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Application

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

91501 - Centerville Community Schools Teacher Leadership System 2014-2015
 Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-31 09:30:53
Signature:	Rhonda Raskie	Submitted By:	Rhonda Renee Raskie

Applicant Information

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Program Area of Interest*	Early Literacy Implementation	Fax:	
Fax:		Benefactor Vendor Number	
Agency	Administrative Services, Iowa Department of		

Recipient Information

District*	Centerville Community School District <small>Use the drop-down menu to select the district name.</small>
County-District Number*	04-1071 <small>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.</small>
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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 Centerville Community School District is committed to the establishment of a teacher leadership system. The process included input from all stakeholder groups including, parents, teachers, board members and the community. The committee collaborated to develop a plan based on the input of stakeholders, information and resources from workshops, survey data and the independent reading and fact gather by members.

The Centerville School District Mission is "All students will learn well, become lifelong learners, and contribute positively to society". The vision of the Centerville Teacher Leadership System is to improve all levels of student achievement by empowering teachers to work collaboratively to improve the alignment of content, instruction and assessments by participating in the planning and facilitating of quality professional development activities that align with the district goals for teacher leadership and academic achievement. The teacher leadership system vision supports our district's mission statement by retaining and attracting highly effective teachers who will promote the mission of students learning well and model for students and peers the lifelong learning process, which will lead to a positive contribution to society.

Within our district we have established multiple PLC groups all working on improving student achievement and focused this year on literacy instruction at all grade levels in all content areas. The district has been involved in the state's C4K Early Literacy initiative and is practicing the MTSS framework to provide support for all students. Each building has a C4K Team that meets monthly. The Centerville School District has had a mentoring program since 2006. The goals and structure of the the district's current mentoring program are already aligned with the the goals of the teacher leadership program and have teacher leadership positions established.

There will be three layers of teacher leadership roles. The positions will be Instructional coaches, Lead Teachers and Mentor Teachers. Instructional Coaches will be released from their classroom 100% of the school year to spend their time meeting attending to the instructional needs within the district K-12. This would include modeling, coaching, providing feedback, conducting observations, and planning sessions to meet with lead teachers. Lead Teachers will be partially released from classroom duties. They will be released from the classroom up to 50% of the classroom duties. They will be engaged with monitoring student achievement goals and assist with professional development using the PLC model. Lead Teachers will plan and facilitate instruction within the mentor teachers' buildings. Lead Teachers will be involved with planning and facilitating the 6 year curriculum cycle groups. Mentor Teachers will be in the classroom 90% of the time and released 10% of the day to mentor and observe classroom instruction. These teachers will be able to work with their peers, have an understanding of a particular content area, be able to collaborate and communicate best pedagogy, analyze student data, oversee lesson structure and pacing, and continue to enhance a culture of mutual respect and reflection.

Centerville School District will align its Teacher Leadership System with the Iowa Professional Development Model. Instructional Coaches will collaborate with the Curriculum Director and other members of the TLC to develop and implement quality professional development based on the Iowa Professional Development Model.

Centerville Schools will be using criteria provided in Teacher Leadership Skills Framework (CSTP) to serve as the district's Teacher Leader Measures of Effectiveness to select and evaluate teacher leaders. The district will have a committee, selected annually that will follow the selection process of screening, interviewing and selecting the teachers for each role. The selected candidates will be presented to the superintendent in order to make recommendations to the school board. Teacher leaders will be evaluated two times during the year. The effectiveness of teacher leaders will include considerations for improvements and updates in job descriptions. After successful first year implementation, teacher leaders can apply for the same position or a different leader position in the district.

The Centerville School District believes in lifelong learning and has a history of focusing on learning outcomes. We are currently implementing the DeFour Professional Learning Community Process for collaboration purposes and to analyze our data. We use SMART goals as a way to monitor academic progress of students through the curriculum. Monitoring all of component along with the evaluation of overall program using short term goals that allow for adjustments to the process and long-term goals which will help sustain the teacher leadership system in our district.

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).

The Centerville Community School District is committed to the development and implementation of a teacher leadership system. The district did not use any of the funds last year and chose to begin the planning and grant application the second year. The planning process began this summer and involved gathering input from all stakeholder groups including parents, teachers, board members and the community. The following timeline of activities summarizes the planning process to date. A group of teachers were invited to participate and chosen based on representation from the 4 grade levels, PreK-2, 3-6, 7-8 and 9-12.

Committee:

6 Teachers participated: 3 secondary, 3 elementary

4 Administrators: The superintendent, 1 curriculum director, 1 secondary principal, 1 elementary principal.

The funds from the planning grant were used to pay for substitute teachers to release the staff during contract hours. Teachers were paid an hourly per diem rate for time spent outside of contract hours. A Google Drive document was created that allowed all committee members to view, edit, and provide input into the grant application in a collaborative way. Given the small time frame to complete the application, subcommittees were formed to expedite the work to meet the established deadline.

Committee use time and funds

Date	Time	Activity of	Funds
2014 HoursTLC (teacher leadership committee)			
7/22	8	Meeting at GPAEA Parts 1-5 training and workday	Hourly Per Diem
8/4	8	Leadership Symposium in Ames.	NA
8/28	1	2 administrators attended and brought information and handouts back to the committee. SIAC committee met to review major educational needs. One of the recommendations to the board was "having mentor leaders as a way to improve student learning". Also, noted by the SIAC committee as a district strength and that the district continue to cultivate the current positive relations with teachers and with teachers-administrators.	
		Information was also shared with the public and community members via the local radio station by Mr. Ryan, superintendent.	
9/5	4	TLC met to review the process and plan for collecting input, review other plans and outline parts 1-5.	\$ for subs to release teachers
9/8	8	TLC attended meeting at GPAEA to collaborate and gather information about parts 6-10 of the grant.	Sub pay
9/10	2.5	TLC presented information and summary of the process to the entire staff during a scheduled early release. They answered questions and engaged staff in a survey. The teachers compiled the survey data afterward.	NA
9/15	.5	The secondary principal presented information to the school board as a discussion item. School board members reviewed documents, asked questions of the committee and then completed a four-part survey.	during contract hours
9/16	4	TLC met and reviewed the school board survey data and comments. Quotes were selected for inclusion in grant. The group divided into subcommittees to work on assigned parts of the grant application. A plan was made to get parent input and participation during parent- teacher conferences on 9/18/14	NA
9/18	3	Parent Teacher Conferences, explained TL, passed out surveys, answered questions and collected surveys.	Sub pay
9/25	4	TLC met and reviewed the parent and school board surveys. Subcommittees worked on individual components and an overall rough draft was formed.	NA
10/1	4	Administration continued to work on parts 1-5	NA
10/2	4		
10/7	4	TLC met and worked on parts 6-9.	Sub pay
10/15	8	3 administrators and the superintendent attended a workshop in Ottumwa and participated in a peer review session with other districts from GPAEA.	NA
10/20	4	TLC members met after school to revise application based on peer review feedback	hourly per diem
10/21	4	TLC members prepare final draft	Sub Pay

Stakeholder data and quotes:

The committee relied mainly on the feedback collected from the parent, staff and school board surveys, along with comments and observations from all groups.

The results of the surveys and comments from various stakeholders are listed.

- Summary of the surveys given to stakeholders
- 95% Parents in favor
 - "When teachers learn more effective ways to teach/help kids then students perform better."~Parent
 - "When students, teachers, and families work together, students perform better."~Parent
 - "Not all kids learn the same way so new and creative ways to engage students are important."~Parent
- 89% Teachers in favor
 - 30% of the staff expressed interest in a leadership role now
 - 20% more expressed they might be in future
 - "I see this as being very positive. Being able to bounce off ideas and share concerns. Having a person to collaborate with and help improve lesson plans."~Teacher
 - "An instructional coach can assess what the classroom instruction looks like and offer ideas and instruction that could improve student learning."~Teacher
 - "Having another person to offer ideas, watch or observe teachers and provide feedback can be beneficial to the classroom teachers which then can impact student learning."~Teacher
- School board data was a qualitative summary and so there is not an actual percentage comparable to the other stakeholder data. The overall feedback was positive but there was not a quantitative percentage result.
 - "TLS is student focused, teacher driven and community supported... a strategy for success."~Board Member
 - "There must be accountability to go along with the advanced career opportunities, effectiveness must be measurable." Board Member
 - "Hopefully, with increased collaboration among teachers it will encourage the teachers that are not engaged to be motivated and set goals to improve instruction."~Board Member
- 100% Administration in favor of a teacher leadership system

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.

Mission/Vision:

The Centerville School District Mission is "All students will learn well, become lifelong learners, and contribute positively to society." The vision of the Centerville Teacher Leadership System is to improve all levels of student achievement by empowering teachers to work collaboratively to improve the alignment of content, instruction and assessments by participating in the planning and facilitating of quality professional development activities that align with the district goals for a sustainable system. The teacher leadership system vision supports our district's mission statement by retaining and attracting highly effective teachers who will promote the mission of students learning well by increasing student achievement. Teacher leaders will model for students and peers the lifelong learning process by attending training and workshops with the goal of bringing new and current instructional practice initiatives to the staff.

Goals for the Teacher Leadership System:

1. By June 2015 the Centerville School district will offer enhanced career opportunities and compensation to all teachers and 25% of the staff will be selected to serve in teacher leadership roles.

Measures/Sources of evidence

- Job Descriptions
- Advertisement of new positions
- Selection Criteria
- Contracts offered
- Leadership and coaching training
- Monitor number of applications for positions

This links directly to the Iowa Task Force on Teachers and Compensation goal number 2: retaining effective teachers by providing enhanced career opportunities.

2. During the 2015-2016 school year, the school district will have 24 teacher leaders in place, trained in roles and responsibilities to support teachers' professional growth.

Measures/Sources of evidence

- Minutes from professional development planning
- Professional development is driven by student data analysis
- Agendas from team meetings
- Self evaluation of leadership skills twice a year

This links directly to the Iowa Task Force on Teachers and Compensation goal number 2: retaining effective teachers by providing enhanced career opportunities.

3. During the 2015-16 school year all teacher and lead teachers will receive feedback regarding instructional practices and student achievement through the TLC system.

Measures/Sources of evidence

- Mentee survey data
- Teacher feedback survey data
- Frequency and type of collaboration with teachers

4. Teacher retention will increase from the current 50% to 80% after two full years of implementation of the TLC

Measures/Sources of evidence

- District Data for number of applications for new positions
- Exit interview data

This links directly to the Iowa Task Force on Teachers and Compensation goal number 2: retaining effective teachers by providing enhanced career opportunities.

5. Teachers' implementation of professional development plan will increase from the fall of 2015 to Spring 2016.

Measures/Sources of evidence

- Walk through data
- Unit and lesson plans
- PLC agendas and minutes
- Collaboration logs

6. Student achievement will increase in reading and math at all grade levels during the 2015-2016 school year compared to previous years.

Measures/Sources of evidence

- District Screening data
- Iowa Assessments
- AYP

Percentage of students proficient on the Iowa Assessments for 2013/14 school year

Grade	3	4	5	6	7	8	9	10	11
Reading	77%	82%	80%	77%	67%	71%	74%	84%	73%
Math	81%	88%	89%	81%	74%	72%	73%	86%	78%
Science	73%	91%	88%	81%	80%	82%	72%	72%	78%

Using Part 3 application narrative from Year 1? No

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

Implementation of a teacher leadership system will strengthen and support sustainability of our current and future district initiatives. Instructional coaches will oversee and provide leadership to other lead teachers as well as facilitate the implementation and sustaining of programs, data collection and analysis and leading of professional development activities. The role of a Lead teachers will be to assist in the training and monitoring of instructional practices and program implementation, as well as data collection. Model/ Mentor teachers will model instruction, observe and do peer review with new staff. They will provide ongoing and structured feedback to their peers and lead grade level and content area groups during professional development.

Professional Learning Communities

The CCSD has adopted the DuFour model for Professional Learning Communities as the process we will use to collaborate, with the focus on results and academic achievement. Within our district we have established multiple PLC groups, all working on improving student achievement and focused this year on literacy instruction at all grade levels in all content areas.

The teacher leadership system will establish lead teacher roles that will help facilitate this process.

- Instructional coaches will attend training and gather resources for PLC's and lead planning of professional development activities for lead teachers and model/mentor teachers.
- Lead teachers will facilitate district wide PLC's
- Model/Mentor teachers will lead weekly PLC activities at grade level or content area.

Iowa Core Curriculum

At the district level we have designated 4 days for vertical Pre K-12 collaboration on our Iowa Core Curriculum 6-year cycle. The groups aligned their tasks with the 4 PLC questions. Year 1 and 2 :What do we want students to know? These groups will look at research, core standards, philosophy and vision for each department, Selection of resources and materials that match these . Year 3 will address the question, How will we know students have learned? What formative assessments are needed and do they align with the core in the department? Year 4 and 5 will be spent implementing and addressing issues as they arise while focusing on instructional strategies and formative assessments. Answering the PLC questions How will we respond if students already know the content and what will we do to enrich the learning of these students and how will we respond to those students who are scoring below proficiency levels? Year 6 Is about reporting to the public and assessing needs for the future.

- The teacher leadership system will provide lead teachers for each curricular department to serve on a professional development committee along with the instructional coaches and curriculum director.
- The instructional coaches will work with the curriculum director, principals, and lead teachers for planning and modeling of expectations at the district level in all content areas.

Multi-tiered system of supports (MTSS)Framework

The Centerville School District has been involved in the state's C4K Early Literacy initiative as a Phase 1 School for grades 3-6 at Lakeview Elementary and has applied and been accepted as a Phase 2 School for grades K-2. We have made improvements and our district scores are

above both the state and GPAEA averages in several grades for both reading and math. Our Lakeview Elementary 3-6 grade building was removed from the SINA list for math achievement during the 2013-2014 school year. Our secondary staff attended a full-day training during the 13/14 school year that was prepared and presented by their peers and the AEA. Our district is continuing to look at our instructional practices and assessments to improve student achievement at all levels PreK-12. The district has worked on implementing a full inclusion model using the MTSS framework to guide this process. Teachers and administrators have worked collaboratively to adjust schedules and to provide struggling students with both targeted and intensive research-based interventions in addition to the core curriculum that all students have access to.

- The instructional coaches will attend training to support and sustain this program.
- Lead Teachers will provide district-wide support by planning, collecting and preparing district data for collaboration time.
- Model/Mentor teachers will lead and provide grade level and content meetings and monitor and analyze data for weekly meetings.

Collaboration and Peer Review

The district currently has 36+ hours of professional development time built into the calendar that includes a one-hour early release every Wednesday, nine 2-hour early release dates scheduled the first Wednesday of every month, four full-day workshops, two full-day professional development days and one teacher quality day.

- Instructional coaches will lead the collaboration and peer review process. They will monitor participation, agendas and provide resources for collaboration.
- Lead Teachers will
- Model/Mentor teachers will meet weekly in grade level and content groups and lead core goversee the In addition, to these days, there are two C4K teams for Pre K-2 and 3-6 grade levels that meet monthly after school to plan and monitor the progress of the Early Literacy Initiative (ELI). Both teams have a special education teacher, a Title 1 teacher and 3 general education teachers from different grade levels. The team meets with the principal and curriculum director each month and attends any state or district training sessions related to literacy and the SINA process. The lead teachers will be actively engaged in this initiative.

All teachers who serve in leadership roles will be required to attend professional development opportunities at the state and regional level with the intent of bring current and best-practice instruction to our district. They will plan, prepare and deliver professional development to the staff.

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)

The Centerville School District has had a history of teachers who have the capability and initiative to step into leadership roles in a variety of positions. Since 2006, the district has sustained a successful mentoring program. The current mentoring plan includes an administrator who serves as the district facilitator and is also the curriculum director, one lead mentor and 12 mentor teachers who are trained and then assigned to each new hire. The mentoring program also includes new teachers coming to the district with prior experience greater than two years. The goal, of providing mentors to the new hires with experience, is to acclimate them to unique policy and procedural information and to introduce and train them in our district's expectations for current district and building initiatives.

Past initiatives have been teacher lead during professional development. Teachers serve on various committees such as Technology, School Improvement, Wellness and Teacher Quality and rotate membership and lead roles. Because of our established teacher leaders, we are able to file for this grant with the intent of building on a climate of collaborating to improve student achievement. Based on the survey results, and current participation of staff in our mentoring program, we feel confident we have, at a minimum, 25% of our staff ready to fill the leadership roles.

A. Goals of the mentoring program

It is the goal of the Centerville School District to have a quality, caring and competent teacher in every classroom. Based on the research of Darling-Hammond (2010) and Ingersoll and Kralik (2004), it is our belief that the training and retaining of quality teachers leads to better student achievement. Retaining quality teachers will lead to a more sustainable and cohesive instructional program. The following goals have been chosen to guide the District's mentor and induction program in this effort.

1. To promote excellence in teaching as described in the Iowa Teaching Standards in order to enhance student achievement.

Evidence: A portfolio of artifacts that demonstrates competency in all 8 teaching standard and supporting criteria.

2. To create a fluid progression from pre-service education through induction and mentoring to the master teacher level. Beginning teachers will reflect and identify professional growth and future targets for continuous improvement.

Evidence: Completion of 6 Learning Projects each year, 6 Learning Focused Growth Plan and Progress sheets, and mandatory attendance at scheduled district mentor/mentee group meetings

3. To increase the retention of promising new and/or beginning teachers, counselors, librarians and long-term substitutes by identifying district employment trends.

Evidence: Retention report summary exit interview information. The district will conduct an exit interview with new or beginning teachers that leave the district with the purpose of monitoring trends in order to revise and improve the program.

4. To transmit the culture of school system within the context of a continuous and comprehensive school improvement plan.

Evidence: Attendance record for professional development activities within the district and through area education agencies. Data collected from observations and instructional practices inventories conducted by lead teachers.

The Centerville District follows the Journey to Excellence Program in conjunction with our regional AEA. Each year the cohort meets monthly following the pre-determined calendar of events. Mentor teachers oversee the progress and completion of the mentees learning projects each month and have additional meeting with their assigned mentee.

The following is a schedule of the 2014-15 monthly events. All new hires attend the session with additional sessions for the beginning teachers with 1-2 years experience.

8-21	Mandatory Training	Mentors cover building routines, policies and procedures.
	Classroom Management	
9-11	PowerSchool/Google Apps/Procedures	JTE Standard #6 Learning Project
10-16	PBIS	JTE Standard # 2 Learning Project
11-20	Centerville MTSS	JTE Standard # 5 Learning Project
1-15	Love and Logic	Video coaching session
2-19	Rigor and Relevance	JTE Standard # 1 Learning Project
3-12	CRISS Strategies	Portfolio Group Work
4-23	District Evaluation Procedures	JTE Standard # 7 Learning Project
5-13	Celebration of Successes	Evaluation of Induction Program

One of the ways our district plans to improve on our present teacher leadership process is to implement a more rigorous selection process and increase the compensation for teachers in leadership positions by supplementation to salaries. Based on the fact 89% of our staff had a positive response on the teacher survey there is a desire among the staff to have leadership roles, which will require a formalized and rigorous selection process. Additional professional development would be planned for training for our lead teachers to enhance they have the skills for instructional coaching and peer coaching strategies and techniques necessary to be successful.

The administration team reviewed the current plan and identifies areas of improvement.

Gaps in current plan.

- Analysis and understanding of data collected
- Understanding MTSS screening and interventions process
- Understanding and setting SMART Goals

How we will address the gaps through the teacher leadership system

- Each building will have a minimum of 1 model/mentor teacher assigned to a group of new teachers.
- Instructional coaches will facilitate training for lead and model/mentor teachers on data analysis.
- Model/mentor teachers will facilitate the use of data and analysis during mentor meetings and PLCs.
- Instructional coaches and lead teachers will monitor implementation of the interventions
- SMART Goals will be added to the calendar of topics for new hires and model/mentor teachers will monitor the progress of goals.

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 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.
- 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 Centerville School District currently has 103 teachers and plans on assigning 25% or 25 teachers to teacher leadership roles. The committee structured the program with three tiers of leadership aligned with the established mentoring and peer coaching practices

we currently have in place. We will expand the leadership opportunities by compensation, rigorous selection process and professional development activities for leadership roles. to create a sustainable leadership program. The Curriculum Director is an administrative position but will collaborate with all teachers in leadership roles. There will be 2 Instructional Coaches, 8 Lead Teachers, and 14 Model/Mentor Teachers.

The vision of the Centerville Teacher Leadership System is to improve all levels of student achievement by empowering teachers to work collaboratively to improve the alignment of content, instruction and assessments by participating in the planning and facilitating of quality professional development activities that align with the district goals for a sustainable system. The goal is to enhance career opportunities, provide leadership training to teacher leaders, provide all staff with relevant performance feedback, retain quality teachers, increase effectiveness of initiatives and improve student achievement.

Instructional Coaches: 2 Full time equivalent (FTE) positions

Works closely with the administrative team with the purpose of supporting the implementation of district initiatives, and monitoring of instructional strategies and data analysis with the goal of improving student achievement.

Duties and responsibilities will include but are not limited to:

- Released from their classroom 100% of the school year.
- Coach and mentor Lead Teachers and Model/Mentor Teachers.
- Facilitate collaborative leadership meetings and maintain records of agendas and minutes.
- Support classroom teachers through demonstrations, co-planning, co-teaching, and peer coaching
- Seek and provide resources during the school year.
- Develop and implement vertical school-wide professional development activities.
- Lead planning, facilitation, and monitoring of district-wide professional development.
- Work with district leaders and teachers to address instructional issues.
- Create and organize a district video library for instructional use for peer review and self reflections of instructional practices.
- Research and communicate about current instructional practices and assessments.
- Analyze school-wide student data and facilitate discussions toward student needs.

Qualifications:

- Minimum meets the requirement of a career teacher and has been with the school district for at least two years.
- They will need to have obtained a Masters Degree in a relevant academic discipline
- At least five years of successful teaching as demonstrated through the evaluation process and results of student data.
- Demonstrate characteristics of effective leadership.
- Demonstrate knowledge of multiple learning strategies and differentiation.
- Demonstrate knowledge of district initiatives.
- Demonstrates knowledge of curriculum Pre K-12.

Lead Teachers: 8 positions, 50% Leadership duties, 50% Classroom

Works closely with the instructional coaches to create a professional learning environment the purpose of monitoring the implementation of instructional strategies and data analysis with the goal of improving student achievement.

- Released from classroom 50% of the time. Providing instruction to students 50% of time.
- Be actively involved with enhancing and supporting the mentor teachers.
- Be actively involved with planning and facilitating the 6 year curriculum cycle groups by supporting the vertical alignment of curriculum.
- Assist with monitoring student achievement goals and assist with professional development using the PLC model.
- Observe and demonstrate instructional strategies.
- Facilitates discussions about improving instructional practices.
- Assist peers by providing resources and feedback.
- Model and support the integration of technology.
- Seek current research-supported best practices.
- Coordinate and coach the instructional practices and initiatives identified by the district.
- Support teachers in aligning instruction to the Iowa Teaching Standards and Criteria.
- Substitute as needed in classrooms to allow for peer observations and coaching opportunities.
- Assist with planning, facilitating and monitoring professional development.

Qualifications:

- The lead teachers will have successfully taught for four years as measured by performance evaluations.
- Been with the current school district for two years.

- Demonstrate characteristics of effective leadership.
- Demonstrate knowledge of multiple learning strategies and differentiation.
- Demonstrate knowledge of district initiatives.
- Demonstrates knowledge of curriculum Pre K-12.

Model/Mentor Teachers: 14 positions, 10% Leadership duties, 90% Classroom

Works closely with the lead teachers and staff to actively implement and model instructional practices, collect formative and diagnostic data and collaborate with peers to improve student achievement.

- Released from classroom 10% of the time. Providing instruction to students 90% of time.
- Guide weekly PLC collaboration time with team members.
- Facilitate the discussion of student performance.
- Assist teachers with identifying student learning needs.
- Support the collection and analysis of data.
- Organize and support the teachers engaged in peer observation.
- Work with instructional coach and lead teachers to determine needs for professional development activities.
- Demonstrate problem solving skills related to classroom management, behavior issues and differentiations of instructional practices.
- Work with other school leaders and administration to address instructional issues.
- Demonstrates effective classroom instruction for others to observe.
- Assist initial teachers with planning, collection and analysis of data and planning for differentiation.
- Make their classroom available to initial and veteran teachers for observation. of instructional practices.
- Maintain communication log of interactions with peers and lead teachers.
- Host student teachers.

Qualifications:

- Has been successfully teaching for 4 years as measured by performance evaluations and been with the current school district for two years.
- Demonstrate characteristics of effective leadership.
- Demonstrate knowledge of multiple learning strategies and differentiation.
- Demonstrate knowledge of district initiatives.
- Demonstrates knowledge of curriculum Pre K-12.

Instructional Coaches, Lead Teachers and Model/Mentor Teachers will collaborate with district leadership and staff to develop quality professional development activities using the Iowa Professional Development Model framework for the process. Leadership will collect data and evaluate the effectiveness of both the Professional Development Plan and the Teacher Leadership plan on an annual basis.

Determine the Current Reality:

The district currently has the following tiered system of leadership established but uses different titles than the proposed Teacher Leadership System. The district administration team consists of the superintendent, high school principal, high school vice principal/activities director, junior high principal 7-8, elementary principal 3-6, elementary principal Pre K-2, curriculum director Pre K-12, and lead mentor.

The Curriculum Director serves as the district facilitator of the mentor program. There is a lead mentor and ten mentor teachers. At the district level there are eight teachers designated as the chairman of their departments. At the building level there are building level leadership teams who meet monthly to focus on grade building and grade level curriculum needs.

Plans for Implementing a Teacher Leadership System

The committee will provide a copy of the plan to the school board in November 2014. The plan will also be available to the Teacher Quality Committee and any staff upon request prior to approval of grant.

The implementation will begin with the application and selection of the teacher leaders. The collaborative effort between the administrative team and the newly selected leaders will follow selection and leadership training provided by the AEA.

Some of the tasks that will need to be accomplished are:

- Set Goals: Principal and the instructional coaches will set goals for teacher and student learning expectations at all grade levels and content areas.
- Select Instructional Content: Principals, Instructional Coaches and Lead Teachers will select research based instructional materials and strategies based on student data.
- Design Professional Development: Curriculum Director, Instructional Coaches and Lead Teachers will design the learning plan for the district based on student needs.
- Implement Professional Development: This is a continuous cycle based on the Iowa Professional Development Model. All staff participates.
- Training Opportunities: Administrator will attend training with selected teacher leaders with the purpose of continually seeking best practices and initiatives that meet the district's needs for student achievement.

- Ongoing Data Collection: Curriculum Director, Instructional Coaches and Lead Teachers will collaboratively look at data at the district, building, and Model/Mentor Teachers at grade and classroom level to identify areas of instructional need.
- Evaluation of Effectiveness: Administrators and staff will participate in overall evaluation of the teacher leadership program and effect on student achievement.

Stakeholder commitment quotes:

"The coach could help fine tune strategies that I use and help organize my instruction to meet all my students' needs."~Teacher
 "Instructional coaches should be encouraging, honest and confidential."~Teacher
 "Grade level instructional coaches would be helpful. They would be familiar with content and how students in that grade learn."~Teacher
 "A coach could help with differentiation, instructional strategies and ideas for enrichment."~Teacher
 "He or she would serve to be my "mirror". We automatically self-reflect after teaching a lesson, but it would be nice to have that extra someone in there to help you reflect somewhat more objectively giving you better in-sight as to how that lesson went instead of just how you "think" it went."~Teacher
 "An instructional coach would be another resource of knowledge, ideas, suggestions."~Teacher
 "A coach would push me to implement techniques. Observations would provide feedback for improvement."~Teacher
 "The instructional coach could check to see if the instructional process is being carried out in the classroom. The coach could give suggestions."~Teacher
 "...Building a collaborative partnership relationship to improve instruction and assessment is tantamount. Therefore, our instructional coaches at every level need to be trained in #1 how to be objective classroom instructor observers, and #2 how to work with adults in addition to working with students...."~Teacher

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:

- Prior demonstrated measures of effectiveness.
- Prior demonstrated professional growth.

Selection Committee: The district will have a committee, selected annually, composed of two administrators and two teachers not applying for a leadership position that year. Teachers serving on the selection committee must have taught at least 3 years and one year in the district. The principal will ask teachers to sign up to serve in this role. All teachers will be given a confidential survey to indicate two teachers they feel would be effective with selecting teachers for the positions. The positions will be submitted to the superintendent who will take the recommendations to the school board.

Selection Process: The Selection Committee will screen applicants according to *competency on Iowa Teaching Standards*, using a rubric with the recommended criteria for each position for scoring purposes. The superintendent will make a recommendation to the School Board to hire the teachers for the leadership positions.

Annual review of the Teacher Leaders: Teacher leaders will be evaluated two times during the year by the following:

- Documentation of job description and responsibilities
- Survey of staff feedback on teacher leaders job performance
- Performance evaluation with the principal
- Completed Teacher Leadership Skills Self-Assessment (CSTP) 2 times a year
- Developed two Smart goals identifying areas of growth

The district will have the responsibility to support these Teacher Leaders by having the necessary foundational attributes properly placed. These conversations will be on-going to ensure success for all stakeholders, including the teacher leaders. The effectiveness of teacher leaders will include considerations for improvements and updates in job descriptions. After successful first-year implementation, teacher leaders can apply for the same position or a different leader position in the district following the same process as the year before.

Hiring Process: Teacher Leaders will be selected through a competitive, performance-based, and rigorous selection process.

Instructional Coaches:

- Teachers will submit a video lesson that will be evaluated during the hiring process. They will be sharing strength and weaknesses of their performance
- An objective evaluation tool will be completed by each committee member that measures the following skills and knowledge of:
 - Leadership and Communication Skills
 - Iowa Core Standards
 - Instructional Strategies
 - Assessments

- District Initiatives (past and present)
- Current trends in education and legislative initiatives

Supervised By: Curriculum Director

Lead Teachers:

- Lead Teachers will submit a video of a lesson depicting a Standard from the Iowa Common Core.
- While viewing the video, committee members will ask questions and the applicant can share insight into the lesson.
- A lchart scale will be used to determine an objective score for each applicant.
- An objective evaluation tool will be completed by each committee member that measures the following skills and knowledge of:
 - Leadership and Communication Skills
 - Iowa Core Standards
 - Instructional Strategies
 - Assessments
 - District Initiatives (past and present)

Supervised By: Principals and Instructional Coaches

Model/Mentor teachers:

- Model/Mentor Teachers will present a lesson to a group of students and be part of an intensive interview with the committee. The committee will be the principal, Curriculum Director, Instructional Coach, and a Lead Teacher.
- A lchart scale will be used to determine an objective score for each applicant. for the following skills and knowledge:
 - Communication Skills
 - Classroom Management
 - Knowledge of Standard, Instruction and Assessments
 - District Initiatives (past and present)

Supervised By: Principals

Both sets of criteria (*Measures of Effectiveness and Professional Development*) will be used for the teacher leadership positions.

The following effectiveness criteria will be used to select and evaluate teacher leaders.

Effectiveness Criteria	Knowledge/Skills	Dispositions
Working with adult learners	Understand the PLC Model Building trusting relationships	Accept and act on feedback Value work of learners
Communication	Facilitation, feedback, listening, written, questioning, mediation	Believe all are working in the best interest of the students. Foster Community Value Professional expertise
Collaboration	Collaborative skills Organizational skills	Honest and willing to work with all learners Live long learner
Knowledge of Content and Pedagogy	Subject matter knowledge Able to assist others in their content area and classroom application	Reflective Committed to supporting growth of others Accepts a challenge
Systems Thinking	Works effectively within the system	Able to analyze the whole picture Understand the school culture Respect different views

The following professional growth criteria will be used to select and evaluate teacher leaders.

Professional Growth Criteria	Examples
Education/Training	Possesses advanced degree in educational field Has completed additional coursework within discipline

	Has attended training that coincides with goals Implements evidence-based strategie Contributes during PD and PLC time Serves on district committees Skilled in use of instructional technology
Leadership	Provides training for the teachers Coaches in PLC teams and other positions
Participation in District	Attends trainings aligned with district initiatives Guides full implementation of the Iowa Core
Personal Growth	Continues to explore new practices and learning needs of the students

Narrative

Using Part 7 application narrative from Year 1? No

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

Please include the following information in your narrative:

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

Click here To access the Iowa Professional Development Model page.

Dr. J. David Cooper's, Linda Hammond Darling and Joyce & Showers have provide our district with the research that shows the link between teacher leadership, professional development and instructional practice that lead to student achievement in the classroom. the Iowa Professional Development Model is used in our district to frame the work we do to grow as professionals and lifelong learners. The implementation of the Teacher Leadership System will enhance our professional development plan by providing a close link between the goals of our district to reach reading, math and science proficiency and to maintain a safe and supportive learning environment. Teachers who apply for the roles will be able to provide valuable insight into the needs of teachers in the classroom during the planning and evaluation part of the professional plan. Instructional coaches will provide a comprehensive Pre K-12 perspective, Lead Teachers will provide a building and content level perspective and Model/Mentor Teachers will provide the daily classroom and grade level perspective during the implementation of the Professional Development Plan.

Components of the Iowa Professional Development Model	Role and responsibilities of the Teacher Leaders
Establish Leadership Team	Teacher who serve on the professional development team will be selected on a 2 year rotation cycle. The Team will consist of Administration: the curriculum director, 1 secondary principal, 1 elementary principal. Teacher Leadership: 1 instructional coach, 2 lead teachers, 2 model/mentor teachers. Teachers: 2 secondary teacher and 2 elementary teachers. There will be equal representation of lead and model/mentor teachers from both elementary and secondary for a total of 12 staff on the committee. The Teacher Quality Committee will act as a separate committee and may share members. The role of the TQ committee will be to ensure funds are aligned with PD plans.
Collect/analyze student data	All staff is responsible for collecting student data. Instructional Coaches will work with the Director and collect and monitor district data. Lead Teachers will collect/analyze and monitor building level data. Model/Mentor Teachers will collect/analyze and monitor grade level and classroom data that drives daily instruction.
Goal setting and student learning	All staff are involved with goal setting and student learning. Instructional Coaches and Lead Teachers will participate with the building principals in establishing building goals that are aligned with the district goals. They will assist teacher with aligning their career goals with district and building goals as needed. Model/Mentor Teachers will assist their peers with the implementation and monitoring of the goals.
Selecting content	The PD Team will use a collaborative process to select content based on the analysis of student data and classroom observations of instructional practices when implementing district and building initiatives. Instructional Coaches will provide recommendations to the Curriculum Director regarding training and resources that will support initiatives.
Designing process	The district has a professional development schedule that includes 36 hours of collaboration time. There are (9) 2-hr release, (26) 1-hr release days, 2 full days and 4 workshop days. The Instructional Coach, Lead Teachers and Model/Mentor teachers will work with the entire leadership team and administration to plan the activities and agenda items for the release times.

Training and learning opportunities	All teachers who assume a leadership role will receive training on coaching and working with adult learners. Training opportunities for staff will be aligned with the district initiatives and goals. Instructional Coaches will attend state and regional training with the purpose of keeping our district current with research and evidence based practices.
Collaboration and Implementation	Model/Mentor teachers will facilitate the (26) one hour release collaboration times. Lead Teachers assisted by Model/Mentor teachers will facilitate the (9) two hour release times. Instructional Coaches along with the Curriculum Director and Principals will facilitate district level professional development activities. All Teacher Leaders will plan, demonstrate, observe and provide ongoing peer review and feedback as part of the implementation process.
Formative evaluation	Student data will be collected and used during weekly PLCs as well as at the building level. Student's reading and math progress will be monitoring and Instructional Coaches and Lead Teachers will provide data summaries to use for analysis and instructional planning.
Program evaluation	Annually the Leadership Team and Administration will collect data from the staff regarding the effectiveness of the professional development plans and the relationship to the leadership support from teachers in all leadership roles and administrative support for implementation of district initiatives and the effect on student achievement.
Developing teacher Career Development Plans	Instructional Coaches will provide support and coaching on development and implementation of teachers plans. Principals will monitor and evaluate the plans as part of the teachers evaluation.

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.

The vision of the Centerville Teacher Leadership System is to improve all levels of student achievement by empowering teachers to work collaboratively to improve the alignment of content, instruction and assessments by participating in the planning and facilitating of quality professional development activities that align with the district goals for a sustainable system. The teacher leadership system vision supports our district's mission statement by retaining and attracting highly effective teachers who will promote the mission of students learning well by increasing student achievement. Teacher leaders will model for students and peers the lifelong learning process by attending training and workshops with the goal of bringing new and current instructional practice initiatives to the staff.

Goals for the Teacher Leadership System:

1. By June 2015 the Centerville School district will offer enhanced career opportunities and compensation to all teachers and 25% of the staff will be selected to serve in teacher leadership roles using selection criteria.

Short-term impact and effectiveness

- Posting and explanation of roles and duties for leadership roles
- Advertisement of new positions
- Selection Criteria
- Contracts offered

Long-term impact and effectiveness

- Leadership and coaching training
- Monitor number of applications for positions

2. During the 2015-2016 school year, the school district will have 24 teacher leaders in place, trained in roles and responsibilities to support teachers' professional growth.

Short-term impact and effectiveness

- Number of staff attending leadership training
- Number of staff applying for leadership positions
- Self evaluation of leadership skills, twice a year

Long-term impact and effectiveness

- Increase in number of teachers who are trained to lead professional development activities
- Positive trend line indicating the number of teachers who apply for teacher leadership roles

3. During the 2015-16 school year all teacher and lead teachers will receive feedback regarding instructional practices, assessments and student achievement through the TLC system.

Short-term impact and effectiveness

- Survey of teacher and mentee use of resources
- Collaboration logs including frequency and type of collaboration
- Classroom observation tool data
- Reporting of Walkthrough data to staff

Long-term impact and effectiveness

- Increase in student achievement scores
- Decrease in the number of at-risk students

4. Teacher retention will increase from the current 50% to 80% after two full years of implementation of the TLC.

Short-term impact and effectiveness

- Surveys given to new teachers during their first two years.
 - perceptions of support
 - job satisfaction
 - confidence in teaching abilities
- Collect information from postsecondary teacher preparation programs

Long-term impact and effectiveness

- Increase in percentage of teachers who remain in district after five years.
- Exit interview will be completed by any staff leaving after less than five years
 - reason for leaving
 - job satisfaction

5. Teachers' implementation of professional development plan will increase from the fall of 2015 to Spring 2016.

Short-term impact and effectiveness

- Collaboration logs and agendas
- Communication logs with Instructional Coaches and Lead Teachers
- Walk through data

- Lesson plans reflecting practices from professional development activities

Long-term impact and effectiveness

- Survey indicating perception of effectiveness of Teacher Leadership
- Number of teachers whose unit plans reflect professional development activities
- Number of staff and support Increase in percentage of students who score at proficient or benchmark on state and district assessments indicated by a positive trend line.

6. Student achievement will increase in reading and math at all grade levels during the 2015-2016 school year compared to previous years.

Short-term impact and effectiveness

- Use of local formative assessments
- Progress monitoring of interventions for reading and math
- Percentage of students identified for special education services
- Annual Yearly Progress Report

Long-term impact and effectiveness

- Increase in percentage of students who score at proficient or benchmark on state and district assessments indicated by a positive trend line.
 - Iowa Assessments
 - District screeners
- Collect data on dropout rates and monitor 5 year trend line
- Percentage of students who attend post-secondary institute.

Monitoring and Adjustment

Teacher Leadership Committee will meet at the end of each quarter to monitor the progress of Teacher Leadership Program. Administrators, the two Instructional Coaches and assigned Lead and Model/Mentor Teachers who hold current roles will form the committee. Lead Teachers and Model/Mentor Teachers will serve on a three-year rotating schedule with administration and coaches. The purpose of the Advisory Committee will be to oversee the management of the system and to ensure the program is functioning in a way that is having a positive impact on student achievement.

Agenda items will include data from instructional rounds, peer review, collaboration logs, academic screeners, progress monitoring, and professional development activities. The Curriculum Director will collaborate with the Instructional Coaches to prepare and present data summaries to the Committee. The TLS committee will monitor data related to all four goals and the effectiveness of teachers in leadership roles, teachers in the classroom not in leadership roles, and student achievement data. At the end of the year, the Committee will develop a summary report with trend lines, alignment data, and survey information to report to the superintendent and share with stakeholders for state reporting purposes.

Using Part 9 application narrative from Year 1? No

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

Capacity to Implement and sustain

Training and Support

The Centerville School District has had a history of teachers who have the capability and initiative to step into leadership roles in a variety of positions. Since 2006 the district has sustained a successful mentoring program. The current staff has 12 trained mentors and one lead mentor who are providing coaching and consulting to new staff members under the supervision of the curriculum director who serves as the district facilitator for the mentoring program. Past initiatives have been teacher lead during professional development. Teachers serve on various committees such as Technology, School Improvement, Wellness and Teacher Quality and rotate membership and lead roles. Because of our established teacher leaders we are able to file for this grant with the intent of building on a climate of collaborating to improve student achievement and feel confident we have, at a minimum, 25% of our staff ready to fill the leadership roles.

Current sustained initiatives

Members of our current staff who serve on the Teacher Quality committee have brought ideas for new initiatives to the district which are still in place. Our district has had training in (CRISS) Creating Independence through Student Centered Strategies and has sustained this initiative for the past five years. The initial teacher suggestion lead to on-site training from a certified CRISS trainer as well as follow-up visits during the school year and training modules during the summers of 2013 and 2014. The current mentoring program has included manuals and training from the mentors who are skilled at using the strategies and can model for new staff how to implement the program into their classes in order to sustain its effectiveness. Principals have embraced the use of the strategies and lead discussion on the use of the most rigorous of the strategies that have the largest effect size for producing student achievement. This type of on going attention to details of initiatives illustrates how the district will be able to keep the Teacher Leadership System going even with staff turnover.

Collaborative Relationships and skill building

Our district has a history of sustaining collaborative relationships with our AEA staff. We rely on their professional knowledge and current resources to keep our district apprised of education trends and new learning that will keep our staff prepared to meet the needs of our students. We currently have an Administration Team participating in a Collaborative Leadership cohort, our curriculum director belongs to the Iowa Core cohort, and various staff members also are participating in training and new learning in the Understanding By Design initiatives with the goal of learning how to function as Professional Learning Community and improving instructional practices. At the state level, three members of our Administration Team serve on state committees for the C4K initiative and several teachers have participated as trainers for the Early Childhood Literacy initiative during the past summer. Within our district, we are in the integration stage of implementing PLC's in our district and staff currently participates in multiple PLC groups on a routine basis. We have built 36 hours of collaboration time in our district calendar along with other professional development days and training opportunities for our staff to increase their leadership skills within the groups.

Funding

Centerville teachers have demonstrated academic professionalism and responded positively towards new initiatives. Within our current plan, we rely on replacement teachers to provide release time for our staff to collaborate and attend professional development opportunities during the school year. We rely on Teacher Quality money and funds from various grants to provide additional Professional Development activities. To assess this process proposals are submitted to the Teacher Quality Committee, who approves requests and the Superintendent and School Board oversee the spending of all funds.

Feedback and Communication

Feedback will be routinely collected from all members of the academic community. This feedback will be summarized and used to chart the progress. Results of surveys are routinely shared using pie graph summaries as well as dialogues.

Teachers record their learning projects, student data, peer review in the form of artifacts, logs, and charts in order to measure the effect size on student achievement.

Responsibilities of Key staff members

Superintendent

- oversees hiring and evaluation process
- assures procedures and policies are followed
- certifies state reports
- monitors budget and leads negotiations
- oversees the recruitment and hiring of employees
- selection and induction of new employees.
- ensures policy and procedures related to hiring are followed

Curriculum Director

- facilitates the mentoring program
- administers surveys collection of data
- oversees scheduling of leadership teams
- organizes and oversees professional development activities
- ensures resources and materials for training and collaboration time are provided

Principals

- facilitate new and current initiatives

- monitors building and classroom climate
- ensure resources and materials are provided for quality instruction
- monitor instructional practices, and assessments

Teacher Leaders

- Plans, presents and evaluates professional development activities
- Facilitates collaborative groups and academic discussions
- Assists teachers with instructional strategies
- Assists teachers with identify need and finding resources for class
- Communicates with administration and teachers to improve student achievement
- attend local, regional and state training when appropriate
- communicate information to students, parents and community
- collect documentation to show evidence of our accomplishments

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* 1370.0

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

District Enrollment-Based Allocation \$423,083.40

Total Allocation \$423,083.40

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$114,248.40
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).	\$143,359.55
Amount used to provide professional development related to the leadership pathways.	\$165,475.45
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$423,083.40

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$423,083.40

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 17*

No

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

Current staff: 103 = 25 Teachers or 25% of the staff

Role	#	Stipend/yr Per teacher		FICA IPER @.1658	Total for positions
Instructional Coaches	2	@ \$8,000.	\$16,000.	\$2,652.80	\$18,652.80
Lead Teachers	8	@ \$5,000	\$40,000.	\$6,632.00	\$46,632.00
Mentor Teachers	14	@ \$3,000	\$42,000.	\$6,963.60	\$48,963.60
Totals	24		\$98,000.	\$16,248.40	\$114,248.40

Replacement Teachers

Replacement teacher for	#	Salary	Total	FICA IPER @.1658	Total for positions
Instructional Coaches 100%	2	@ \$37,000.	\$74,000.	\$12,269.20	\$86,269.50
Lead Teachers 50%	4	\$	\$30,970.80	\$5,134.85	\$36,105.65
Mentor Teachers 10%	4	\$100.00/day for 180 days	\$18,000.	\$2,984.40	\$20,984.40
Benefits		\$13,080.00			\$13,080.00
Totals	24				\$143,359.55

- Once negotiated there will be approximately \$6,540.00/Instructional coach added to the total for benefits.
- 4 Long term subs will be used to replace Lead Teachers. They will rotate between AM and PM assignments. They will receive no benefit package.
- Substitute pay will be used for replacement teachers for mentor teachers
-

The district's current minimum salary is \$37,000 and supports the leadership goals of compensation for teachers in a leadership role. The goal is to provide support to teachers from their peers in the form of coaching, modeling and mentoring. A significant amount of the funds will be used to provide 25-30% of our staff with professional development opportunities to enhance their leadership skills and to support training for key district initiatives.

Once the initial expense has been made for training then the estimated amount to sustain the salary component of the plan is going to be approximately \$257,607.95 per year. If there is an increase it would be calculated during the annual negotiations process.

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 Yes

reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.*

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

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

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

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