



Application

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

140144 - Clarksville Teacher Leadership & Compensation

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name: Clarksville CSD

Organization Type: K-12 Education

DUNS:

Organization Website:

Address:

City State/Province Postal Code/Zip

Iowa

319-278-4273

Phone:

Ext.

Fax:

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Eric Eckerman
Title Elementary Principal
Organization Clarksville CSD

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

Address **318 N Mather**

City/State/Zip* **Clarksville Iowa 50619**
City State Zip

Telephone Number **319-278-4560**

E-Mail **eeckerman@clarksville.k12.ia.us**

Fiscal Officer/Agent

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

Name **Randy Strabala**

Title **Superintendent**

Organization

Address

City/State/Zip **Iowa**
City State Zip

Telephone Number

E-Mail

County(ies) Participating, Involved, or Affected by this Proposal	Butler County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	2
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	2
<i>District Map</i>	

Minority Impact Statement

Question # 1

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

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

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

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

If YES, present the rationale for determining no impact.

All Students, regardless of minority status, are served equally in the district.

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.

Eric Eckerman

Title of Person Submitting Certification

Elementary Principal

Recipient Information

District **Clarksville Community School District**

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

County-District Number **12-1215**

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

Name of Superintendent **Randy Strabala**

Telephone Number **319-278-4008**

E-mail Address **rstrabala@clarksville.k12.ia.us**

Street Address **318 N Mather**

City **Clarksville**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **50619**

TLC Application Contact

Honorific

Name of TLC Contact **Eric Eckerman**

Telephone Number **319-278-4560**

E-mail Address **eeckerman@clarksville.k12.ia.us**

Street Address **318 N Mather**

City **Clarksville**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **50619**

Demographic Profile

October 2014 Certified Enrollment **343**

October 2014 Free/ Reduced Lunch % **31**

AEA Number **267**

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)

The vision of the TLC program for the Clarksville Community School District (CCSD) is to continuously develop the skills of all staff through multiple training and coaching opportunities, while allowing teachers to expand their potential as leaders. The variety of leadership roles in our TLC program will allow teachers to display their time, talents, and interests within various TLC opportunities.

Effective and quality teacher leaders will collaborate with staff to improve curriculum and instruction, support technology integration, promote literacy across the curriculum, analyze and utilize data, and provide meaningful professional development and mentoring. In addition, the plan provides for competitive salaries and extended career opportunities for teachers. Designing the TLC program in such a way will ultimately provide the students with engaging and relevant learning experiences, which will in turn increase student achievement.

Goal 1: Create a positive atmosphere that drives collaboration.

Goal 2: Encourage collaboration among teachers.

Goal 3: Recruit and retain quality teachers.

Goal 4: Promote teacher empowerment.

In order to reach these goals, the CCSD has come up with three types of teacher leadership roles:

Instructional/Literacy Coach (1): Being fully released from the classroom, this person will lead all work, programming and instruction related to effective instruction, with an emphasis on literacy since our data indicates this is an area of need. The Instructional/Literacy Coach will contribute to the growth of the district by overseeing implementation of the teacher leadership system and serve as the liaison between teachers and the administrative team. The Instructional/Literacy Coach will provide support and knowledge that encourages professional growth of teachers for enhancement of student learning.

Mentor Teacher/Building Level Coordinator (4): The Mentor Teacher/Building Level Coordinator will enhance professional growth in the district. As a Building Level Coordinator, they will facilitate on-going communication between teacher leaders and administrators, as well as professional development practices, in order to support building and district goals. As a Mentor Teacher, they will contribute to the growth of the district through their mentoring and support of beginning teachers, both new to the profession and new to the district. They will also serve as a liaison between new teachers, the teacher leadership system, and administrators.

Model Teacher (4): The Model Teachers contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe their instruction. They are responsible for maintaining a high level of instructional practice and implementing district initiatives.

The CCSD mission statement reads: "It is the mission of the Clarksville Community School District to provide the finest educational opportunities so that all might achieve their fullest potential."

The TLC program will allow 25% of our teaching staff to serve their peers and grow as teacher leaders, providing vigorous support and guidance through observation, demonstration, and collaboration with their colleagues and administration. We firmly believe that in doing so, not only will our students receive the finest education possible, but both they and our teaching staff will reach their fullest potential.

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).

Gathering Information

Clarksville Community School District (CCSD) is made up of one K-12 building with 33 full time faculty. The school's first step in the planning process of the grant was to gather information about the Teacher Leadership Compensation (TLC) System to determine whether the grant would be a positive program for the district. After research, discussion and input from staff and the community, CCSD proceeded with applying for the planning grant. After receiving notification that the planning grant was awarded, the process of developing the plan began.

Creating the Plan

The TLC team was made up of all administrators, faculty members, members of the SIAC committee, and parents/community members who were not faculty. To create a plan, Clarksville Community School District's TLC team spent in excess of 100 cumulative hours planning for and developing a plan for our school. Meetings were held outside the school day discussing the plan, gathering information, and collaboratively writing the plan. In addition to meeting times, the TLC team spent countless hours outside of meetings to view the webinars available on the Department of Education website, research current applications and exemplars, read articles, and to consult with other districts, board members, and staff.

Writing of the Grant

After lengthy research and discussions, the TLC team selected Model 3, the Comparable Plan Model. CCSD desires to use the grant to further our district goals of providing the finest education for all through our commitment increasing literacy and technology integration, promoting increased collaboration and communication between staff members (mentor/mentee/new to district), rewarding professional growth and effective teaching, and to increasing student achievement.

Use of Planning Grant Funds

Teachers and administration were paid to attend information and planning meetings, view webinars, and perform research. Teachers and administration were also paid to write, collaborate, and revise the plan, create faculty presentations, and serve on the planning committee. To date the team has spent in excess of 100 cumulative hours participating in the planning process. The planning grant allowed for a large and diverse group to participate in our planning process which promoted to the overall quality of the plan.

Educating Stakeholders

After developing the plan it was shared a variety of stakeholders including the faculty, community, school board, School Improvement Advisory Committee (SIAC), Parent Teacher Organization (PTO), and Booster Club. In addition to presentations, articles in the local newspaper, and information on the school website all provided information on the plan.

Stakeholder's Engagement, Support, and Commitment

Teachers were given the opportunity to serve on the planning committee, review the plan and provide input on the same. Teachers who were not on the TLC team were consulted and kept informed via e-mail. Open discussions were encouraged and teachers who were not on the team asked questions and showed ongoing interest in the plan and process. (input stats that tie into the goals of the plan and how teachers support the same - also, insert quotes from teachers evidencing support) The process resulted in survey responses of 100% teacher agreement in the plan.

Surveys were used to gather data on interest in the various roles as set out in the plan. 85% of the responding teachers have expressed interest in applying for one of the roles.

100% of the Administrators were involved in the TCL team and support the plan. They provided resources and presentation materials as well as providing guidance in the writing process. Additionally, they attended board meetings and SIAC meetings to keep those stakeholders informed.

Parents/Community members participated actively in the TLC team. Some parents participated in SIAC. The community was made aware of the efforts to obtain the TLC grant through articles in the newspaper, school website, and through board meetings. The School Board, PTO, Booster Club, parents, and the community were very supportive of the ongoing effort to obtain the grant which they agreed would increase academic achievement and teacher retention at CCSD. They were also willing to offer feedback and share ideas with the TLC team. During this process the TLC team has continuously solicited input from teachers, parents, community members, school board members, and PTO to ensure the best plan would evolve for the benefit of the staff and students at CCSD. One parent stated, "I am writing in strong support of Clarksville Community School adopting the Teacher Leadership Model. I believe this model will not only help retain our current quality teachers by providing additional support but also attract quality educators to our district. Retaining quality teachers has been challenging to do based on the size of our district and our lower salary schedule. Often times, new educators get a couple years of experience and then look to get hired at larger districts that can offer more opportunities. Currently, having two students in the district, I really want Clarksville students to have a solid education and all of the opportunities that students in larger districts have. I know several families that open enroll their children out to other districts to provide them with a more quality education and additional opportunities. It's essential to move our school forward in a positive, competitive direction and I believe the Teacher Leadership Model will do this."

Narrative

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

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

State Goals:

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

CCSD's mission statement says, "It is the mission of the Clarksville Community School District to provide the finest educational opportunities so that all might achieve their fullest potential." We create the foundation for providing opportunities for all to achieve by fostering a positive culture and by providing all students with engaging and relevant learning experiences. To ensure high quality instruction, we must give teachers opportunities for reflection and improvement of their professional practice. The vision of our TLC program is to continuously develop the skills of all staff through multiple training and coaching opportunities, while allowing teachers to expand their potential as leaders. The variety of leadership roles in our TLC program will allow teachers to display their time, talents, and interests within various TLC opportunities, ultimately benefiting the students.

We have created four goals to capture our vision for the TLC program. Goal one is to create a positive atmosphere that drives collaboration. Our TLC program will foster a culture of trusting relationships that encourage collaboration around teaching practices to meet the needs of our students. The availability of Model Teachers and Mentor Teachers will provide time for faculty to observe one another while also reflecting upon and discussing their current practices. Our TLC selection process will find candidates who work well with others, maintain a positive attitude, and are able to inspire others, all while having the knowledge and skills to successfully coach their peers.

The second goal for our TLC program is to encourage collaboration among teachers. Teacher leaders and classroom teachers will meet weekly in collaborative teams to improve student achievement. Teachers will share successful interventions and practices, along with high quality student work samples. As a group, they will analyze student data. The Instructional/Literacy Coach will work to create a safe environment for productive conversations surrounding student data and achievement. They will also present and model effective teaching strategies. Our TLC program will encourage all teachers to apply for leadership opportunities that would showcase and enhance their strengths.

Goal three is to recruit and retain quality teachers. By increasing the base pay and providing TLC opportunities and multiple instructional supports, we will recruit and retain quality educators who may otherwise have been lost to larger districts. Seeking higher pay is one of the reasons teachers have left Clarksville. We believe the financial incentives will encourage many teachers to apply for TLC roles. Not only do we offer full time TLC positions, but those who are not ready to leave the classroom will have opportunities to stay in the classroom and still work as a teacher leader.

Clarksville's fourth goal is to promote teacher empowerment. Our TLC program will foster a shared leadership approach for planning and facilitating district Professional Development (PD) and curriculum design. To sustain this sense of empowerment, all teacher leaders will benefit from yearly PD and coaching from administrators.

Local Context—Clarksville's CSIP has three goals: (1) Clarksville students will develop skills and strategies to become proficient readers; (2) Clarksville students will develop skills and strategies to become proficient in mathematics; and (3) Clarksville students will develop skills and strategies to become proficient in science. Currently, implementation of these goals is the responsibility of administrators. But with TLC funding, we will include at least 25% of our staff in TLC roles that can help us attain our CSIP goals. The new TLC positions offer opportunities in three different roles that range from extra duty only to full-time positions with no teaching assignment. An Instructional Coach (one full-time position) will provide all teachers and PLC teams with direct and timely feedback, reflection, assistance with continuous improvement, and ongoing PD. The other two roles (nine extra duty positions) will provide leadership for new teachers, technology integration, and the alignment of curriculum, instruction, and assessment. Together, the teachers working in the three different TLC roles will work collaboratively with district administrators to achieve all three CSIP goals.

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

With TLC funding, the base pay for all teachers will be \$33,500.

Discussions with current teachers indicate that they will be more likely to stay in the district because of the opportunities to hold one or more of the ten TLC positions. They will be more likely to stay because of the additional pay, the chance to work as a leader, and the opportunity to improve their practice through comprehensive PD and individual and group support.

All aspects of our TLC program will foster collaboration among teachers, especially through the use of weekly team meetings and during all PD. Our TLC Advisory Committee will regularly review the level of collaboration in the program and seek additional ways to support collaborative efforts.

Helping teachers grow professionally is an important part of Goal Four. As teachers grow, we will encourage them to seek leadership positions as a reward for this growth. We will also reward the growth of our teacher leaders through additional compensation and through increased responsibilities.

The ultimate purpose of all TLC program activities is to increase student learning. We believe that supporting all Clarksville teachers to work collaboratively to analyze student data and implement effective instructional strategies that are responsive to students needs will have an enormous positive impact on achievement levels in our district.

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

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

Clarksville's Teacher Leaders will serve to support curriculum, instruction, assessment, and professional learning. The Teacher Leadership and Compensation (TLC) plan will support and strengthen our district's key school improvement initiatives, which are examined below:

The Clarksville Teacher Leadership and Compensation (TLC) plan will integrate teacher leaders into two district initiatives along with three improvement structures to meet our district vision. The administrative team will continue to oversee and guide initiatives and structures. The TLC grant will fund one Instructional/Literacy Coach, four Mentor Teacher/Building Level Coordinators, and four Model Teachers.

Iowa Core - Our lead teachers will be able to coach individual instructional strategies to implement the Core; specifically focusing on the instructional shifts that need to occur within our classrooms. After reviewing district wide data the lead teacher can meet with faculty members and discuss what changes can be initiated in co-teaching, co-planning, and instruction to improve learning.

1. Multi-Tiered System of Supports (MTSS)

- Our TLC leaders will assist in implementing supports to improve our MTSS system and instruction time. They can help teachers use assessment information to plan lessons during MTSS or other instructional opportunities.

2. Implementation, Alignment, and Assessment of the Iowa Core

- The Teacher Leaders will strengthen the district's work with Iowa Core implementation by creating the alignment tools, actions plans, and pacing guides that will demonstrate full implementation of the Iowa Core. The Teacher Leaders will work with teams of teachers by grade level and department to evaluate current assessments and to create new assessments that demonstrate student mastery of the Iowa Core Standards. The Teacher Leaders will be a vital part in ensuring that 100% of the teaching staff has met this priority.

3. Use Multiple Data Sources to Drive Instruction, PLCs, and Professional Development

- The Teacher Leaders will guide and support Iowa TIER (Tools for Innovation and Educational Results) implementation and curriculum-based measurements for the district. The Teacher Leaders will support the district's efforts in MTSS through collaboration with teachers on FAST (Formative Assessment System for Teachers) data and curriculum-based measurement results that are all part of the Iowa TIER System. Clarksville CSD uses the Instructional Practices Inventory (IPI) to code and analyze student engagement in our classrooms. Teacher leaders will support the implementation of the IPI and ensure discussions are focused on student engagement. The Teacher Leaders will assist and train teachers in research-based instructional strategies and progress monitoring of students' goals.

4. Provide Support and Mentoring to New Teachers

- Clarksville CSD believes that successful teacher induction systems focus on student learning and teacher effectiveness. The additional funds provided by the TLC plan will help provide funding to continue our focus on the Iowa Teaching Standards and Criteria, implementing the Iowa Core (including unwrapping standards). The Mentor Teachers will share the responsibility of developing, implementing and evaluating an effective mentoring program.

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

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

The purpose of our mentoring and induction program is to promote excellence in teaching, enhance student achievement, build a supportive environment within the school district, increase the retention of beginning teachers and promote the personal and professional well-being of teachers. Both mentors and mentees benefit from reflection on their own classroom practices to make necessary changes and enhancements. Over the last five years, Clarksville had vested educators retire, and the school filled their positions with novice teachers. Although these teachers may have stated that their experience at Clarksville was positive, their need for relocation pushed them into searching for positions in different districts. Ultimately, we would like to retain experienced teachers within our district. It is our intent, with this grant, to provide them with a collaborative and supportive environment. If we can achieve this through the TLC structure, we believe student achievement and the district will benefit. Our plan is designed to expand the mentor teacher position and support new teachers in our district.

Currently, the building principal selects the mentor teachers, who are typically grade alike or content alike. Clarksville is working in collaboration with AEA 267, where the mentors and mentees participate in a series of classes over a two-year span. The classes include researched best practices, student engagement, peer observation and reflection, parental involvement, behavior and classroom management, and analysis of student data. With the current district procedure, some mentors receive training at the same time as the mentee. The district would like to have qualified teachers trained prior to being assigned to a mentee. An additional problem is that mentors and beginning teachers struggle to find common observation and/or meeting times.

In addition to the AEA mentoring and induction program, all teachers new to the district have a one day extended contract. This day is used at the beginning of the school year to discuss policies, procedures and expectations with district administration. There is no existing support structure in place for experienced teachers new to the district. This creates a large divide in support and communication between teachers new to the district and current staff.

The Teacher Leadership Compensation (TLC) plan will allow us to train mentors prior to hiring new teachers. The knowledge gained from AEA 267's program would also benefit mentors, whether they are assigned a mentee in a particular year or not.

Proposed improvements to the current mentoring and induction program:

Year 1

1. Extend the beginning or new-to-district teacher contract to two days prior to the beginning of the year. These teachers will meet with administration to discuss policies, procedures and expectations. The second day will be used to meet with an assigned mentor in order to become acquainted and to begin the collaborative process prior to the beginning of the school year. It is a goal for the mentor and mentee to develop a deep relationship of professional guidance that is supportive of the new teacher, no matter if this is their first teaching position or otherwise. This is especially important in terms of increased contact time between the mentor and mentee.
2. Provide a mentor for both beginning teachers (2 year duration with an optional third year if necessary) and teachers new to the district (1 year duration).
3. Mentor Teachers/Building Level Coordinators will meet with the Instructional Coach to plan and focus PD instruction to meet student and staff (both new and current) needs, as well as align with the CORE curriculum.
4. Provide time for both the mentor and beginning teacher to observe in the classroom,

The Mentor teacher will exhibit the following qualities:

- A minimum of three years of exemplary classroom teaching
- Strong interpersonal and communication skills
- Effective coaching skills
- Ability to work with adults effectively
- Positive role model
- Expertise in content, curriculum development, student learning, data analysis

- Practices the Common Core Teaching Standards
- Completed or are currently enrolled in mentor training

Mentor Teachers will:

- Recognize social and emotional needs of new teachers and provide support for these needs
- Support new teachers as they learn and implement building and district goals, initiatives, policies, and procedures
- Observe and give feedback in mentee's classroom.
- Meet regularly and as needed with new teachers
- Guide mentee in creating professional goals

Year 2

Repeat requirements from year 1 as applicable. Additional requirements for the mentee include the completion of the professional teaching portfolio by April. The Instructional Coach will also meet with mentor/mentee pairs upon completion of the program to discuss future changes and needs. If an additional year of mentoring is required, the district will extend the mentoring requirements to Year 3.

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.

The Clarksville Teacher Leadership and Compensation Plan includes three levels of teacher leadership that we believe will positively impact student achievement and will best meet the district's vision and goals. Over 25% of our staff will be in one of these leadership roles; TLC Instructional/ Literacy Coach, Mentor Teacher/Building Level Coordinators, or Model Teachers.

Through outreach and consultation of multiple stakeholder groups, identifying the needs of the district, and researching successful leadership systems, we decided that three levels of entry would have the largest and most positive impact on students and teachers. During this evaluative time, there was overwhelming feedback for establishing teacher leadership roles that allowed teachers to remain in the classroom as much as possible. Each role has specific responsibilities and duties, yet all will work as a cohesive team.

TLC Instructional/Literacy Coach (1)

100% Instructional/Literacy Coaching, 10 additional contract days, \$7,500 supplement

Summary of Position: The TLC Instructional/Literacy Coach will contribute to the growth of the district by overseeing implementation of the teacher leadership system and serve as the liaison between teachers and the administrative team. The Instructional/Literacy Coach will provide support and knowledge that encourages professional growth of teachers for enhancement of student learning.

Responsibilities and Duties:

- Provide in-class support through demonstration, co-planning, co-teaching, and observations
- Attend, observe, and provide feedback to other teacher leaders in professional development procedures, coaching skills, and instructional best practices
- Support and provide lessons to improve instruction that apply best practices, educational innovations, and Iowa Core to new learnings
- Support teachers' implementation of Individual Career Development Plans
- Assist with using summative and formative assessment results to refine professional development and assist teachers in making data-driven instructional decisions
- Create a referral process for struggling teachers to observe the Model Teacher(s)
- Collect grade-level data to support building and district data analysis
- Partner with Building Level Coordinators to analyze and communicate standardized-test results as well as school and district successes/concerns to students, staff, parents, and community
- Assist in the long-range planning of curriculum and professional development including implementation of the Iowa Core
- Work with all teacher leaders and administration to coordinate professional development
- Partner with building principals to facilitate new teacher orientation
- Work with Model Teachers to engage in the development, adoption, and implementation of literacy curriculum, curricular materials, and improve instructional strategies
- Work with Model Teachers to design a Multi-Tiered System of Supports (MTSS) across the district and school for optimal implementation and sustainability
- Work with all teachers to integrate literacy lessons across content areas
- Serve as a catalyst for change by assessing effectiveness of current efforts and making suggestions for areas of improvement
- Support the refinement of instruction through peer coaching, peer observations, co-teaching, and/or modeling of best teaching practices
- Arrange and provide additional coaching, mentoring, and opportunities for observing exceptional practice for new teachers

Mentor Teacher/Building Level Coordinator (4)

At least one per building, 100% of time in the classroom, five additional contract days, \$2,500 supplement and \$1,500 per mentee

Summary of Position: The Mentor Teacher/Building Level Coordinator will enhance professional growth in the district. They will facilitate on-going communication between teacher leaders and administrators in order to support building

and district goals. As a Mentor Teacher, they will contribute to the growth of the district through their mentoring and support of beginning teachers. They will also serve as a liaison between new teachers, the teacher leadership system, and administrators.

Responsibilities and Duties:

- Facilitate professional development
- Work with other Building Level Coordinator/Mentor Teachers during the first year of TLC implementation to determine if the program meets all the needs of the district. If gaps are identified, Building Level Coordinators will assist in the identification of an alternate program
- Partner with the Instructional/Literacy Coach to analyze and communicate standardized test results as well as school and district successes/concerns to students, staff, parents, and community
- Serve as a mentor to new teachers (initial license, new to district, and new content area)
- Mentors will initially meet with their mentees in early August to cover logistics of building schedules and procedures
- Support teachers in the development and implementation of Individual Career Development Plans
- Provide support and knowledge that encourages the professional growth of teachers for enhancement of student learning
- Serve as a resource to ensure effectiveness of lessons and strategies
- Mentor Teachers will function as the coordinator of, and direct support to, all new teachers in the district, differentiating their learning by teacher need and experience. This will include providing an understanding of district processes and procedures, as well as district-supported instructional programming, strategies and supports. They will focus on the Iowa Teaching Standards and Criteria, implementing the Iowa Core (including unwrapping standards) and understanding the components of becoming a part of a Professional Learning Community. The Mentor Teachers will share the responsibility of developing, implementing and evaluating an effective mentoring program.

Model Teacher (4)

Two per building, 100% of time in the classroom, three additional contract days, \$2,000 supplement

Summary of Position: The Model Teachers contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe their instruction. They are responsible for maintaining a high level of instructional practice and implementing district initiatives.

Responsibilities and Duties:

- Serve as models of exemplary teaching practices and lead by example
- Welcome other educators into their classroom to observe best teaching practices
- Serve as a teacher whom others can go to when they are struggling with a certain subject, classroom engagement, curriculum implementation, or to observe effective practices
- Participate in additional contract days during the summer to work with Mentor Teachers/Building Level Coordinators and the Instructional/Literacy Coach to align professional development plans with our district initiatives
- Be available for teachers who want to watch specific interventions/strategies being taught, or be available to work with teachers on any instructional practice of interest
- Model, record, and share a minimum of two exemplary lessons per quarter that apply best practices, educational innovations, and Iowa Core to improve instruction.
- Provide examples of student work and student learning that result from model lessons.
- Work with the Instructional/Literacy Coach to plan, deliver, and implement professional development in the area of literacy instruction, with a strong emphasis on implementing the Iowa Core. This will include reading comprehension, written communication, and critical thinking strategies. They will serve as teaching models and be involved in providing frequent opportunities for observation, feedback and reflection.
- Implement research based strategies according to data analysis from the Instructional/Literacy Coach

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.

Clarksville Community Schools has identified teacher leadership roles that will require assignment through a selection committee comprised of three teacher representatives chosen by the TLC committee, two administrators, and the Instructional/Literacy Coach, once hired. There are three leadership roles that will be recommended through the selection committee: Instructional/Literacy Coach, Model Teachers, and Mentor Teachers/Building Level Coordinators:

These teacher leader positions will be selected through a performance-based process, and will have a one-year term, renewable based on positive formative and summative evaluations. The selection process will include the following steps:

1. To begin the application process, prospective teacher leaders:

- will have taught for three years and be members of the CCSD for at least one year
- will submit a letter explaining the applicant's' interests in the leadership role, a resume, and two letters of recommendation
- will possess or be willing to obtain a reading endorsement (Instructional/Literacy Coach only)

The selection committee will review the initial applications.

2. After approval of initial application, prospective teacher leaders will:

- be interviewed by the selection committee
- conduct model lessons which can be submitted in video format
- create a portfolio including artifacts that provide evidence of the Iowa Teaching Standards and Criteria. Artifacts may include:
 - o samples of student work
 - o data collection that demonstrates student growth
 - o artifacts that demonstrate adherence to the district's goals
 - o evidence of effective lesson planning
 - o documentation of the applicant's previous attention to professional learning

Rubrics will be used to score and evaluate items submitted in step two in the following areas:

- excellent communication skills
- understanding of how to facilitate growth in adults
- expertise in content
- expertise in curriculum development
- instructional expertise
- commitment to professional growth
- disposition to be an effective leader

Leadership effectiveness and growth will be measured by the selection committee members' focus on the teacher leader's acquisition and demonstration of the applicable Iowa Standards for School Leaders.

Shared Vision (Leadership Standard 1) - To demonstrate shared vision, teacher leaders will be measured through the teacher leader's active participation in district-wide and building initiatives, such as PBIS, SIAC, technology, curriculum and/or textbook selection, Iowa Common Core Curriculum alignment. They will also provide evidence of collaboration with others, knowledge of evidence-based practice and delivery to improve instruction and student learning, and will articulate expectations for teaching and learning.

Culture of Learning (Leadership Standard 2) - To demonstrate culture of learning, teacher leaders will submit artifacts or evaluations that reveal the following: evidence of student learning and/or student achievement data; effectiveness of curriculum, instruction, and assessment; contribution to a positive learning environment and school culture;

constructive and timely feedback to students and parents; and the application of professional development opportunities to improve practice. Results of peer feedback surveys on job performance based on the leadership effectiveness criteria will also be considered as well as the Teacher Leadership Skills Self-Assessment at least two times per year.

Management (Leadership Standard 3) - To demonstrate management, the teacher leaders will submit artifacts or evaluations that reveal the following: adherence to board policies, district procedures, and contractual obligations; effective use of instructional time to maximize student achievement; and participation in a school culture that focuses on student learning.

Family and Community (Leadership Standard 4) - To demonstrate family and community, the teacher leader will be measured through the teacher leader's planning and participation in school-related functions held outside of the school day (for example: school carnival, open house, student activities, academic recognition). Teacher leaders should also submit artifacts such as newsletters, collaboration logs, articles in the local newspaper, and documentation on the school website that reveal the teacher's collaboration with students, families, colleagues, and communities to enhance student learning.

Ethics (Leadership Standard 5) - To demonstrate this standard, teacher leaders will submit artifacts or evaluations that reveal the following: creation of an environment of mutual respect, rapport, and fairness; demonstration of professional and ethical conduct as defined by state law and district policy; and demonstration of an understanding and respect for all learners and staff.

Societal Context (Leadership Standard 6) - To demonstrate this standard, teacher leaders will be assessed through their collaboration with service providers and other decision makers to improve teaching and learning, advocacy for the welfare of all members of the learning community, and the design and implementation of strategies to reach desired goals. To demonstrate this standard, teacher leaders will submit artifacts that reveal the following: membership on leadership teams and committees, submission of information on the website, in the newspaper, or in a newsletter, and attendance and/or participation in IEPs.

We believe that through the above criteria, the selection committee will be able to measure both effectiveness and growth of the teacher leader.

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.](#)

One advantage to a small district like the CCSD is the ability to develop and deliver PD that is clearly and carefully aligned across all grades PK-12. At Clarksville, the elementary and middle/high school are housed in a single building. We have 29.9 FTE instructional staff who meet for teacher in-service, one-hour weekly PD sessions, and two full PD days during the year. Through our District Leadership Team (DLT), our teacher leaders are integral to both the identification of necessary PD as well as the provision of building-based and district-wide PD. Mentor Teachers/Building Level Coordinators, in collaboration with an Instructional/Literacy Coach, both buildings' administration, and the AEA, will deliver all PD at the building and the district levels during our weekly one-hour PD sessions, in the summer, during teacher in-service days, and throughout the school year in the form of courses and seminars.

PD is also provided through in-classroom support for teachers through the Instructional/Literacy Coach, Mentor Teachers/Building Level Coordinators, and Model Teachers. Coaching includes demonstration teaching, observing/coaching a lesson, and analyzing student data. Mentor Teachers/Building Coordinators will meet with the Instructional Coach to plan and focus PD instruction to meet student and staff needs, as well as align it with the Iowa Core.

Model teachers have perhaps the most important part of PD--taking the information garnered from PD and putting it into a real time, real life classroom for teachers to observe and learn from.

Our plan also incorporates the twelve essential elements of the Iowa PD model described in the Iowa PD model Technical Guide.

1. **Leadership Team:** The PK-12 Instructional/Literacy Coach, along with Model Teachers and Mentor Teachers/Building Level Coordinators from each building will meet together with administration to form the DLT. This team will meet to organize, schedule, and facilitate PD.
2. **Collecting and analyzing student data:** Our Instructional/Literacy Coach and teacher leaders will collect and provide support for individual teachers to collect student data. The Coach and teacher leaders will analyze the data to align instructional strategies to students' needs.
3. **Goal setting:** The Instructional/Literacy Coach and teacher leaders will utilize student data to determine PD goals for each building, as well as the entire district.
4. **Selecting content:** All PD content is chosen initially by the administrative team and our Instructional Coach, with input from our teacher leaders. Once the school year has started we will collect surveys after each PD day, monitoring and changing content as needed. Change in content could be in response to teacher feedback, changes in student performance, or a combination.
5. **Designing PD:** The administration, Instructional/Literacy Coach, and teacher leaders will meet and decide on a PD calendar for the year. Design of PD will focus on ensuring students master academic skills that will create college and career readiness.
6. **Training opportunities:** Teachers will participate in training opportunities led by our Instructional/Literacy Coach and Model Teachers, either by building level, content area, or district. In addition, the Instructional/Literacy Coach will observe every teacher in the classroom each quarter, and then provide individualized support through feedback sessions.
7. **Collaboration:** Building-based PD supports teachers from the same building to learn collaboratively in a cross-curricular environment, while district level PD fosters collaboration among teachers from both buildings to address common content, concerns, and skills.
8. **Implementation:** Participants in all building and district level PD provide feedback to the building teams and the district team regarding the effectiveness of the PD following each session through anonymous online surveys. Teacher leaders will also support new and career teachers in implementing PD strategies.
9. **Formative PD Evaluation:** Formative data will be collected to document student growth and forecast future student needs. This data will help pinpoint skill areas that need to be re-taught or given a renewed focus.
10. **Summative PD Evaluation:** PD data collected through online surveys and administrative walk throughs is analyzed by the district level team (which includes our Instructional/Literacy Coach) to determine effectiveness. One important task of the DLT is to make adjustments in how the PD is delivered and what content is covered based on the input of our instructional staff.

11. **Individual teacher PD plans:** Each building principal ensures that teachers complete individual PD plans. The building principal reviews this with the teacher and then the evaluation (if on cycle) is centered around this plan. Our Instructional/Literacy Coach supports teachers every year in a non-evaluative role with the implementation of their PD plans through the individual coaching process.
12. **Building PD plans:** Each building is responsible for developing a building improvement plan that is customized to the needs of their students. The improvement plans for both buildings carefully outline what PD is needed to support both individual teachers and groups of teachers as they work to impact student learning. The development of each building's plan is led by the Instructional/Literacy Coach, the administrator in each building, and the accompanying teacher leaders, using ongoing assessments, collaboration, evaluation, communication and planning in a continuous cycle of improvement.

Using Part 8 application narrative from previous submission? **No**

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

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Clarksville's TLC Plan is to provide all teachers, both new and veteran, professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness. It will be the joint responsibility of the Clarksville administration and teacher leaders to formally evaluate the Teacher Leadership and Compensation program on an annual basis through a process established within the district. Rewarding initiative and competence through enhanced career opportunities will lead to increased student achievement, thus equipping our students with the knowledge needed to be successful in all globally competitive opportunities. Our goals are:

1. Improve student achievement by strengthening instruction.
2. Promote collaboration by developing and supporting opportunities for teachers to learn from each other.
3. Retain effective teachers by providing enhanced career opportunities that come with increased leadership responsibilities and involve increased compensation.
4. Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
5. Ensure that all students leave high school prepared for postsecondary success in college or a career through improved literacy instruction and increased student learning.

Part 8A: Measuring the impact and effectiveness in achieving goals described in the TLC Plan

Short-term Measures

- Produce a survey to gather quantitative and qualitative feedback on various efforts and initiatives that are identified throughout the Clarksville's TLC plan
- Share results and feedback with various professional development/curriculum leadership groups to identify necessary next steps
- Analyze formative assessments to identify strengths and weaknesses of students, providing teacher leaders with the information needed to provide targeted instruction
- Collect survey data from beginning teachers regarding mentoring support
- Analyze quantitative and qualitative data collected during classroom observations
- Engage in peer review conversations regarding progress of students achievement and teacher effectiveness
- Analyze beginning, mid-year and end of the year universal screening data (K-6 FAST, 2- 11 MAP, Iowa Assessments and ACT) along with progress monitoring data to guide and adjust TLC plan accordingly

Long-term Measures

- Critical analysis of summative data would include, but is not limited to the following:
- Proficiency measures
- Growth of individual students
- Comparing academic growth of students to quantitative data regarding classroom teachers' engagement with mentor teachers and model teachers to determine if there is a correlation
- Growth marks earned at the classroom and grade level
- Student proficiency will continue to be monitored with the following:
- Iowa Assessments
- Dibels Math
- MAPs
- FAST
- ACT

Part 8B: Monitoring and adjusting the plan based on the results of our measures

- District self-reflection of TLC plan will allow us to monitor our efforts and adjustments made to allow for continuous

improvement

- Data analysis following the Iowa Professional Development Model will allow us to monitor our efforts and determine next steps based on student achievement data
- Completing and scoring ourselves on the Iowa Professional Development Model District/Building Profile will provide us with the information necessary to determine our focus for leadership teams as we continue to improve instructional practice leading to increased student achievement
- Survey results from new teachers will provide feedback to identify the strengths and areas for improvement as we strive to provide optimal support for our new teachers
- Semi-annual survey results from all teachers will provide leadership team members and instructional coaches guidance as we collaboratively move forward to improve teacher effectiveness and increase student achievement
- A report will be presented annually to the district that will include short-term and long-term goals, a review of the procedures and practices that have taken place during the past year, and a summary of data that are aligned to the goals.

Using Part 9 application narrative from previous submission? **No**

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

Support and input of all constituent groups including Clarksville's administrative team, board of education, local education association, staff members, community members, and parents set the stage for rich, deep conversations focused on several key components of an effective teacher leadership plan. One integral component of these conversations was the ability for Clarksville to successfully implement its TLC plan immediately following the securing of funding. Equally important to successful implementation is the capacity to sustain our TLC plan over time. Our teacher leaders are the backbone of our plan, and it is imperative we have the most qualified people providing the leadership vital to the successful implementation and ongoing sustainability of this plan.

Continuous improvement is deeply embedded in Clarksville's culture and climate, and many of the pieces necessary to implement Clarksville's TLC plan are already in place. Our current infrastructure includes the following leadership teams:

District Leadership Team: Members are responsible for planning, leading, and monitoring implementation of professional development following the Iowa Professional Development Model (IPDM). Current responsibilities also include analyzing student data and supporting staff members based on staff needs.

K-12 Technology Leadership Team: Members are responsible for planning, leading, and monitoring implementation of TK- 12 technology professional development following the IPDM. This team successfully implemented a one-to-one initiative and is currently in its second year. Additionally, Clarksville has added 80 Chromebook computers to the elementary.

Mentoring: The district currently has a mentoring program in place. We have partnered with AEA 267 and fully implemented the requirements of this program for all new teachers to the profession during their first two years.

Additionally, new teachers attend a half day in-district training prior to the start of the school year. Existing faculty (who are not assigned as mentors) also provide support for new teachers. While our district provides mentoring to new-to-the-profession teachers, we have limited support for veteran teachers who are new to our district.

The vision of Clarksville's TLC Plan is to provide all teachers, both new and veteran, professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness. The success of Clarksville's TLC Plan is dependent upon the sustainability of our plan and involvement of all staff members. Building on the structures listed above, the following individuals will be key personnel as we move forward with implementation and ensure ongoing sustainability of our TLC Plan:

Superintendent

- Continually provide the vision for the TLC Plan
- Keep lines of communication open amongst all stakeholders
- Monitor and allocate the use of the TLC funds

Principals

- Evaluate teacher leaders on a regular basis
- Help classroom teachers understand the roles of new teacher leaders
- Develop teacher-leadership skills

Curriculum Director

- Assist with analysis of student data
- Coordinate training and learning opportunities for teacher leaders
- Monitor and facilitate the mentoring and induction program for new teachers

Site Based Review Council

- Interview teacher leader candidates and make hiring recommendations to the superintendent

Instructional/Literacy Coach (1 Teacher Leader)

- Serve as a catalyst for change by providing support to assess effectiveness of current efforts and make suggestions

for areas of improvement

- Facilitate respective leadership team meetings
- Collaborate with administrative staff and teacher leaders to determine best instructional practices leading to increased student achievement
- Facilitate analysis of student data and formulate action plans
- Support the refinement of instruction through peer coaching, peer observations, co-teaching, and/or modeling of best teaching practices
- Arrange and provide additional coaching, mentoring, and opportunities for observing exceptional practice for new teachers

Teacher Leaders (8)

- Work collaboratively with administration and classroom teachers to ensure cohesiveness in all aspects of program implementation
- Collaboratively plan, develop, deliver, and monitor implementation of professional development
- Analyze student data and support classroom staff members based on staff needs
- Assume the role of mentors to new teachers

AEA 267 Consultants

- Partner with district leaders to improve teacher effectiveness
- Secure outside resources and materials to support district efforts
- Work with teacher leaders to plan, develop, deliver, and monitor implementation of professional development

Creating our plan has enabled district stakeholders to recognize the importance of empowering teachers of the district to serve as teacher leaders through clearly defined, differentiated, meaningful pathways. Each and every child of our district deserves to reap the ultimate benefit of our plan which is increased academic achievement for all students, both now and in the future. The best way to sustain our plan for years to come is to provide opportunities for all stakeholders to offer feedback, ask questions, and engage in dialogue focused on improving teacher effectiveness and increasing student achievement. Transparency, open communication, and equity of voice allowed Clarksville's TLC Planning Committee to move forward in the creation of our plan, and those same elements will guarantee sustainability of our plan as we move forward.

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.	\$3,558.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$85,103.04
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).	\$3,357.44
Amount used to provide professional development related to the leadership pathways.	\$4,000.00
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>	\$0.00
Totals	\$96,018.48

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 **343.0**

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

District Enrollment-Based Allocation **\$107,249.24**

Total Allocation **\$107,249.24**

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$96,018.48**

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 **\$11,230.76**

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)

Our TLC revenue was set using our 2014 certified enrollment of 343 multiplied by \$308.82 totaling \$107,249.24 . We are anticipating a net loss of 35 students open-enrolling out of the district. This leaves an available balance of \$96,305.44.

The chart below provides an outline for the use of the Teacher Leadership Supplement Funds to support our TLC plan.

Revenue available		\$107,249.24
Open-enroll Net Cost	35 x \$312.68	\$10,943.80
Base Salary Upgrade		\$3,558.00
TLC Personnel Stipend		\$85,103.40
TLC Training Costs		\$4000.00
Substitute Costs		\$3,357.44
	Subtotal	\$106,962.64

We have two staff members below the goal of a minimum Base Salary of \$33,500. We will budget funds in the amount of \$3,558.00 to meet the requirement.

Nearly 79% (\$85,103.40) of the available TLC revenue has been allocated for personnel expenses. This includes additional contract days and stipends for teacher leaders as well as faculty replacement costs. The TLC Instructional/Literacy Coach will receive a stipend of \$7,500, plus we are anticipating a replacement cost of \$41,500 for this leadership position. We are proposing four mentor positions with a stipend of \$2,500/position, plus an additional payment of \$1,500/mentee. The four model teachers will receive a stipend of \$2000/position. Total labor costs were multiplied by 1.1658, which is the district incurred salary/benefit costs (IPERS, FICA, etc).

A critical component to the successful implementation of our plan is to ensure that our new teacher leaders have quality professional development for their new role. We have designated \$4,000.00 for additional professional development. This includes registration fees and travel expenses. We are budgeting funds to send our Mentors to training in Chicago at the New Teacher Center—Mentor Academy. Our Model Teachers will receive training in coaching and instructional strategies. And finally, our TLC Instructional/Literacy Coach will receive extensive training in coaching and developing teacher leaders. Again, we feel that our investment in quality professional development for our new teacher leaders is essential to the successful implementation of the program.

According to our estimated calculation substitutes will be needed for approximately 32 days. Currently the district substitute rate with IPERS/FICA is \$104.92. This would be a total budgeted expense of \$3,357.44. Substitutes will be used to cover classrooms for mentor and model teachers throughout the school year. Substitutes will also be used for all teacher leader positions for quarterly DLT team meetings and for ongoing professional development.

Our estimated expenses have utilized all but \$286.60 of our anticipated revenue. Should our Professional Development needs exceed our budgeted allocation, the district will use Teacher Quality, Iowa Core or general funds to cover any cost in excess of the allocated TLC revenue.