



Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

154142 - Clarinda CSD Teacher Leadership Grant

Teacher Leadership and Compensation System

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Primary Contact

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Program Area of Interest Early Literacy Implementation

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Agency

Organization Information

Organization Name: Clarinda Community School District

Organization Type: K-12 Education

DUNS:

Organization Website: www.clarinda.k12.ia.us
Address: 423 East Nodaway Street

Clarinda Iowa 51632
City State/Province Postal Code/Zip
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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Paul Honnold
Title Superintendent of School
Organization Clarinda CSD

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

Address 423 East Nodaway

PO #59

City/State/Zip* Clairnda Iowa 51632
City State Zip

Telephone Number 712-542-5165

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Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

Name Cindy Van Fosson

Title

Organization Clarinda CSD

Address 423 East Nodaway

City/State/Zip Clarinda Iowa 51632
City State Zip

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E-Mail	cvanfosson@clarindacsd.org
County(ies) Participating, Involved, or Affected by this Proposal	Statewide
Congressional District(s) Involved or Affected by this Proposal	Statewide
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	Statewide
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	Statewide
<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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

If YES, present the rationale for determining no impact.

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.

Cynthia Opperman

Title of Person Submitting Certification

PK-4 Administrator

Recipient Information

District **Clarinda Community School District**

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

County-District Number **73-1197**

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.

Honorific **Mr.**

Name of Superintendent **Paul Honnold**

Telephone Number **712-542-5165**

E-mail Address **phonnold@clarindacsd.org**

Street Address **423 East Nodaway P.O. Box 59**

City **Clarinda**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **51632**

TLC Application Contact

Honorific **Ms.**

Name of TLC Contact **Cynthia Opperman**

Telephone Number **712-542-4510**

E-mail Address **copperman@clarindacsd.org**

Street Address **423 East Nodaway P.O. Box 59**

City **Clarinda**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **51632**

Demographic Profile

October 2014 Certified Enrollment **928**

October 2014 Free/ Reduced Lunch % **40**

AEA Number **13**

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)

Shared Leadership is not a new concept at Clarinda CSD. Clarinda began a shared leadership plan eight years ago (2007) with the development of GTO (Guiding Team Organization) and the DLT (District Leadership Team). We know from research there are demands for a new kind of role for teacher leaders. With this knowledge, we desire to create an effective teacher leadership system to improve the quality of teacher instruction thereby raising student achievement. This includes additional and more specific roles including District Instructional Leader, District Lead Teachers, and Mentor Teachers.

Clarinda CSD will continue to utilize a teacher driven leadership format to implement new initiatives, provide professional development, and determine future learning. Clarinda CSD's vision is to redefine the established GTO – DLT professional development system providing more opportunities for more staff and creating an effective teacher accountability system to improve the quality of teacher instruction thereby raising student achievement. Research has shown the single most important school-related factor in determining student performance is the quality of instruction in the classroom. Teacher advancement coupled with providing instructional support to ALL classroom teachers drives Clarinda CSD to continue to focus and commit to teacher leadership and professional development for all staff.

Clarinda CSD Current Teacher Leadership Reality	Clarinda CSD Teacher Leadership Redefined
GTO ~ Guiding Team Organization	Guiding Team Organization
<ul style="list-style-type: none"> • Administrators • Green Hills AEA Staff • School Counselors 	<ul style="list-style-type: none"> • 1 District Instructional Leader • 4 District Lead Teachers
DLT ~ District Leadership Team	DLT
<ul style="list-style-type: none"> • Administrators • School Counselors • Teacher leaders representative of curricular groups 	<ul style="list-style-type: none"> • 12 Mentor Teachers <p>In addition to Clarinda CSD administrators, Green Hills AEA staff, District Instructional Leader and the 4 District Lead Teachers:</p>
Mentor Teachers	Career/Model Teachers
Career Teachers	Initial Teachers
Initial Teachers	

Clarinda CSD's professional development planning process will be led by the District Instructional Leader. The District Instructional Leader will meet with the four District Lead Teachers to design professional development based on both teacher and student needs. The district will provide opportunities for teachers to be part of The Clarinda CSD Teacher Leadership Grant.

The realignment of our current GTO (Guiding Team Organization) includes the addition of a District Instructional Leader and 4 District Lead Teachers. The administration will meet with the Guiding Team at least monthly. The school counselors will not be members of the Guiding Team unless they have applied for and met the criteria of the newly designed roles. The new roles will allow teacher leaders to research and model successful instructional strategies that compliment the student data currently being collected and analyzed in professional development. The District Instructional Leader will lead the planning, facilitation and monitoring of district-wide professional development. The four District Lead Teachers will assist the District Instructional Leader in the planning, facilitation and monitoring of district-wide professional learning. The Mentor Teachers will collaborate with the District Instructional Leader and the District Lead Teachers to determine the types of learning opportunities teachers need. The District Instructional Leader, District Lead Teachers and Mentor Teachers will collaborate to provide in-class support through demonstrations, co-planning, co-teaching and observations. Additionally, they will work routinely with teachers in planning, monitoring, reviewing and implementing best instructional practices, support instruction and learning through the use of technology, and support teacher growth through reflective practices. The Teacher Leadership grant will provide Clarinda CSD with opportunities to both strengthen our leadership roles and secure financial resources to place our talented staff in positions where they can create the level of change that will be necessary to make our goals a reality.

In planning for the grant we took great effort to involve all stakeholder groups. The feedback we gained from all stakeholders combined with research into successful teacher leadership systems in Iowa enabled us to develop a plan that will empower teachers to become leaders and accelerate student achievement.

Clarinda CSD already provides a competitive salary to initial teachers (\$36,337.00). This competitive salary plus enhanced career opportunities and collaborative support for teachers will help create an environment where quality teachers are properly trained and retained.

As part of this process we determined that the district's current mission, "educating all students to succeed by ensuring quality leadership, curriculum and instruction" provides guidance to our TL Plan vision: "creating an effective teacher accountability system to improve the quality of teacher instruction thereby raising student achievement." Building off this vision we developed the following goals.

GOALS

1. Improve student achievement in all subject areas.
2. Provide aligned and differentiated professional development.
3. Establish new professional opportunities for teachers and monitor effectiveness and professional growth of teachers in these positions.
4. Fully support initial teachers as they enter the profession.
5. Improve recruitment and retention of high-quality teachers.

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).

2013-14 School Year:

In October, the Clarinda Schools GTO committee, composed of one superintendent, four administrators, and three counselors met to consider applying for the Teacher Leadership Compensation (TLC) Grant. They group discussed the three TLC options and the benefits that it would bring to our district. The group applied for the grant and began making plans for developing a TLC planning committee. As the school and community were informed of the grant, volunteers were asked to serve on the TLC committee. The TLC committee is composed of 11 members including: 3 teachers, 3 counselors, 3 community members (each representing the various building levels) 2 administrators and the Clarinda CSD superintendent. As the group studied the TLC plan options through research, conferences, and school visits, it was decided to apply for the grant on year one.

Choosing a Vision: Clarinda CSD's vision is to create an effective teacher accountability system to improve the quality of teacher instruction therefore raising student achievement. Research has shown the single most important school-related factor in determining student performance is the quality of instruction in the classroom. Teacher advancement coupled with providing instructional support to ALL classroom teachers will drive Clarinda CSD to improve and commit to teacher leadership and professional development for all staff.

Creating a Plan: The committee began work on October 9, 2013 with an orientation session. Paul Honnold, Clarinda Superintendent provided the TLC legislative information. Two members of the committee participated in the Teacher Leadership Conference hosted by School Administrators of Iowa in October. The TLC committee agreed on November 25, 2013 to a set of norms, division of grant writing duties, deadlines, and the final approval process. It was agreed that all members (teachers, community, and administrators) had equal say in final recommendations.

Grant Supports the Plan: \$8585.23 Total

TLCS Team Meetings: \$1000 substitutes, \$1000 meeting expenses, \$1160 grant writing salaries, staff education, \$5424 (speakers, substitutes, travel expenses).

Educating Staff: The TLC committee worked to educate teaching staff and stakeholder groups throughout the grant writing process. Administrators and TLC committee members led initial explanations during staff meetings and professional development. Teachers on the committee then held one-on-one conversations with their colleagues to gauge concerns. This phase continued throughout the grant writing process and continues to this day.

Members of the TLC committee and district administrators discussed the plan with parent advisory groups, School Improvement Advisory Council and Parent-Teacher Association. All parents, teachers, and educational stakeholders were invited to learn about the process and surveyed for input. Krista S., parent of an elementary and middle school student stated, "The only way we can get better at something is to work as a team and collaborate together to make our district more successful. I am in definite favor for more teacher leadership; helping teachers improve instruction so that it helps increase student achievement."

Writing the grant

During the first meetings in November, members engaged in an information seeking process, which led to finding and visiting other districts that had implemented the various models of the TLC system. Three teacher members and one community member attended the TAP presentation hosted by Riverside CSD and 5 members (2 administrators, 2 teachers, 1 community) visited Ankeny CSD and Central-Decatur CSD, which have implemented TLC programs. This research led to a theory of action, which drove our committee to develop a comparative TLC program for our district. Subcommittees were created to further develop each section of the application. Subcommittee members worked outside the large group time to research their assigned area using the documents provided by both the Iowa Department of Education and Heartland AEA.

2014-15:

Grant members reconvened after notice of not receiving the TLC Grant. Though terribly disappointed, the committee sought to regain momentum and rewrite weak areas of the 2013-14 TLC Grant attempt. Staff attended numerous workshops provided by Green Hills AEA. Committee members met and began the 2nd draft of our TLC Grant. Throughout the process, it became more and more evident there was lack of support for the premise of the grant by administration. This became glaringly evident when the grant was presented to the board and they were unable to support our efforts as administrators were unable to support the grant. No revised grant was submitted.

2015-16:

After a grueling summer, administration met to discuss TLC. There was still hesitation in the air as to how to make the

TLC grant work for Clarinda CSD. A meeting was held between the Ryan Wise, Iowa State Director of Education, and Clarinda CSD administrators. Many questions were asked and gracious, informative answers were given. This conversation provided the spark we needed to reevaluate our other attempts at the TLC grant and to come up with a grant that wasn't just about getting the money, but was about writing a grant that aligned with Clarinda CSD's beliefs about teacher leadership and professional development.

On September 21st, the newly proposed structure was presented to current members of the Clarinda CSD TL Committee. The membership has changed due to teachers moving to other districts. Suggestions were voiced, amendments were made and another meeting was held on September 23rd. On September 28th, members of the TL Committee presented the new-and-improved TLC Grant to the Clarinda CSD Board of Education. The committee asked for comments; adjustments can be made accordingly. A final draft was submitted to the board on October 12th. After their "thumbs-up" the Clarinda CSD Teacher Leadership & Compensation Grant was submitted and resubmitted to the Iowa Department of Education on October 10th, 2016.

Narrative

Using Part 2 application narrative from previous submission? Yes

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 and Goals

Mission Statement: is to educate all students to succeed by insuring quality leadership, curriculum, and instruction. CCSD's vision is to create an effective teacher accountability system to improve the quality of teacher instruction thereby raising student achievement. Research has shown the single most important school related factor in determining student performance is the quality of instruction in the classroom. Teacher advancement coupled with providing instructional support to ALL classroom teachers will drive Clarinda CSD to continue to focus and commit to teacher leadership and professional development for all staff. This vision directly aligns with the state's vision for the teacher leadership compensation program.

Our focus is on the characteristics of effective instruction and ensuring all students get the skills necessary to be productive citizens following the Iowa Core. The following instructional goals support this focus:

Reading:

- During the 2015-16 school year, 80% of students in grades 3-11 will achieve a proficient or above National Standard Score (NSS) on the Reading Comprehension subtest on Iowa Assessments.

Grades 7-12 implemented a coordinated comprehensive program in 2014 -15. Vocabulary explicit instruction and assessment will occurred on a weekly basis. District Assessments was used to analyzed student success and modify teacher instruction.

Grades K-6 implemented Making Meaning and Being a Writer. Staff also implemented the use of the FAST assessment which will guide specific progress monitoring as MTSS. FAST is a technology based assessment promised to provide immediate feedback to guide teacher instruction to meet the needs of both the universal health of the reading curriculum and the needs of students not meeting proficiency.

- The Math goal is: During the 2015-16 school year, 83% of students in grades 3-11 will achieve a proficient or above National Standard Score (NSS) on the Math subtest of Iowa Assessments.

Grades K-4: Current reality indicates that 81% of students in grades 3-5 were proficient but struggle in the following concepts: Numbers.

Action steps will include:

- Review Item analysis for Iowa Assessments and types of questions asked.

- Model, plan and incorporate the use of technology tools during PD times and utilize resources with technology.

Grades 5-8 Current reality indicates that 81% of the students are proficient but struggle in the following concepts:

Measurement and Numbers. The middle school will utilize the following interventions:

- Review scope and sequence of material taught and their role in supporting the K-12 curriculum.

- Review Item analysis for the numbers section of Iowa Assessments and adjust instruction to match student needs.

- Grades 6-8 will conduct a weekly review of statistical data and measurement skills, incorporating in all units.

Grades 9-11 will be involved in the following interventions:

- Hold Math Boot Camp all year long

- Provide math problems to classroom teachers for delivery in sixth period for 10-15 minutes daily

- Instruct students on how to select multiple choice answers that match the question

- Use calculus and pre-calculus students as student mentors for struggling students

- Use polleverywhere.com website for student data collection on math

District and state assessment data support these goals. Clarinda High School is currently SINA I in Reading and Math. Clarinda Middle School is SINA IV in Reading and on the watch list for Math. Garfield Elementary is SINA I in Reading and SINA II in Math. The District Instructional Leader, along with the District Lead Teachers and Mentor Teachers will review the formative and summative assessment data regularly to ensure compliance with the action plans for the reading and math goals.

The District utilizes a Teacher Driven Leadership format to implement new initiatives, provide professional development and determine future learning. The District Instructional Leader, Lead Teachers and Mentor Teachers will meet monthly and determine professional development activities for the upcoming session, basing decisions on review of data, initiatives in place within the district and teacher needs. These teacher leaders will provide instruction that may either be subject specific or building driven.

Clarinda Staff and Attracting New Teachers:

Clarinda CSD employs 74 teachers and 6 administrators. The district uses the Teach Iowa Website and word of mouth to recruit qualified and quality instructors. Mentoring is provided to all new staff to the district. CCSD, Clarinda High School, Clarinda Middle School and Garfield Elementary, as well as all instructors establish PD Plans annually. New teachers spend one day before school starts learning district initiatives, technology and other district information. The District also provides mentoring to all teachers new to the district whether they are a new teacher or not. Teachers meet monthly and work on classroom management, curriculum and review initiatives currently in place. This brings new staff up to speed on what is happening within the district. Our mentoring program has been instrumental in retaining new staff in a largely rural area and promotes effective collaboration among all staff. The implementation of the TLC plan will help give teachers the tools needed to keep advancing in their trade. Student learning is at the heart of school improvement and professional development efforts. Our goal is to increase student achievement through: 1) Increasing teacher collaborations through the establishment of the TLC System, 2) Increasing effective teaching strategies through professional development focused on characteristic of effective instruction, literacy strategies and mathematical practices 3) Implementing Iowa Core standards and developing unit plans to align intended, enacted and assessed curriculum 4) Addressing individual student needs through the implementation of a Multi-tiered System of Support.

Using Part 3 application narrative from previous submission? **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)

Clarinda Community School District's (CCSD) implementation of the Teacher Leadership Compensation Grant directly reflects the district's mission: "To educate all students to succeed by ensuring quality leadership, curriculum and instruction." Clarinda's teacher leaders will be instructional specialists. Implementing additional leadership roles will help provide teachers sufficient in-school time, connected activities, and the necessary content for increasing teachers' knowledge as well as fostering meaningful changes in classroom practices. Teacher Leadership roles will allow CCSD the opportunity to provide weekly instructional support to all classroom teachers and continue to focus and commit to teacher leadership and professional development.

The addition of District Instructional Leader, District Lead Teacher and Mentor Teacher positions will provide Clarinda CSD the venue for effective professional development for all teachers. The Teacher Leaders will support and strengthen current district initiatives.

The Clarinda CSD Teacher Leadership Team will integrate teacher leaders into existing initiatives and improvement structures. New grant positions include (1) one District Instructional Leader, (4) four District Lead Teachers and (12) twelve Mentor Teachers. This new structure meshes with our professional development priorities. The priorities continue to support our mission, "To educate all students to succeed by insuring quality leadership, curriculum and instruction." CCSD will: 1) demonstrate implementation, alignment and assessment of the Iowa Core in the classroom, 2) use data to guide instruction and professional development, and 3) provide support and mentoring for new teachers.

Iowa Core: Teacher Leadership will strengthen the district's work with Iowa Core implementation by leading review of unit constructs and directing professional development. Teacher Leadership will work with curricular level teams to evaluate unit constructs determining effectiveness related to our district curricular focuses of:

- The four "Cs" of Technology
- Assessments
- MTSS
- Best Instructional Practices
- 21st Century Skills
- Level of Rigor and Relevance

Early Literacy Initiative – The District Instructional Leader, along with the District Lead Teachers and Mentor Teachers can support teachers giving them fresh instructional ideas and suggestions to improve after FAST/IGDI assessment data has been gathered. Staff has researched best practices in teaching reading in order to reorganize the ELA block in the elementary. The implementation of new curriculum from the Center for Collaborative Classrooms and a Seminar Schedule will provide a forum for the District Instructional Leader, District Lead Teachers and Mentor Teachers to:

- Promote active learning within teaching staff
- Observe and collect information
- Systemically apply research based best practices
- Provide opportunities for teachers to observe expert teachers
- Obtain feedback, and
- Implementing new research based strategies.

Iowa Core - The District Instructional Leader, along with the District Lead Teachers and Mentor Teachers will be able to model research supported instructional strategies to implement the Core. The afore mentioned teacher leaders can guide, model, co-plan and co-teach to help insure the instructional shifts that need to occur within our classrooms. The District Instructional Leader, along with the Lead Teachers and Mentor Teachers will work with teams of teachers both vertically and horizontally to continue evaluation of current assessments.

MTSS: All buildings use MTSS to move toward the district belief that all students can learn. Each building identifies students at risk, collects data, and alters teaching strategies to meet the needs of students. The high school provides different "boot-camps" for students to provide differentiated instruction increasing the opportunity to fill gaps in student learning. The middle school provides intervention time, which provides opportunities for individualized instruction to meet the unique needs of students. The elementary school has just recently been looking at evidence-based curriculum and instruction that will be provided at the universal level. Time is devoted to FAST (Formative Assessment System for Teachers) data and curriculum-based measurement results, all part of the Iowa TIER System.

The Team will assist and train teachers in research-based instructional strategies and progress monitoring of student performance.

STEM: The District Instructional Leader, along with the District Lead Teachers and Mentor Teachers will guide instructors in the context of innovation and creativity while supporting incorporation of digital technologies while enhancing our universal tier.

TECHNOLOGY: CCSD has increased student access to technology at all grade levels. The nearly one-to-one access to digital devices lends CCSD to address fundamental changes in the culture of teaching and learning. The District Instructional Leader, along with the District Lead Teachers and Mentor Teachers will be able to model, co-plan and co-teach effective instructional practices supporting embedded technology.

MENTORING & INDUCTION: The District Instructional Leader, a District Lead Teacher or a Mentor Teacher will be assigned as mentors to new staff to the district. These lead teachers will have received Journey to Excellence Mentor Training and current updates. They will attend all meetings within the district with a focus on mentoring, and also attend the statewide mentoring and induction meetings offered through our local AEA. The additional funds provided by the Teacher Leadership monies will provide for out-of-district training and also allow for CCSD to reach out to career teachers. The priorities mentioned above will greatly enhance, support, and strengthen our district. This funding will help us meet our mission to educate all students to succeed by insuring quality leadership, curriculum and instruction.

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)

Past Requirements for Mentoring

CCSD, like many schools in the state of Iowa, established a mentoring and induction plan in the early 2000s. The purpose of our current plan is to promote excellence in teacher, enhance student achievement, build a supportive environment within the school district, increase the retention of beginning teachers & promote the personal and professional well-being of teachers. Currently, AEA Staff & district superintendent meet with all new teachers in the district 9 times over their 1st 2 years in the district.

Current Mentoring Program District Expectations:

- teacher ethics
- professional development model of both instructional and curricular development
- student learning goals based on district data
- learn how to measure student growth/learning
- use data to drive instruction
- learn how to engage students
- discuss how to motivate students
- classroom management and organization to improve the learning environment
- address the 8 Iowa Teaching Standards and how or what needs to be done to meet each of those standards.

Gaps in Current Mentoring Program: Current Mentor Teachers (MT) receive minimal support. The TLC grant would help CCSD maximize not only impacts on initial teachers, but on mentors themselves. The grant will allow for not only a larger financial compensation, but also professional learning opportunities to build knowledge of current research-supported instructional practices increase leadership capacity through teacher leadership training.

TLC addressing the Gaps: CCSD has been fortunate to utilize highly effective people in our classrooms, but needs a more valid & reliable system for tracking & reporting mentor successes.

The District Instructional Leader (DIL) will:

- coordinate collaborative meetings to assist mentors and mentees in structuring the transition from initial to career teacher including:
 - planning, facilitation and monitoring of district-wide professional learning
 - organizing opportunities for District Lead Teacher (DLT) & MT to meet with initial and career teachers to:
 - support in self-assessing effectiveness & professional learning for teacher leaders by providing weekly time with DIL and DLT time to:
 - observe effective teaching strategies
 - co-teach using effective teaching strategies
 - collect & share data notes
 - develop goals and action plans

In the past 5 years only 36% of our 1st year teachers have stayed beyond three years. Although these teachers have stated their experience at CCSD was positive, their need for relocation pushed them into searching for position in different districts. Our TLC Plan will enhance our current mentoring and induction efforts by:

- providing weekly professional development time specifically for either District Lead Teachers or Mentor Teachers to meet with initial teachers addressing instructional strategies.
- providing monthly training opportunities to meet the needs of the initial teacher with the expertise of the DIL, DLT or MT.
- developing individual professional development plans with guidance from the DIL to support district and building goals
- Monthly review of the mentor teachers' professional development plans addressing questions and progress
- providing weekly time for co-planning, co-teaching and modeling of effective instructional strategies

The infusion of new leadership positions will allow initial teachers opportunities to:

- observe the DIL, DLT and MT during instruction on a bi-weekly basis
- be observed bi-weekly practicing research supported instructional strategies by DIL, DLT and MT
- weekly observe and practice successful classroom management skills
- collaborate weekly and plan with the DIL, DLT OR MT

Initial teachers will have weekly meetings with either the DIL, DLT or MT to discuss opportunities for professional

development designed to help them based on their growth on their individual professional development plan :

- Guide the collaboration of team members
- Lead discussions of strengths & weaknesses of student performance
- Support team in identifying student learning needs
- Facilitate discussions about improving instructional practices
- Support group collection & analysis of data
- Work with DIL and DLT to determine the types of learning opportunities teachers need
- Collaborate with school leaders and colleagues to address instructional issue
- Assist DIL and DLT in identifying the curricular needs of teachers

CCSD already provides a competitive salary to initial teachers of \$36,337.00. In addition to this competitive salary, initial teachers can earn an additional \$1000.00 (two additional days) for observing career teachers or inviting career teachers into their classrooms for observation, maintaining a log of observations, videotaping self instruction twice a year with a reflective follow-up with either the district instructional leader, district lead teacher or mentor teacher.

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.

Position

I. District Instructional Leader

- 1 position
- Minimum – 3 years teaching experience, one year at CCSD
- 30 Additional Contract Days
- 1 day must be immediately prior to the start of the school year
- 1 day must be immediately following the end of the school year
- 1 day must be mid-year to meet with District Lead Teachers and Mentor Teachers to evaluate the progress of the TLC initiative and make necessary adjustments
- must meet (at a minimum) monthly with District Lead Teachers
- must attend Teacher Leader professional development
- will report once a trimester to the CCSD School Board
- must keep record of time spent in guiding team lead role beyond the regular school day
- will meet weekly with building administrators
- 100% day spent fulfilling District Instructional Leader duties
- Up to a three year position pending satisfactory performance
- \$15,000 stipend

Job Description

- Professional Development
- Be current on research-supported best practices
- Lead the planning, facilitation and monitoring of district-wide professional learning
- Work with administration to establish professional development based on district and teacher needs
- Organize and lead District Lead Teachers and Mentor Teachers
- Assist in the coordination of all school based professional development opportunities linked to individual professional development plans and job competencies
- Support District Lead Teachers & Mentor Teachers in self-assessing effectiveness and professional learning for teacher leaders
- Coordinate systemic data collection related to the teacher leadership system
- Share feedback and data with district leaders to plan adjustments to the structure
- Teacher Support
- Coordinate District Teacher Leaders and assist in creating schedule for meetings throughout the year
- Attend building level meetings at least three times throughout the year
- Collect and share data notes, goals and action plans from all teacher leader levels
- Actively involved in implementation of Iowa Core with fidelity
- Observe and provide peer assistance for colleagues including opportunities for peer observations and co-teaching
- May provide in-class support through demonstrations, co-planning, co-teaching and observations
- Collaborate with district leaders and colleagues to address instructional issues
- District Instructional Leader may be responsible for classroom coverage when Lead, Mentor or Model teachers observe or work with other teachers
- Curriculum
- Assist Lead Teachers in identifying the curricular needs of teachers
- Plan data collection, identified instructional strategies and assessment plans

Position

II. District Lead Teacher

- 4 positions
- Minimum – 3 years teaching experience, one year at CCSD
- 15 Additional Contract Days
- 1 day must be immediately prior to the start of the school year
- 1 day must be immediately following the end of the school year
- 1 day must be mid-year to meet bi-weekly with the Administrative Team and the District Instructional Leader to

- evaluate the progress of the TLC initiative and make necessary adjustments
- must meet (at a minimum) bi-weekly with District Instructional Leader
- must attend teacher leader professional development
- will report each trimester to the CCSD School Board
- must keep record of time spent in the District Lead Teacher role beyond the regular school day
- 80% of contract time will be spent in assigned classroom teaching
- 20% of contract time will be spent fulfilling lead teacher duties
- Up to a three year position pending satisfactory performance
- \$10,000 stipend

Job Description

- Professional Development
- Be current on research-supported best practice
- Participate in the planning, facilitation and monitoring of district-wide professional learning
- Teacher Support
- Conduct preliminary discussions with teachers to determine the lead teacher's focus
- Provide in-class support through demonstrations, co-planning, co-teaching and observations
- Facilitate reflective dialogues with the teachers to consolidate new understanding, identify anticipated changes in teaching practices and student behaviors, and identify possible next steps
- Facilitate discussions about improving instructional practices
- Provide leadership in the collection and analysis of data
- Support the vertical alignment of curriculum
- Organize regular meetings with Mentor Teachers
- Assist colleagues in advancing their instructional skills by providing resources and feedback.
- Arrange 2 peer observations for career teachers
- Attend building level meetings at least three times throughout the year
- Assist in data collection from building and district level agendas, notes, goals and action plans
- Actively involved in implementation of Iowa Core with fidelity
- Observe and provide peer assistance for colleagues including opportunities for peer observations and co-teaching
- District Lead Teachers may be responsible for classroom coverage when teachers observe or work with other teachers
- Curriculum
- Assist Guiding Team Leads in identifying the curricular needs of teachers

Position

III. Mentor Teacher

- 12 positions
- Minimum – 3 years teaching experience, one year at CCSD
- 10 Additional Contract Days
- 1 day must be immediately prior to the start of the school year
- 1 day must be immediately following the end of the school year
- 1 day must be mid-year to meet with all leadership groups to evaluate the progress of the TLC initiative and make necessary adjustments
- must meet (at a minimum) monthly with Administration along with the District Instructional Leader and District Lead Teachers
- must keep record of time spent in mentor teacher role beyond the regular school day
- 100% day will be spent in assigned classroom teaching
- Up to a three year position pending satisfactory performance
- \$5,000 stipend

Job Description

- Professional Development
- Be current on research-supported best practice

- Participate in the planning and implementation of district professional development
- Teacher Support
- Guide collaboration of team members
- Lead discussions of strengths and weaknesses of student performance
- Support team in identifying student learning needs
- Facilitate discussions about improving instructional practices
- Support group collection and analysis of data
- Work with District Instructional Leader and District Lead Teachers to determine the types of learning opportunities teachers need
- Collaborate with school leaders and colleagues to address instructional issues
- Curriculum
- Assist District Instructional Leader and District Lead Teachers in identifying the curricular needs of teachers

Position

IV. Career/Model Teachers

- 12 positions
- Minimum – 2 years teaching experience
- 100% day will be spent in assigned classroom teaching
- Up to a three year position pending satisfactory performance
- \$1,000 stipend
- 2 additional days

Job Description

- Demonstrate exemplary level of teaching practice
- Invite initial and career teachers into their classroom for observation
- Maintain a log of observations
- Videotape self reflection twice a year
- Follow up discussion with either a Mentor Teacher, A District Lead Teacher or the District Instructional Leader
- Be current on research-supported best practices
- Actively participate in book study as identified in by the District Instructional Leader or the District Lead Teachers
- Collaborate with school leaders and colleagues to address instructional issues

Position

V. Initial Teachers

- 4-6 positions
- 100% day will be spent in assigned classroom teaching
- \$1,000 stipend
- 2 additional days

Job Description

- Observe career teachers or invite career teachers into their classroom for observation
- Maintain a log of observations
- Videotape self reflection twice a year
- Reflect with District Instructional Leader, District Lead Teachers or Mentor Teachers
- Actively participate in book study as identified by the District Instructional Leader or District Lead Teachers
- Collaborate with school leaders and colleagues to address instructional issues

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.

With an overwhelming majority of teacher support, the Clarinda Community School District is confident it will be able to move forward in the selection process. Selection of quality individuals is paramount to the success of the TLC program. Steps in the selection process include fulfilling basic requirements by applicant, identification of the selection committee, round 1 application process, round 2 application process interview, selection of teacher leaders, and annual review of assigned roles.

Requirements:

- Hold valid Iowa teaching license
- Three years of successful teaching with one year in the district
- Proven leadership in the district
- Respected by peers
- Uses research-based instructional strategies for student achievement
- Willingness to effectively communicate collaborate and share with peers
- Willingness to try new initiatives, strategies and technology for student achievement
- Continues to evolve and show growth in curriculum, instruction and continuing education

Selection Committee:

- 2 administrators
- 3 teachers (a representative from each building not applying for the top 5 positions)

The committee members will ask the interview questions, discuss applicants and agree upon highly qualified candidates.

Round 1 Application Process:

- Begin in March 2016 (February in following years)
- Detailed job descriptions of the leadership roles with responsibilities and roles will be disseminated electronically and posted in staff workrooms
- Submit a resume highlighting service to the district in terms of collaboration, leadership, and continuing education (District Instructional Leader applicants must give evidence of a strong curriculum and instruction background through course work, workshops, experience, etc.)
- Teachers leaders will submit a self-reflection stating:
 - How applicant meets the Iowa Teaching Standards
 - Has learned and changed over the course of their career
 - Plans to continue to grow through professional development
- Candidates may provide evidence of collaboration and/or effectiveness through:
 - Video of teaching a lesson
 - Portfolio of research based teaching strategies
 - Tools and assessments used in the classroom
 - Reference letters from peers
- Submit 2 letters of recommendation from a peer

Round 1 Rubric:

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

Element	Distinguished (8-10) points	Proficient (4-7) points	Basic (0-3) points
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Resume Score	Clearly indicates service to CCSD through collaboration, leadership, continuing education relevant to desired position; filled out with no errors	Indicates some service to CCSD through collaboration. Leadership and/or continuing education though not all relevant; filled out with minor errors	Vague in service to district through collaboration, leadership and/or continuing education or are not relevant to desired leadership position; incomplete and/or with multiple errors
Self-Reflection Score	Clearly articulates, strengths, goals and steps to reach goals relevant to position; few errors	States professional growth, strengths, goals and steps to reach goals though not always relevant to position and/or does not articulate; some errors	Missing one or more of required elements or has limited ties to desired position; several errors

Round 2 Application Process:

• **Interview with the selection committee with rubric used for scoring:**

	Element Distinguished (8-10) points	Proficient (4-7) points	Basic (0-3) points
Interview Score	Applicant clearly articulates goals, knowledge and beliefs for leadership position	Applicant articulates goals, knowledge, and/or beliefs but is not clear in all areas	Applicant cannot clearly articulate goals, knowledge, and beliefs for leadership position

In March highest scoring applicants will be presented to the superintendent who will make recommendations to the board.

Annual Review of Assigned Roles

Staff will be surveyed annually in mid-April to assess each role and its effectiveness of the teacher’s performance over the past school year. This survey is non-evaluative in nature. It will offer an opportunity to support learning and implementation of effective teaching strategies in the classroom. The administration will use the current evaluation tools to help determine effectiveness, as well as informal conversations during the course of the year. Student achievement data should show growth to reflect the overall effectiveness of the teacher leaders.

A teacher who completes the time period of the assignment to a leadership role may request reassignment to that role, may pursue a new leadership position, or return to the classroom.

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.

CCSD will continue to utilize a teacher driven leadership format to implement new initiatives, provide professional development and determine future learning. The District Instructional Leader, District Lead Teachers and Mentor Teachers will be in the driver's seat. For the past several years, the CCSD has intentionally focused professional development (PD) on a few critical initiatives aimed at improving student achievement: ELI, Iowa Core, Professional Learning Communities (PLCs), and Multi-Tiered Support System (MTSS).

To properly implement these and other critical endeavors, the CCSD Teacher Leadership positions will be utilized to improve student achievement through implementation of the Iowa Professional Development Model (IPDM). Using the IPDM, teacher leaders will use all available data in a cycle of continuous improvement to plan, deliver, and re-evaluate targeted PD. The IPDM is focused on:

1. Collecting and analyzing student data
2. Goal setting
3. Selecting content
4. Designing the process for improving instruction
5. Ongoing continuous cycle
6. Evaluation

The professional development focus will be targeted at any student achievement areas not meeting goals for the year. For the Clarinda CSD to attain current student achievement goals, action steps include teacher leaders and administration members working together simultaneously using ongoing assessments, collaboration, evaluation, communication, and planning. The process is cyclical in nature.

The District Instructional Leader (DIL) will coordinate and support all teacher leadership positions in the identification, delivery, analysis and evaluation of current and future PD initiatives.

District Lead Teachers (DLT) will support the DIL in the delivery of PD training in addition to modeling, observing, and providing feedback as research-based instructional strategies are implemented.

Mentor Teachers (MT) will support all PD training and implementation through collection and analysis of data.

The DIL will coordinate training around key district PD initiatives to new teachers. They will lead the review and selection of instructional materials to support PD, implementation of the Iowa Core, and ensure vertical alignment of instruction.

Data Collection (Formative Evaluation)

- Principals, DIL & DLTs will review building-level student performance data on an ongoing basis. Data will inform instructional practice at the grade level as well as identify district-wide professional development needs, both short and long term.
- Based on data analysis, principals and DIL & DLT plus MT will collaboratively work to recommend adjustments to district PD plans.

Designing the Process for PD

- The DIL, DLT and MT plus building principals will work closely to develop sustainable PD activities specific to district-wide areas of need as identified through analysis of student performance and district data.
- DIL & DLTs will play a critical role in identifying, planning, and providing building and grade/content specific PD training that incorporates all phases of the IPDM.
- All PD activities must align with district initiatives.

Training/Learning Opportunities

- DIL & DLTs will primarily be responsible for the delivery of PD training. They will also model/demonstrate strategies and provide feedback to teachers throughout implementation.
- DLTs and MT will support PD activities by providing feedback to peers and responding to questions from coworkers related to the topic.

Collaboration/ Implementation

- DIL & DLTs role will be critical in ensuring that PD is implemented with fidelity as they model, observe, and provide feedback to classroom teachers. MT are also responsible for creating powerful professional relationships. These relationships will create a safe atmosphere necessary for teacher to learn, provide anecdotal data as to the effectiveness of training activities, and to inform the next steps.

Program Evaluation

- The Superintendent, DIL, DLTs, MTs and principals will meet annually to analyze building and district achievement data, teacher survey results, and anecdotal data to determine effectiveness of current initiatives and to identify future needs.

- A summary of progress will be created and provided to the Board of Education, as well as school and community stakeholders.

Summary

The district currently lacks the people power and teacher leadership needed to effectively plan, deliver, and support quality professional development around our critical initiatives. When more teachers are involved in the leadership and delivery of professional development in the district, then student achievement will increase.

Using Part 8 application narrative from previous submission? **Yes**

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

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

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

Clarinda CSD will determine the effectiveness of our Teacher Leadership System in the following ways:

Short-term goals:

1. All teachers are attending weekly professional development during the school day by trained teacher leaders as evidenced by team meeting agendas.
2. Initial, career and lead teachers are receiving feedback on the implementation of research based strategies from either the District Instructional Leader, District Lead Teachers or Mentor Teachers, evidenced by feedback forms reflective of data taken in collaborative opportunities.
3. Mentor teachers are regularly observing initial teachers, providing ongoing feedback and guidance. Evidenced by:
 1. Initial teachers meeting bi-weekly with Mentor Teachers to strengthen their instructional excellence evidenced in instructional artifacts. Portfolios will continue to be developed aligned with the Eight Iowa Teaching Standards.
 2. Mentor teachers supporting initial teachers by connecting them to building and district resources and personnel to help them acclimate to the school climate and improve instructional skills.
 3. District Lead Teachers are assisting and guiding other teachers in developing their lesson plans and instructional units. Evidenced by unit constructs.
 4. Effective teaching strategies are being implemented in the classroom evidenced by follow-up documentation.
 5. The District Instructional Leader and District Lead Teachers are conducting demonstration lessons to help teachers improve their classroom skills. Evidenced by the District Instructional Leader and District Lead Teachers' agendas.
 6. All teachers will continue to participate and collaborate in district professional development. Evidenced by attendance.
 7. Students will perform authentic work in the classroom evidenced by their ability to solve complex problems.
 8. Student scores will improve on classroom, district and state assessments.

Long-term goals:

1. Ongoing site-based professional development activities to improve instructional skills and learning evidenced by individual teacher, building and district goals.
2. Professional development activities are aligned with student needs as reflected in student data, curriculum and curricular goals
3. Attendance at all centers will be above 96% by 2015-16.
4. 100% of Clarinda CSD 3rd grade students will be proficient in reading by 2016-17.
5. Graduation rate will be 100%.
6. Students have successfully transitioned to post-secondary education or workforce evidenced by seniors exit interviews and post-high school survey of Clarinda High School graduates.
7. Embracing and sustaining the teacher leadership system is key.
8. Continued focus on teacher effectiveness and promotion of teacher collaboration.
9. Embedded professional development based on both student and teacher needs.
10. The ability to attract and retain high qualified teachers.

Clarinda CSD plans to review and refine the program annually to ensure implementation of the teacher leadership system. This will enable us to implement with fidelity and ensure the system is effective in meeting the desired goals.

Desired goals:

1. Increase student achievement through improved instruction.
2. Clarity of defined objectives and purposes of implementation.
3. Sustainability of the Teacher Leadership system.
4. Transparency in the planning process for teachers and the public.

How will we monitor?

1. CCSD will develop surveys discussing current culture, collaboration and cultivation of our teacher leadership system. These surveys will be administered to district stakeholders.
2. A data system will be used to track teacher implementation, feedback and requests for collaboration. The data will be analyzed to assist the leadership team in determining the needed modifications of the system.
3. Student achievement will be closely monitored to ensure that the instruction is meeting the students' needs.
4. Student engagement will be monitored through attendance, office referrals, and assignment completion.

How will we adjust? If short term and/or long term goals are not being met based on the monitoring system mentioned in the above statement, data driven decisions will be made to adjust professional development.

Using Part 9 application narrative from previous submission? Yes

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 CCSD has created a plan to implement the Teacher Leadership and Compensation system with integrity for the 2015-16 school year. The plan includes:

- Rigorous selection process with selection committees in place that include teachers and administrators

- Clear outline of requirements, qualifications, preferred qualifications, and responsibilities for each role

- Evaluation system with rubrics created that directly correspond to role responsibilities, expectations and effectiveness

- Peer reviews

- Compensation that is enticing and warranted for increased leadership duties and time commitments

- Variety of leadership roles and levels of leadership

The history of CCSD includes active teacher leadership involving the planning and facilitating of professional development, conducting peer observations and providing feedback to colleagues on their teaching practices, and analyzing building and district professional development with the IPDM profile rubric. Teachers have been collaborating in building and curricular teams formally since 2007. Adopting the Teacher Leadership Compensation System will be a smooth transition because our teaching staff is very comfortable with the idea of distributive leadership.

Teacher support of the plan and built-in checks and balances will aid the sustainability of the TLC plan. Checks and balances are included to assess and evaluate the effectiveness of the plan. This will allow for systemic change, should the following measures warrant it:

- The District Instructional Leader, along with the District Lead Teachers and Mentor Teachers will share implementation details with the teaching staff, SIAC and CCSD Board of Directors through presentations and discussions.

- The administrative team, along with the District Instructional Leader and District Lead Teachers, will facilitate a review an assessment of people filling the leadership positions, and recommend additional training, resources and supports as necessary for teachers to grow as teacher leaders.

- The administration along with the District Instructional Leader will complete an annual review to determine the appropriateness of resource allocation. Funding allocated to each role will be reviewed to see if teachers are properly compensated for the level of responsibility and amount of time devoted to the leadership position. Resources allocated to teacher leader training, including additional contract days and the amount and types of professional learning offered to teacher leaders, will also be examined to determine if changes need to be made to better compensate and/or prepare teacher leaders for their roles.

- The District Instructional Leader along with the District Lead Teachers will complete an annual review of leadership roles as part of a coherent instructional improvement strategy. During this review, the team will look at data to determine if other roles are needed to advance district initiatives, increase leadership capacity among staff or to more directly impact student learning and achievement. The number and types of roles offered will also be analyzed to see if staffing is meeting district needs. The cohesiveness of the leadership roles will also be examined to ensure that the collaboration between leadership positions is effectively moving the district toward reaching student achievement goals.

- The administration in collaboration with the District Instructional Leader and District Lead Teachers will analyze feedback obtained from professional development surveys completed by staff to determine effectiveness of the delivery and content of professional development, and collaborative efforts.

- The administrative team will review monthly logs of staff interactions with the District Instructional Leader and the District Lead Teachers along with agendas/minutes to determine if leadership roles are being implemented with integrity and being fully utilized.

The monitoring and evaluation process described above will be a transparent process overseen by our administrative team. Our district plans to seek assistance from the GHAEA when necessary to improve or provide professional development for our teacher leaders. Communication with stakeholders is a vital piece to sustainability; therefore, the district has plans to communicate regularly through the school website, district newsletter, local newspaper, and public forums to keep all stakeholders informed about plan implementation and effectiveness.

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.	\$279,665.15
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).	\$0.00
Amount used to provide professional development related to the leadership pathways.	\$10,000.00
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>	\$273.63

Totals

\$289,938.78

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 **927.27**

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

District Enrollment-Based Allocation **\$289,938.78**

Total Allocation **\$289,938.78**

Other Budgeted Uses - Description

Item description	Amount budgeted
Team building exercises snacks and props	\$273.63
	\$273.63

Total Allocation Budgeted

Total Projected Amount to be Expended **\$289,938.78**

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 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)

Clarinda CSD Narrative:

- Clarinda Community School District (CCSD) already meets the minimum salary requirement of \$33,500.00
 - \$274,165.15 will be used to compensate teachers holding leadership positions. Additional contract days are included to train teachers for their new leadership roles and to allow for additional time teacher leaders need to fulfill job responsibilities.
 - CCSD will hire (1) one new employee to fill the position vacated by the newly hired District Instructional Leader (DIL).
 - All teacher leaders will be select through a rigorous application process.
 - CCSD budgeted \$10,000.00 to cover professional development expenses for Teacher Leadership training including transportation and registration fees. TSS funds may be used to help support this budgeted amount.
- CCSD's implementation of the Teacher Leadership Compensation Grant directly reflects the district's mission: "To educate all students to succeed by ensuring quality leadership, curriculum and instruction." Clarinda's teacher leaders will be instructional specialists for instruction and curriculum. Implementing additional leadership roles will help provide teachers sufficient in-school time, connected activities, and the necessary content for increasing teachers' knowledge as well as fostering meaningful changes in classroom practices.
- CCSD's plan includes (1) one District Instructional Leader (DIL), (4) four District Lead Teachers (DLT's), (12) twelve Mentor Teachers (MT's), (12) twelve Career/Model Teachers (CMT's) and (4-6) four-six Initial Teachers. CCSD has fully linked its budget to teacher leadership and compensation, allowing nearly 50% of our teachers advanced opportunities. There is an intertwining relationship between all teacher leadership roles promoting an atmosphere of collaboration through modeling and evaluating effective practices, facilitating shared learning, co-planning and co-teaching research-supported best practices while fostering productive relationships.

Goals

1. Improve student achievement in all subject areas.
 - Embedded staff development due to new teacher leader positions. As teacher leaders demonstrate, co-plan, co-teach and model research-supported best practices, student achievement scores will rise.
1. Provide aligned and differentiated professional development.
 - New leadership roles will help coordinate school based professional development opportunities linked to individual professional development plans and job competencies.
1. Establish new professional opportunities for teachers and monitor effectiveness and professional growth of teachers in these positions. Here is a summary of the financial and educational opportunities for teachers at Clarinda CSD:
 - (1) One DIL/\$15,000.00 stipend/30 additional days/100% out of the classroom, must attend teacher leader professional development, will self-assess effectiveness and professional learning.
 - (4) Four DLT's/\$10,000.00 stipend/20 additional days/80% in-20% out of the classrooms, must attend teacher leader professional development, will be reflective in their practice and facilitate discussions with others about improving instructional practices
 - (12) Twelve MT's/\$5,000.00 stipend/10 additional days/100% in the classrooms, assist DIL and DLT's in identifying instructional needs of district teachers and facilitate discussions about improving instructional practices
 - (12) Twelve MCT's/\$1000.00 stipend/two additional days, actively participate in book study as identified by the DIL or DLT and collaborate with school leaders and colleagues to address instructional issues
 - (4-6) Four-Six Initial Teachers/\$1000.00 stipend/two additional days, observe career teachers and invite career teachers into their classrooms
1. Fully support initial teachers as they enter the profession.
 - Initial teachers will have opportunities to see modeling of research supported instructional strategies, participate in co-planning and co-teaching along with collaborating with colleagues to address instructional issues. Initial teachers will also reflect on self-instructing videotapes with the support of the DIL, DLT or the Mentor Teachers.
1. Improve recruitment and retention of high-quality teachers.
 - Teachers will have enhanced learning opportunities and support.

Revenue Estimate									
Amount per student	\$312.68								
Certified Enrollment	927.27								
Total Allotment	\$289,938.78								
Estimated Budget									
Position	Number of Positions	% of time out of classroom for TLC	TLC Portion of Teacher	Additional Contract Days	Additional Stipend	Total Salary Cost	FICA/PERS .16945	Insurance \$725 per month	Total Cost
District Instructional Leader	1	100	\$55,000	30	\$15,000	\$70,000	\$11,861.50	\$8,700	\$90,561.50
District Lead Teachers	4	20	\$40,000	15	\$10,000 per person	\$80,000	\$13,556.00	0	\$93,556.00
Mentor Teachers	12	0		10	\$5,000 per person	\$60,000	\$10,167.00	0	\$70,167.00
Model/Career Teachers	12	0		2	\$1,000 per person	\$12,000	\$2,033.40	0	\$14,033.40
Initial Teachers	4-6	0		2	\$1,000 per person	\$5,000.00	847.25		\$5,847.25
PD – Conferences and Training									\$10,000.00
Substitutes									\$5,500.00
								Total Staff Costs	\$289,665.15
								Materials supplies	\$273.63
								Total Budget	\$289,938.78