



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

139765 - Central Lee Community School District Teacher Leadership and Compensation Grant Application

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/16/2015 9:23 AM

Primary Contact

AnA User Id	JOHNC.HENRIKSEN@IOWAID		
First Name*	John	C.	Henriksen
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:			
Email:	jhenriksen@central-lee.k12.ia.us		
Address:	2642 Highway 218		
City*	Donnellson	Iowa	52625
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	319-835-9510		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Teacher Leadership and Compensation System		
Fax:	319-835-3910		
Agency	Administrative Services, Iowa Department of		

Organization Information

Organization Name:	Central Lee School District
Organization Type:	K-12 Education
DUNS:	
Organization Website:	

Address:

City State/Province Postal Code/Zip

Iowa

319-835-9510

Phone:

Ext.

Fax:

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name

John C. Henriksen

Title

Superintendent

Organization

Central Lee Community School District

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

Address

2642 Highway 218

City/State/Zip*

Donnellson

Iowa

52625

City

State

Zip

Telephone Number

319-835-9510

E-Mail

jhenriksen@centrallee.org

Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

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

Name

Sandra Meierotto

Title

Business Manager

Organization

Central Lee Community School District

Address

2642 Highway 218

City/State/Zip

Donnellson

Iowa

52625

City

State

Zip

Telephone Number

319-835-9510

E-Mail

smeierotto@centrallee.org

County(ies) Participating, Involved, or Affected by this Proposal	Lee County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	42
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	83, 84
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **No**

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

If YES, present the rationale for determining no impact.

Central Lee's minority population is extremely small.

Certification

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

Name of Person Submitting Certification. **John C. Henriksen**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District	Central Lee Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	56-1079
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mr.
Name of Superintendent	John C. Henriksen
Telephone Number	319-835-9510
E-mail Address	jhenriksen@centrallee.org
Street Address	2642 Highway 218
City	Donnellson
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	52625

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	John C. Henriksen
Telephone Number	319-835-9510
E-mail Address	jhenriksen@centrallee.org
Street Address	2642 Highway 218
City	Donnellson
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	52625

Demographic Profile

October 2014 Certified Enrollment	824
October 2014 Free/ Reduced Lunch %	32
AEA Number	16

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

TLC Model Number	Model 3 Comparable Plan
------------------	-------------------------

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)

Central Lee CSD's TLC Plan – Executive Summary

The Central Lee Community School District is a rural school district located in southeast Iowa, approximately 70 miles south of Iowa City. Central Lee serves just over 1,000 students in grades k-12. Most of our students come from the small town communities of Donnellson, Montrose and Argyle. 37% of our students qualify for free or reduced lunches. Enrollment has declined moderately over the past 10 years, and the district's standardized test scores are generally slightly above state averages in all subjects. The district's average ACT scores are consistently above the state averages. Central Lee currently employs 73 highly qualified teachers.

The school board has proven their commitment to high quality education for all Central Lee students by consistently keeping class sizes below state averages. Investments in technology include a 1:1 Macbook laptop initiative in grades 5-12, SMART boards in all classrooms and mobile laptop and iPad labs at the elementary. Central Lee Elementary School is also a targeted-assistance Title I reading school, employing two Reading Recovery teachers.

In submitting this application, Central Lee Schools furthers its commitment to using teacher leaders to assure every student receives high quality education from teachers who are competent, confident and connected with the students we serve. Building leadership capacity among our teachers provides a powerful opportunity to impact student achievement. We are cognizant of our need for continuous improvement in the area of instruction, leading to improved student growth. While we have strived to use our limited resources in a most productive and efficient manner, the TLC grant will allow additional opportunities for approximately 50% of our teaching staff to grow professionally as educational leaders, and provide support for academic initiatives through reflective collaboration with colleagues.

The District garnered high levels of support and assistance from our application team during the writing of the TLC grant. This 12-member team of committed teachers, administrators and parents reviewed research, examined data and wrote the plan. A positive partnership with our local teacher association served as a powerful tool as we developed our plan, disseminated information and received feedback.

Our goals clearly align to the State's goals, including:

1. Increase student growth by strengthening instructional practices (State goal #5)
1. Attract and retain effective new teachers by providing a strong mentoring program with a range of differentiated professional development appropriate to their needs, and an inviting, caring culture (State goal #1 and #2)
1. Retain effective teachers by providing opportunities for them to share their expertise with and learn from other teachers via enhanced formal roles (State goal #2)
1. Provide a strong professional development program with a range of differentiated professional development opportunities that promotes collaborative relationships and highlights effective teaching strategies (State goal #3)
1. Reward exemplary teachers with increased responsibility and compensation (State goal #5)

At Central Lee, we believe that if we create a climate where continuous improvement permeates all we do, where high trust encourages peer assessment, sharing, learning and leadership, and where greater support and reward for teachers encourages professional growth and pride, then we will successfully transform teaching at Central Lee into a professional practice, and students will continuously improve and succeed.

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 previous application? **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).

CLCSD involved a strong and representative group of 12 people in the planning process. Members consisted of an elementary, middle and high school administrator, curriculum director, a parent, the superintendent and four teachers from different grade levels and disciplines. The steering committee held a total of ten meetings over 30 hours where parents, teachers and administrators were equal contributing members. Before we began, presentations were made to all teachers on the opportunities proffered by the TLC system. A survey of all staff was conducted (83% response rate) which collected data regarding understanding and implementing the Iowa Core, current professional development and future needs, the Beginning Teacher Mentoring & Induction program, and the understanding of and support for the Teacher Leadership & Compensation system.

At the very first meeting a system of communication was developed. This consisted of monthly updates to all staff, the teachers' union, and the School Board. At monthly faculty meetings, staff was kept abreast of all plans that were being developed and feedback was solicited.

Parents, teachers and administrators completed the following tasks in their meetings:

- Reviewed the Iowa Department of Education guidance for TLC and the State Teacher Leadership Task Force Goals
- Created a teacher survey to identify areas of needed support
- Developed a communication and feedback plan
- Reviewed the literature on teacher leadership
- Drafted the district vision for the TLC system
- Reviewed and researched possible leadership models
- Set the goals for the TLC system as it supports district initiatives
- Developed a mentoring program that aligned with the best practice and the Iowa guidelines
- Identified leadership roles and teacher support needs
- Reviewed rubrics for application selection
- Created selection criteria and process
- Connected leadership roles to the Iowa Professional Development Model and developed professional development delivery methodology
- Developed a program evaluation system that ensured continuous improvement
- Identified the factors that would sustain the TLC program over time
- Reviewed progress of written application narratives and gave feedback for each section

The district used the planning grant funds to pay for extra support for meeting facilitation and provide additional pay to individuals working on the various parts of the application. Grant funds allowed for a significant amount of time to be spent developing the TLC plan.

Additional research was conducted which included document reviews of other teacher leadership structures used across the nation, the collection of data from teachers regarding their learning needs and knowledge of the teacher leadership system, and contacts to districts with current teacher leadership structures in place. The grant allowed for time to evaluate potential leadership positions and set specific job descriptions for those positions. Criteria, interview questions and supporting rubrics were established for selecting individuals to fill leadership positions. Also, supporting documents were created for each part of the application to establish the plan's consistency and sustainability as it strengthens the Iowa Professional Development Model and our current district initiatives. Each stakeholder group was able to collaborate with each other and asked questions until consensus was reached. Additionally, teachers, parents and administrators were able to work together to develop each section of the application.

The full group reviewed several drafts of the application, based plans on needs developed through survey analysis, and used feedback to make adjustments. In total, the Planning Team met over a period of four months in 2015. The 10 meetings and additional meetings totaled over 90 hours of collaborative planning time. All stakeholders are fully

committed to this plan. This has been documented both qualitatively and quantitatively through discussions and survey data. The following demonstrates the results of the survey and collaborative meetings.

Administrator commitment: One hundred percent of administrators actively support the direction of the Teacher Leadership and Compensation plan and are involved in the development process. They demonstrated this by their presence at each of the Planning Team meetings and working tirelessly with teachers in the planning process. Administrators were fully engaged in motivating and sharing plans with their staff.

Teacher commitment: The initial and revised plans were shared with the entire staff during professional development days. After each session, feedback was collected; questions and comments were considered by the drafting team and ideas were incorporated when possible. The vast majority of staff believed receiving this grant and enacting our plan would have a positive impact on teaching and learning. In addition, approximately 40% of staff has expressed interest in applying for one of the leadership roles.

Parent commitment: Parents have volunteered their time to develop the TLC plan through their involvement on the steering committee and the School Improvement Advisory Committee. 100% of parents involved in developing the plan believe it will make a significant impact on the district's teaching and learning and will provide active support for its implementation.

Narrative

Using Part 2 application narrative from previous submission? **No**

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

State Goals:

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

Vision: To effectively implement a system that:

- promotes and rewards teachers as leaders,
- increases collaboration and collegiality,
- highlights and shares the best in instructional practice, and
- positively impacts student growth.

Goal 1. Increase student growth by strengthening instructional practices. (State Goal 5)

Students are our top priority! Although the district has mostly met or exceeded the state averages in student achievement for reading, math and science over the past several years, closing the achievement gap in all areas continues to remain a priority. Resources from the TLC grant will enhance district capacity in ongoing efforts to provide all students with a high quality education through the delivery of a guaranteed & viable curriculum (IA Core Standards), using research-based instructional practices, as guided by data-informed decision-making.

District/Building Goals

- Improve the teaching process
- Further implement the Iowa Core
- Improve student scores on Iowa Assessments in reading, math, and science
- Use student data to guide instruction
- Increase implementation of literacy programs and strategies
- Increase student and faculty use of technology (to drive instruction)
- Further develop PLCs Professional Learning Communities (PLCs) for implementation of GRR and MTSS

Evaluation of goal:

Iowa Assessments

Measure of Academic Progress (MAP)

Standardized Testing and Reporting (STAR)

Fast Bridge Learning/CBM Reading (FAST)

Goal 2. Attract and retain effective new teachers by providing a strong mentoring program with a range of differentiated professional development appropriate to their needs, and an inviting and caring culture. (State Goal 1 and 2)

Beginning teachers will be carefully nurtured through a mentoring program that carefully meets their needs through all stages of their first years of teaching. While we cannot compete with the big cities, we can create a caring and inviting culture that is supportive and welcoming. Professional development will be based on their assessed needs rather than a “one size fits all” model. New teachers already receive a starting salary of \$37,340. In addition, they will receive two paid days at the beginning of the school year and an additional four days throughout the academic year.

District/Building Goals

- Providing a positive learning environment
- Build team and increase collaboration
- Further develop PLCs
- Differentiate professional development by assessing the needs of teachers (as well as students)

Evaluation of goal

- Analysis of retention rate over five years
- Iowa Teaching Standards Self-Assessment (pre/post) – trends over time among BTs
- Annual survey of M & I program

Goal 3. Retain effective teachers by providing opportunities for them to share their expertise with and learn from other teachers via enhanced formal roles. (State Goal 2)

Develop a leadership system that will improve professional practices resulting in increased student achievement.

Approximately 25% of teachers will fill leadership positions that will require additional contract days and responsibilities for compensation. Teachers will undergo a rigorous selection process to ensure that we have the highest quality teacher leaders mentoring, coaching and modeling effective instructional practices in order to fulfill these goals.

District/Building Goals:

- Improve the teaching process

- Providing a positive learning environment
- Build team and increase collaboration
- Further develop PLCs

Evaluation of goal

- Analysis of retention rate over five years
- Teacher Evaluation & Licensure Process
- Iowa Teaching Standards Self-Assessment (pre/post) – trends over time among all staff
- Annual survey of TLC participants

Goal 4. Provide a strong professional development program with a range of differentiated professional development opportunities that promotes collaborative relationships and highlights effective teaching strategies. (State Goal 3)
 Develop a system of shared learning that empowers teachers to learn/innovate together as they work to achieve individual and collective goals. These PLCs will be led by a cadre of carefully selected and well trained teacher leaders. We believe that: *If we create a climate where continuous improvement permeates all we do, where high trust encourages peer assessment, sharing, learning and leadership, and where greater support and reward for teachers encourages professional growth and pride, then we will transform teaching at Central Lee into a practice of professionalism, and students will continuously improve and succeed.*

District/Building Goals:

- Demonstration and observation of peer teachers
- Providing a positive learning environment
- Further develop PLCs
- Differentiate professional development by assessing the needs to teachers (as well as students)

Evaluation of goal

- Analysis of Individual PD Plans
- Feedback from Professional Development events
- Annual survey of TLC participants
- ITS Self Assessment Pre/Post Analysis - Disaggregated

Goal 5. Reward exemplary teachers with increased responsibility and compensation. (State Goal 4)
 Beginning in 2016, we will fill 100% of the identified teacher leader roles, according to Model 3 and the Central Lee TLC Plan. At least 25% of our teachers will be in teacher leadership roles. These teacher leaders will provide support to the district to ensure high quality instruction in every classroom. Not only that, our goal is that they will feel rewarded for their time, their responsibility and their effort.

District/Building Goals:

- Improve the teaching process
- Providing a positive learning environment
- Build team and increase collaboration

Evaluation of goal

- Review of HR data in terms of # positions filled
- Analysis of coaching logs, interactions and peer reviews
- Annual video demonstration/conference
- Trends over time in TLC Effectiveness

Using Part 3 application narrative from previous submission? **No**

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

The Central Lee CSD TLC plan will integrate teacher leaders into three existing initiatives and three improvement structures. These initiatives & structures work synergistically to help us achieve our top goal of improved student achievement.

KEY INITIATIVES

1. Multi-Tiered Support Systems (MTSS/Rti)

All buildings are studying MTSS to move toward the district goal that all students should grow at or above expected levels on Iowa Assessments. Each building identifies students at risk, alters teaching strategies, and collects data on improvement. Tiered instructional supports include: Quality Core Instruction (w/GRR), Learner Assistance/MTSS Teams, Title 1 Reading/Reading Recovery, Boost & Blitz, Moby Max, Success Plans, 504 Plans, IEP's, and Extended Learning Programs/opportunities.

Connect, Support, and Strengthen: There is considerable work to be done in this area. The work will be greatly enhanced by collaboration of leadership positions within the TLC system:

- Coaches will help monitor student achievement data and facilitate team meetings geared toward meeting needs of individual students and ensuring their growth. Coaches will also work with
- Model Classroom Teachers to ensure high quality universal instruction and to develop & implement classroom-based interventions.
- PLC Leaders will help guide teachers' use of formative & summative assessments and using data to inform decisions on instructional practices.
- Mentors will work closely with beginning teachers in increasing their use of formative assessment, planning differentiated instruction, and managing classrooms.

2. Quality Core Instruction

Central Lee CSD has had considerable training on using the Gradual Release of Responsibility (Fisher & Frey) as a framework for implementing the Characteristics of Effective Instruction. This model includes clear learning goals, teacher modeling, guided instruction, collaborative learning activities and independent tasks designed to increase student engagement and responsibility for their own learning.

Connect, Support, and Strengthen: Teachers new to the district will need extra support in implementing the GRR. Again, the teacher leadership positions are designed to provide that support in layers. Coaches will help provide large group PD opportunities and ensure that the Model Classroom Teachers provide labs where effective instruction can be observed. PLC Leaders will facilitate lesson study and design in small groups. Mentors will work 1-1 with beginning teachers to ensure success with these efforts. This systematic approach to modeling, observing and reflecting on instructional practice will improve practice and increase student achievement.

3. Literacy

Central Lee CSD has a comprehensive literacy initiative in place. There is intensive professional development for all teachers who teach reading including strategies such as CAFÉ, flexible groups and Close Reading. Supplemental programs used include Boost, Blast and Blitz, Jolly Phonics, and Second Chance Reading among many others.

Connect, support, and strengthen: The TLC system will elevate these literacy efforts through the identified leadership roles that demonstrate best practices to increase fidelity and consistency.

4. Data Driven Dialogue

Central Lee CSD utilizes a variety of assessment instruments to ensure students learning and growth. The End-of-Course (EOC) exams are given in all core subjects and results on these exams are used to impact future instructional practices. The Iowa Assessment data provides an indicator of student academic performance. It determines student proficiency on academic indicators and helps guide our academic intervention process. MAP, STAR and FAST are used as academic screeners and help our teachers appropriately form intervention groups.

Connect, Support, and Strengthen: The TLC system will provide instructional support to help teachers understand and utilize student data to guide their instructional decision making. An Instructional Coach with expertise in data analysis and its impact on instruction will greatly improve the district wide connection between student achievement and instructional practice. PLCs will strengthen shared learning around methodologies used in assessing student learning and using that knowledge to plan for instruction.

STRUCTURES

There are four main structures that will provide the framework to facilitate this work. The structures include PLCs,

Building Leadership Teams and a District Leadership Team. Although there is a hierarchical appearance to this framework, our intention is to have information flow between each of the teams so that district decisions are influenced by PLC practices and PLC practices are enhanced by district decisions.

1. **TLC Roles:** TLC Coordinator, Instructional coaches, PLC leaders, Content leaders, Mentors, Model teachers
2. **PLCs:** Members of these teams will “work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (DuFour, DuFour, Eaker, and Many, 2010). Each team will be led by a carefully selected and trained PLC leader.
3. **Building Leadership Teams:** These teams will include the PLC leaders, Instructional coaches, Content leaders and building administrator. The main purposes of this team are to: organize and analyze data, provide updates on PLC work to enhance cohesiveness, and plan/facilitate building level professional development.
4. **District Leadership Team:** This team includes the Superintendent and representatives from each of the Building Leadership Teams. Purposes for this team include: communicating implications of state and federal mandates, sharing data, identifying needs for district level professional development support, and ensuring consistent communication among all buildings.

Using Part 4 application narrative from previous submission? **No**

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

The goal of our Mentoring & Induction (M & I) program is to retain teachers in our district and help them be successful with the students they serve. While surveys of beginning teachers (BTs) and their mentors have shown that there is great appreciation for the support they receive, there is evidence of a need for more collaboration time. Also, in assuming that all BTs need certain topics (Standard 6: Classroom management), we have not addressed other areas of need (Standard 4: Planning for instruction) and have not taken the time to examine and address their differentiated needs.

At Central Lee, BTs will experience extensive support made possible by the TLC plan. They will be assigned a well trained Mentor to work directly with them for two years. In August, before regular contracts start, new teachers will have two additional paid days to meet together with support personnel, other new teachers, their mentor, plan their first days of school, develop classroom management plans and experience other professional development. Mentors will meet with BTs weekly to examine their practice and plan for growth. BTs will meet with peers monthly to strengthen their teaching skills and Mentors will also meet with their peers to strengthen their coaching skills. Our aligned TLC plan will not only provide them mentors, but also with instructional coaches, content leaders, PLC leaders and model classroom teachers to increase their knowledge around district initiatives, provide differentiated instructional support, and demonstrate best practice.

Our M & I curriculum will include planning, collaborating as a professional learning community, and evaluating student performance. However, we want to make sure that the BT experience is guided by their assessed needs. Mentor teachers, instructional coaches and content leaders will meet throughout the year to plan professional development that is based on those needs. Based on BT needs survey data, we will focus on the *Iowa Teaching Standards*, differentiated support, and in-depth planning for professional growth.

Based on our research into best practice, the following program improvements have been designed:

1. **Select and train high quality mentors:** Mentors will be selected based on their effectiveness with students, history of professional growth and disposition toward mentoring. Once selected, TLC funds will be invested in their initial training (Teacher Coaching supported by the GPAEA and the NTC) and monthly peer meetings for in-depth training, addressing on-going mentoring needs, and skill improvement.
2. **A mentor for each BT:** BTs will each be assigned a trained mentor teacher to work with them for the first two years of teaching. If possible, mentors and BTs will be at the same building and same grade/subject level. They will meet together as needed, but a minimum of one hour per week outside of the contract day and will be reimbursed.
3. **Provide collaboration time before school begins:** All BTs and their mentors will meet two days prior to the beginning of the school year to strengthen classroom management skills, plan lessons, become familiar with district initiatives, and assess areas of strength and areas for growth.
4. **Ensure and protect time to meet together:** Throughout the year, BTs and Mentors will meet one hour per week to examine their classroom practice, analyze student work and plan for improvement. Once per month BTs will meet with their peers for professional development and shared support.
5. **Professional development based on assessed needs:** BTs will continuously examine their practice based on the Iowa Teaching Standards. Mentors, instructional coaches, PLC leaders and content leaders will meet together monthly to plan professional development for BTs based on their assessed needs.
6. **Reward new teachers and mentors:** Our district has a beginning salary that exceeds the \$33,500 minimum. We intend to further attract BTs to our district with an M & I program that pays them (and their mentors) for additional contract days to prepare for a successful school year prior to school starting, for one hour per week throughout the year to meet with their mentors to improve their classroom practice, and for monthly after school peer support and professional development meetings. We believe this will not only be an incentive to BTs, but to prospective mentors as well.
7. **Monthly BT peer support meetings:** We will provide and pay for a monthly after school meeting for all BTs and their mentors. These seminars will address areas of assessed need and be developed around the *Iowa Teacher Standards*. Monthly planning for this meeting will include all mentors, instructional coaches and content leaders.
8. **Support from additional teacher leaders:** In addition to mentors and instructional coaches, model classroom teachers, content leaders, and PLC leaders will all have specific roles providing multi-leveled, consistent, and timely support. They will all support BTs.
9. **Continuous Program Improvement:** The cycle of continuous improvement (plan, teach, reflect, apply) will drive the

work of the BT, the mentor, and the M & I program. Mentors will participate in self-assessment, reciprocal evaluation and planning for their own professional growth. The M & I program will be part of a comprehensive TLC program evaluation system that collects, analyzes and uses multiple forms of data from all stakeholders, is both formative and summative in nature and is used for program improvement.

We believe the structures and roles outlined in our plan ensure that our TLC goals will be met, and BTs will have broadened support, increased access to exemplary teachers, and improved chances for success with students. This TLC plan will assist our district in creating a meaningful program that will help BTs develop the necessary skills to become effective educators, remain in our district and stay in the profession.

Narrative

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

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

Please include the following information in your narrative:

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Our TLC plan specifies leadership positions designed to support learning teams, provide professional partnerships for new teachers, and plan and deliver professional development in an effort to meet both individual and collective goals related to improved student achievement

Our Teacher Leader positions include:

Instructional Coach: K-12 x 1 (100% TLC duties) 10 additional days

- Attend AEA Professional Learning for Instructional Coaches training
- Observe classrooms and provide feedback that identifies strengths and areas of improvement
- Assist in the development of professional growth plans
- Support individual teachers in finding resources related to their differentiated needs,
- Organize observations of model teachers in areas of identified need
- Co-teach, model, support
- Work inside classrooms with teachers/students (50% of time)

Instructional Coach: Technology Integration x 1 (100% TLC duties) 10 additional days

- Attend AEA Professional Learning for Instructional Coaches training
- Observe classrooms and provide feedback that identifies strengths and areas of improvement, in the area of technology integration
- Work inside classrooms to help individual teachers implement best practices, demonstrate lessons, co-teach, observe, give feedback, and plan for professional growth (50% of time)
- Support individual teachers in finding technological resources related to their differentiated needs and following through on professional growth plans
- Assist teachers in developing lessons and teaching/learning supports that involve technology
- Provides online resources for staff use

Mentor Teachers x 5 (100% in classroom) 10 additional days

- Attend AEA Professional Learning for Instructional Coaches (differentiated for Mentors) training
- Ensure all requirements of the program are implemented
- Provide high quality instructional support
- Promote collegial dialogue focused on enhancing teacher performance and student learning
- Assist BT in planning for, reflecting on, and improving practice
- Observe BT practice, share in the analysis of student work, and hold reflective conversation
- Identify BT differentiated needs, including technologies available for use in instruction
- Assist BT in developing and carrying out plans for professional growth
- Meet with BT before school to prepare classroom and prepare for the first week of school
- Meet weekly with BT for one hour for support and activities
- Attend monthly Mentor meetings to strengthen skills

PLC Facilitator x 14 (K-5 & SPED – 7, Middle – 3, HS – 4) (100% classroom) 5 additional days

- Plan and facilitate PLC small groups
- Research best practice, materials and strategies aligned with district and building initiatives, goals and interventions
- Assure that student progress is monitored

TLC Coordinator x 1: (20% TLC duties) 25 additional days

- Provide administrative oversight for the TLC program
- Plan for the facilitation of large and small group learning
- Engage small groups in cycles of inquiry
- Facilitate the study of data

Content Teacher Leaders x 5 (100% classroom) 3 additional days

- Ensure K-12 curriculum alignment
- Facilitate K-12 curriculum meetings
- Research available resources and provide to teachers
- Meet with AEA specialist in content area
- Coach in effective content-area instructional practices
- Engage in development, adoption, and implementation of curriculum and materials

- Evaluate scope and sequence

Model Classroom Teachers x 10 (100% classroom) plus 5 additional days

- Showcase best practices and effective teaching strategies
- Share lesson plans, materials, and other instructional resources
- Share examples of monitoring student progress
- Provide a toolbox of resources for those that observe in their classroom
- Hold reflective conversations with peers

Part 5 B

Fullan & Hargreaves taught us that while the goal of professional capital is to increase talent, organizations don't reach greatness by focusing on the capital of individuals. In order to get to greatness, "capital has to be shared and circulated. Groups, teams, and communities are far more powerful than individuals..." (Hargreaves & Fullan, 2012, p.3) We believe we have created roles and systemic structural supports, which fit together to create a cohesive and sustainable improvement framework that will strengthen instruction throughout the district.

The Instructional Coach will work strategically with teachers in planning, monitoring and assessing student learning. The coach will engage in coaching cycles and help lead inquiry around best practices in instruction. According to Adrian Rodgers and Emily Rodgers, authors of *The Effective Literacy Coach* (2007), "fundamental change in education is possible only through changes in teaching often based on coaching conversations between the teacher and the coach"(p. xii). This underscores the importance of this role in a system of change. This role will be integral to helping us meet each of our TLC goals. The coach will work closely with Model Classroom Teachers to ensure that these 'labs' truly reflect best practices and the standards and ideals of the Iowa Core. The coach will collaborate with Mentors to provide additional support for new teachers and collaborate with PLC Facilitators and Content Leaders to organize, coordinate, plan, and facilitate professional development and school improvement efforts.

Model Classroom Teachers will act as early implementers of new curriculum, field-test new practices and help develop and refine effective methods. They will develop classrooms that serve as observation labs allowing colleagues to observe, discuss, and reflect on the models and practices with the ultimate goal of having other teachers emulate these practices in their own classrooms. These classrooms provide an extremely important role in helping new practices become fully implemented across a school. These constructivist work spaces will help us ensure that great instruction is systemic and not limited to 'pockets' of greatness. This role will be especially critical in helping us meet our TLC Goal 1 as well as TLC Goal 4 which not only promotes differentiated professional development but increased collaborative relationships and highlighting effective teaching strategies.

Mentors will provide individualized support for beginning teachers. They will observe their teaching, provide constructive feedback and engage in reflective conversations around teaching practices. The mentoring role will have significant influence on all of our TLC goals but will probably have the greatest impact on our TLC Goal 2 aimed at providing a strong mentoring program in the context of an inviting and caring culture, with the outcome of attracting and retaining effective new teachers. They will work flexibly with the Instructional Coach, PLC Facilitators, Content Leaders, and Model Classroom Teachers to ensure that beginning teachers have access to multiple professional development opportunities based on their needs and the needs of their students.

In order to embed the work of the TLC system district-wide, Building Administrators will continue to provide leadership in all school improvement efforts. However, PLC Leaders will lead groups of teachers in inquiry cycles with grade level/content teams with the goal of strengthening instruction through analysis of student data and alignment and refinement of instruction. The work that takes place in these small groups is critically important to our overall school improvement efforts.

It is our belief that successful facilitation of these groups will lead to a feeling of empowerment for all teachers. The PLC Facilitator role will play an important part in helping us achieve all of our TLC goals; however, it will undoubtedly have the biggest impact on our TLC Goal 1 and TLC Goal 4. PLC Facilitators will also collaborate with the Instructional Coach, to organize, coordinate, plan, and facilitate professional development and school improvement efforts and work flexibly with Mentors, and Model Classroom Teachers to ensure that ALL teachers have access to multiple professional development opportunities based on their needs and the needs of their students.

The roles are designed to capitalize on personal strengths while at the same time maximizing the number of opportunities for leadership. While it would be possible for one person to simultaneously serve in more than one of

these roles, our goal will be to attract enough interest in these positions that this won't be necessary. The leadership roles in our plan require differing amounts of time commitments in recognition of the fact that not everyone can commit to extra responsibilities. Teachers will be encouraged to choose a position with the understanding that as circumstances shift they can apply for a different leadership position. The leadership roles in our plan were created with multiple personalities in mind. The opportunity to provide leadership should not require that one leave the classroom. Most of the teacher leadership positions in our plan honor the desire to lead from the classroom. Our TLC plan requires that the person in the role of the Instructional Coach (the only role that has 100% classroom release time) has time in their day for teaching a group or class not only to ensure that they hone their skills; but also to raise their credibility in the eyes of their colleagues. Each of our teacher leader roles are necessary to ensure the success of all of our teacher leader roles. We depend on each other for the success of this TLC system and the continuing success and improvement of CLCSD and the students we serve.

Using Part 6 application narrative from previous submission? **No**

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

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

- a) Prior demonstrated measures of effectiveness.

- b) Prior demonstrated professional growth.

The TLC planning team has developed a rigorous selection process that includes multiple measures for examining past effectiveness and professional growth.

Recruit: Meetings will be held with the entire staff to address the opportunities and benefits for teacher leaders. Emails and flyers will be developed and sent to every teacher who meets the minimum teacher leadership qualifications. Teacher leadership positions will be posted including the roles and job descriptions. The TLC planning team will also encourage teachers to apply.

Make up of Selection Panel: The selection panel will be made up of 11 members: one administrator from each building, the Director of Curriculum the four teachers from the planning team, and an additional teacher selected from each school. If a teacher decides to apply for a leadership position, they will be excused from the committee and a replacement will be found. Confidentiality will be maintained in all aspects of the selection process.

Training of Selection Panel: In order to ensure inter-rater reliability, members of the selection panel will have training that is based on the seven domains of the *Teacher Leader Model Standards*, their functions and exemplars. They will also become familiar with selection criteria, practice with the evidence rubrics, the interview rubrics, and training in resolving differing perceptions. One training vignette will be developed for each position.

Initial Application: Initially each applicant will be asked to write a letter of application explaining why they want the position and why they believe this position is important. They will also be asked to submit:

1. Written responses to several prompts designed to help determine past effectiveness, professional growth and dispositions for peer mentoring. Prompts we're currently considering are:
2. Describe your past PD experiences, including memberships, presentations, attendance at conferences and/or future PD goals. What experiences particularly impacted your professional growth and how? Share evidence of that professional growth.
3. Describe an initiative or research-based strategy that you implemented in your classroom and tell how you evaluated the effectiveness of that work on student achievement. Share evidence of that effectiveness.
4. Describe the personal characteristics/habits that will help you be effective in the role for which you are applying.
 1. A copy of their most recent Individual Career Development Plan
 2. A letter of recommendation from a colleague
 3. A rating response from their administrator (currently being developed) that speaks to their effectiveness and fitness for teacher leadership (sealed/confidential).
 4. Additional optional submissions (lesson plans, video tapes of lessons, presentations, portfolios, artifacts, etc.)
6. In addition, the Selection Panel is considering developing reflective questions around some of the appropriate *Teacher Leadership Model Standards* and how the applicants would implement them in their role.

All application materials will be screened by the Selection Panel using a rubric to determine the candidates to interview for the leadership position, interview for another position, or screen from the selection process.

Interview: Applicants called for interviews will respond to the same questions from a bank created for each leadership role. Questions will be developed using the criteria from *Teacher Leader Model Standards* as a guide. Candidates will also be asked to respond to a realistic, hypothetical leadership situation pertinent to the leadership position. In addition, candidates may also respond to any questions regarding materials submitted in their application.

Interviewers will be listening not only for evidence of effective teaching practices but also for evidence that the candidate is coachable and willing to take on the rigors of the learning required for a particular position.

Scoring: The seven domains of the *Teacher Leader Model Standards* will be used with their functions and exemplars as the scoring rubric for all of the above materials and interviews.

Final Selection: The Selection Panel will rank order the top candidates for each position and make recommendations to the superintendent for selection.

Yearly Review & Reapplication: For the Annual Review of Assignment, the Selection Panel will examine the following evidence:

1. Each teacher leader will continuously be involved in self-improvement. During training they will use a self-assessment tool developed from the *Teacher Leadership Skills Framework*. This will be revisited throughout the year (mirroring the work done with BTs and peers). As part of this self-reflection, they will develop a professional growth plan which will help to move them forward in their practice. (Measure of professional growth)
2. Surveys will collect feedback from peers regarding their experiences with TLs. (Measure of effectiveness)

3. They will submit a video of their work with a peer. Along with this, they may be asked to include an analysis of the strengths and areas for growth (aligned to the *Teacher Leadership Skills Framework*), along with a resulting plan for professional growth. (Measure of effectiveness)

Finally, triangulating the above evidence will give the Selection Panel ample evidence regarding *effectiveness* and ongoing *professional growth*

The CLCSD selection process allows for consideration of multiple data points when hiring and evaluating the effectiveness of teacher leaders. We believe this will help us to hire those who are most 'fit' for leadership positions. We will have teacher leaders selected before the end of the current academic year. In this way they can begin to engage in training and begin the new school year with a higher degree of preparedness and confidence.

Narrative

Using Part 7 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

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

[Click here To access the Iowa Professional Development Model page.](#)

The goal of the CLCSD is to completely embed teacher leaders in the design and delivery of district-wide professional development. This will be done through careful attention to student needs and shared leadership among faculty and administration. Our professional development efforts will be guided by our District Leadership Team (DLT), and our Building Leadership Teams (BLT), and our Instructional Coaches and implemented through our Professional Learning Communities (PLC) and one-on-one support.

The District Leadership Team will be the overseer of the IPDM. They review data to assess student and faculty growth, determine areas of need, communicate implications of current state/federal mandates, and ensure 'systems thinking' among the three levels. The DLT sets overarching district goals and approves the goals of the various buildings as they align with district goals.

The Building Leadership Teams play a leading role in the creation, implementation, and formative assessment of professional development. In line with the IPDM, they meet monthly to analyze student and teacher data to determine the next action steps at the building level. BLT members will organize and analyze data, provide updates on PLC work to enhance cohesiveness of efforts, plan & facilitate building level professional development, and implement "next steps" with the PLC.

The Instructional Coaches will be a part of both the DLT and the BLT and will play a vital role in the IPDM at every level. They will be responsible for researching, communicating and implementing instructional practices that support district focus at all three levels with a particular focus on implementation in the classroom.

Professional Learning Collaboratives will be the 'work horses' of school improvement efforts. Team members will "work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." (DuFour, DuFour, Eaker, and Many, 2010). Teams will be led by a carefully selected/trained PLC Facilitators and will focus on teaching & learning, student engagement, technology, & assessment.

The specific creation and delivery tasks of those involved are as follows:

The TLC Coordinator is directly involved in the planning & facilitation of large & small group learning opportunities, engaging small groups in cycles of inquiry and facilitating the study of data in guiding the work of PLCs.

Instructional Coaches, PLC Facilitators, and Content Teacher Leaders are directly involved in the planning & facilitation of large & small group learning opportunities, and engage in coaching cycles with individual teachers. Model Classroom Teachers provide a venue for colleagues to observe high-quality instruction & engage in critical collaborative inquiry and demonstrate & share their thinking about using student achievement data to drive instructional decisions.

Mentors engage beginning teachers in ongoing cycles of data study, goal setting, professional learning, collaboration and implementation.

These roles and structures ensure that teachers experience professional development aligned to the IPDM steps in large group, small group, & one-to-one settings.

Part 7B

Collecting and Analyzing Student Data

Teacher Leaders will analyze multiple sources of data. The TLC Coordinator will facilitate data study to guide the analysis. The DLT, BLT, and Instructional Coaches will draw conclusions from the data, particularly around our initiatives. Model Classroom Teachers will demonstrate & share thinking about using student data to inform decision making. Mentors & beginning teachers will focus on increasing meaningful use of formative assessments.

Goal Setting for Professional Development

All Teacher Leaders & administrators collaborate to determine PD goals, topics, and processes aligned to building & district goals during Building and District Leadership Team meetings. In addition, Instructional Coaches will conduct coaching cycles with Model Classroom Teachers focused on improving core instruction for all students. The TLC Coordinator and Instructional Coaches will engage small groups of professionals in cycles of inquiry which includes studying data and setting goals and Mentors work with beginning teachers to select goals based on student data.

Selecting Content

Once goals are set, the BLT, TLC Coordinator, and Instructional Coaches will determine content for the building. Model Classroom Teachers will be engage in early implementation and fine-tuning methods & materials. Mentors will help new teachers connect the content focus to classroom applications.

Design

The complementary nature of the plan's structures & roles ensure that PD is a continuous process and not a single event. Teachers will have opportunities to learn theory and engage in the *ongoing cycle* of training/learning, collaboration/implementation and ongoing data collection to determine next steps as they work in PLCs. Achievement data & implementation data from these teams will be fed into the BLT & DLT planning processes so that large group PD is planned to support team needs. Feedback mechanisms will be embedded in all PD sessions as a way of monitoring effectiveness and gauging impact. These structures & processes ensure that there are related and recurring cycles of PD leading to deep understanding.

Program Evaluation

Teacher Leaders in each role will synthesize information from formative (implementation and impact) data and summative measures for both students and staff as part of a review process. This work will be done in each PLC, each BLT, and in the DLT. In addition, Instructional Coaches, Content Teacher Leaders, Mentors, Model Classroom Teachers, and beginning teachers will also engage in this work. This information will inform needs, adjustments, and new goals for the following year.

Using Part 8 application narrative from previous submission? **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 two questions that drive the Scope of Work for the CLCSD Program Evaluation are:

- Is the TLC system being implemented as planned?
- Is the TLC system making a positive impact on teachers and students (Is it effective)?

We have designed a Scope of Work to answer these questions. Ten tools/processes collect qualitative & quantities data from all participants at multiple times of the year through various methodologies to determine the effectiveness of TLC implementation & the impact of the TLC experience.

The Scope of Work is designed to ensure that we have formative data enabling a quick response to participant needs, as well as summative data to assess the impact of our program. The process makes the best use of participant time; focusing data collection, keeping it simple, not overwhelming those involved, and using data that is already available. Our plan is shown in the following table:

Tool or Process	Formative or Summative	Implementation or Impact/Effectiveness	Collected from	How Collected	When
1. Student achievement data (Iowa Assessments, MAP, STAR, FAST)	Summative	Impact	District data available	Yearly	2. PD Feedback - Continuously collecting qualitative and quantitative data from all PD
Both formative and summative (when compared yearly) and over multiple years	Implementation and Impact	PD/PLC Participants	Online	During the PD/PLC sessions	3. "Check-In" – kept very simple – 10 quick online questions – 3 minutes to respond
Formative	Implementation (possible evaluation of initial program impact)	From TLC participants	Online	Dec or Jan	4. Year End Survey - for all TLC participants – no more than 20 questions – 5 minutes to respond
Summative (Formative to the extent that it helps to change what happens in the coming year)	Impact (for one year and trends over time) Possible evaluation of program implementation as well	From TLC participants	Online	April or May	5. Iowa Teaching Standards (ITS) Self-Assessment (once per year) – for all teachers in the district – disaggregated by experience and teaching level

Summative (and Formative “Needs Assessment” to guide PD for coming year)	Impact (for one year and trends over time)	All staff	Online during staff development	April or May (for planning for next year) BTs in days before school	6. Teacher Leadership Skills Self Assessment (once per year) as tool for self reflection and professional growth planning
Summative (and Formative “Needs Assessment” to guide PD for coming year)	Impact (for one year and trends over time)	Teacher Leaders only	During training or as self reflection	Yearly	7. Exit Interviews with any teachers leaving the district
Formative	Implementation and Impact	Exiting teachers	During interview	Upon exit	8. Analysis of retention data
Formative		Available through HR	Year 2 & 5	9. Analysis of goals from Individual Teacher Professional Development Plan	Formative
Needs Assessment	Via ITS yearly survey	April/May	10. Formal Program Review – Day long shared review with another district TLC program	Formative and Summative	Implementation and Impact
All program results	May				

8B: A description of how the district will monitor and adjust the TLC plan based on the results of these measures. Our Program Evaluation was developed not only to monitor and adjusting formatively (short term) and summative (long term) the implementation and the impact of what we are doing, but to help us to adjust the goals (from Part 2) on which our TLC plan was developed. Therefore, we have designed the tools and the questions within those tools to support collecting information around each of our TLC Goals as follows:

Goal 1. Increase student growth by strengthening instructional practices.	<ul style="list-style-type: none"> •Iowa Assessments, MAP, STAR, FAST
Goal 2. Attract and retain effective new teachers by providing a strong mentoring program with a range of differentiated professional development appropriate to their needs, and an inviting and caring culture.	<ul style="list-style-type: none"> •ITS Self Assessment •“Check In” •Teacher Leadership Skills Self Assessment •Analysis of retention data •Exit interviews
Goal 3. Retain effective teachers by providing opportunities for them to share their expertise with and learn from other teachers via enhanced formal roles.	<ul style="list-style-type: none"> •“Check-In” •Teacher Leadership Skills Self Assessment •Analysis of retention data •Exit interviews
Goal 4. Provide a strong professional development program with a range of differentiated professional development opportunities that promotes collaborative relationships and highlights effective teaching strategies.	<ul style="list-style-type: none"> •ITS Self Assessment •PD Feedback •“Check-In” •Year End Survey •Analysis of Individual Teacher PD Plan goals

<p>Goal 5. Reward exemplary teachers with increased responsibility and compensation.</p>	<ul style="list-style-type: none"> • Year End Survey • Review of HR data
--	--

These data will allow us to monitor and adjust, not just what we do, but our overall TLC goals from year to year. Finally, each year, we will spend a day with another district in a Formal Program Review. A protocol will be followed, triangulated data examined, and strengths and areas of growth presented. The teams will examine final results from all data sources and agree as to areas of strength or areas for growth. We will develop a written Annual TLC Improvement Plan. All improvement decisions will be data driven.

Our program evaluation plan is thorough, streamlined, research based, and practical. Formative data collection and analysis will allow us to immediately respond to changing needs. Professional development will be aligned to those needs, the *Iowa Professional Development Model* and the state goals. Our program evaluation plan will also enable us to measure fidelity of TLC plan implementation, its impact on teachers and students and the effectiveness of our goals. The overall goal of all that we plan is to ensure that teachers are strengthening their instructional skill and thereby greatly increasing the student achievement.

Using Part 9 application narrative from previous submission? **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)

CLCSD has worked hard to develop a strong and thorough TLC plan. We are ready to implement it.

Shared leadership and strong collegial relationships: The decision making style in our district is one of jointly held power. During our planning stages all stakeholder representatives were fully involved, and shared equally with administration in the decision making process. These stakeholders will continue to be involved at the implementation stage and over time.

High interest among staff: In a recent survey, we were pleasantly surprised when 40% teachers expressed interest in applying for teacher leadership positions. These collegial relationships greatly increase our ability to implement and sustain this plan.

Equipping all teachers to be leaders: We understand that it is important to properly equip teacher leaders in order for them to develop to their full potential. We have committed a significant amount of funding for thorough training for Instructional Coaches and Mentors: the two year teacher mentor training sponsored by the GPAEA. They will also have time to meet together monthly to improve their skills. Not only will they be trained and supported, they will be empowered and rewarded. We intend to prepare all teachers to serve as teacher leaders. Our vision is for teacher leaders to become experts in their job and then prepare other teachers to serve in that role, while they move forward to another leadership opportunity. Over time, we plan to have every teacher in our district identified as a model classroom teacher.

Building on current initiatives: Much of our TLC plan involves innovations that have already begun. Our plan connects to, supports and strengthens these initiatives, including the Gradual Release Framework, MTSS, Core implementation and Beginning Teacher Mentoring. This diminishes the likelihood that staff sees the TLC plan as a new, separate initiative. We clearly identify the roles teacher leaders play in enhancing current initiatives. The plan supports and enriches, not undermines current work.

Building the infrastructure to enhance sustainability: We have committed \$170,000 from the general fund, Title 1, and School Improvement grants to support TLC implementation. Time is built into PD days for extended work in PLCs, and for BTs and their mentors to meet weekly and before the school year for support and assessment. There is a structured program evaluation system for all aspects of the TLC plan and for the evaluation of teacher leaders themselves. We are ensuring that TLC leaders meet regularly to monitor and adjust. Implementation planning will begin in January 2016.

Strong leadership support: Administrative leadership support has been strong. Our superintendent and all building principals have been present at every planning meeting. Our school board is in favor of moving forward. Administrators have been highly visible and involved in working with staff to explain and support this effort at all levels. The role of administrators in the success of this plan has been clearly outlined.

Continuous improvement: The cycle of continuous improvement is the guiding philosophy that provides direction for our TLC plan and all teacher improvement and student achievement efforts. Our program evaluation plan will monitor the various initiatives, the TLC plan, and the effectiveness of those carrying out the plan. This “Plan, Do, Study, Act,” model will guide training, assist in making changes to address immediate needs, and in making long-term improvement plans. We will collect, analyze and use formative and summative data to drive all improvement decisions. Each year we will share with other districts in a peer review meeting sponsored by Great Prairie AEA; a day sharing data results and, together, examining each district’s strengths and areas for growth and developing an annual program improvement plan. This will ensure the sustainability of the system through continuous relevance and responsiveness to meet the diverse needs of all teachers and students.

Clear Responsibilities: To ensure that our TLC system succeeds and is sustained over time, we must all (administration and teacher leaders) provide ongoing support.

Team Member	Responsibilities
Superintendent	<ul style="list-style-type: none"> •Champion the TLC plan •Actively participate in District Leadership Team (DLT) •Monitor district’s implementation and resources •Ensure accountability for evaluation of TLC vision/goals •Recommend adjustments to TLC plan •Provide oversight of selection committees

Director of Curriculum (DC)	<ul style="list-style-type: none"> •Oversee TLC program •Monitor observation/feedback and student achievement data •Actively participate in DLT •Recommend instructional/professional development adjustments •Coordinate PD for TLs and TLC plan •Provide guidance to building level administration
Building Principals	<ul style="list-style-type: none"> •Collaborate with TL team and DC to support curricular alignment •Ensure accountability for instruction support through PLCs •Ensure accountability for teachers actively participating in coaching •Monitor instruction •Make recommendations to the DC about teacher needs
Instructional Coaches, Content Specialists, PLC Leaders and Mentors	<ul style="list-style-type: none"> •Participate in on-going PD to enhance skill in role •Collaborate with principals and district leaders in the collection/ analysis of data and PD design/delivery •Engage in observation and coaching in order to improve practice •Lead PLCs
Model Teachers	<ul style="list-style-type: none"> •Participate in on-going PD •Enhance learning of area of expertise in order to effectively model best practice
Beginning Educators	<ul style="list-style-type: none"> •Participate in pre-school PD •Participate in on-going coaching and reflective practice with mentors

With these key pieces in place, successful implementation and sustainability are ensured. We have a solid TLC plan for supporting and rewarding teacher leaders, and this will lead to increased instructional skill among all teachers and increased academic achievement among our students.

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**

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.	\$85,500.00
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).	\$131,400.00
Amount used to provide professional development related to the leadership pathways.	\$11,250.00
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>	\$29,790.00
Totals	\$257,940.00

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

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

Certified Enrollment Number **824.0**

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation **\$257,648.32**

Total Allocation **\$257,648.32**

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$257,940.00**

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 **(\$291.68)**

Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

TLC Goals: 1) Increase student growth by strengthening instructional practices; 2) Attract and retain effective new teachers by providing a strong mentoring program with a range of differentiated professional development appropriate to their needs, and an inviting, caring culture; 3) Retain effective teachers by providing opportunities for them to share their expertise with and learn from other teachers via enhanced formal roles; 4) Provide a strong professional development program with a range of differentiated professional development opportunities that promotes collaborative relationships and highlights effective teaching strategies; and 5) Reward exemplary teachers with increased responsibility and compensation. Leadership roles are Instructional Coache, Mentor Teacher, PLC Facilitator, TLC Coordinator, Content Teacher Leader, Model Classroom Teacher.

Instructional Coach

1/k-12 General , 1/k-12 Technology

Supplemented \$400/day x 10 days. Will extra days for data analysis, planning, meet with model classroom teachers and participate in leadership teams meetings. The coaching role will require teachers to leave their classrooms. This role will be integral in helping us meet all of our TLC goals.

Mentor Teachers

5/District

Supplemented \$400/day x 10 days. Two days to work with beginning teachers before school starts, remaining days for collaboration outside the school day. This role will impact TLC Goals 2 & 3 (new teachers).

PLC Facilitators

14/District

Supplemented \$375/day x 5 days. They will participate in leadership team meetings and coduct small inquiry groups outside of the school day. Other days will be used to analyze data. Impact on TLC Goal 1 (increase student growth and strengthen instructional practice).

TLC Coordinator

1/District

Supplemented \$375/day x 25 days. Days will be spent planning and providing administrative oversight of the TLC program, facilitating large and small group learning, engaging small groupsand meeting with mentor teachers and their mentees. This role will be critical in meeting each of our District's TLC goals.

Content Teacher Leaders

5/District – Literacy, Math, Science, Social Studies and Technical Studies

Supplemented \$375/day x 3 days. The days will be spent gaining greater understanding of the k-12 curriculum, and facilitating k-12 curriculum meetings, allowing us to meet TLC goal 1 (increase student growth by strengthening instructional practice). Other aspects of the work will include meeting with AEA specialists in content areas, coaching effective content-area instructional practices and engaging in the development, adoption and implementation of curriculum and materials.

Model Classroom Teachers

10/District

Supplemented \$325/day x 5 days. They will meet and collaborate with Instructional Coaches. Model Classroom Teachers will showcase best classroom practice. This role will help us meet our TLC goals 1 (increase student growth and strengthen instructional practice) and 3 (retain effective teachers).

Beginning Teachers will receive an additional 7 days at \$210/day to allow for collaborative work with a mentor before school starts, and meet weekly with the mentor. This will help us achieve our TLC goal 2 (attract and retain effective new teachers) and TLC goal 3 (retain effective teachers).

\$15,400 will cover substitute teacher costs to increase the opportunities for teachers to observe model classrooms.

These opportunities are directly related to all our TLC goals 1, 2, 3, 4 and 5.

The leadership roles are crucial to achieving our goals, and plan to provide on-going training to increase the likelihood of success. We will rely on PD support from GPAEA to minimize costs, ensure quality and provide support.

We are estimating cost of \$9,250 to provide training for the roles outlined in our plan. An additional \$2,000 is marked for PD specific to PLC leadership and facilitation.

\$10,500 will be used for seven teachers who will serve on the selection committee. Committee members will review application materials, interview candidates, make hiring recommendations to the superintendent and the yearly

review/re-application process. \$9,000 is being allotted to support system implementation and program evaluation. The total cost of the Central Lee TLC plan is \$257,940. We will receive approximately \$257,648 from the TLC Grant. We have set the bar high! Success will come through hard work and diligence. We are committed to the TLC concept, and believe the implementation will pay rich rewards!