

Of the 88.73% of teachers who support the TLC plan, 50.77% see themselves as teacher leaders. With an overwhelming majority of teacher support, the Camanche School District is confident it will be able to move forward in the selection process.

Requirements:

- Hold valid Iowa teaching license
- Three years 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
- Four teachers representing elementary, middle school, high school, and special education (not applying for any leadership position)

Round 1 Application Process:

- Begin in January 2015 (March in following years)
- 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 vitae highlighting service to the district in terms of collaboration, leadership and continuing education
- 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 2 letters of recommendation
- Submit 2 artifacts highlighting strengths for leadership position
- Submit artifacts showing knowledge of the Iowa Teaching Standards and the district's 3 key initiatives of Iowa Core, MTSS, and Data Collection

Round 1 Rubric:

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

Element	Distinguished (8-10 points)	Proficient (4-7 points)	Basic (0-3 points)
Application and Vitae 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	Do not showcase respect, support and/or enthusiasm for applicant to take on leadership position
Leadership artifacts score	Clearly articulate strengths of applicant indicating future success in leadership position	Highlight strengths of applicant indicating success in leadership position but may be a bit ambiguous	Do not clearly highlight strengths of applicant indicating success in leadership position
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)
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

- Score will be added to Round 1 cut score
- In March (May in following years) highest scoring applicants are recommended to superintendent who may administer a Leadership Survey Inventory to determine highest capacity for leadership

Yearly Evaluation Process:

Curriculum/PD Leader and Instructional Coaches

- evaluated by peers and administrators in April based on a rubric with several benchmarks under
 - Working with adult learners
 - Collaborative Work
 - Communication
 - Knowledge of Content and Pedagogy
 - Systems Thinking

Curriculum/PD Leaders will also be evaluated on

- implementation of the professional development plan
- trainings given
- continued education/professional development

Model Teachers

- evaluated by peers and administrators in April based on
 - Collaborative Work
 - Communication
 - Knowledge of Content and Pedagogy

Leaders who score low will return to the classroom for continued professional growth.

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

The Curriculum/PD Leader would

- **develop** a Professional Development Plan for the district and/or each building based upon goals set by the DLT in accordance with the CSIP and collected student data.
- **work** with other teacher leaders to determine how to implement and facilitate new research-based professional and instructional strategies. PLC time would be used for
- leaders, who received AEA training in resources, to **demonstrate** new strategies.
- classroom teachers to **learn** how and when to use these strategies, **collect** data and return to the PLC with feedback.
- teacher leaders and classroom teachers to **review, reflect** and **evaluate** data.
- classroom teachers to **ask** for additional resources and trainings to better **implement** the PD Plan.
- This in turn would
- **provide** the Curriculum/PD Leader with data for the next step in the PD Plan.
- **help** Instructional Coaches determine which teachers would benefit from additional coaching.

During each cycle, Instructional Coaches would observe classroom teachers for implementation.

As a part of the PD Plan, each teacher leader would have responsibilities and duties aligned to one or more of the IPDM criteria. This chart is based upon materials from the Heartland AEA.

Leadership Role	Responsibilities and Duties	Alignment to IPDM
All	Shares instructional and professional resources with colleagues	Ongoing Cycle: Collaboration/Implementation
Curriculum/PD Instructional Coach	Helps colleagues select and implement effective teaching strategies and studies how students respond	Selecting Content Ongoing Cycle: Collaboration/Implementation
All	Provides ideas for differentiating instruction and planning lessons in partnership with colleagues	Ongoing Cycle: Collaboration/Implementation
Curriculum/PD	Builds understanding of Iowa Core, how curriculum components fit, how to use curriculum to plan instruction and assessment, following district curriculum and goals and using new strategies	Focus on Curriculum, Instruction and Assessment
Instructional Coach	Works inside classrooms to help teachers implement new ideas, demonstrates lessons, engages in co-teaching, observing and giving feedback	Ongoing Cycle: Collaboration/Implementation
Model Teacher	Demonstrates research-based strategies and collaborates with teachers about successes in classroom	Selecting Content Ongoing Cycle: Collaboration/Implementation
Curriculum/PD Instructional Coach	Facilitates PLCs to identify student learning needs, teachers' current level of knowledge and skills in key initiatives and types of learning opportunities that different teachers need	Collecting/Analyzing Data Selecting Content Designing Process Ongoing Cycle
Curriculum/PD Facilitators: Instructional Coach Model Teacher	Leads committee decision-making to develop and implement a professional development plan on basis of data analysis and findings	All
All	Designs processes to break norms of isolation, address issues of trust and cultivate collaborative culture	Participative DM Leadership
Curriculum/PD Instructional Coach	Serve as resource for teachers including acclimating new teachers to environment, advising about instruction, curriculum, procedures, practices and political context in order to make significant contributions to development of new and current professionals	4 Operating Principles

All	Serves on one or more committees (DLT, department chair, PD leadership team, MTSS or equivalent) and models leadership and commitment to continuous improvement	4 Operating Principles
Curriculum/PD	Leads team to collect and analyze district data to make decisions related to professional growth and school-wide action research	All
Curriculum/PD Instructional Coach	Helps set goals as a member of planning teams, engages colleagues in analyzing and interpreting multiple sources of data in order to strengthen instruction	Collecting/Analyzing Data 4 Operating Principles Ongoing Cycle: Ongoing Data Collection
All	Assists with selecting PD content, shares knowledge of theories, research and effective practices with colleagues	Selecting Content
Curriculum/PD Instructional Coach	Facilitates/leads the PD leadership team at the district and/or building level along with facilitating/leading PLCs in key initiatives	All
Curriculum/PD	Works with Teacher Quality Committee to advance collective responsibility for building capacity of teachers and articulating the link between professional learning and student learning	All
Curriculum/PD Instructional Coach	Helps administrators and teachers focus on teaching, learning and continuous improvement	4 Operating Principles
Curriculum/PD Instructional Coach	Designs and delivers training (Theory, Demonstrations, Practice and Collaboration)	Ongoing Cycle: Training/Learning Opportunities
Curriculum/PD Instructional Coach	Helps structure opportunities for teachers to practice newly learned skills with peers in workshop setting and in classrooms	Ongoing Cycle: Training/Learning Opportunities
Instructional Coach	Organizes and facilitates teachers observing each other while providing structures to support teaching engagement in peer coaching	Ongoing Cycle: Training/Learning Opportunities Participative DM
Curriculum/PD Instructional Coach	Guides teacher discussion of strengths and weaknesses of student performance as a group, individuals, by classroom and in disaggregated clusters by race, gender and previous school	Operating Cycle: Ongoing Data Collection Analyzing Data
Model Teacher	Implements appropriate learning designs and invites teachers into classroom to observe, co-teach, collect data, etc.	Ongoing Cycle: Training/Learning Opportunities

Using Part 8 application narrative from Year 1?

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.

The basic goal of the Camanche School District is that through the use of the TLC Plan, we will improve student achievement to retain stability as a district with as close to 100% student learning and achievement as possible and that all teachers, with the exception of initial teachers, can qualify to be placed in teacher leadership roles.

One measure for the Camanche School District as to effectiveness of the TLC Plan will be through meeting our 5 CSIP goals of having students, who feel safe, respected and connected to school, at proficiency or higher in reading, math and science along with the use of technology to raise those levels making all students successful after high school. We will look at data reflecting graduation rate, proficiency on standardized testing, reading at grade level, student grades, students taking the ACTs, the school's ACT average, dropout rate, and credit deficiency. We will measure this data against state and national data to determine if we are above or below those averages of other schools. Also, we will look at the overall attitude of our students towards school and learning through school surveys such as the Iowa Youth Survey on environment, safety and classroom instruction. This will give baseline data to the district. We will look at post-secondary status of our graduates, as to how many are progressing toward schooling or simply gaining employment through the school's Post Secondary Plans Survey. Again this will be measured against state and national averages.

We will look at how many members of our teaching staff now qualify to fill teacher leadership roles vs. previously in the district. We will look at the overall quality of teacher satisfaction with their employment by the district and their place in the district through surveys given at least twice a year to provide baseline data. We will monitor teacher growth seen through each individual career development plan. We will look at the number of staff members asking for additional training opportunities or going back to school on their own to better themselves as educators. We will measure success based upon parent feedback as well. We will be asking for overall satisfaction with the district and classroom teachers in helping their student be successful both in school and after graduation through surveys given. Again these surveys will need to be given multiple times in the year to provide baseline data. We will take time to break down each new initiative put into place and determine through professional conversations if we can see improvement in student learning and teacher quality based upon the above factors and looking back at previous data from past school years. The district will look at the scores of teacher leaders from the responsibilities surveys along with rubrics of initial and career teachers from evaluations throughout the year completed by the teacher leaders to determine growth and success of these teachers. Through professional conversations teacher leaders will discuss and determine how well they were able to do their job based upon time, space and compensation given to them. These conversations will be very important in the initial phases of the TLC Plan since this is a new system for all of us.

The district will need to be continuously assessing the effectiveness of the plan through conversations, observations and data collection. At the end of each year a review of the current status of the TLC Plan will be needed. The conversations surrounding this review will need to not only focus on the improvements seen through the plan but also the gaps still not being filled by the plan. The stakeholders will need to reassess teacher leaders who are failing to meet the needs of the district and replace them if necessary. They will also need to look at replacing programs or processes that are not improving student achievement with other research based programs. They will need to look at if more trainings are necessary for better instructional practice and if so up those for the following year. There is always a possibility that the district will need to add teacher leadership roles to the TLC Plan, or modify teacher leader roles to include new aspects of leadership in order to improve growth and quality. They will need to review the vision and goals set for improving student achievement and determine if new ones need to be set or which need to be amended. They will need to do the same for teacher quality and growth. This will then go back to the IPDM, CSIP, the state goals and the TLC Plan's vision and goals for the district. If the stakeholders do not see enough growth within the district at the end of a year or in the future see a dip in stability, then new initiatives will need to be put into place by the team. Again, this will be up to the DLT to determine what to do in the end with teacher leaders being a driving force behind continued and new professional development for continued improvement.

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 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)

Although the Camanche District is currently implementing several programs to help improve student achievement and teacher growth and quality, we find ourselves on both SINA and DINA lists making it imperative for us to begin implementing the TLC Plan as soon as possible. The time given to these teacher leaders to facilitate a professional development plan aimed at improving student achievement, teacher growth and quality and attracting and retaining quality teachers is essential to making Camanche a better district. The district has the means to sustain this program with the initial help of state funding and then moving forward regardless of state funding.

Current Leadership Programs:

- Mentoring
- High quality teachers chosen
- Mentors receive training
- Mentors work collaboratively to help new teachers develop professionally
- Established set of 10 mentors for several years showing commitment to the program and district
- Program is still in place
- PLCs
- Every Wednesday after school
- BLT members set goals based upon DLT goals, find resources and facilitate building PD plan
- BLT members have changed over years to bring in new leadership and ideas
- Train-the trainers program used to incorporate more leadership with non-BLT members receiving training in strategies and then demonstrating those strategies during PLC time
- Time for teachers to collaborate, share student data, review strategies used, evaluate, reflect and ask for additional resources
- Program is still in place

The success of mentoring and PLCs shows that the district has the ability to implement and sustain a leadership program. The TLC Plan would enhance these programs and other district initiatives by implementing new teacher leaders with set responsibilities and duties to help further the district's goals and vision. TLC would also give a set direction to programs and leaders would have time to ensure each program is being implemented with fidelity. New leaders would also be given time during the school day to plan, research, train and implement the necessary tools for student and teacher success. New teacher leaders would be able to serve as resources for current leaders and enhance current leaders' work.

Sustainability and Capacity to Implement:

Support for Program:

- 88.73% of teachers support TLC
- 100% of administration supports TLC
- 92% of surveyed parents support TLC

Infrastructures in Place:

- Data Collection Teams through PLCs
- DLT and BLTs to assist in setting and facilitating goals
- Mentoring Program
- PLCs

Needed Infrastructures:

- A set Curriculum/PD Leader to drive the district's goals for PD and facilitate implementation with fidelity ensuring cohesion between each building
- A set of teacher leaders to help collect and analyze student data in order to implement new strategies for improving student achievement
- A set of exemplary teachers whose classrooms are always open for observation and collaboration
- Time for teachers to observe exemplary instructional strategies
- Additional leadership, instructional strategies and curriculum to support teacher leaders
- Compensation for teacher leaders who are required to put in additional contract days

Roles for Success:

- Superintendent: The superintendent will be key in opening communication lines between teacher leaders and stakeholders as the plan takes shape. The superintendent will also be responsible for helping to establish a leading vision and goals for the district to be implemented via the TLC Plan. Lastly, the superintendent will be instrumental in keeping stakeholders updated on the process and progress of the TLC Plan.
- Principals: The principals will be key in helping teachers to understand the role of teacher leaders in the classroom, at PD and in the district. The principals will continuously work with the Curriculum/PD Leader on setting building goals and facilitating implementation of resources to meet those goals. The support of the principals will be instrumental in the success of the TLC Plan.
- Teacher Leaders: Teacher leaders will be key in building the program as they establish their role in the district and building with teachers. These leaders will be instrumental in creating an environment of trust and collaboration while facilitating the district's goals and vision. The Curriculum/PD Leader will especially be key in forming a PD Plan and ensuring the plan is carried out with fidelity. This leader will also be necessary for communicating the process and progress of the TLC Plan to all stakeholders.

Hiring:

- Process will begin each year by March (January in year one); all leadership positions will be open annually

- Every teacher meeting the requirements of the state will be allowed to apply for **Curriculum/PD Leader, Instructional Coach, Model Teacher**
 - The selection committee of 2 administrators and 4 teachers will score applicants based upon a set rubric
 - Highest scoring applicants will be recommended to the superintendent
 - All roles will be filled by May (March in year one) to allow for appropriate training time and collaboration over the summer before the start of the new school year
 - New teachers will be hired to move into vacancies with the understanding they may be moved if the teacher leader wishes to return to the teaching position the following year
- Future Implementation and Sustainability Regardless of Funding:
- Majority support of all stakeholders will keep the program in place
 - SINA/DINA monies, TQM, Iowa Core monies can be used to fund trainings for teacher leaders
 - Teacher leaders would still receive time during the workday but may not have extended contracts depending on the district budget
 - Professional development/training will continue to be given to leaders past the first year
 - TL's will be evaluated every year by the selection committee
 - Administrators and a selection of teachers will also evaluate the effectiveness of the TLC Plan each year to determine if changes are necessary

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	891.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$275,158.62
Total Allocation	\$275,158.62

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$12,010.21
Amount designated to fund the salary supplements for teachers in leadership roles.	\$75,766.00
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).	\$190,200.00
Amount used to provide professional development related to the leadership pathways.	\$3,000.00

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

\$4,000.00

Totals

\$284,976.21

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$284,976.21
---------------------------------------	--------------

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

Remaining Allocation to be Budgeted	(\$9,817.59)
-------------------------------------	--------------

Budget Alignment

Using Part 10 application narrative from Year 1?	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 Camanche School District believes that by improving student achievement and teacher growth and quality, the district can go from a good one to a great one. It is through the proposed TLC Plan that this will happen.

The district's leading vision is *to empower students to achieve high standards in and out of the classroom through high quality teacher instruction and practices*. To meet that vision, the district plans to focus on meeting four goals:

1. **Improve student achievement by improving teacher growth and quality** of instruction.
2. **Promote collaboration** to improve teacher quality while **rewarding** teachers who show growth and leadership.
3. **Retain high quality teachers** by allowing them to enhance their professional goals and the district as a whole through leadership roles.
4. **Attract high-level promising new teachers** to the district through a competitive salary and opportunities to grow as an educator as well as become a leader in the district.

These goals are tied to the district's CSIP goals along with the key initiatives **Iowa Core implementation, MTSS, and Data Teams**. In order to fully implement the vision, goals, and key initiatives the district will utilize the following teacher-leaders: **model teachers, instructional coaches, and a curriculum and professional development leader**.

The following is a breakdown of how the district will use the TLC grant funds to work towards its vision and goals. (Note: The district is currently in negotiations to move the base salary up to \$33,500 for the 2015-16 school year. The district and CEA are confident no TLC funds will be required to move teachers to \$33,500, but we are including this estimate in our budget to be on the safe side.)

Revenue

$\$308.82$ (TLC funding per student) x 891 (# of resident students) = \$275,158.62

Expenditures (approximate values)

1 Curriculum and Professional Development Leader: plan, lead and facilitate professional development in the district along with facilitating implementation of Iowa Core; no assigned classroom duties

- 15 day extended contract=\$12,000
- FICA & IPERS= \$1900
- Total = \$13,990

3 Instructional coaches: work with classroom teachers to improve instructional quality and student achievement; help facilitate professional development and data teams; no assigned classroom duties; 1 per building (elementary, middle school, high school)

- 10 day extended contract=\$7000 each
- FICA & IPERS = \$1160 each
- Total = 3 x \$8160 = \$24,480

16 Model Teachers: be models of exemplary instructional strategies, data collection and student achievement in the classroom; available to be observed at any time by other teachers; full-time classroom teachers

- 5 day extended contract=\$2000 each
- FICA & IPERS = \$331 each
- Total = 16 x \$2331 = \$37,296

Total for teacher leaders = \$75,766 leaving \$199,392.62

4 new classroom teachers replacing teacher leaders

- Salary = \$33,500 each
- FICA & IPERS = \$5550 each
- Benefits = \$8500
- Total = 4 x \$47,550 = \$190,200 leaving \$9192.62

12 teachers moved up to required \$33,500 (See above note)

- $\$918.36 \times 11 = \$10,101.96$
- $\$200.25 \times 1 = \200.25
- FICA & IPERS = \$1708 total
- Total = $\$10,101.96 + \$200.25 + \$1708 = \$12,010.21$ leaving -\$2817.59

The committee realizes the TCL funds are not enough to cover all expenditures along with training for the teacher leaders. However, the committee knows it can make up the deficit through the General Fund, Teacher Quality Money, and Iowa Core money. The General Fund will be used to make up the \$2817.59 deficit. Teacher Quality Money can be used to send instructional coaches and the curriculum/professional development leader to AEA led trainings. AEA 9 consultant Nicole Petersen will be leading these trainings for districts in the Mississippi Bend AEA. The committee is estimating \$3000 for leadership and Iowa Core trainings. School district money will be used to purchase laptops for 4

teacher leaders who will no longer be in the classroom. The committee estimates \$4000.

Should the base salary be moved up to \$33,500 by next year leaving \$9192.62 in funds after other expenditures, the committee plans to use this money to pay for trainings in leadership and Iowa Core along with purchasing the 4 laptops for the instructional coaches and curriculum/professional development leader.

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