



Application

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

94709 - Chariton CCSD Teacher Leadership Grant Application

Teacher Leadership and Compensation System

Status: Under Review

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Organization Information

Organization Name:	Chariton Community School District
Organization Type:	K-12 Education
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Benefactor

Vendor Number

Recipient Information

District Chariton Community School District

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

County-District Number 59-1107

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.

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TLC Application Contact

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50049

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 Chariton School District (CCSD) is enthusiastically submitting an application for the TLC System grant. We are excited about the potential this system will bring to our current district structure.

The planning process has been conducive to our already established collaborative environment. A committee of equal representation of stakeholders has worked extensive hours to examine our needs and put together a teacher leadership system that will enhance, support, and improve our current system. TLC planning grant funds were used to pay for collaboration outside of the regular contract, substitute costs for staff, consultation, feedback surveys, etc.

The CCSD's vision for the TLC System is to promote quality collaboration and cooperative and partner teaching to improve student achievement by strengthening instruction, research-based instructional strategies, and improved consistency across grade levels which will improve teaching and learning. We also envision rewarding professional growth and effective teaching with increased leadership responsibilities. Our vision for the TLC plan includes attracting quality teachers new to the profession, retaining quality teachers, and inspiring students to enter into the teaching profession.

CCSD operates under the premise that collaboration is an integral part of PD and growth. As a result of this, each grade level/department is part of a collaborative learning team. Our TLC plan was created with our current initiatives in mind, RTI/MTSS, use of pre/post-tests, use of formative and summative assessments, synchronization and analysis of curriculum, instruction, assessments, and the creation of a competency-based system. We believe adding these leadership roles will strengthen our current PD system and allow for additional supports for teacher teams. The primary purposes of our new teacher leadership positions are to enrich the teaching profession, enhance instruction, and increase student success.

The CCSD is committed to the TLC System and will utilize the funding to improve the entry process and retention for new teachers. The district's vision for improvement to the current Mentoring/Induction program identifies specific teacher leadership positions. Our plan addresses a lead mentor, mentors, and model teacher positions. These newly defined roles will increase the effectiveness of our current system and provide additional support for new teachers.

The CCSD has identified the need for: Core Instructional Coaches, Instructional Technology Coach, Lead Mentor, Mentors, Model Teachers, and Data Team Leaders. Implementation of these positions will create coherent instructional improvement to support reaching our goal of improved student achievement. These roles fit together and create a coherent instructional improvement strategy for our district. Our focus will be aligned to the improvement of teaching and learning in order to accomplish our TLC vision.

The CCSD will utilize a site based review council consisting of equal representation of administration and teachers to select the teacher leaders for our district. Selection criteria will be developed for each position and a rubric will be used to determine qualified teacher leader candidates. Criteria for selection will include district specific questions regarding past leadership positions, prior teaching experience, effective collaboration with peers, as well as other relevant information. The rigorous interview process including a face-to-face conversation during which the candidate will give an overview of their qualifications to include progress on their IPDP; use of a Likert Scale to determine how effective they have been in leadership roles according to self, peers and administration; and plans for integration of the position in the system. Additionally, the candidate will outline their past use of data and how they used it to drive their instruction and their use of data to measure the effectiveness of their instruction.

The Director of Curriculum and Instruction will work collaboratively with the building administration and the teacher leaders to create the district's PD plan, while adhering to the district's CSIP goals. Teacher leaders will participate in the creation, planning, delivery, and follow up support for the district's PD initiatives as well as the teacher's team and individual needs. The CCSD will determine the effectiveness of the TLC plan by looking at both formative and summative data from students and teachers. Learning teams will look at the impact of the TLC plan on teacher instructional practices along with summative student data. The DLT will monitor and revise the TLC goals and implementation plan annually based on the results of our data.

The TLC System will be sustained over time through the involvement of the following groups: SIAC, the Board of Education, Teacher Learning Teams, and the CCEA. The longevity of the TLC plan hinges upon a broad base of stakeholders involved in overseeing the TLC process. The district has involved the above stakeholders to ensure the plan's success.

The CCSD will allocate funds to provide for the minimum salary requirement set by the TLC guidelines to attract and retain quality teachers to the profession. The district has also created a budget for five full-time (100%) teacher leader positions and thirty-one supplemental contract teacher leadership positions. The district has committed TLC funds and any additional funds needed to fully implement the program. Filling all these leadership roles will increase the district's teacher leadership percentage to 36%.

Acronyms

CCSD–Chariton Community School District, TLC–Teacher Leadership and Compensation, MAP–Measurement of Academic Progress, SIAC–School Improvement Advisory Committee, CCEA–Chariton Community Education Association, SPED–Special Education, DLT–District Leadership Team, BLT–Building Leadership Team, IPDP–Individual Professional Development Plan, IC–Iowa Core, RTI/MTSS– Response to Intervention/Multi-Tiered Systems Supports, PD–Professional Development

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?

Yes

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

Please include the following information in your narrative:

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

The Chariton Community School District (CCSD) formed a Teacher Leadership and Compensation (TLC) Planning Committee in October 2013. Thirteen individuals actively participated in the planning and preparation of the TLC grant application. These individuals represent the administration, teaching staff, the Board of Education, parents, and the community of the Chariton Community School District. All stakeholder groups were equally represented and contributed to the TLC grant application. The committee met on sixteen occasions to work on the TLC grant application. Through discussion, research of best practice, and observation of current practice and the practice of other districts, the committee was able to put together an application that best meets the needs of the Chariton Community School District. Early planning time was used for discussion and opportunities to brainstorm ideas and possible options that would best address our district's needs. We were also able to use a portion of our early planning time to share and work with other districts while actually writing our plan, having the benefit of immediate feedback on ideas. Later planning time was used to share the plan with stakeholders, the staff, along with the Board of Education. This provided the necessary feedback to create a quality plan specific to our needs. Planning time was also used to analyze data, evaluate current programs, discuss a vision and goals for our TLC plan, and write a quality grant application.

Planning grant funds contributed to the quality of the plan by compensating committee members for time outside of the contract, substitute costs for contract time meetings, travel costs and meals while attending informational/planning sessions, and application consultation. Funds remaining will be used this spring after our application is accepted to finalize the details in order to implement the TLC plan. The TLC planning grant funds contributed to the quality of the plan by providing compensation for adequate time to plan and prepare the application. The funds also provided the opportunity for plan review and input from outside sources, which we feel increased the quality of the application.

The TLC plan was shared with the CCSD Board of Education at their regular meeting on January 13, 2014. A Board member also served as a representative of the Board on the planning committee. The Board unanimously supported the TLC application submission. Committee members met at each of the district's attendance centers to discuss the plan and gather input. The TLC committee also held an all school staff meeting on January 15, 2014 to share the plan and answer questions.

Following the staff meeting, a survey was administered to the CCSD staff with 97% responding favorably to supporting the TLC System implementation. 64% of CCSD staff responded with interest in applying for a leadership position. The TLC committee maximized efforts to involve all stakeholders and increase ownership and commitment to the plan.

Stakeholder groups (teachers, administrators, and parents) were engaged in the process and contributed to the development of the plan in several ways. Input was gathered from all staff through sharing opportunities at each building. Group discussions were held during learning team collaboration meetings and also at staff meetings. Input was gathered from the community through sharing of the plan and discussions at Board meetings and open session committee meetings. Information was shared with the public through an article in the Chariton Newspaper and district newsletter. Staff was invited to an informational meeting to further clarify the intent of the application. A survey was then circulated to check for understanding, further questions, and to determine interests in intended positions. Summarized minutes of team meetings, workshops, and webinars were distributed via e-mails to all stakeholders and key groups.

The stakeholders are committed to the TLC System. This is evidenced by the approval of the TLC Grant application by the Board of Education (January 13, 2014), 97% commitment to the TLC grant from the staff, interest from staff for leadership positions (64% indicating interest), and community commitment through participation in the grant writing process. The Chariton Community Education Association supports the foundational components of the TLC grant application with an agreement being reached and outlined in a memo of understanding concerning contract language. The Chariton Community School staff has provided numerous hours of non-compensated time to learn about the TLC grant application and participate in the process.

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

The CCSD's TLC vision: To inspire and challenge students through high quality instruction made possible by a TLC system of supporting teachers with time, prof. development, and researched based practical classroom application of best practice.

District Mission: *Successful Learning for ALL Students*

District Vision: *To prepare productive life-long learners by providing a challenging, relevant curriculum in a safe learning environment.*

Our TLC Goals: (aligned with the State's TLC System and district priorities)

1. Improve *Student Achievement* through quality instruction

Through the TLC system, instructional strategies will improve. Implementation of district initiatives which include effective instructional practices, the Iowa Core Curriculum, and integrating technology in the classroom will be implemented consistently and with fidelity

District Priority -Student Achievement –Ensure that all students have the necessary skills to be 21st Century College and Career Ready (promote employability skills and community service awareness).

2. Attract and retain quality teachers by offering competitive salaries, PD support, and leadership opportunities

Teachers will have a base salary of a minimum of \$33,500. Teachers will receive intensive mentoring support by highly trained teacher leaders, and a minimum of 25% of teachers will fill leadership positions. Teacher leaders will be selected through a rigorous selection process by site based councils to ensure that only the highest quality teacher leaders are selected as mentors, coaches, data team leaders & model teachers.

District Priority -Effective Resource Management –Maximize and streamline resources to provide increased access to 21st century educational technology and facilities that support student achievement.

3. Promote collaboration by developing supporting opportunities for teachers to learn from each other

Weekly collaboration opportunities will be provided to support teachers to examine data, provided individualized PD, provide on-going support for best practices, collaboration & networking, and learning. As a result, collaboration between staff members will be strengthened and we will document an increase in the effectiveness of cooperative and partner teaching.

District Priority -Employee Excellence –Create an environment in which employees strive for excellence, collaborate as part of a team, and are confident and competent in supporting student learning

4. Reward professional growth and effective teaching by providing pathways for career opportunities with increased leadership responsibilities and increased compensation.

Positions include: a lead mentor, mentors, Iowa Core instructional coaches, tech coaches, data team leaders and model teachers. Our plan includes opportunities for 41 teachers or 39% to fill teacher leadership positions including extra days, responsibilities & compensation. Teachers will undergo a rigorous selection process by site councils to ensure that we have the highest quality teacher leaders.

5. Increase productive partnerships with families and community.

Community Engagement –Create meaningful two-way engagement between the district and parents/community members that supports student achievement.

The teacher leadership positions will assist the district in promoting teachers as leaders, increase quality classroom instruction, and improve student engagement. Teacher leaders will help teachers build strong relationships that are critical to motivation, student engagement, academic success, and high school completion. Ongoing feedback from parents will be used to measure success in this area.

Evaluation of Goals

1. Compare gains in student achievement data before and after implementation of the TLC plan.

2. Obtain annual feedback from mentees, ensure annual salary of \$33,500 or higher. Also, teacher retention rates will be compared from before and after the implementation of TLC and also teacher exit surveys will be analyzed.

3. Minutes of collaboration meetings will be collected and analyzed. Also a review of peer review & feedback forms, self-reflection & team reflection data will be used. The Current Reality and Desired State Analysis Tool will be used to identify gaps to help with direction for implementation and evaluation.

4. Teacher leaders and teams will use the ESAIL – Environmental Scale for Assessing Implementation Levels. This document, from SAI, measures 10 key features of a comprehensive literacy model.

5. Compare pre and post TLC survey for parents on the perceptions of quality instruction, classroom management & communication.

After the district leadership team analyzed data, the TLC Committee reviewed their analysis and identified that our student

achievement is static and in some cases in decline in grades 4-8. Community engagement has been shown to be on the rise based on participation at School Improvement Advisory Council (SIAC) and parent/teacher conferences. With MAP assessments in grades K-2 we will generate growth data in Mathematics and Reading/Language Arts, which have been areas of concern. Gaps identified through analysis of the data include an inconsistent implementation of initiatives, a lack of support for teachers to implement initiatives, an increase in the gap between special populations and the general populations, and stagnant classroom instruction.

The CCSD currently supports teacher leadership roles through the foundation of our PD data team process, in which teacher leaders facilitate the teams as well as sit on building and district level leadership teams. The district also has a mentoring program in place in which teacher leaders mentor first and second year teachers.

The district's data overwhelmingly supports the need for increased teacher leadership roles. We believe the teacher is what makes the difference in the classroom and our data indicates students are more successful when instruction is driven by student data. Our data supports that our teachers depend on each other to meet the varying needs of students; through the TLC system, teacher leaders can greatly assist and collaborate in this process.

Using Part 3 application narrative from Year 1?

Yes

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)

Chariton Community School District (CCSD) operates under the premise that collaboration is an integral part of professional development and growth. As a result of this, each grade level/department is part of a collaborative learning team. These teams meet weekly to focus on building and classroom data, effective teaching strategies, and IA Core implementation for improved instruction in the classroom.

The four questions that drive our Learning Teams are:

What do we expect students to know?

How will we know when they have learned it?

How will we respond when they do not learn?

How will we respond when they already know it?

Learning Teams will use the following processes to address these four questions:

- Response to Intervention (RTI)
- Creation of Pre-tests and use of data gathered
- Creation and analysis of formative assessments
- Creation and analysis of summative assessments
- Synchronization and analysis of curriculum, instruction, and assessments
- Creation of a Competency Based System

Our TLC plan was created with these processes in mind, therefore adding leadership roles will strengthen our current professional development plan and allow for additional supports for teacher teams as they address RTI, K-3 Literacy, and IA Core implementation. The primary purpose of our new teacher leadership positions is to support teachers, enhance instruction, and increase student success.

LEAD MENTOR: This person will oversee the district's mentor program, assisting with the selection of mentors and facilitating the mentoring process for each mentoring team in the district. This position provides consistency ensuring the district instructional goals will remain at the forefront during the mentoring process. The lead mentor will support the district goals, mentor teams, and individual professional development goals and plans. We currently do not have a lead mentor position in our district. This new teacher leadership role will provide better support for our mentor teachers, strengthen the experience for teachers new to the profession, and enhance the overall teaching experience for both mentors and new teachers.

MENTOR TEACHER: These teachers will be selected through a district developed process including input from the lead mentor and a district administrator. The mentor teachers support and strengthen the district efforts through introducing district policies and procedures as well as focusing on the IA Teaching Standards, curriculum implementation, instructional strategies and professional growth. Our TLC plan will provide an opportunity for our mentors to consistently implement a quality program, increase support for our new teachers, connect new teachers to quality instructional methods, and retain talent in the teaching profession.

MODEL TEACHER: In our TLC plan model teachers will be utilized as exemplary examples in the areas of: instruction, classroom management, Response to Intervention (RTI) and differentiation of instruction. These teachers will model instructional techniques aligned with the Iowa Core Curriculum and open their classroom to all staff. Our model teachers will support our teaching staff through quality instructional modeling, increase the opportunities for staff to observe instructional strategies and be available for consultation.

CORE INSTRUCTIONAL COACH: In our TLC plan the instructional coach will work with teachers to help differentiate learning, design meaningful assessments, and enhance teaching strategies. This person will also assist in the delivery, training, implementation, and monitoring of the instructional elements of professional development, using research-based professional practices and the adopted Iowa Core Curriculum. The coach will assist in providing professional development for staff, perform classroom observations, and provide feedback. The instructional coach will meet regularly with the district director of curriculum and instruction and the other instructional coaches to ensure systemic implementation of the Iowa Core Curriculum and proven instructional strategies. The Core Instructional Coach position is the key to strengthening our district's structures, processes, and initiatives. These positions will support staff by being an onsite professional developer who collaborates with staff to identify and assist with implementation of proven teaching methods.

INSTRUCTIONAL TECHNOLOGY COACH: This person will work with staff to integrate technology into the classrooms to increase rigor and relevance of the content and provide students opportunities to use 21st century applications to improve learning. The Instructional Technology Coach position is another important component to strengthening our district's structures, processes, and initiatives with teacher leadership. This position will support staff by removing barriers that stand in the way of

implementation of 21st century learning through technology. This position will support staff through collaboration and implementation of using technology in the classroom.

LEARNING TEAM LEADERS: The Learning Team Leaders will be responsible for creating and maintaining a collaborative environment among team members. They will facilitate the process of determining team norms and ensuring that the team focus remains consistent on data usage and student achievement improvement. The district already has identified learning team leaders. The TLC grant will enhance the role of the team leader by supporting training to enhance the learning team environment, strengthen the collaboration between team members, and support implementation of data driven instructional decisions.

The TLC plan will strengthen our goals for collaborative team planning, multi-tiered student supports, differentiated instruction and assessment, ultimately supporting our mission statement, "Successful Learning for ALL Students."

Using Part 4 application narrative from Year 1?

Yes

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 Chariton Community School District (CCSD) currently operates a mentoring program which assigns a 1:1 mentor for each 1st and 2nd year teacher in our district. The curriculum that is used by mentors varies depending on the mentor/mentee needs. The District has provided training to mentors in order to enhance their ability to effectively mentor our new teachers (Journey to Excellence: Iowa Model for Mentors of Beginning Educators). The training has been a combination of AEA provided support and district level support. Cognitive coaching has been implemented for questioning techniques which is used by our mentors to improve the experience for the new teachers. There is an application process in place for teachers interested in serving as a mentor. The district structure has been in place since 2008.

The CCSD has analyzed the current program and identified several gaps or areas of concern. A lack of consistent implementation of the set curriculum is one of the areas of concern that surfaced during the analysis of our current program. The lack of leadership to provide program oversight, consistency, continuity and structure for our mentor program was also diagnosed as a gap in our current program. A third gap includes the lack of release time for mentors and mentees to observe the classrooms of model teachers, observe each other and collaborate. Fourth, a lack of professional development opportunities for both the mentor and the mentee is another gap that must be addressed in our new leadership structure. Finally, the District does not currently have a process in place in which information from mentors and mentees is gathered for analysis and program improvement.

The CCSD is committed to the TLC plan and will utilize the additional funding to improve entry into the teaching profession for new teachers and increase retention of those new teachers to the education profession. The following outlines the District's vision for improvement to the current Mentoring/Induction program and identifies teacher leadership positions and how they would enhance the program.

The CCSD's plan includes implementing a LEAD MENTOR teacher leadership position. The Lead Mentor would improve entry into the teaching profession by

- Ensure mentors are well trained in providing feedback, observing practice, and aligning observed practice to teaching standards through initial training and monthly meetings.

- Provide consistent program oversight

- Observe mentor practice

- Facilitates professional development for the beginning teachers

- Ensure accountability to the system

Another essential component of the CCSD plan is the continuation of assigning teachers to serve as mentors for all new teachers to the profession. The MENTOR teacher leadership position will improve entry into the teaching field by:

- meet weekly with mentees to provide support and assess their practice,

- assist with developing and implementing plans for professional growth

- arrange classroom observations with/for the mentee a minimum of once per quarter

- meet and communicate monthly with the Lead Mentor to ensure mentees needs are met and program has a consistent focus

- provide quality support for mentees through professional development (monthly meeting)

- share strategies and provide resources for ongoing individual mentee growth

- gather and analyze data important to determining success of the mentee growth and development.

The final component that is essential to the CCSD TLC System to improve entry into the profession is the MODEL Teacher.

Model Teachers will open their classrooms to mentor/mentees for observation. They will model research based instructional strategies and effective teaching practices. They will be available as a resource to new teachers and assist with professional development and learning teams. This will greatly improve our beginning teacher mentor/mentee program.

The CCSD has trouble recruiting and retaining teachers in the areas of science, math, special education, foreign language, family and consumer science, and industrial technology because of the lack of quality applicants, a need for a connection to the profession and local community, and a lack of professional competencies. The TLC plan will enhance the mentoring program through:

- Understanding of the Iowa Teaching Standards and Criteria

- Provide ongoing guidance, support and reinforcement

- Assist new teachers in meeting licensure requirements

- Providing support for professional development

- Providing transition of professionals to the culture of their respective schools

- Ensuring accountability for collaboration

Creating strong, connected, and supportive relationships

We will assess the various needs of beginning teachers using the Beginning Teacher Self-Assessment Inventory from the Journey to Excellence program. This information will be aggregated to enable the district to provide relevant differentiated professional development opportunities to beginning teachers. Each mentor will specifically focus on beginning teacher individual needs and differentiate a personalized plan for improvement.

The CCSD would also include teachers new to the district (not necessarily new to the profession) in our mentoring program. This component of the program would assist in the learning of district procedures, initiatives, and expectations. TLC resources will enhance the experience of new teachers by providing the minimum salary of \$33,500, scheduled release time, additional professional development, and to learn and practice effective teaching methods which will help us recruit and retain quality teachers.

The program will be evaluated by the Curriculum Director with the help of the CCSD Leadership Team. This team will analyze district level data to evaluate mentor programs and practices. District level data may include surveys, student achievement data, participation data, and other data needed as determined by the Mentor/Mentee Program goals. Program evaluation data will be shared with the Board of Directors on a regular basis.

Narrative

Using Part 5 application narrative from Year 1? Yes

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

Please include the following information in your narrative:

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

The Chariton Community School District has identified the need for the following leadership positions: Core Instructional Coaches, Instructional Technology Coach, Lead Mentor, Mentors, Model Teachers, and Learning Team Leaders. Implementation of these positions will create coherent instructional improvement to support reaching our goal of improved student achievement.

Core Instructional Coaches: (100% Teacher Leadership Position with an additional (10 days) supplemental contract)

The Core Instructional Coaches will work with teachers to help differentiate learning, design meaningful assessments, and enhance teaching strategies, as well as assist in the delivery, training, implementation, and monitoring of the instructional elements of professional development using research-based professional practices, and the adopted Iowa Core Curriculum. The coach will assist in providing professional development for staff, perform classroom observations, and provide feedback. The Core Instructional Coaches will work with the administration and coach all teachers through participation in the Learning Teams (LT), by utilizing best instructional practices, differentiating learning, and designing meaningful formative and summative assessments. Core Instructional Coaches will spend 100% of their time in their Teacher Leadership Role.

The Core Instructional Coaches will be supervised by the district Director of Curriculum and Instruction to ensure systemic implementation in both teaching and curriculum. The director will be supported by building administration in the supervision duties.

Example of a job description for a Core Instructional Coaches:

- Observe and provide feedback to teachers regarding professional development procedures, coaching skills, and best instructional practices
- Support Learning Teams and individual teachers through researching and modeling research based instructional strategies and best practices.
- Assist with using NWEA (MAP), Iowa Assessments, and other assessment results in the development and refinement of curriculum to improve instruction and support Learning Teams.
- Serve as an active member of the District Leadership Team and building level curricular specific teams.
- Assist in the planning and implementation of Professional Development in conjunction with administration.
- Assist with training of co-teaching for the inclusion classroom
- Assist teams with alignment of assessments and standards
- Assist teachers in finding resources to help meet the needs of specialized learners.
- Work with the teachers to create RTI/MTSS differentiated lessons.
- Attend training and workshops as required

The supplemental contract of \$6000 will require 10 additional contract days for professional development and allows for six hours of additional time needed during the school year per month. This additional time will be utilized for professional development, leadership training, assisting staff, and attending meeting.

Instructional Technology Coach: (100% Teacher Leadership Position with an additional (10 days) supplemental contract)

The Instructional Technology Coach will work with staff to integrate technology into the classrooms to increase rigor and relevance of the content and to give students an opportunity to use 21st century applications to improve learning. The coach will assist in providing professional development in the area of instructional technology for staff.

The Instructional Technology Coach will work with the administration and coach all teachers through participation in the Learning Teams (LT), utilize best instructional practices with instructional technology, differentiate learning, and design meaningful classroom uses of technology.

The Instructional Technology Coach will be supervised by the curriculum director and supported by the building administration.

Example job description for an Instructional Technology Coach:

- Instruct staff on ways to use technology more effectively and efficiently
- Assist with instruction including modeling of technology use in the classroom
- Develop technology lessons with the teacher
- Work with the teachers to incorporate tech standards into curriculum
- Assist teachers with the integration of social media within the classroom
- Assist teachers with blogging and websites
- Assist with how to use 1:1 technology in the classroom
- Assist with electronic formative assessment
- Assist with writing grants

Oversee / develop a MS/HS "Tech Squad" - Jointly with Technology coordinator

The supplemental contract of \$6000 will require 10 additional contract days for professional development and allows for six hours of additional time needed during the school year per month. This additional time will be utilized for professional development, leadership training, assisting staff, and attending meetings.

Lead Mentor: (20% time Teacher Leadership Position - 80% classroom teacher with an additional 10 day supplemental contract)

The Lead Mentor will support the mentor/mentee process by managing the mentor application process, collecting and reporting data, coordinating professional development for the program, observing mentor/mentee collaboration, providing assistance and resources to mentor/mentees, meeting with model teachers to coordinate observations, providing information to staff regarding the mentor program, and developing and maintaining a resource library. The lead mentor will support the gaps in our program by supporting the mentors/mentees in professional development opportunities, through observations and feedback, and by developing a consistent program oversight. The Lead Mentor will be supervised by the curriculum director and supported by the building administration.

Example job description for a Lead Mentor:

- Manage the mentor application process by collecting and evaluating applications

- Collect and report data and participation on the mentoring program to the administration and the Board of Education

- Develop/coordinate PD for both mentor and mentee program

- Observe mentor/mentee individual meetings to provide assistance and resources at a minimum of once per semester

- Coordinate observations to support mentee learning

- Provide annual information to the whole staff outlining the program in order to encourage staff participation and promote interest

- Develop and maintain a resource library for mentor program

The supplemental contract of \$5250 will require 10 additional contract days for professional development and allows for three hours per month of additional time needed during the school year. This additional time will be utilized for professional development, leadership training, assisting staff, and attending meetings.

Mentor Teachers: (10% time Teacher Leadership Position - 90% classroom teacher with an additional 3 day supplemental contract)

The Mentor Teacher leadership position responsibilities would include meeting monthly with mentees, observations of mentees classrooms a minimum of once per month, regular meetings and communications with the Lead Mentor, attend required professional development, provide resources to mentee, and gather and analyze data important to determining success of the mentor program. Providing release time and compensation for additional time beyond the contract for professional development for the mentors will help address the gaps needed for a successful beginning teacher program.

The Mentor Teachers will be supervised by the building administrator and supported by the Curriculum Director and Lead Mentor.

Example job description for a Mentor Teacher:

- Meet with mentee twice per month (1st year) once per month (2nd year) (minimum requirement)

- Observe mentee in classroom once per month (minimum requirement)

- Meet and communicate with lead mentor monthly

- Attend required training for professional growth

- Provide resources to mentee as needed

- Turn in logs/documentation to lead mentor during time frame required

The supplemental contract of \$2275 will require three additional contract days for professional development and allows for three hours per month of additional time (beyond the contract) needed during the school year. This additional time will be utilized for professional development, leadership training, assisting staff, and attending meetings.

Model teacher: (5% time Teacher Leadership Position - 95% classroom teacher with an additional 2 day supplemental contract)

Model teachers will open their classrooms to mentor/mentees for observation. They will model research based instructional strategies and effective teaching practices. They will be available as a resource to new teachers and assist with professional development and learning teams.

The Model Teachers will be supervised by the building administrator.

Example job description for a Model Teacher:

- Open classroom to others for observation
- Be available as a resource for all staff
- Assist with the PD for learning teams as needed

The supplemental contract of \$700 will require two additional contract days for professional development. This additional time will be utilized for professional development, planning lessons and preparing their classrooms for observations, and collaborating with teachers.

Learning Team Leaders: (5% time Teacher Leadership Position - 95% classroom teacher with an additional 2 day supplemental contract)

A Learning Team Leader is a person who is responsible for creating and maintaining a collaborative environment among their team members. They facilitate the process of determining team norms and ensuring that the team focus remains consistent on data and student achievement improvement.

The Learning Team Leaders will be supervised by the building administrator and supported by the Curriculum Director who will provide professional development and resources for the learning team leaders.

Example job description for a Learning Team Leader:

- Facilitate Learning teams
- Participate on District Leadership Team
- Assist with planning, presentation, and implementation of professional development
- Prepare agenda prior to meetings
- Assist in the establishment of group norms
- Communicate with members of the team
- Run effective meetings
- Demonstrate positive leadership

The supplemental contract of \$1400 will require two additional contract days for professional development and allows for two hours per month of additional time (beyond the contract) needed during the school year. This additional time will be utilized for leadership training, professional development, preparation for team meetings, etc.

The Chariton Community School District Teacher Leadership roles fit together and create a coherent instructional improvement strategy for our district through consistent implementation and planning. The teacher leadership roles will work together with the building administration to form the district leadership team. This team will focus on the professional development needs of the teaching staff, consistent implementation across classrooms, and implementation of initiatives with fidelity. With the coordination between the District Leadership Team, administration, and Teacher Leadership positions, the district professional development plan will ensure implementation with fidelity. Our focus will be aligned to teaching and learning in order to improve student learning. The CCSD teacher leadership roles fit together and create coherent instructional improvement by creating:

A strong partnership with school and district leaders; collaborative approach to designing and implementing instructional programs

- An empowering approach that builds on teachers' strengths rather than focusing on deficits
- An emphasis on strengthening teachers' content knowledge and pedagogical skills while enriching their metacognitive and reflective capacity
- Flexible strategies that are adapted to each teachers needs
- A focus on helping teachers to effectively implement and sustain district initiatives
- An emphasis on systemic impact: PD aligned with overarching district goals and needs

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Selection Process:

The Chariton Community School District (CCSD) will utilize a site-based review council (SBRC) to select the teacher leaders for our district. The selection process for all teacher leaders will be a six phase process; recruitment/posting, application, screening, interviewing, deliberation/selection, and notification.

Recruitment/posting is a practice the district currently has in place. Common practice is to promptly post all positions available via email to all staff. Principals and site council members will be prepared with job descriptions to answer questions and encourage applicants.

All interested teachers will complete the application for one or more of the leadership positions which includes lead mentors, mentors, core instructional coaches, tech coaches, data team leaders, and model teachers. Application materials will include district specific questions regarding past leadership positions, prior teaching experience, questions regarding the position, evidence of effective collaboration with peers, a writing sample, as well as other information relevant to the position. The materials shall include a recommendation from a current or former administrator. All of these materials will then be screened by the site based review council (SBRC) who will use a rubric to determine the candidates to interview for the leadership positions. Interviews will be held with the SBRC for each of the positions. All candidates will be asked the same questions from a bank of questions created for each leadership role. Questions will be on topics that relate to the job description, leadership experiences, and best practice. The SBRC will then move into the deliberation and selection phase of the hiring process. Members will use a rubric to assess all candidates and conduct a consensus-building process to select the successful candidates.

All candidates, no matter whether selected or not, will be notified by the SBRC regarding their status in the selection process. A list of hiring recommendations will then be presented to the superintendent who will forward the recommendation to the Board of Education. The Board will then take formal action on the recommendation.

Site Based Review Council:

The SBRC consists of equal numbers of teachers and administrators. Members from the TLC core planning committee will serve on the SBRC, but membership changes depending upon the building employing the teacher leader and the applicant pool for the position. When positions are hired in a particular building, the building administrator and a minimum of one teacher from that building will serve on the SBRC. This provides input from not only the person who evaluates the teacher leader, but also members who will potentially work with the teacher leader. If a member of the SBRC is an applicant for a leadership position, they may not participate in the selection process.

Determining Effectiveness:

The effectiveness of the candidates will be determined by comparing information gathered during the application and interview process to an established selection criteria rubric. The selection criteria rubric includes the areas of certification, content knowledge, skills base, demonstration of professional and ethical standards, evidence of strong past evaluations, leadership qualities, and a demonstration of a strong commitment to personal professional growth. The site based review council will review past evaluations, past Individual Career Development Plans, and past transcripts showing self-directed learning. Teachers will be asked to share their personal growth goals, reflect on their progress towards meeting their goals, and analyze the impact this process has made on their teaching.

Candidates for leadership positions will possess content knowledge and a skills base that demonstrates continuous improvement consistent with the goals of the school district. Candidates model professional and ethical standards, and work in a collaborative manner with peers, school personnel, and the school community to support the mission and goals of the school district. Teacher leaders will be expected to take responsibility for and participate in meaningful and continuous professional development that promotes student learning. Teacher leaders will demonstrate a commitment to the school community and the teaching profession.

Determining Professional Growth:

Professional growth of teacher leaders will be determined by participation of applicants in district PD initiatives and other outside growth opportunities. Effectiveness will be based on the teacher's ability to demonstrate professional growth by sharing knowledge of professional growth opportunities with other teachers and serving as a leader. The quality will also be based on how the individual contributes to the learning team's SMART goals. The applicant's writing sample will be used as evidence in examining the developmental level of the leaders based on the response offered. The candidates resume will also be used as evidence in determining professional growth through a description of position progression, advanced degrees, potential leadership, graduate hours, related responsibilities, professional honors, etc. Also candidates can describe their professional

growth through the interview process.

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

The Chariton TLC plan offers multiple opportunities for teacher leaders to plan, deliver, implement, and assess the district's professional development program. Currently, teachers and administrators work together as part of the District Leadership Team (DLT) to plan professional development. The DLT analyzes student data to identify opportunities for growth and then design and plan for professional development in order to address the identified needs.

With the support from the Chariton TLC plan, new opportunities for teacher leaders will be developed. Mentors, core instructional coaches, model teachers, and data team leaders will lead and support the district's professional development plan. Professional development needs will be addressed by instructional coaches weekly during early release data team time allowing for each team's unique needs to be addressed. To guarantee building professional development remains aligned with the district's vision, the curriculum director will meet monthly with Teacher Leaders to ensure fidelity of the district professional development plan while allowing for building flexibility and differentiation. Teacher leaders will collaborate with learning teams and administrators on a weekly basis to provide instructional support for teaching staff to implement research-based strategies. The teacher leaders will also be involved with disaggregating data from learning teams and collaborate with the building administrator to determine the effectiveness of the current professional development plan. Decisions about future professional development goals will be determined based upon the data collected and each team's unique needs while focusing on the district's driving questions: What do we expect students to learn? How will we know when they have learned it? How will we respond when they do not learn? How will we respond when they already know it?

Collecting/Analyzing Student Data (Formative Assessment)

Each Learning Team will collect and analyze student data using both formative and summative assessments. Data team leaders, mentor teachers, and instructional coaches will gather data from district and classroom assessments to help identify student needs, identify trends, and collaborate with curriculum and PD leaders, building level leadership teams, and grade level data teams. Data team leaders, mentor teachers, instructional coaches, and data teams will identify appropriate formative classroom assessments in order to design interventions and plan for classroom instruction. Team leaders, along with instructional coaches will lead data teams in development of common assessments. All data will be considered when developing District and Building Professional Development Plans

Goal Setting & Student Learning

The curriculum director, DLT, BLT, and all teacher leader staff will be involved in the coordination between district/building PD goals, district initiatives, student achievement goals, and teacher leadership responsibilities. Through this coordination and analysis, data teams, while working with team leaders and instructional coaches, will develop teaching and learning SMART goals.

Selecting Content

The District, Building, and Data Team goals will be reviewed on an ongoing basis to maximize student learning and determine content for professional development plans. This process will help frame the professional development needs for each individual team. Appropriate content for District and Building professional development will be determined through analysis of data and identification of needs.

Design for Professional Development

The District Professional Development Plan includes theory, demonstration, practice, and collaboration as well as time for teachers to learn together and collaborate with each other. Each building currently provides time for teacher collaboration and peer review through the data team process.

Instructional Coaches, Data Team Leaders, and Mentor teachers will provide demonstration, practice, and collaboration opportunities at each level for staff. DLT member will use the IPDM Profile to conduct an analysis of the effectiveness of district/building professional development. This provides opportunities to make adjustments and add supports to ensure that PD provided to staff, and supported by teacher leaders, results in improved instructional practices and increased student achievement.

Training/Learning Opportunities

All teacher leaders will receive training in working with adult learners in order to effectively coach, model, and deliver professional development. Data Team Leaders and Instructional Coaches will work with the Director of Curriculum to provide initial training and support for Mentor and Model Teachers. Data Team Leaders and Instructional Coaches will receive training through the AEA in implementing effective instructional practices.

Collaboration/Implementation

Data Team Leaders, along with support from mentor, model, and core instructional coaches, will lead structured data team

meetings. Teachers are provided time to design units/lessons, discuss data, problem-solve, and work with materials to support the district curriculum and/or instructional strategies. Curriculum & PD Leaders will support the implementation of effective teaching strategies and the teaching of the Iowa Core curriculum.

Ongoing Data Collection

Formative data collection will be used to identify additional on-going supports or adjustments needed for Teacher Leadership & Compensation positions and plan for future training needs of teacher leaders identified in the plan.

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.

Research regarding the impact of teacher leadership suggests potential measures for evaluating teacher leaders and the benefits of teacher leadership. The committee has designed an evaluation framework that would align tightly to the district Theory of Action while encompassing the goals. This TLC system utilizes both process measures and outcome measures. The framework is a visible representation of the multiple measures that will guide the district in determining the impact and efficacy of the system.

The district theory of action suggests that “if CCSD implements a system of teacher leadership and compensation that...

- Empowers high-quality teachers and mentors new teachers
- Integrates technology and strengthens the implementation of the Iowa Core Curriculum
- Provides support for improving classroom instruction
- Includes intentional, transparent collaboration and communication
- And provides teachers with multiple career paths with appropriate financial and time compensation

Then....

- Student achievement will increase
- A positive school culture will develop
- Job satisfaction will increase
- Teacher expertise will increase
- Teacher ownership and empowerment will increase
- CCSD will be able to recruit, and retain quality teachers”

GOAL	OUTCOME	OUTCOME ASSESSMENT
Goal #1 Improve <i>Student Achievement</i> through quality instruction.	1a Classrooms will administer the Iowa Assessments and MAP, measuring core content knowledge.	1a Evidence of increase in percent of students proficient or showing growth in reading and math (LT)
Goal #2 Attract and retain quality teachers by offering competitive salaries, PD support, and leadership opportunities:	2a CCSD will hire teacher leadership positions equal to 25% of staff to implement the TLC plan. 2b CCSD will ensure all beginning teachers have a minimum salary of \$33,500	2a CCSD will collect artifacts documenting the hiring process and selection for all teacher leader positions. 2b CCSD will collect evidence that all staff salaries are a minimum of \$33,500.
Goal #3 Promote collaboration by developing supporting opportunities for teachers to learn from each other.	3a Provide collaboration time of teacher leaders with building and district administration and building data teams. 3b Provide peer review opportunities for teacher leaders to work with district staff.	3a Teacher leaders will log meeting notes between leaders and building administrators and data teams will log meeting minutes with teacher leaders. 3b Teacher leaders will log meeting notes on peer review opportunities, who is participating, and the results.
Goal #4 Reward professional growth and effective teaching by providing pathways for career opportunities with increased leadership responsibilities and increased compensation.	4a Teacher leaders will have contracts specific to their role including additional compensation and extended day contracts as appropriate. 4b Teacher leaders will improve their knowledge about effective instructional practices.	4a Evidence of contracts for all teacher leader positions 4b CCSD will create a list of all professional learning sessions attended by teacher leaders. 4b Teacher leaders will submit artifacts documenting professional growth in the understanding of effective instructional strategies.

<p>Goal #5 Increase productive partnerships with families and community</p>	<p>5a The DLT will measure increases in family engagement and the quality of family engagement</p>	<p>5a DLT will conduct a school climate inventory, data on participation rates in parent/teacher conferences, and student perception surveys. The team will also review suspension, office referrals, dropout, graduation, and bullying prevention data.</p>
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The CCSD will determine the effectiveness of the TLC plan by examining both formative and summative data from students and teachers. Learning teams will analyze summative student data from the annual Iowa Assessments in grades 3-11, the MAP tests, given twice a year to grades K-8 & 11 and Career Readiness tests given in grades 11 and 12. The District has baseline data in each one of these assessments and student growth data on these tests will be a variable in the evaluation of the TLC system. In addition, formative student data will be analyzed as well. Student formative data will be based on: tasks in the classroom, student engagement, attendance, and office referrals. Special education data will also be reviewed by looking at the number of students entering SPED as well as the number exiting. This data will be collected from administration, data teams and instructional coaches. This data, along with student summative data, will be reviewed by the DLT and ultimately evaluated by district administration to determine the impact on student learning and progress.

Data, consisting of classroom observations gathered by teams as well as subjective data from teacher input, from surveys, and team minutes will be analyzed by the DLT. Data from classroom observations will consist of: teacher actions, lesson interaction, student actions all based on a rubric from Webb's Depth of Knowledge and Bloom's Taxonomy. Teacher surveys will be conducted to gather teacher input and suggestions for improvements to the TLC plan and the extent to which we are meeting the TLC goals. Once per year the Curriculum Director will provide a report of the TLC to the Board of Ed.

The DLT will monitor and revise the TLC goals and implementation plan based on the results of our data. Formative data will be gathered weekly in order to provide ongoing support to the data teams. Adjustments can be made quickly to ensure timely feedback to teachers.

Oversight of the TLC system will be provided through representatives from the DLT. This committee will meet to ensure continuous improvement and ensure the infrastructures and policies supporting the TLC system are followed and adjusted as needed. Immediate ongoing improvements that are identified throughout the year will be addressed. Through the TLC program evaluation plan, the TLC oversight committee will ensure continuous alignment with the state goals and vision for the TLC system.

Using Part 9 application narrative from Year 1?

No

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

The Chariton Community School District (CCSD) will implement and sustain the Teacher Leadership and Compensation (TLC) plan by drawing on the resources currently in place. The teachers currently have a foundational understanding of the initiatives we have implemented and can draw from those experiences and use them to build the Teacher Leadership system within our school district. There is strong support for the TLC plan and interest in positions. The committee surveyed the teaching staff in early January and found that 64% of the staff is interested in at least one of the Teacher Leadership positions. The survey also revealed that 97% of the staff is favorable for the district to participate and implement a teacher leadership system. Both of these numbers evidence support for the district's capacity to implement and sustain the program.

Our sustainability plan includes:

- Sending teacher leaders to training for coaching and leadership skills
- Providing curriculum training for teacher leaders
- Communicating with stakeholders and constant review
- Establishing and providing training for our curriculum director to provide support and training for our teacher leaders.
- Establishing trust with teachers to encourage voluntary use of supports
- Encouraging teachers with coaching and leadership potential to apply
- Evaluating roles and using feedback from stakeholders to adjust as needed

The curriculum director will be provided training in order to effectively evaluate the leadership roles (in coordination with the building administrator), work with and provide leadership to the District Leadership Team, provide professional development for leadership positions, and hold the leadership positions accountable for meeting expectations. This supports the plan's sustainability overtime through program oversight and accountability.

Currently the school district dismisses early on Wednesdays to provide learning team collaboration time. The District will have the capacity and structure in place to support the collaboration plans for teacher leaders through:

- District Leadership Team (DLT) - the team comprised of teacher leaders and administrators to create and monitor the district professional development plan
- Building Leadership Team (BLT) - this team is comprised of the building administrator and teacher leaders that assist in differentiating the professional development for the district
- Learning Teams – consist of grade level or content specific teachers that focus on building professional practices and analyzing student data
- Vertical teams – align curriculum and monitor district scope and sequence

The District is currently implementing a professional development system for teacher leaders through the Area Education Agency, with opportunities at the state level, and locally through our district leadership team. Additional time and professional development will be added based on the needs of individual leaders. Time will be provided to research, observe, and collaborate with teacher leaders from other districts in order to enhance our individual teacher leader's capacity to perpetuate their learning to other teachers in the district. By enhancing teacher leader's capacity to lead, we are supporting sustainability overtime.

Immediate ongoing improvements that are identified throughout the year will be addressed by the district leadership team (DLT). The DLT will monitor and revise the TLC goals and implementation plan monthly based on the results of our data. Formative data will be gathered weekly through teaming minutes in order to provide ongoing support to the learning teams. Through this monitoring, adjustments can be made quickly to ensure timely feedback to teachers.

Oversight of the TLC system will be provided through representatives from the district leadership team. This committee will meet annually to ensure continuous improvement and ensure the infrastructures and policies supporting the TLC system are followed and adjusted as needed. This will ensure sustainability over time. TLC goals and implementation of the TLC plan will be shared annually with DLT and SIAC to ensure its alignment with the changing needs of students, teachers, leaders, and families. Feedback from teachers and other stakeholders involved in the implementation will be gathered through conversations at the SIAC meeting, faculty meetings, and opinion surveys.

The TLC System will be sustained over time through the involvement of the following groups: School Improvement Advisory Committee (SIAC), the Board of Education, Teacher Data Teams, and the Chariton Community Education Association (CCEA). The longevity of the Teacher Leadership and Compensation plan hinges upon a broad base of stakeholders involved in overseeing the TLC process. With this in mind, the district engaged the aforementioned groups to ensure support of the TLC plan. Creating a common understanding of the TLC system and emphasizing the importance of a common focus will enhance the sustainability of the system over time.

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 1360.53

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

District Enrollment-Based Allocation \$420,158.87

Total Allocation \$420,158.87

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.	\$79,000.00
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).	\$336,600.00
Amount used to provide professional development related to the leadership pathways.	\$4,558.87
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	\$420,158.87

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$420,158.87

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 1? No

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

Part 10 - Budget Items

We have put forth a plan that provides the best use of grant funds in a manner that supports our district's vision.

As outlined in the other parts of this proposal, our TLC plan provides for the creation of teacher leader roles as depicted in the charts below: lead mentor, mentor teachers, model teachers, core instructional coaches, instructional technology coach, and data team leaders.

The following is the overview of our TLC plan's disbursement of grant funds (NOTE: since our current base salary is \$34,218.79, which is above the minimum requirements, we are able to use all the grant funds to implement the TLC plan.

Leadership Position	Budget Dollars	# or teacher leaders (% of staff)
Lead Mentor	\$5,000 * 1 = \$5,000.00 (supplemental contract)	1 (1/103 = .97%)
Mentor Teachers	\$2,000 * 8 (est.) = \$16,000.00 (supplemental contract)	8 (8/103 = 7.7%)
Model Teachers	\$700 * 4 = \$2,800.00 (supplemental contract)	4 (4/103 = 3.88%)
Core Instructional Coaches	\$67,000 * 4 = \$269,600 (full time salary positions)	4 (4/103 = 3.88%)
	\$5,000 * 4 = \$24,000 (supplemental contract)	
Instructional Technology Coach	\$67,000 * 1 = \$67,000 (full time salary positions)	1 (1/103 = .97%)
	\$5,000 * 1 = \$6,000 (supplemental contract)	
Learning Team Leaders	\$1400 * 18 = \$25,200 (supplemental contract)	18 (18/103 = 17.4%)
Totals:	\$418,050	41 (41/103 = 39.8%)

Please note: In order to provide the supports needed by our teachers for continual improvement, general fund dollars will continue to be used for expenses such as substitute teachers for the teacher leaders, additional training for teacher leaders, and data team training for teachers.

The following provides more detail about the use and allocation of funds tied to the teacher leadership roles and staffing:

LEAD MENTOR: Supports the mentoring program through professional development and modeling for mentors and teachers new to the profession.

Staffing: One district level supplemental contract position with release time during the contract day for observations and training.

# of Staff	Extra Days	Supplemental Contract	Total Cost
1	10 days + 3 hrs/month	\$5000.00	\$5000.00

MENTOR TEACHERS: Supports teachers new to the profession through professional development, resources, communication, and modeling.

Staffing: Estimated 8 district level supplemental contract positions with release time during the contract day for observations and modeling.

# of Staff	Extra Days	Supplemental Contract	Total Cost
8	3 days + 3 hrs/month	\$2000.00	\$16,000.00

MODEL TEACHERS: Supports teacher leadership by opening their doors for other staff to observe quality teaching.

Staffing: 4 staff members, one at each building level; K-2, 3-5, 6-8, 9-12.

# of Staff	Extra Days	Supplemental Contract	Total Cost
4	2 days	\$700.00	\$1,400.00

CORE INSTRUCTIONAL COACHES: Develop and deliver PD and coach teachers in the classrooms.

Staffing: Each building will have 1.0 FTE core instructional coach. In all cases, the coach will maintain a classroom connection through teaching. (total 4 FTE)

At the elementary the focus will be on literacy and math. A building may choose to have on instructional coach who is strong in both areas or may split this between 2 teachers (K-2, 3-5).

At the secondary level, coaches will have strong backgrounds in ELA, Math, Science, or Social Studies along with researched based best practice for middle and upper level learners; therefore the FTE's may be split between teacher leaders.

# of Staff	Extra Days	Supplemental Contract	Salary/benefits	Total Cost
4	10 days + 3 hrs/month	\$5000.00	\$67,000	\$288,000.00

INSTRUCTIONAL TECHNOLOGY COACHES: Develop and deliver PD and coach teachers in the classrooms regarding integration of technology.

Staffing: One district level FTE

# of Staff	Extra Days	Supplemental Contract	Salary/benefits	Total Cost
1	10 days + 3 hrs/month	\$5000.00	\$67,000	\$72,000.00

LEARNING TEAM LEADERS: Responsible for creating and maintaining a collaborative environment among team members, leader in PD planning and delivery, and facilitates conversations centered around student achievement.

Staffing: 18 FTE throughout all levels of the system. Learning team leaders are arranged by grade level and/or by content area depending on the data.

# of Staff	Extra Days	Supplemental Contract	Total Cost
18	2 days + 2 hrs/month	\$1,400.00	\$25,200.00

We believe the leadership positions and supplemental contracts outlined above will provide the needed resources to effectively implement our Teacher Leadership and Compensation System and make it possible for us to reach our established goals.

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