



Application

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

95885 - Cardinal TLC Application

Teacher Leadership and Compensation System

Status: Under Review

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## Primary Contact

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**Program Area of Interest** Early Literacy Implementation

**Fax:**

**Agency**

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## Organization Information

**Organization Name:** Cardinal Community School District

**Organization Type:** K-12 Education

**Tax ID:** 42-6025683

**DUNS:** 10-002-2557

**Organization Website:** www.cardinalcomet.com  
**Address:** 4045 Ashland Road  
Eldon Iowa 52554  
City State/Province Postal Code/Zip  
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Ext.  
**Fax:**  
**Benefactor**  
**Vendor Number**

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## Recipient Information

**District** Cardinal Community School District  
Use the drop-down menu to select the district name.  
**County-District Number** 90-0977  
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**  
**Name of Superintendent** Joel Pederson  
**Telephone Number** 641-652-7531  
**E-mail Address** joel.pedersen@cardinalcomet.com  
**Street Address** 4045 Ashland Rd.  
**City** Eldon  
**State** Iowa  
Use the drop-down menu to select the state.  
**Zip Code** 52554

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## TLC Application Contact

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**City** Eldon

State

Iowa

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

Zip Code

52554

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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)**

The Cardinal School District has 54 instructional staff who serve 636 students in 2 buildings (1 elementary and 1 middle/high school) housed under 1 roof. This proposal was developed through a 2-year planning process that allowed us to gather significant information from many stakeholders. During the 1<sup>st</sup> year our Advisory Committee (AC) included teachers, principals, the Superintendent, the Director of Curriculum and Instruction, community members, members of the teacher's association, and parents. When we learned we did not receive funding after submitting an application to the Iowa DE last year, we took 2 important steps to build our capacity to both plan and implement an effective TL program. **First**, we worked with an external consultant throughout the past 6 months to improve our TL program design. The consultant supported us as we created a TLC program that includes all TLs in the district. With his assistance we wrote detailed job descriptions for each of the 9 TL roles. We also worked hard to clarify our mentoring and induction activities. Finally, we worked with the consultant to design a budget that provides compensation for all TL roles. As a result, we have a much clearer understanding of what needs to happen, when it needs to happen, who is responsible for each activity, and how we will pay for all TL efforts. We believe the clarity and detail of our current TL program plan will allow us to "hit the ground running" when we receive funding from the DE. **Second**, we began to implement a portion of our planned TL program. Even though we did not receive TLC funding from the state for this year, we secured funding from a foundation to hire 2 full-time Instructional Coaches. With these 2 TLs in place we are learning valuable lessons about how to effectively implement TL activities. "The Cardinal Promise" says we will help every student become a lifelong learner and leader. We create the foundation for student growth by fostering a positive culture and by providing all students with engaging and relevant learning experiences. To ensure high quality instruction, we must give teachers opportunities to reflect on and improve their professional practice. The **vision** of our TL program is to continuously develop the skills of all staff through multiple training and coaching opportunities, while allowing teachers to stretch their potential as leaders. The variety of leadership roles in our TL program will allow teachers to fit their time, talents, and interests within various TL opportunities. Our program funds 9 clearly differentiated TL roles. Up to 33 teachers could hold a TL position at any time. Because we only have 54 teaching staff, some teachers will need to hold more than 1 role at a time. We will ensure that at least 25% of our teachers (N=14) are in TL roles at all times. All TL roles will receive compensation.

Our primary instructional improvement strategy is the Gradual Release of Responsibility Model (GRR). GRR is a structured method of instruction framed around a process that transfers responsibility within the learning process from the teacher to the eventual independence of the learner. This instructional model requires that the teacher, by design, transition from assuming "all the responsibility for performing a task...to a situation in which the students assume all of the responsibility." The ideal result is a confident learner who accepts responsibility for their own learning and directs this learning so every student can move through the academic spectrum to independent choice and personalized learning. With the support of Great Prairie AEA, Cardinal has committed to using GRR in grades K-12. Teacher Leaders will be critically important to successful implementation of GRR. Instructional Coaches will focus on GRR as a framework for student learning and will assist in developing PD to meet the needs of teachers related to GRR. Our Mentors will provide additional support for our first and second year teachers as they work to master the GRR model. Model teachers will provide learning enriched environments where teaching staff can observe the high-quality implementation of GRR. These teachers will be open to video taping their classroom, and will give permission for the videos to be used at the discretion of the Instructional Coaches for training purposes.

Cardinal's TLC plan incorporated feedback from all teachers in our district, all district administrators and many community members. All stakeholder groups are clearly in support of this plan. Teachers provided input through surveys and demonstrated their commitment to the project during a meeting held on a recent PD day. During that meeting verbally affirmed their support of the project and many teachers expressed an interest in holding 1 or more of the new leadership positions. The Cardinal Education Association (CEA) was represented in all planning sessions and has officially endorsed this proposal. Parents provided input through surveys and through participation on the AC. Like the other groups, our parents have voiced their commitment to the project. Our administrators have demonstrated an exceptional commitment to the program. Our district applied for TLC funding last year but did not receive the award. Even though Cardinal did not receive the award on the first try, our administrative team decided to begin implementation of the TL program anyway by using district funds to hire 2 Instructional Coaches to support teachers this year. Our stakeholders are all committed, focused and passionate about supporting students through the implementation of a network of teacher leadership aimed at improving student achievement.

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 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).

**Use of Planning Grant**—The Cardinal Teacher Leader (TL) proposal was developed through a 2-year planning process that has allowed us to gather significant information from many stakeholders. During the 1<sup>st</sup> year our Advisory Committee (AC) included 4 teachers, 2 principals, the Superintendent, the Director of Curriculum and Instruction, 2 community members, 2 members of the teacher's association, and 4 parents. In the 2<sup>nd</sup> year the team included 2 newly appointed Instructional Coaches and a consultant who assisted with additional planning and vision development.

The Advisory Committee met as a whole group 4 times during year 1. A smaller group met 5 times during year 2 to gather information from stakeholders, analyze district data, review survey results, plan, and make final decisions based on feedback received. The team also attended multiple AEA informational meetings and webinars to help determine how to best meet the needs of our district. Our district's administration team also encouraged each committee member to participate by asking for specific feedback on how instructional coaches, mentors, and model teachers would benefit student achievement, MTSS, and our current professional development initiatives with Iowa Core and Gradual Release of Responsibility. Planning grant funds were used to compensate teachers and arrange for substitutes. The teachers were given release time for the whole group meetings and were compensated for the smaller committee meetings held after duty hours. To qualify for a full stipend, each member had to participate in 100% of the committee meetings. The meetings were held during the day and in the evenings to best suit the needs of the planning committee attendees. All committee members met the attendance requirements and received the full stipend.

**Stakeholder engagement**—Our Advisory Committee gathered input from stakeholders through surveys, leadership committee meetings, monthly presentations to district staff, school board presentations and updates, and large group discussions. Initial review of TLC guidelines and district data by our stakeholder groups helped us understand:

- Cardinal currently has only 2 paid Teacher Leader (TL) positions.
- Our district needs to raise our minimum salary to meet Criteria 1 (\$33,500 for all teachers).
- Our district has a mentor program (Criteria 2—new teacher mentoring). However, our current program needs to be improved to better support and sustain new teachers within our district. We will adapt our program through our coaching model and network through the New Teacher Center.
- Our district does not meet Criteria 3 (differentiated, multiple, meaningful teacher leadership roles); Criteria 4 (rigorous selection process); or Criteria 5 (aligned professional development).

Cardinal chose to base its plan on Model 3—The Comparable Plan Model. The consensus was that having the flexibility of Model 3 best supports our district's size, goals, and current professional development focus.

**What we learned from stakeholders**—Our 3 key stakeholder groups (parents, teachers and administrators) shared the following with our AC.

**Parents** want...

1. Everything we do in the program to help increase student learning.

**Teachers** want...

1. Support for instruction and resources for learning.
2. Support for classroom and behavior management.
3. Opportunities to serve in a variety of leadership roles.
4. Opportunities to serve our district without having to leave the classroom..
5. Assistance in reflecting and using data to improve instruction.
6. Opportunities to observe successful teachers or mentors.
7. Opportunities for collaboration and reflection to establish professional relationships that support a Growth Mindset
8. Professional development that best suits individual needs of educators

**Administrators** want...

1. The TL program to support the implementation of Gradual Release of Responsibility district wide.

**Commitment**— Cardinal's TLC plan incorporated feedback from all teachers in our district, all district administrators and many community members. All stakeholder groups are clearly in support of this plan. Teachers provided input through surveys and demonstrated their commitment to the project during a meeting held on a recent PD day. During that meeting verbally affirmed their support of the project and many teachers expressed an interest in holding 1 or more of the new leadership positions. The Cardinal Education Association (CEA) was represented in all planning sessions and has officially endorsed this proposal. Parents provided input through surveys and through participation on the AC. Like the other groups, our parents have voiced their commitment to the project. Our administrators have demonstrated an exceptional commitment to the program. Our district applied for TLC funding last year but did not receive the award. Even though Cardinal did not receive the award on the first try, our administrative team decided to begin implementation of the TL program anyway by using district funds to hire 2 Instructional Coaches to support teachers this year. Our stakeholders are all committed, focused and passionate about supporting students through the implementation of a network of teacher leadership aimed at improving student achievement.

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## Narrative

**Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. 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 Cardinal Promise” says we will help every student become a lifelong learner and leader. We create the foundation for student growth by fostering a positive culture and by providing all students with engaging and relevant learning experiences. To ensure high quality instruction, we must give teachers opportunities to reflect on and improve their professional practice. The **vision** of our TL program is to continuously develop the skills of all staff through multiple training and coaching opportunities, while allowing teachers to stretch their potential as leaders. The variety of leadership roles in our TL program will allow teachers to fit their time, talents, and interests within various TL opportunities.

To realize our vision, we have created 4 goals for Cardinal's TL Program. **Goal 1** is to **create a positive atmosphere** where social capital drives collaboration. Our TLC program will foster a culture of trusting relationships that encourage collaboration around teaching practices to meet the needs of our students. The availability of Model Teachers, Mentors, and Instructional Coaches will provide time for teachers to observe one another, reflect on, and discuss their current practice. Our TL selection process will find candidates who work well with others, maintain a positive attitude, are able inspire other, and have the knowledge and skills to successfully coach their peers.

**Goal 2** is to **encourage collaboration** among teachers. TLs and classroom teachers will collaborate weekly in grade level PLC teams to improve student achievement. Teachers will share successful interventions and practices along with high quality student work samples. As a group they will analyze student data. Instructional Coaches will work to create a safe environment for candid conversations. They will also present and model teaching strategies that are responsive to student needs. Our TL program will encourage all teachers to apply for leadership opportunities at least once during their time in the district.

**Goal 3** is to **recruit and retain** quality teachers. By increasing the base pay and providing multiple instructional supports we will recruit and retain quality educators. The salary increase will benefit 20% of all teachers. Higher pay is one of the reasons teachers have left Cardinal. Better compensation, paid TL opportunities, and teacher empowerment will help us retain educators who may otherwise have been lost to larger neighboring districts. We believe the financial incentives will encourage many teachers to apply for TL roles. Not only do we offer full-time TL positions, those who are not ready to leave classroom will have opportunities to stay in the classroom and still work as a TL.

**Goal 4** is to promote **teacher empowerment**. Cardinal's TL program will foster a shared leadership approach for planning and facilitating district PD and curriculum design. To sustain this sense of empowerment, all TLs will benefit from yearly PD and coaching from administrators.

**Local Context**—Cardinal's CSIP has 3 goals: (1) Improve student achievement in reading, math, & science; (2) implement PLCs; and (3) provide quality instruction through the Gradual Release of Responsibility Model. Implementation of these goals is now the sole responsibility of administrators. Currently, only 2 teachers are in leadership roles, and these were just added for this school year. Thanks to the TLC funding, we will include at least 25% of our staff in TL roles that can help us attain our CSIP goals. The 33 new TL positions offer opportunities in 9 different roles that range from extra duty only to full-time positions with no teaching assignment. Instructional Coaches (2 full-time positions) will provide all teachers and PLC teams with direct and timely feedback, reflection, assistance with continuous improvement, and ongoing PD. The other 8 roles (31 extra duty positions) will provide leadership for special education, new teachers, technology integration, and the alignment of curriculum, instruction, and assessment. Together, the 33 teachers working in the 9 different TL roles will work collaboratively with district administrators to achieve all 3 CSIP goals.

**State Context**—Our plan clearly aligns with the State of Iowa's 5 TLC program goals.

- With TLC funding, all teachers will be paid at least \$33,500.
- Discussions with current teachers indicate that they will be more likely to stay in the district because of the opportunities to hold 1 or more of the 33 TL positions. They will be more likely to stay because of the additional pay, the chance to work as a leader, and the opportunity to improve their practice through comprehensive PD and individual and group support.
- All aspects of our TL program will foster collaboration among teachers, especially through the use of PLCs and during all PD. Our TL Advisory Committee will regularly review the level of collaboration in the program and seek additional ways to support collaborative efforts.
- Helping teachers grow professionally is an important part of Goal 4. As teachers grow, we will encourage them to seek leadership positions as a reward for this growth. We will also reward the growth of our TLs through additional compensation and through increased responsibilities (e.g., moving from a Model Classroom teacher to an Instructional Coaching position).
- The ultimate purpose of all TL program activities is to increase student learning. We believe that supporting **all** Cardinal teachers to work collaboratively to analyze student data and implement effective instructional strategies that are responsive to students needs will have an enormous positive impact on achievement levels in our district.

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)**

"The Cardinal Promise" says we will help every student become a lifelong learner and leader. All of our TLC efforts to improve student learning are tied directly to our Iowa CORE Plan. To fulfill our promise we are implementing 2 primary strategies to positively impact student learning—GRR and Technology.

**Strategy 1**—The **Gradual Release of Responsibility Model** (GRR) is a structured method of instruction framed around a process that transfers responsibility within the learning process from the teacher to the eventual independence of the learner. This instructional model requires that the teacher, by design, transition from assuming "all the responsibility for performing a task...to a situation in which the students assume all of the responsibility." The ideal result is a confident learner who accepts responsibility for their own learning and directs this learning so every student can move through the academic spectrum to independent choice and personalized learning. As Buehl (2005) stated, the GRR model "emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise."

With the support of Great Prairie AEA, Cardinal has committed to using GRR in grades K-12. Teacher Leaders will be critically important to successful implementation of GRR. Instructional Coaches will focus on GRR as a framework for student learning and will assist in developing PD to meet the needs of teachers related to GRR. Coaches will regularly observe every teacher in the district and provide debriefing and feedback about how effectively each teacher is implementing the GRR model. Our Mentors will provide additional support for our first and second year teachers as they work to master the GRR model. The mentors will observe their mentee once a month, and will follow up with a debriefing session with a Collaborative Assessment Log (CAL). These CALs will help focus the mentor and mentee on the implementation of GRR.

Model teachers will provide learning enriched environments where teaching staff can observe the high-quality implementation of GRR. These teachers will be open to video taping their classroom, and will give permission for the videos to be used at the discretion of the Instructional Coaches for training purposes.

We will also have 1 Special Education Lead and 1 Special Education Coach who will help teachers use GRR with students who have special needs. The Coach and Lead will help support new teachers in the implementation and understanding of IEP's/504 Plans and how to incorporate GRR into the plans. These individuals will help improve co-teaching models and will model/co-teach using the GRR method.

Cooperating Teachers will work to enhance and evaluate the progress of each student teacher on a continuing basis, gathering and recording information and conferring with each student teacher for purposes of analysis, feedback, and guidance. The cooperating teachers will model GRR, appropriate and meaningful use of technology and will act as a strong, professional mentor to the student teacher.

The Organizational Health Team Leads will help improve the culture, communication and overall health of our organization at Cardinal. This will include working with teachers to determine what other resources would help support implementation of the GRR model. The PD planned and delivered by our TLs coupled with opportunities to observe GRR in action in our model classrooms will help all staff understand how to implement GRR.

**Strategy 2**—Cardinal is a one-to-one **technology** school at the secondary level and has significantly increased student access to technology at the elementary level. We know that just adding a digital device to the classroom without a fundamental change in the culture of teaching and learning will not lead to significant improvement in student learning. Our TLs will help all Cardinal teachers learn how to manage the transition from a learning environment where paper is the primary technology to a classroom that is primarily digital.

To ensure student learning improves, our TLs will provide PD for their peers to:

- Craft a clear vision of connecting all students to the world's learning resources through technology.
- Model the actions and behaviors they wish to see in everyone's classroom.
- Support the design of an ongoing and embedded PD program that helps embed technology into effective instructional practices.
- Move in to the role of "systems analyst" to ensure that technology literacy is aligned with standards.
- Ensure that technology is seen not as another initiative, but as integral to curriculum.

Once all teachers have good foundational skills for integrating technology as part of an effective instructional process, the Instructional Coaches and our Mentors will have the opportunity to observe how well teachers are able embed technology as part of their instructional. Coaches and Mentors will compile data from their classroom observations that help them give individual feedback and support to teachers as well as design and implement new PD experiences to help teachers improve technology integration in ways that support increased student learning.

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)**

**Improving entry**—Our TL program will fund 9 **Induction Coaches/Mentors** who are responsible for mentoring the growth and development of all 1<sup>st</sup> and 2<sup>nd</sup> year (new or recently returning) PK-12 teachers. Mentors will act as models and guides to help new teachers develop competence and confidence more quickly. They will provide opportunities for new teachers to observe, discuss and practice quality instruction. Each mentor will partner with the new teachers in ways that help all new teachers develop a “growth” mindset. In addition to mentoring, coaches will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting students with special needs.

Mentors will serve our 1<sup>st</sup> and 2<sup>nd</sup> year teachers to help accelerate their effectiveness. Mentors will observe all new teachers **once a week** and will follow up their observation with a debriefing session that includes Collaborative Assessment Logs (CALs). CALs are a tool of the New Teacher Center (Santa Cruz, CA). They provide a framework for focused and relevant conversations between the Mentor and the new teacher. During each meeting and classroom visit, the CAL serves as a reminder to celebrate classroom successes, identify and prioritize challenges, and commit to specific next steps. The CAL guides interaction, documents professional growth, and directs the use of formative assessment tools. After each debriefing session, the new teachers will add information to their E-folio. The E-folio is an online Google site created by our current TLs that lists the Iowa Teaching Standards and the reflective tasks the mentees must complete their first and second year. Under each Iowa Teaching Standard the site contains 1-2 activities required for completion along with guiding questions to support that conversation and reflective assessment.

Instructional Coaches will also assist all new teachers in the district to strengthen their instructional practices. The coaches will focus on the Gradual Release of Responsibility Model (GRR). GRR is a structured method of instruction framed around a process that transfers responsibility within the learning process from the teacher to the eventual independence of the learner. This instructional model requires that the teacher, by design, transition from assuming "all the responsibility for performing a task...to a situation in which the students assume all of the responsibility." The ideal result is a confident learner who accepts responsibility for their own learning and directs this learning so every student can move through the academic spectrum to independent choice and personalized learning. Because our district is small Instructional Coaches will be able to observe every new teacher in the district **once a week** and provide feedback. Coaches will be non-evaluative partners with all new teachers in the learning process. The Coaches help all new teachers create E-portfolios and use CALs to document professional growth. Coaches will also create learning opportunities for new teachers through modeling, arranging for new teachers to observe model teachers, and providing 1 on 1 training and support.

**Effectiveness of Current Program**—Our district is located between two larger districts that offer higher base pay. As a result, Cardinal has struggled to attract and retain teachers. The first thing our TLC plan will allow us to do is make the starting salary \$33,500 for everyone. 20% of our teachers currently receive less than \$33,500. Our low starting salary has contributed to the retention problem at Cardinal, as we often lose teachers to higher paying districts in the area. With TLC funds we will be more inline with neighboring districts, which removes the primary reason for new teachers not joining our staff.

Though we have had a mentoring program, the program needs significant improvement. We now have a lead mentor induction teacher for the whole district along with several trained mentors who are assigned to a new teacher. Overall collaborative time between mentor and mentee has been minimal due to the fact that our lead mentor and mentors teach full time. The model we used in the past few year has only allowed mentors and mentees to meet once a month for 45 minutes to discuss concerns and to complete projects in the Journey to Excellence booklet. The mentors have not had the chance to observe new teachers since they have no release time. Mentees have been left to search for answers from someone else. We don't think our current program has been effective because it has not created enough meaningful tasks. The assignments and activities have been “extras” added on to their already busy schedules and to-do lists. Teacher turnover has been a concern for our district and we believe our strong new induction program will provide new teachers with the foundation they need to thrive in the classroom and feel connected to our district. Our new induction program will support all new teachers with guidance on lesson planning, grading practices, effective instructional practices, and classroom management.

Therefore, the Instructional Coaches hired for the present school year, have revamped the program. The TLC grant will help to make the new platform sustainable, and we hope to see great gains in attracting and retaining new teachers. The coaches act as lead mentors, and have been tasked with developing a plan, which will be sustained and supported using the TLC funding. The coaches have created a leader/admin website used to warehouse the information needed for mentors, mentees, portfolios, training and Collaboration Assessment Logs (CAL). The site will be a living, breathing document that will grow and change as the mentor program continues to evolve.

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## Narrative

Using Part 5 application narrative from Year 1?

No

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

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

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

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

**Differentiated TL Roles**—Our program consists of 9 clearly differentiated Teacher Leader (TL) roles. The following table lists each role along with the number of positions, whether the position is full time or extra duty, and the stipend for each TL. Up to 33 teachers could hold a TL position at any time. Because we only have 54 teaching staff, some teachers will need to hold more than 1 role at a time. We will ensure that at least 25% of our teachers (N=14) are in TL roles at all times. All TL roles will receive compensation, and those marked with an asterisk (\*) will be paid by categorical funds.

	<i>Title</i>	<i>#</i>	<i>TL Time</i>	<i>Stipend</i>
1	Instructional Coach	2	Full time	\$10,000
2	Induction Coach/Mentor	9	Extra duty	\$1,400
3	Model Teacher	6	Extra duty	\$1,000
4	Spec Ed Lead Coach*	1	Extra duty	\$4,000*
5	Spec Ed Coach*	1	Extra duty	\$2,000*
6	Organization Health Team	6	Extra duty	\$500
7	Cooperating Teacher (9 weeks)	2	Extra duty	\$200
8	Cooperating Teacher (18 weeks)	2	Extra duty	\$400
9	Iowa Core Lead Teachers*	4	Extra duty	\$2,000*
	<b>Total TL Positions</b>	<b>33</b>		

Our 2 full-time **Instructional Coaches** will work together to support all K-12 teachers. We currently enroll 636 students in 2 buildings—Cardinal Elementary and Cardinal Middle-Senior High. The 2 Instructional Coaches will work in both buildings, with 1 coach primarily focused on math and the other focused primarily on literacy. Both will provide support for classroom management, reflective and formative assessments, and technology integration. Coaches will observe all staff 1 time every month and provide constructive feedback through a debriefing session following the observation. The coaches will observe all new teachers every week. Through the coaching support, teachers will have access to model lessons, planning assistance, co-teaching, and one-on-one collaboration. Instructional coaches will have joint planning time every day to share insights and to align their work across the district. Coaches will have an additional 25 days incorporated into their contract to support their own professional development and planning during the summer.

Our TL program will provide 9 **Induction Coaches/Mentors** who are responsible for mentoring the growth and development of all 1<sup>st</sup> and 2<sup>nd</sup> year (new or recently returning) PK-12 teachers. Mentors will act as models and guides to help new teachers develop competence and confidence more quickly. They will provide opportunities for new teachers to observe, discuss and practice quality instruction. Each mentor will partner with the new teachers in ways that help all new teachers develop a “growth” mindset. In addition to mentoring, coaches will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting students with special needs.

TLC funds will support 6 **Model Classroom Teachers** who will demonstrate best teaching practices related to content, assessment, and instruction. The model classroom teachers will be given additional training in the summer and periodically throughout the school year. Together, administrators and Instructional Coaches will help teachers know which of the Model Classrooms would be beneficial to observe.

Our TL program will include 2 special education positions. The **Special Education Lead** will act as Cardinal’s representative in all district meetings. S/he will support families, teachers, and students with the IEP process by providing training for families and staff regarding 504 plans and IEPs. The Special Education Lead will help the Special Education Coach and special education teachers with the compliance process, facilitate conversations with general education teachers, and create meeting protocols district wide. S/he will also review, edit, and finalize all IEPs after the Prior Written Notice is completed and the meeting has been held. The Special Education Lead will also assist with locating and establishing connections with community resources available to build quality transition plans.

Our **Special Education Coach** will meet with case managers monthly to offer support, assist with progress monitoring compliance, and to share ideas for instructional strategies to assist struggling learners. S/he will help draft IEPs as well as troubleshoot the day-to-day problems K-12 case managers encounter. The Special Education Coach will help to build an inclusion model and to assist general education and special education teachers to work collaboratively in co-teaching situations.

In response to K-12 teacher input, we have created 6 **Organizational Health Team** positions whose job will be to partner with our administration in collaborative efforts that will build a positive and solution oriented culture throughout our district. During monthly meetings, Organizational Health Team members will bring both staff concerns and potential solutions to the administrative team in order to improve the overall health of the organization. This communication and solution driven team will respond to survey data that addresses: organizational health (direction, execution, and connection); my job (my work, my manager, my pay and benefits); and engagement.

**Cooperating Teachers** in our district will support Student Teachers for either 9 weeks or 18 weeks. Every year, these 4 teacher leaders will help Student Teachers learn to apply the methods and skills they have learned at college in an actual K-12 classroom setting.

The 4 teachers who spend extra time aligning content, instruction, and assessments with the Iowa Core Curriculum will serve as our **Iowa Core Lead Teachers**. These TLs will examine curriculum in specific grades to determine if they are meeting the Iowa Core standards. They will also determine what kind of training must be provided to address the areas of weakness noted.

**How roles fit with instructional improvement strategy**—Our primary instructional improvement strategy is the Gradual Release of Responsibility Model (GRR). GRR is a structured method of instruction framed around a process that transfers responsibility within the learning process from the teacher to the eventual independence of the learner. This instructional model requires that the teacher, by design, transition from assuming "all the responsibility for performing a task...to a situation in which the students assume all of the responsibility." The ideal result is a confident learner who accepts responsibility for their own learning and directs this learning so every student can move through the academic spectrum to independent choice and personalized learning. As Buehl (2005) stated, the GRR model "emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise." With the support of Great Prairie AEA, Cardinal has committed to using GRR in grades K-12. Teacher Leaders will be critically important to successful implementation of GRR. Instructional Coaches will focus on GRR as a framework for student learning and will assist in developing PD to meet the needs of teachers related to GRR. Coaches will regularly observe every teacher in the district and provide debriefing and feedback about how effectively each teacher is implementing the GRR model. Our Mentors will provide additional support for our first and second year teachers as they work to master the GRR model. The mentors will observe their mentee once a month, and will follow up with a debriefing session with Collaborative Assessment Logs (CALs). These CALs will help focus the mentor and mentee on the implementation of GRR.

Model teachers will provide learning enriched environments where teaching staff can observe the high-quality implementation of GRR. These teachers will be open to video taping their classroom, and will give permission for the videos to be used at the discretion of the Instructional Coaches for training purposes.

We will also have 1 Special Education Lead and 1 Special Education Coach who will help teachers use GRR with students who have special needs. The Coach and Lead will help support new teachers in the implementation and understanding of IEP's/504 Plans and how to incorporate GRR into the plans. These individuals will help improve co-teaching models and will model/co-teach using the GRR method. Cooperating Teachers will work to enhance and evaluate the progress of each student teacher on a continuing basis, gathering and recording information and conferring with each student teacher for purposes of analysis, feedback, and guidance. The cooperating teachers will model GRR, appropriate and meaningful use of technology and will act as a strong, professional mentor to the student teacher.

The Organizational Health Team Leads will help improve the culture, communication and overall health of our organization at Cardinal. This will include working with teachers to determine what other resources would help support implementation of the GRR model. The PD planned and delivered by our TLs coupled with opportunities to observe GRR in action in our model classrooms will help all staff understand how to implement GRR.

**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.**

**Determining Effectiveness**—To ensure we have the largest pool of highly qualified TL candidates, we will begin our recruitment efforts by informing all teachers of the TL openings through multiple methods—presentations, school email, and paper postings in each building. We will hold a TL informational session in January 2015 during which we will describe each position to all staff members. We will also review the application process during this PD. We have already created a TL website that provides information about the TL program, each position, and the application/selection process.

The following table lists the minimum years of teaching experience required along with the minimum number of years required TLs must have worked in our district

<i>TL Role</i>	<i>Minimum Years of Experience</i>	<i>Minimum Years in Cardinal</i>
Instructional Coach	5	3
Induction Coach/Mentor	3	3
Model Teacher	3	2
Spec Ed Lead Coach	5	3
Spec Ed Coach	3	3
Organization Health Team	3	1
Cooperating Teacher (9 weeks)	5	3
Cooperating Teacher (18 weeks)	5	3
Iowa Core Lead Teachers*	5	2

Interested candidates will submit their application in the superintendent's office. Each application will include a questionnaire completed by the applicant along with 1 peer reference documenting the applicant's capacity to work in the TL role. Applicants can choose to submit any additional artifacts that help demonstrate their potential effectiveness. Our applicant questionnaire will be based on the Teacher Leadership Skills Framework from CSTP (Center for Strengthening the Teaching Profession). The questionnaire will give applicants the opportunity to document their knowledge, skills, and dispositions in 5 areas—working with adults, communication, collaboration, knowledge of content and pedagogy, and systems thinking. The Director of Curriculum and Instruction, the Superintendent, and 1 teacher from each building will jointly review the position questionnaires, the peer reference letters, and any other artifacts the candidates submit. Together, the 4 members of the review committee will select applicants for interview.

Using a process similar to how we hire all teaching positions, we will have a committee of teachers, administrators and other stakeholders interview each candidate. The teachers on the committee will include representation from both of our buildings. During each interview, we will use the Teacher Leadership Skills Framework as a discussion tool to review the applicant's qualifications to serve as a TL. We will have the applicant address dilemmas that arise when leadership and ask the TL applicants to describe what they will do in their efforts to improve student learning.

Applicants will be scored on a rubric aligned to the Teacher Leadership Skills Framework that takes into consideration their effectiveness in their responses to interview questions. To assess prior professional growth, TL applicants will discuss the history of their Individual Professional Development Plan and describe how they have evolved as teachers throughout their career. Using this information, along with the rubric scores from the interview, the committee will compile and review the results. Once the interview committee achieves consensus, they will make their recommendation to the superintendent.

**Evaluating Professional Growth**—For the annual assessment, TLs and their supervisors will collect data through reflections, observations, and anonymous surveys of those the TLs support. We will design rubrics that rate TLs on a continuum using 3 levels—(1) emerging; (2) applying; and (3) integrating. The rubrics will assess professional growth in 5 areas—working with adults, communication, collaboration, content and pedagogical knowledge, and systems thinking. Shortly after being selected, each of our 33 TLs will use the knowledge, skills, and dispositions outlined in their position rubric to create their Individual Professional Development Plan.

Every quarter, TLs will complete a self-evaluation and reflection on his/her effectiveness in the assigned position. Every semester, administrators will observe all TLs as they perform their TL work and then complete an assessment of the TL using the position rubric. Once each semester, all teachers who have been supported by a TL will complete an anonymous online survey that describes how helpful the TL has been. TLs and administrators will meet every semester to review the personal reflections, the administrator's observations, data from the anonymous peer surveys, and student learning data to document the TL's effectiveness. Though all TL positions will require annual reapplication, TLs will be able to maintain their positions (if desired) through the successful completion of the review process. Successful completion of the review process includes showing growth on the continuum of development along with positive feedback from the position supervisor and the teachers who are served by the TL.

## 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.*

**Building-based PD**—One advantage of having a small district is that we can develop and deliver PD that is clearly and carefully aligned across all grades PK-12. In Cardinal we have 2 separate schools—1 elementary and 1 middle/high school—housed in a single building. In total we have 54 instructional staff who meet as part of multiple building PLC teams. Each building is responsible for developing a building improvement plan that is customized to the needs of their students based on the input of the PLC teams. The improvement plans for both buildings carefully outline what PD is needed to support both individual teachers and groups of teachers as they work to address identified student learning needs. The plans for both buildings are combined to form the district school improvement plan.

Our TLs are key to both the identification of necessary PD as well as the provision of building-based and district-wide PD. Teachers Leaders, in collaboration with building administration and the AEA, will deliver all PD at the building and the district levels during our monthly full-day PD sessions, in the summer, during teacher pre-service days, and throughout the school year in the form of courses and seminars. PD is also provided through classroom-embedded Instructional Coach support for teachers and teacher teams. Coaching includes demonstration teaching, observing/coaching a lesson, and analyzing student data. With TLC funding, both the elementary and the secondary school will have a full-time TL working as an Instructional Coach to lead PD efforts in conjunction with our Director of Curriculum and Instruction (DCI). Building-based PD allows TLs to be close to the daily work of teachers, giving them the ability to adapt and adjust PD “in real time.” To ensure the continuous improvement and appropriateness of PD, all PD participants regularly provide feedback to their Building Leadership Teams.

**Alignment of TLC Plan with Iowa PD Model**— Our TLC plan incorporates the 12 essential elements of the Iowa PD model described in the Iowa PD model Technical Guide.

**(1) Leadership Team**— We have multiple instructional data PLCs in both buildings. There is one lead teacher from each one of these teams who meets as a part of the building leadership team. The leadership teams from both buildings meet together to form the district leadership team. The Instructional Coaches from each building will play an important role in organizing and facilitating the building and the district teams.

**(2) Collecting and analyzing student data**—Our Instructional Coaches and our DCI provide support for both the building PLCs and individual teachers to collect and analyze student data. This building teams split by content area in the secondary building and by grade-alike groups in the elementary. These teams come together on district PD days to analyze data vertically K-12 under the guidance of our Instructional Coaches and DCI.

**(3) Goal setting**—Our Instructional Coaches and DCI assist the building teams to set SMART goals for the building, content area, and groups of students using data collected by the PLC as part of the building improvement planning process. All PD is intended to building teacher knowledge and skills to impact student learning.

**(4) Selecting content**—All PD content is chosen initially by the administrative team, our DCI and our Instructional Coaches. Once the school year has started and we collect survey after each PD day, we monitor and change content, as needed, in response to teacher feedback and requests as well as changes in student performance.

**(5) Designing PD**—We have a PD calendar team led by our superintendent. The team meets and decides on the PD calendar for the year. Key members on this team include building administrators, the DCI, and our 2 Instructional Coaches.

**(6) Training opportunities**—Our PD is both building and classroom based. Teachers participate in group training opportunities led by our Instructional Coaches. In addition, the Instructional Coaches observe every teacher in the classroom each month and then provide individualized support through feedback sessions.

**(7) Collaboration**— Building-based PD supports teachers from the same building to learn collaboratively while district level PD fosters collaboration among teachers from both buildings who address common issues/content.

**(8) Implementation**— Participants in all building and district level PD provide feedback to the building teams and the district team regarding the effectiveness of the PD following each session through anonymous online surveys.

**(9) Formative PD program evaluation & (10) Summative PD program evaluation**—PD Data collected through surveys and walk throughs is analyzed by the district level team (which includes our 2 Instructional Coaches) to determine effectiveness. One important task of the district level team is to make adjustments in how the PD is delivered and what content is covered based on the input of our 54 instructional staff.

**(11) Individual teacher PD plans**— Each building principal ensures that teachers complete individual PD plans. The building principal reviews this with the teacher and then the evaluation (if on cycle) is centered around this plan. Our Instructional Coaches support teachers every year in a non-evaluative role with the implementation of their PD plans through the individual coaching process.

**(12) Building PD plans**— Each building is responsible for developing a building improvement plan that is customized to the needs of their students. The improvement plans for both buildings carefully outline what PD is needed to support both individual teachers and groups of teachers as they work to impact student learning. The development of the building plans is led by the Instructional Coach, the administrator in each building, and the DCI.

Using Part 8 application narrative from Year 1?

No

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

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

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

**Impact and Effectiveness**—To determine the effectiveness and impact of our TLC plan we will collect both process and outcome evaluation data for the TL program. Our process evaluation data will help us understand if we are implementing all planned activities with fidelity. Our outcome evaluation data will help us determine if our services have worked to improve the knowledge and skills of teachers and teacher leaders. If our program is successful, ultimately we should also see improvements in both student engagement and student learning. In the initial stages of our TL program we will concentrate on implementation. Using monitoring data from multiple sources we will: (1) determine if all services were implemented as planned; (2) track the number of teachers and TLs served; and (3) document the quality of the services we provided through the TL program. Our Director of Curriculum and Instruction will work with our 2 Instructional Coaches to record all monitoring data. We will concentrate on implementation issues primarily during the start up phase of our TL Program to ensure the smooth operation of all project components. The following table lists our initial process evaluation indicators along with how and when the data will be collected. We will review and finalize this list prior to program startup in July 2015.

**Process Evaluation**

Indicator of Success	Measurement	Timeline
TL positions are filled with qualified staff	HR records	1x year
TLs understand job requirements	TL survey	2x year
Instructional Coaches & Mentors meet with all staff 1x every month	TL Logs	Monthly
Coaching includes model lessons, planning assistance, co-teaching, and 1-on-1 collaboration		
Teachers observe model classrooms	Model Classroom log	Reported monthly
Special Ed Lead and Coach attend all IEP meetings and have monthly meetings with case mgrs.	Spec Ed TL log	Reported monthly
Org. Health Tm members meet monthly	Review of Meeting Minutes	Monthly
Org. Health Tm recommendations are implemented	Superintendent report	2x year
Coop. Teachers have student teachers	HR records	2x year
Iowa Core Lead Teachers align content, instruction, and assessments with the Iowa Core	Core Teacher logs	2x year

**Outcome Evaluation**—Once all components of our TL program are running smoothly we can focus on the impact of our activities. Our Director of Curriculum will work with our 2 Instructional Coaches to record all outcome data. The outcome evaluation will allow us to answer the question, “Are teachers and students better off as a result of our services?” The following 4 tables list our initial outcome evaluation indicators for the 4 program goals. We will review and finalize this list prior to program startup in July 2015.

**Goal 1—Create a positive atmosphere**

Indicator	Measurement	Timeline
Students are increasingly engaged in learning	Walk through data	Quarterly
Instructional delivery shifts from teacher led to student led	Inst. rounds data	
All teachers feel confident implementing GRR	Teacher survey	2x year
Org. Health Team members describe how their efforts have improved climate	Team survey	1x year

**Goal 2—Encourage collaboration**

Indicator	Measurement	Timeline
Teachers report they have sufficient time for collaboration	Teacher survey	2x year
K-12 staff report that instructional coaching is provided in a collaborative way		
K-12 Case Mgrs report that collaboration with Spec Ed TLs is collaborative		
Student teachers can describe the collaborative nature of their work with cooperating teachers		

Teachers work collaboratively to integrate technology	Inst. Coach report	Monthly
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**Goal 3—Recruit/retain teachers**

Indicator	Measurement	Timeline
The number of new teachers who stay in the district increases	HR database	1x year
The number of teachers who remain in the district increases	HR database	1x year

**Goal 4—Empower Teachers**

Indicator	Measurement	Timeline
Teachers report they feel empowered through work with Instructional Coaches	Teacher survey	1x year
Student teachers report their experience empowered them to become an effective teacher		
The % of teachers who implement GRR with fidelity increases	Walk through data Inst. rounds data	Quarterly
The % of teachers who successfully integrate technology in instruction increases		

**Continuous Improvement**—While collection of data is an important aspect of the overall project evaluation, we are most concerned about how we use our data to adjust TL Program performance. Through this project we will help staff in both schools turn program data into useful answers that help all students succeed.

The TL Advisory Committee (AC) will have quarterly conversations to review project data. During these conversations, our Instructional Coaches will present summary data to track progress over time for key measures. They will help the AC review and reflect on the data through the use of the following 7 questions: (1) Who have we targeted for services/support?; (2) What are the outcomes they were expected to attain?; (3) What do our data tell us about their success in attaining outcomes?; (4) What other data do we need?; (5) What would work to do better?; (6) Do we need any new partners?; and (7) How will we adjust programming in response to current data (action plan adjustments)?

These monitoring meetings are not just about reporting data. Instead, they will help us understand the “story behind the data” so we can reflect on how well current TL strategies are working. All of the monitoring meetings will end with clear action steps that call for adjusting current methods or implementing new activities.

Project information will be posted to the district web site where we will share monthly updates about project activities, general project information, and reports documenting activities and successes. At the end of each year, we will produce a report summarizing who was served along with improvements in teacher and student performance.

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)**

**Capacity**—We are confident we have the capacity to implement this project quickly, efficiently, and successfully. As a district we have spent the last 2 years planning our TL program. When we learned we did not receive funding after submitting an application to the Iowa DE last year, we took 2 important steps to build our capacity to both plan and implement a TL program. **First**, we worked with an external consultant during the past 6 months who helped our Advisory Committee analyze and improve our TL program design. The consultant supported us as we created a TLC program that includes all TLs in the district. With his assistance we wrote detailed job descriptions for each of the 9 TL roles. We also worked hard to clarify our mentoring and induction activities. Finally, we worked with the consultant to design a budget that provides compensation for all TL roles. As a result, we have a much clearer of understanding of what needs to happen, when it needs to happen, who is responsible for each activity, and how we will pay for all TL efforts. We believe the clarity and detail of our current TL program plan will allow us to “hit the ground running” when we receive funding from the DE.

**Second**, we have already begun to implement a portion of TL program. Even though we did not receive TLC funding from the state for this year, we were able to secure funding from a foundation to hire 2 full-time Instructional Coaches. We now have 2 Coaches who support both the elementary and the secondary building. With these 2 TLs in place we are learning valuable lessons about how to effectively implement TL activities. The lessons we learn from our TL efforts this year will definitely increasing our capacity to implement the larger TLC-funded program next year. Prior to this year, Cardinal did not have any paid leadership positions for teachers. With the addition of the 2 Instructional Coaches, we now have experience with: (1) recruiting qualified staff; (2) hiring; (3) when/how to provide coaching support; (4) how to assess the professional growth of the coaches; and (5) how to evaluate the impact of their work on teachers and students. We will take the lessons learned from adding Instructional Coaches to our staff this year to improve the rollout of our full TL program for the coming school year. Following the submission of this grant, we will take a **third** step to increase our capacity to implement the TL program effectively. Beginning in October our Advisory Committee (4 teachers, 2 principals, the Superintendent, the Director of Curriculum and Instruction, 2 community members, 2 members of the teacher’s association, and 4 parents) will meet monthly. During these meetings our AC will finalize all job descriptions, develop assessment rubrics for each TL position, create recruiting/application materials, inform all staff about TL opportunities, screen all applications, and select candidates for interviews. These monthly meetings will help ensure that Cardinal is ready to begin full implementation of our TL Program on July 1, 2015.

**Key staff**—All TL activities will be lead by our 2 Instructional Coaches who will have the support of the Director of Curriculum and Instruction (DCI) and the Superintendent. The DCI will provide supervision for our 2 Coaches, 9 Mentor/Induction Coaches, our 2 Special Education Coaches, and the Iowa Core Lead Teachers. The Superintendent will supervise members of the Organization Health Team, while building principals will supervise the cooperating teachers and the model teachers. Our 15-member AC will meet quarterly to provide guidance and support to the Superintendent and the DCI as they coordinate TL activities across the district.

**Sustainability**—In addition to continued TLC funding from the state, we believe we can sustain our TL program using multiple strategies. First, a strong evaluation of the TL program will allow us to share results about the program’s impact on teachers and students. As we demonstrate how TL activities strengthen instructional practices and impact student learning, we can help our board and our community maintain their commitment to our TL efforts. Second, we will continue to seek external funding as we did for the 2 Instructional Coaching positions we hired for this year. We have had success obtaining external funds in the past and believe we can seek support from both public and private sources to help sustain our TL program. Third, we are focusing significant time on building the capacity of existing staff through many different individual and group PD activities. An emphasis on strong PD is a cost-effective way to support sustainability. Once we have used our TLC funds to increase the capacity of all staff to implement evidence-based instructional practices, we will require fewer funds to keep the program going. Because the majority of our staff stay in the district, we will need fewer dollars for their continued PD, which allows us to concentrate our efforts on building the instructional skills of the teachers who are new to our district.

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## 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** 636.0

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

**District Enrollment-Based Allocation** \$196,409.52

**Total Allocation** \$196,409.52

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## Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$22,349.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$26,115.00
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).	\$139,045.52
Amount used to provide professional development related to the leadership pathways.	\$8,900.00
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>\$196,409.52</b>

## Other Budgeted Uses - Description

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

## Total Allocation Budgeted

Total Projected Amount to be Expended	\$196,409.52
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

## Budget Alignment

Using Part 10 application narrative from Year 1?	No
Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)	

Cardinal will receive \$196,409.52 in TLC funding from the state of Iowa. We will contribute an additional \$35,895.00 of local funds. Our total TLC program cost is \$232,304.52. The following tables show how we will use our funds to: (a) bring salaries to \$33,500; (b) supplement salaries for teachers in leadership roles; (c) cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom; and (d) provide professional development related to the leadership pathways.

(a) We will use \$22,349 to raise the minimum salary of all staff to \$33,500

Title	Salary/Ben.	Tng Costs	TLC \$	Other \$
Amount to bring salaries to \$33,500	\$22,349	-	\$22,349	-

(b) \$26,115 are designated to fund the salary supplements for teachers in leadership roles. These TLs will complete all TL activities outside of classroom hours

Title	Salary/Ben.	Tng Costs	TLC \$	Other \$
Induction Coach/Mentor	\$14,689	-	\$14,689	-
Model Teacher	\$6,996	-	\$6,996	-
Spec Ed Lead Coach*	\$4,663	-	-	\$4,663
Spec Ed Coach*	\$2,332	-	-	\$2,332
Organization Health Team	\$3,498	-	\$3,498	-
Cooperating Teacher (9 weeks)	\$466	-	\$466	-
Cooperating Teacher (18 weeks)	\$466	-	\$466	-
Iowa Core Lead Teachers*	\$8,796	-	-	\$8,796
<b>Totals</b>	<b>\$41,906</b>	<b>\$0</b>	<b>\$26,115</b>	<b>\$15,791</b>

(c) \$139,045.52 of TLC funds will cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom

Title	Salary/Ben.	Tng Costs	TLC \$	Other \$
Instructional Coaches	\$159,149.52		\$139,045.52	\$20,104
<b>Totals</b>	<b>\$159,149.52</b>		<b>\$139,045.52</b>	<b>\$20,104</b>

d) \$8,900 of TLC will fund PD related to the leadership pathways

Title	Salary/Ben.	Tng Costs	TLC \$	Other \$
Cost for substitutes for PD time with Coaches			\$8,900	

(e) We will not use any TLC funds to cover other costs associated with the approved TLC plan.

**Connections between costs, roles, and goals**—With TLC funds, our 2 full-time **Instructional Coaches** will work in both buildings, with 1 coach primarily focused on math and the other focused primarily on literacy. Both will provide support for classroom management, reflective and formative assessments, and technology integration. Coaches will observe all staff 1 time every month and provide constructive feedback through a debriefing session following the observation. Through the coaching support, teachers will have access to model lessons, planning assistance, co-teaching, and one-on-one collaboration. Instructional coaches will have joint planning time every day to share insights and to align their work across the district. Coaches will have an additional 25 days to support their own PD during the summer.

TL funds will support 9 **Induction Coaches/Mentors** to work outside of class time to mentor the growth and development of all 1<sup>st</sup> and 2<sup>nd</sup> year (new or recently returning) PK-12 teachers. Mentors will act as models and guides to help new teachers develop competence and confidence more quickly. They will provide opportunities for new teachers to observe, discuss and practice quality instruction. In addition to mentoring, coaches will provide PD in areas such as classroom management, instructional strategies, and supporting students with special needs.

TLC funds will support 6 **Model Classroom Teachers** to have others observe them as they demonstrate best teaching practices related to content, assessment, and instruction.

Our TL program will fund 2 special education positions to work outside of classroom time. The **Special Education Lead** will support families, teachers, and students with the IEP process by providing training for families and staff regarding 504 plans and IEPs. The Special Education Lead will help the Special Education Coach and special education teachers with the compliance process, facilitate conversations with general education teachers, and create meeting protocols district wide. S/he will also review edit, and finalize all IEPs after the Prior Written Notice is completed and the meeting has been held. The Special Education Lead will also assist with locating and establishing connections with community resources available to build quality transition plans.

Our **Special Education Coach** will meet with case managers monthly to offer support, assist with progress monitoring compliance, and to share ideas for instructional strategies to assist struggling learners. S/he will help draft IEPs as well as troubleshoot the day-to-day problems K-12 case managers encounter. The Special Education Coach will help to build an inclusion model and to assist general education and special education teachers to work collaboratively in co-teaching situations.

TLC funds will support 6 **Organizational Health Team** members to work outside of classroom time as partners with our administration in collaborative efforts that will build a positive and solution oriented culture throughout our district. During monthly meetings, Organizational Health Team members will bring both staff concerns and potential solutions to the administrative team in order to improve the overall health of the organization. This communication and solution driven team will respond to survey data that addresses: organizational health (direction, execution, and connection); my job (my work, my manager, my pay and benefits); and engagement.

**Cooperating Teachers** will receive TLC support to have Student Teachers for either 9 weeks or 18 weeks. Every year, these 4 teacher leaders will help Student Teachers learn to apply the methods and skills they have learned at college in an actual K-12 classroom setting.

The 4 teachers who spend extra time aligning content, instruction, and assessments with the Iowa Core Curriculum will use TLC funds to work outside of class time as our **Iowa Core Lead Teachers**. These TLs will examine curriculum in specific grades to determine if they are meeting the Iowa Core standards. They will also determine what kind of training must be provided to address the areas of weakness noted.

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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