



Application

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

140117 - 15-16 TLC Application

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/14/2015 4:00 PM

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## Primary Contact

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Program Area of Interest

Teacher Leadership and Compensation System

Fax:

Agency

Administrative Services, Iowa Department of

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## Organization Information

Organization Name:

Clear Lake Community School District

Organization Type:

K-12 Education

DUNS:

00-628-4293

Organization Website:

www.ClearLakeschools.org

**Address:** 1529 3rd Avenue North  
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**Benefactor**

**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Tracy A Thomsen  
**Title** Curriculum Director  
**Organization** Clear Lake Community Schools

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

**Address** 1529 3rd Ave. N

**City/State/Zip\*** Clear Lake Iowa 50428  
City State Zip

**Telephone Number** 641-357-2181

**E-Mail** tthomsen@clearlakeschools.org

### Fiscal Officer/Agent

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

**Name** Lorna Leerar  
**Title** Business Manager  
**Organization** Clear Lake Community Schools

**Address** 1529 3rd Ave. N

**City/State/Zip** Clear Lake Iowa 50428  
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County(ies) Participating, Involved, or Affected by this Proposal	Cerro Gordo 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	27
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	54
<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.

**Yes**

If YES, present the rationale for determining no impact.

**This TLC grant is open to existing employees for positions identified. Replacement of these employees would follow the equal opportunity employer process for applicants.**

### 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.

**Anita Micich**

Title of Person Submitting Certification

**Superintendent**

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## Recipient Information

District **Clear Lake Community School District**

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

County-District Number **17-1233**

*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 **Anita Micich**

Telephone Number **641-421-4401**

E-mail Address **amicich@masoncityschools.org**

Street Address **1515 S Pennsylvania Ave**

City **Mason City**

State **Iowa**

*Use the drop-down menu to select the state.*

Zip Code **50428**

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## TLC Application Contact

Honorific

Name of TLC Contact **Tracy Thomsen**

Telephone Number **641-357-5288**

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Street Address **1529 3rd Ave. N.**

City **Clear Lake**

State **Iowa**

*Use the drop-down menu to select the state.*

Zip Code **50428**

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## Demographic Profile

October 2014 Certified Enrollment **1209**

October 2014 Free/ Reduced Lunch % **33**

AEA Number **267**

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

TLC Model Number **Model 3 Comparable Plan**

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## **Narrative**

**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

Designers of this plan included all the administrators in the district, 10 teachers (four of whom have leadership positions with the CLEA), a parent and a community member who is also on the school board. Input from the full teaching staff occurred three different times over a period of three years. Input was also solicited from the district SIAC and the school board.

The Clear Lake Community School District has 98 instructional staff who serve 1302 students in 4 buildings (one elementary, one middle, one preschool/alternative HS, and one high school). This proposal was developed through a 3-year planning process that allowed us to gather significant information from many stakeholders. Our TLC Plan describes a clear process by which we will identify teacher leaders who will provide focus, structure, and high quality professional development designed to impact student growth and academic achievement and support Rounds by adding teacher leaders observing in the classroom and support AIW by task creation. Our student data shows proficiency levels in reading, math, science, and social studies at 80% or better but our expectation is for 95% of our students to be proficient on any content standard. We still have significant gaps existing for Low SES and special education students. Through Student Centered Coaching between teacher leader coaches and teachers, we believe significant improvement for all students can occur.

The TLC money will fund a plan of leadership opportunities (coaches & mentors) for teachers that will be major supports to the initiatives the district has already started. This teacher leader/teacher collaboration would include alignment to the Iowa Core Curriculum, Iowa Early Learning Standards, or National Standards and having learning targets, curriculum, and assessments aligned to those standards. With additional leadership and compensation for teachers, more expertise and work will be accomplished in each of these initiatives: IOWA CORE - Effective curriculum development and instruction is a major component of our plan. Coaches will work with teachers at each building to strengthen the implementation of the Iowa Core.

At every building, staff will identify the needs of students and respond appropriately through MTSS. Coaches would help with data and effective strategies to address the learning needs. The Administrative Team has envisioned including Teacher Leaders in this process. The resources provided by this TLC Grant will provide Teacher Leaders time to participate. By utilizing Data Teams, our CLCSD would be able to move forward with the analysis of student achievement data to more effectively respond and provide programming for all our students. All new teachers to the district and new beginning teachers would be matched with an appropriate mentor. This support will strengthen the teachers, the district, and most importantly, student development and learning. The district will continue to have a district focus of Authentic Intellectual Work (AIW) for all teachers. AIW addresses not only the Iowa Core Content Standards but also the Universal Constructs and the Characteristics of Effective Instruction, important parts of the Core.

Most of the full time positions (coaches) detailed in the plan are new; one is an addition to a current leadership role. Mentoring will be expanded. The TLC plan builds on those roles by providing additional time, compensation, and supports for teacher leaders. It also includes provisions for a more explicit and coherent teacher leadership network to increase collaboration between existing and newly created teacher leadership roles.

Every one of the options of CL TLC Plan will address components of the IPDM. Looking at student data (collecting and analyzing), teachers will identify student needs and set goals as a part of their ICDP (goal setting and student learning). Teachers will then look at their own needs and the needs of their students to determine which component(s) of the Plan will best meet those needs (selecting content).

The TLC committee will create a teacher leadership structure to improve student achievement that includes 5 teacher leader roles: Data Coach (1 position, 100% out of classroom, 10 additional days) Instructional Coach (1 position, 100% out of classroom, 10 additional days) Literacy Coach (1 position, 100% out of classroom, 10 additional days) Technology Coach (2 positions, 100% out of classroom, 10 additional days each) and Mentors (approximately 20, full time in the classroom).

In the first year of this plan, all the coaches will receive training in Student Centered Coaching offered by the AEA.

This allows the Coaches to have a common base of knowledge and a consistent process of working with individual teachers or our PLC groups. The expectation is that each coach will meet weekly with a principal. The coaches as a whole will meet monthly with the Curriculum Director, who also heads the professional development for the district, to create a cohesive team and to coordinate efforts of the various professional development opportunities from district AIW initiatives to building focuses on the Iowa Core.

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

TLC Model Number

Model 3 Comparable Plan

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## 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).

**How the Clear Lake Planning Grant was used to develop the plan:**

The Clear Lake Education Association Leadership and the Superintendent initially met to determine how best to address the planning grant process. It was determined that the current representatives serving on the Teacher Quality Committee would begin this study process as there were representatives from all levels of the district: elementary, middle and high school and administrators from each level as well. Once the planning grant application was approved, the negotiations team members joined this planning committee to work on the development of a Teacher Leadership Plan for the Clear Lake Community School District (CLCSD). Various groups and individuals are highlighted to show the scope of involvement

Teacher Quality Committee Meetings include 11/18/13, 12/2/13, 12/16/13, 1/13/14 to work on the plan.

**Work Sessions (Planning and grant writing)**

1/21/14 - 8 teachers & 5 administrators

1/23/14 - Jason Enke (ISEA Unit Director), Anita Micich (Superintendent), Dana Sorensen (Clear Lake Education Association President), Laura Wilson (Protecting Members Rights Chair and Negotiations Chair)

1/28/14 - 5 teachers & 4 administrators

Building Meetings for Staff Input on TLC 1/2/14, 1/22/14 and 1/28/14

Teacher Input - 1/2/14 & 1/28/14- The first meeting had all district teachers mark any level or area of interest to them (no limitations). The second number indicates each teacher selecting only one area of interest.

Clear Creek Elementary	Mentoring	Peer Coaching	Curriculum Development	Instructional Specialist	Data Teams
Specialist	4/0	1/2	1/0	6/4	2/1
Coach	10/0	5/0	5/0	9/0	14/0
Protege	7/1	10/1	11/0	17/17	14/6

Clear Lake Middle	Mentoring	Peer Coaching	Curriculum Development	Instructional Specialist	Data Teams
Specialist	2/0	1/1	0/1	1/1	0/0
Coach	8/0	8/6	2/0	7/1	0/0
Protege	3/0	2/1	9/1	3/1	8/1

Clear Lake High	Mentoring	Peer Coaching	Curriculum Development	Instructional Specialist	Data Teams
Specialist	3/0	0/1	0/2	1/4	0/2
Coach	5/0	4/3	4/3	5/6	0/1
Protege	4/0	3/4	2/4	2/5	1/5

How the use of funds contributed to the quality of the plan:

All of the Planning Grant funds have been utilized to pay for teachers' extended time beyond the contracted school day (after-school and summer days) and for two days of substitutes for 8 teachers to support the plan development. No administrators were paid additional dollars to support this work.

Regular bi-monthly meetings were held as schedules permitted. The meeting time was used to review research articles devoted to performance-based compensation designs and implementation at various national sites. Additionally, the time was used to review the models provided by the Iowa Department of Education. Committee members proceeded to develop a lattice framework explaining specialist, coaching, and participant roles, including job descriptions, compensation, and time commitment. Decisions were made based on research, feedback from district teaching staff, administrative input, and a successful Phase III program from the 1990s that was created by teachers and administration and included a high degree of participation.

Additional resources utilized were provided by AEA 267; Tracy Thomsen, CLCSD Curriculum Director, who attended the national Learning Forward Conference in Dallas, TX; Cindy Harrison and Joellen Killion's book Taking the Lead; Christopher Murphy, Clear Lake High School principal and certified data team coach (DMR/DT) from the Leadership and Learning Center.

Provide evidence of a high degree of commitment and support among all key groups.

Teachers were presented with a draft of the proposed lattice and completed a survey indicating their level of interest in participation. The results of the survey indicated that there is a high level of interest at all grade levels for specialists, coaches and participants. Teachers were intrigued by the possibilities that this plan provided and asked questions about time requirements for training, degree of commitment at each level, and compensation for participation. "Is there a place for community building within this framework?" was a question from an elementary survey participant. (Now an Instructional Strategies option) "Isn't this all interdependent?" asked an administrator. (Yes)

Description of how each stakeholder group (teachers, administrators, and parents) was engaged in the process and contributed to the development of the plan:

The TLC committee reconvened on June 11, 2015 to revise our grant proposal. Attending that meeting were Chyrl Bergvig (community member), Dana Sorensen, Laura Wilson, Joan Hall, Nikki Katter, Emily Hill, Francis Burns, Kama Shultz, Sally Duesenberg, and Melanie Marreel (all teachers) and Chris Murphy, Steve Kwikkel, Mike Barkley, and Tracy Thomsen (administrators). The committee worked again on June 15, 2015 and on August 17. On August 19, the teachers on the committee presented to the entire teaching staff the latest information on the grant. After reviewing details of the plan, revisions to the grant included hiring five full time coaches (data team coach, instructional coach, literacy coach and two technology coaches) along with part time mentors for new beginning teachers. The part time AIW coach and Peer Coaching Coach were eliminated. On Sept. 9, the administration and a few teachers presented to the Clear Lake School Board some key points of the grant and asked for input from them. The School Improvement Advisory Committee (which includes community, parents and students) met on Sept. 28. The committee which had

teachers, parents, administrators, community members, administrators, and a student asked questions and gave final input into the plan. A community member, Sandy Christ, read the final plan to evaluate for grammatical errors and clarity of understanding. She had not see the plan before.

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## 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.

The Vision of the Clear Lake TLC plan and the state TLC initiative are designed to transform the teaching profession with greater support and increased leadership and career opportunities for teachers. In Clear Lake, quality teacher leaders will collaborate with staff to improve curriculum and instruction, support technology integration, analyze and utilize data, and provide meaningful professional development, coaching, and mentoring. The plan also provides for competitive salaries and extended career opportunities for teachers (also a focus of the state initiative).

Each Teacher Leader will play a pivotal role in helping CLCSD achieve its goals:

Goal 1: CLCSD will promote, develop, and foster high student achievement in all content areas through mentoring and coaching.(Involved: Coaches & Mentors)

Goal 2: CLCSD will promote, develop, and foster an atmosphere of collaboration by encouraging leadership through mentoring and coaching.(Involved: Coaches & Mentors)

Goal 3: CLCSD will develop and provide necessary resources to attract and retain progressive, quality, and caring personnel.(Involved: Coaches & Mentors)

Goal 4: Annually, 100% of participating mentee teachers will feel the mentor/mentee process was meaningful and effective.(Involved: Mentors)

Goal 5: Annually, 100% of participating mentor teachers will feel the mentor/mentee process was meaningful and effective. (Involved: Mentors)

Goal 6: For the 2016-2017 school year, 25 building leaders will be put into place to fulfill leadership opportunities. (Involved: Coaches & Mentors)

Goal 7: Each year, 100% of the participating teachers will feel supported by teacher leaders. (Involved: Coaches & Mentors)

Goal 8: By spring of the 2018-2019 school year, 95% of students in grades 4-11 will score proficient or above on the Iowa Assessments and/or District-Wide Assessment in reading, math, science, and social studies. (Involved: Coaches & Mentors)

Our TLC Plan describes a clear process by which we will identify teacher leaders who will provide focus, structure, and high quality professional development designed to impact student growth and academic achievement (Goal 1 & 8). This would include alignment to the Iowa Core Curriculum (ICC), Iowa Early Learning Standards, or National Standards and having learning targets, curriculum, and assessments aligned to those standards. Student data shows proficiency levels in reading, math, science, and social studies at 80% or better but our expectation is for 95% of our students to be proficient on any content standard. We still have significant gaps existing for Low SES and special education students.

Currently, we have no coaches for data teams, instructional or literacy supports. We do participate in AEA 267's mentoring program and we do provide one Technology Coach. Therefore, our TLC plan will utilize 5 Teacher Leaders to improve teachers' instructional practices and student achievement. Our PK-12 plan includes: 1 Literacy Coach, 1 Data Coach, 1 Instructional Coach, and 2 Technology Coaches. They will work together to close the reading gap between SES and typical students, which is 18-25% for grades 8 and 11. For students in special education, the gap in reading is as much as a 58% in grades 8 and 11.

Increasing Technology Integration (Goals 1-3, 7-8)-This part of the TLC plan addresses the ISTE standards. The ISTE standards describe the skills and knowledge Technology Coaches need to support teachers in becoming digital age educators. Over the last three years, CLCSD has made significant investments in technology. The student:device ratio is as follows: PK-2 is 2:1, 3-5 is 1:1, 6-8 is 1:1, and in 2015-16, 9-12 will be 1:1. We lost a Technology Coach for the 2015-16 school year because of a lack of funding. Therefore, the TLC plan adds another Technology Coach. This coach will be expected to be on the cutting edge of technology and be available to share their expertise with teachers, research best practices, model technology integration, and plan professional development.

Data-Driven Decision-Making (Goals 1-3, 7-8)-CLCSD established goals to address gaps and trend lines after analyzing numerous types of student achievement data-Iowa Assessment, Skills Iowa, ACT, FAST, Iowa Youth Survey, locally developed culture/climate survey, dropout, attendance, course grade, discipline, career/technical education completion and competency, and participation rate data. The data is teacher-accessible; however, teachers verbalize that they are often overwhelmed and discouraged by the plethora of district data. This coach will work with teachers to understand and use data to make instructional decisions and to plan professional development.

**Improving Student Literacy and Learning (Goals 1-3, 7-8) -The CLCSD long-range goals (Goal 8) define the desired targets. Our goal in reading is that 3rd-11th grade students scoring proficient in reading will increase to 95% by the end of the 2018-19 school year as measured by a standardized assessment (i.e. IA Assessments, Smarter Balanced Assessments) administered in March 2019. This coach will work with teachers to address the curriculum's scope and sequence, ICC alignment, research best practices, and plan professional development. We also expect our coaches to provide additional support to our Authentic Intellectual Work initiative.**

**Mentorship of Novice Teachers and New Hires (Goal 1-5, 7-8)-Over of the CLCSD staff has earned a Master's degree or higher. The district plans to utilize this expertise by strengthening the current mentor program. First year, career teachers new to the district, and teachers in new roles within the district are assigned mentors with whom they meet every monthly. These mentors and mentees will continue to participate through the AEA's program and will be paid a % of their salary for participating in the Mentor Program**

**Through all of these efforts, Clear Lake hopes to have 25 building leaders put into place to fulfill leadership opportunities (Goal 6).**

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

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

The TLC money will fund a Plan of leadership opportunities through coaches for data teams (1), instruction (1), literacy (1), technology (2) and mentors (20) for new teachers that will be major supports to the initiatives the district has already started.

Description of the proposed teacher leader roles: The district will have K-12 Coaches. There will be a Data Team Coach who will have Student-Centered Coaching training along with Data Team Coaching training. There will be a Literacy Coach that will have Student-Centered Coaching training along with involvement/training in the literacy team that was a part of the Governor's Literacy Summit. There will be an Instructional Coach that will have Student-Centered Coaching training along with training in Authentic Intellectual Work and classroom management. There will be two Technology Coaches that will have Student-Centered Coaching training and training through AEA sponsored technology training. There will also be Mentors (approximately 20) that will support district initiatives.

How the Clear Lake Teacher Leader roles will connect to, support and strengthen current district efforts to improve student learning:

With additional leadership and compensation for teachers, more expertise will be available and more work will be accomplished in each of these initiatives:

Coaches will be trained in Student-Centered Coaching. Student-Centered Coaching focuses on goals for students to achieve the Core. All coaches will work with teachers at each building to strengthen the Iowa Core through whatever area of expertise they provide (data teams, technology, literacy, instruction). The trained Coaches will help to solve problems more quickly, provide expertise to teachers working on curriculum development, and help with the creation of assessments and activities aligned to the Core. This will help students achieve at higher levels on the Core.

Mentors and Coaches will all use the Core as a foundation for the work in each area.

At every building, staff identifies the needs of students and responds appropriately through MTSS. By providing Teacher Leadership options (Mentoring and Coaches), teachers will be able to find the appropriate vehicle to help them improve their practice to meet student needs, thus resulting in higher student achievement.

The CL Administrative Team has implemented Elmore's Instructional Rounds in the Clear Lake Schools. The Administrative Team has envisioned including Teacher Leaders in this process. The resources provided by this TLC Grant will provide Teacher Leaders time to participate. The TLC Plan will provide a vehicle to include Coaches and Mentors in the instructional rounds.

Data Teams in their present form are the PLC's in each building and have had no special training in effective use of data. By including data teams and the necessary training in our TLC Plan, the district would be able to move forward with the analysis of student achievement data to more effectively respond and provide programming for our students. The AEA has been involved with the mentoring program the last few years, supporting only first time teachers for 2 years. With our Plan, all teachers new to the district and teachers that are new to their teaching assignment would be matched with an appropriate mentor. This support will strengthen the teachers, the district, and most importantly, student development and learning. Training of our mentors would continue with the AEA.

The district will continue to have a district focus of Authentic Intellectual Work (AIW) for the PD of all teachers. Teachers will have a common foundation from which to work and build as they participate in any one of the Plan options. Common knowledge and continuous training of the Iowa Core and AIW will help every area of the Plan. The TLC Plan will help personalize the PD for teachers to meet their individual wants and needs and to accomplish Individual Career Development Plans (ICDP's) and goals. Options for Coaches and Participants will help teachers meet those individual needs by providing a structure, content and leadership opportunities along with compensation for their work.

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)

AEA 267 has been the provider of the mentoring program for the past several years. Participants evaluate the effectiveness of the program at the end of each year and have reported many positive outcomes. Participants develop working relationships and collaborate with other school districts. This has resulted in excellent retention of teachers in our district (whether a beginning teacher or a veteran teacher). However, one of the major disadvantages has been a sense of disconnectedness between the district administration and the mentors/protéges. A more effective mentoring program can occur when administrators are regularly updated by mentors. Mentoring not only first or second year teachers but also teachers new to the district can provide a bridge of knowledge between new experienced teachers to the district and experienced teachers already in the district. Cultural and academic sharing can occur more effectively with mentoring for all new teachers to the district.

Two major aspects of the Clear Lake plan will have an impact on new teachers: 1) new teachers will see multiple ways for professional growth in their practice, 2) new teachers will see opportunities for growth within their profession as leaders, not in just one way but in at least five ways (options of Mentoring, Instructional Coaching, Literacy Coaching, Instructional Coaching, Technology Coaching and Data Team Coaching). This includes not only opportunities for additional learning but also ways for leading and for additional compensation.

Mentors will also be given opportunities to grow in their profession. With multiple entry points to the plan, mentors can also choose to participate in different ways through the years (being on a data team or being coached on technology for example). This will bring rich, varied experiences to both mentors and new teachers.

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## 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.

Clear Lake CSD is committed to establishing a community of learners where all students are engaged in an academically challenging curriculum with value beyond school. The Teacher Leadership positions outlined in the CLCSD TLC plan provide the resources and support needed for all teachers to improve student learning and achievement through the use of Student Centered Coaching. Each Teacher Leader will play a pivotal role in helping CLCSD achieve its goals:

**CLCSD Goals**

**Goal: CLCSD will promote, develop, and foster high student achievement in all content areas through mentoring and coaching.**

**Teacher Leaders Involved: Coaches & Mentors**

**Goal: CLCSD will promote, develop, and foster an atmosphere of collaboration by encouraging leadership through mentoring and coaching.**

**Teacher Leaders Involved: Coaches & Mentors**

**Goal: CLCSD will develop and provide necessary resources to attract and retain progressive, quality, and caring personnel.**

**Teacher Leaders Involved: Coaches & Mentors**

**Goal: Annually, 100% of participating mentee teachers will feel the mentor/mentee process was meaningful and effective.**

**Teacher Leaders Involved: Mentors**

**Goal: Annually, 100% of participating mentor teachers will feel the mentor/mentee process was meaningful and effective.**

**Teacher Leaders Involved: Mentors**

**Goal: For the 2016-2017 school year, 25 building leaders will be put into place to fulfill leadership opportunities.**

**Teacher Leaders Involved: Coaches & Mentors**

**Goal: Each year, 100% of the participating teachers will feel supported by teacher leaders.**

**Teacher Leaders Involved: Coaches & Mentors**

**Goal: By spring of the 2018-2019 school year, 95% students in grades 4-11 will score proficient or above on the Iowa Assessments and/or District-Wide Assessment in reading, math, science and social studies.**

**Teacher Leaders Involved: Coaches & Mentors**

The teacher leadership positions, developed from stakeholder input and district data analysis, were the result of prioritizing and addressing the district's needs that could have a lasting impact at the classroom level. Most of the positions detailed in the plan are new; one is an addition to a current leadership role. The TLC plan builds on those roles by providing additional time, compensation, and supports for teacher leaders. It also includes provisions for a more explicit and coherent teacher leadership network to increase collaboration between existing and newly created teacher leadership roles.

**Clear Lake Differentiated Teacher Leader Roles:**

The CLCSD TLC plan includes the following positions: two Technology Coaches, a Data Team Coach, an Instructional Coach, a Literacy Coach and Mentors. Teachers who fill the leadership positions detailed in the plan will be expected to apply or reapply for positions yearly, meet the TLC experience requirements developed by the Iowa Department of Education, and complete the CLCSD documentation and reflection requirements for all leaders.

### **Technology Coaches (PK-5 & 6-12)**

As technology becomes more embedded into classroom experiences, teacher requests for assistance in utilizing technology effectively to improve student learning continually increase. These teacher leaders will also have 10 additional contract days for training, learning, and research.

Technology Coach will:

- Attend technology training and Student-Centered Coaching training
- Research trends, programs, best practices, and tools for classroom integration
- Plan and provide individual and small group technology training
- Collaborate with teachers and other teacher leaders to design technology projects, assignments, and activities that promote learning, increase student achievement in the Core and meet the Iowa Core's 21st Century Skills Standards
- Model teaching strategies that infuse technology in all content areas
- Demonstrate and promote the appropriate and ethical use of technology
- Model technology integration
- Observe technology being used in the classroom and provide feedback
- Collaborate with IT Director, administrators, and other district personnel as needed

### **Data Coach**

Because the CLCSD is attempting to use data to make instructional decisions, the need for support in identifying trends and interpreting data has increased. Our coach will help teachers analyze data, identify trends, and create action plans. This teacher leader will have ten additional contract days for training, data analysis, and research.

The Data Coach Will:

- Attend data team and assessment trainings along with Student-Centered Coaching training
- Understand national and state norm and criterion-referenced assessments
- Make data-based recommendations to teachers to enhance student achievement
- Collaborate with teachers and teams to design formative, summative, and common assessments
- Collaborate with administrators, teacher-leaders, teachers, and teacher teams to develop and prioritize intervention goals based on data analysis
- Work with stakeholders to create a data-driven district

### **INSTRUCTIONAL COACH**

To address the need for reading improvement, our TLC plan provides for an Instructional Coach to support teachers' instructional needs.

The Instructional Coach will:

- Attend training in Student-Centered Coaching
- Attend Authentic Intellectual Work Coaches training
- Ensure conversations are based on the AIW standards and follow the AIW rules of thumb
- Ensure there is a focus on the Iowa Core through AIW lesson and unit development and review.
- Collaborate with individual teachers and/or their teams to support task, student work, and instruction analysis
- Promote quality instructional practices that address diversity and equity and improve classroom rigor and relevance
- Align professional learning opportunities regarding instructional practice with specific teacher needs and interests
- Provide and model research-based instructional & intervention strategies.
- Support Authentic Intellectual Work in the district through AIW Coaching Certification
- Assist individual and teacher teams with data-driven decision-making
- Facilitate the development of interdisciplinary teaching opportunities
- Collaborate with teachers to support task, student work, and instruction analysis
- Plan and facilitate professional learning opportunities for all staff to improve the construction and depth of knowledge, higher order thinking, substantive conversation, elaborated communication, and value beyond school in all units and classroom instruction
- Provide support for aligning classroom instruction and assessments

- Facilitate positive interactions among other teacher-leaders, colleagues, students, families, and the extended school community to improve student achievement

## **LITERACY COACH**

To address the need for reading improvement, our TLC plan provides for a Literacy Coach to support teachers' instructional literacy needs.

The Literacy Coach will:

- Promote quality instructional practices that address diversity and equity and improve classroom rigor and relevance
- Align professional learning opportunities regarding instructional practice with specific teacher needs and interests
- Provide and model research-based literacy & intervention strategies
- Assist individual and teacher teams with data-driven decision-making
- Facilitate the development of interdisciplinary teaching opportunities
- Collaborate with teachers to support task, student work, and instruction analysis
- Plan and facilitate professional learning opportunities for all staff to improve the construction and depth of knowledge, higher order thinking, substantive conversation, elaborated communication, and value beyond school in all units and classroom instruction
- Provide support for aligning classroom instruction and assessments in the area of literacy
- Facilitate positive interactions among other teacher-leaders, colleagues, students, families, and the extended school community to improve student achievement

The Mentors will:

- Design processes to break the norms of isolation, address issues of trust, and cultivate a collaborative culture
- Serve as a role model for mentees; acclimate new teachers to a new school environment; and advise new teachers about instruction, curriculum, procedures, practices, and the political context
- Contribute time and expertise to make significant contributions to the development of new professionals
- Share the vision of the school with the mentee to help them align individual professional goals with those of the district/school
- Help mentees by sharing instructional and professional resources, i.e., websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools, etc.
- Help mentees select and implement effective teaching strategies and studies how students respond

The success of the TLC plan is contingent upon strong communication and collaboration among all teacher leaders. None can function independent of each other since improving instruction and learning is such a multi-faceted endeavor. The Data Coach, for example, sets the foundation of all decision-making by working with all teacher leaders and stakeholders to ensure that data is the basis of all decisions. Someone that can interpret data and then put into place specific teacher strategies as needed will give our students an incredible learning experience.

The following scenario demonstrates the intricacies of the CLCSD teacher leadership network established by the TLC plan. Teachers present questions to the Data Coach who gathers data, identifies trends, and assists teacher leaders with gap analysis in their specific areas. Once the gaps are identified, the instructional coaches step in to maximize professional learning opportunities and provide instructional support that targets the gaps identified. The teachers, with the assistance of the Instructional Coach and Technology Coach, tailor their curriculum and instruction to address the targeted area, using research based strategies that follow the scope and sequence established that aligns to the Iowa Core. Since technology also transcends all areas, teacher-leaders included in the plan needs to understand the technology tools available as methods of communication and curriculum supports. The Technology Coach will help teacher-leaders create presentations, utilize both new and existing software and hardware, demonstrate how to use technology for learning, and much more. Mentors make sure that there is clarity and support for new teachers who may not have all the background knowledge from previous professional development and/or

structures within the district. Therefore, teacher-leaders must work together to retain and grow quality teachers in both districts.

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.

In order to ensure the success of the TLC plan, it is imperative to have a process for teacher leader selection. Therefore, the Selection Committee, comprised of equal numbers of teachers and administrators, will ask for applications and then will narrow the list of potential candidates for interviews. They will use insights gained from qualitative and quantitative data found in professional development records, including questions and concerns of teachers at district, building, and team meetings, observations, and commitment to professional growth.

Teacher leader job descriptions will be posted to inform CLCSD teachers of available positions. Interested applicants must have 3 years of teaching experience and 1 year of experience in the district. An applicant must submit a resume, credentials, and responses to the following questions: Why do you want the position? What are some qualities you possess that will enable you to be an effective leader in this position? What professional development and leadership background do you have to be successful in this position? Teachers on the committee may apply for leadership positions, but will be replaced by an alternate teacher when selection of the position he/she has applied for comes up for review.

The interview process will include committee developed interview questions and possibly tasks that align to the required qualifications for each position. Since the teacher leader applicants will have already demonstrated evidence of meeting the eight Iowa Teaching Standards, the council will consider the following:

- Knowledge of Content and Pedagogy in terms of the Iowa Core, varied instructional strategies, the Characteristics of Effective Instruction and classroom innovation
- Facilitation Skills demonstrated by active participation on district teams, strong verbal and written communication skills, deep thinking and good listening skills
- Implementation and Data Analysis evidenced by the use of data for informed decision-making
- Disposition and Core Beliefs that promote positive collegial relationship, professional growth, professionalism, experimentation, learning, open-minded consideration of all ideas and the district goals
- Reflection by demonstrating a willingness to accept feedback, analyze personal performance, and make adjustments when needed
- Resources and technology usage that enhance instructional practice and student learning

When evaluating the teacher leader candidate's' demonstration of professional growth, the council will seek evidence of:

- Successful participation on district committees, leadership teams or learning teams
- Continuous learning and professional growth
- Strong content knowledge
- Data usage to set and measure goals
- Implementation of PD initiatives and strategies
- Collaboration with colleagues to enhance educational practice

Following the interviews, the TLC Selection Committee will come to consensus employing a forced-choice approach to determine the best candidate(s) for position(s). The Committee's top candidate(s) will be communicated to the superintendent, who will make hiring recommendations to the School Board. An administrator will formally offer the year-long position to the candidate. If the teacher accepts, an announcement will be made to all staff and administrators will determine what scheduling or personnel changes, if any, will need to be made as a result of the hire.

Annually, the TLC committee will measure the effectiveness of the coaching and mentoring process based on the Student Centered Coaching Rubric and the five essential teacher leadership traits directly tied to the Iowa Teaching Standards:

- Knowledge of Content and Pedagogy (1, 2 & 4)
- Facilitation Skills (3, 7, & 8)

- Implementation Data and Analysis (1 & 5)
- Dispositions/Core Beliefs (8)
- Self Reflection (7)

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## 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.*

Teacher leaders will share ownership and responsibility of PD. Teachers have a direct impact on student learning and achievement, making teacher leaders the best resource to provide coaching instruction to their peers. Administration will provide the overall vision (end result) directed by the District's learning goals. Teacher leaders, particularly the Coaches (Data Team Coach, Instructional Coach, Literacy Coach, Technology Coaches) will develop their vision for their portion of the training that connects to the overarching goal (improving student achievement). Teacher participants will select PD within their area of interest (data, instruction, literacy, technology) and keep implementation data along with Student-Centered Coaching data. This data will be used to demonstrate the growth our students are making based on the PD provided. The leadership that is created will be a collaborative team that is interdependent on one another to help our teachers improve their use of data, use of effective teaching strategies, use of peer review, and implementation of the Iowa Core.

- Our Data Coach will analyze student achievement data such as Iowa Assessments, FAST, AIW, MTSS and Elmore walk-through data to determine effectiveness of programming and areas of student need. The Coach will then help small groups address student needs through the Data Team process.
- The Instructional Coach will analyze the provided data at the building level in collaboration with their learning teams and will lead building-wide PD. This leader will use Student Centered Coaching, Authentic Intellectual Work certification, and other instructional knowledge to provide support to individual teachers and small groups.
- The Technology Coaches will utilize data collected from teacher and student surveys to analyze the effective use of current and future technology practices to improve and increase student achievement again with a focus on Student Centered Coaching.
- Our Literacy Coach will analyze data from Iowa Assessments, FAST, MTSS, Wilson Reading, GATES MacGinitie, and Second-Chance Reading. This data will be shared with Administration, Staff, and Community. Collaborative Teams will discuss, develop and implement strategies to increase student achievement in Literacy through Student Centered Coaching.
- Mentors will guide and provide support to new teachers in the profession and new hires to the district.

Teacher Leader Coaches will deliver PD sessions based on the current needs of the staff following the District's focus of Authentic Intellectual Work (AIW). Staff members will be able to select the area of interest that they most feel will benefit them and address the needs of their ICDP goals and students. In addition to PD, Coaches will have opportunities to embed PD into daily instruction. This will be done through Student Centered Coaching. Formative data will be gathered during the embedded PD times to help plan professional development topics to be addressed during our weekly professional development time.

Student Centered Coaching and AIW will encapsulate the entire process which focuses on the implementation of the Iowa Core.. Student Centered Coaching will look at the process from the point of how students are responding to instructional strategies discussed by the coach and teacher related to a specific standard. AIW is the collaborative process everyone is expected to implement district wide to score and improve instruction, student work, and tasks. This will act as a check and balance for the coach and the teacher to analyze instruction, tasks, and student work when student data indicates students are not moving at a consistent pace toward mastery or proficiency. The two processes compliment each other so that coaches and teachers can monitor the data from both sides of the learning process .

The incorporation of the IPDM will drive our planning and decision making in providing high quality PD. We have chosen areas that we believe will improve student learning in CLCSD. Teacher leaders will be collecting and analyzing data, not only to show our implementation, but to determine the effectiveness of our training on student learning. Action plans will be devised with incremental benchmarks (Goals) to see if our trendline will exceed or fall short of our benchmarks. We will then use this data to adjust training or make decisions to meet district expectations. Included in the action plan is the plan for training. Coaches will be responsible for providing appropriate training, accountability for implementation, and giving continuous guidance and support to everyone. Coaches will continue to keep current on research, strategies to implement, and supplemental training to advance staff in growth and learning.

**How the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model:**

Every one of the options of CLCSD TLC Plan will address components of the IPDM. Looking at student data in the Fall (collecting and analyzing), teachers will identify student needs and set goals as a part of their ICDP (goal setting and student learning). Teachers will then look at their own needs and the needs of their students to determine which component(s) of the Plan will best meet those needs (selecting content). The designing of the initial Plan and the adjustments made in the future to the Plan will help to design the process for PD. Each option of the Plan requires training/learning, collaboration/implementation, and ongoing data collection. At the end of every year, the plan will be evaluated through a variety of student data (district assessments and student surveys, Student Centered Coaching results), teacher data (ICDP goal accomplishment, surveys, discussion protocols), and parent/community data (surveys, discussion protocols, listening posts) to make changes to the Plan.

The success of the TLC Plan depends on the collaboration between Administrators and Coaches and time to plan PD. This collaboration results in PD implementation that closely aligns to the IPDM.

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

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

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

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

The TLC committee will create a teacher leadership structure to improve student achievement that includes 5 teacher leader roles: Data Coach (1 position, 100% out of classroom, 10 additional days), Instructional Coach (1 position, 100% out of classroom, 10 additional days), Literacy Coach (1 position, 100% out of classroom, 10 additional days), Technology Coach (2 positions, 100% out of classroom, 10 additional days each), and Mentors (approximately 20, full time in the classroom). To measure the TLC plan's effectiveness, our TLC committee will collect qualitative and quantitative data on student achievement using Diane Sweeney's Student-Centered Coaching Results-Based Coaching Tool. This will provide continuous, job-embedded support to our teachers. Data will be collected electronically using the coaching tool and stakeholder surveys. Immediate feedback will be provided through our coaches by focusing on student outcomes. The TLC committee will hold a budget review in mid-March and a year-end program review within two weeks of the end of the school year to determine future programming and staffing needs.

### **Impact/Effectiveness**

The TLC plan's success is contingent on a solid data analysis structure. Key responsibilities of teacher leaders and administrators are to share documents through Google Drive and set short-term and long-term student-centered goals. The implementation and accountability of the district TLC plan is vital in the success of the program to reach the desired results. The hiring process will include an application, interview, and an assessment of practices. Program evaluations will be based on the continuous collection of data using the Results-Based Coaching Tool. The Student-Centered Coaching Rubric will be used to evaluate the effectiveness of the training, coaches, administrators, and participants' knowledge of skills and strategies needed to improve student achievement. In the short term, student achievement data will be used to determine if students are growing as a result of the training provided, the degree of implementation, and whether the coaches and participants are applying strategies correctly. We will be using the Results-Based Coaching Tool as a multiple session tool in assessment and evaluation of student-centered coaching. Teacher leaders will use baseline student achievement data, implementation records, and archived milestones to create student learning goals. Teacher leaders will establish SMART goals based on the five essential leadership traits tied to the Iowa Teaching Standards (Content Knowledge and Pedagogy, Facilitation, Data Implementation and Analysis, Disposition and Core Beliefs, and Reflective Capacity). We will gather additional data from lessons plans, meeting notes, additional training, and problem solving sessions.

In the long term, we will triangulate results to determine areas of concern and celebrations. The plan's effectiveness, in terms of increased student achievement, will be monitored using student accomplished goals, evidence of instructional strategies, and mentoring and coaching practices. This data will be used to determine the effectiveness of our action plan, interviews, retention rate, and the reliability of the hiring and contract renewal process. The review of the TLC SMART goals will be bi-annual and include implementation and/or student achievement data. This will determine the next level of training that needs to be provided and future goals to accomplish. Students, families, staff, business partners, and community members (though SIAC) will be involved to ensure the TLC goals align with the stakeholders' vision and the reality of today's changing student, teacher, leader and family needs.

### **Monitoring and Adjusting the TLC Plan**

Since data will drive revisions, the committee will continue to document and explain adjustments to all stakeholders, continually seeking DE approval and making course corrections when necessary. The planning team will meet annually to collect and review data (i.e. participation data, student evaluation data, surveys, personal reflections, etc.) to determine if goals were accomplished and to decide which leadership roles will be offered the following year. Twice a year, the TLC committee will collaborate to examine building schedules and staffing needs in order to ensure that student and teacher needs are being served effectively and efficiently by the TLC plan. The plan's impact on student achievement will be determined through the analysis of Skills Iowa Assessments, Gates MacGinitie Reading Tests, FAST Testing, Peer to Peer Relationships (Bullying Survey), Grade Level Writing Assessments, Math Assessments, Science PALS/SCASS Assessment, 21st Century project data, and Iowa Assessments. Any member of the TLC committee can call the planning team together at any point in the year if a substantial problem occurs that cannot be solved through teacher leaders and administration collaboration.

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)**

The Clear Lake Teacher Leadership and Compensation plan is modeled after a very successful Phase III plan the district implemented several years ago. Many of the teachers that were leaders in that plan are currently fulfilling leadership roles in the district. On this TLC grant committee, we have one teacher who was a trainer for our Mentoring Program. We have a teacher who was a Professional Development leader for Phase III, and she has been a Professional Development Facilitator. [Clear Lake had Professional Development Facilitators (a form of teacher leadership) in place for a couple of years. These teachers helped to focus and evaluate the professional development at each building for large group PD. They helped identify the needs of teachers and communicate to the administration to help address these needs in each building.] We also have on this committee an Administrator who, as a teacher, was once a Peer Coaching trainer. This shows not only the quality of the original plan but also the ultimate goal of creating teachers that are still leading today. By having a new generation of teachers involved in time tested professional activities (mentoring and coaching), teacher leaders of the future can be developed. From that past experience, we know that creating leaders can withstand the absence of funds but with funding, we can help to grow and expand the breadth and expertise of our current teachers to create leaders well into the future.

Currently, we are encouraging teachers who are interested in a possible coaching position to participate in Teacher Leadership Network training (TLN) offered by the AEA. Those participating are not guaranteed a coaching position but it will show their commitment to continuous learning. The Teacher Quality (TQ) Committee made up of Clear Lake Education Association (CLEA) and Administrators is supporting these efforts by paying for the training for these teachers. We hope to continue to have support from our TQ committee for professional learning for our coaches along with all of the teachers in our district.

#### **The Clear Lake TLC plan's future and sustainability**

In the first year of this plan, all the coaches will receive training in Student Centered Coaching offered by the AEA. This will allow the Coaches to have a common base of knowledge and a consistent process of working with individual teachers or our PLC groups. We are also hoping that additional Jim Knight training will be offered for our coaches to attend. The Data Team Coach will get Data Team training. The Instructional Coach will get Authentic Intellectual Work Coaches training. The Technology Coaches will get training through the AEA Technology Coaches meetings, and the Literacy Coach will be trained through the Iowa Literacy Summit training. We are also counting on our AEA to continue the Mentoring and Induction training that we currently attend. We will also use the "Establishing a School and District Capacity to Support Teacher Leadership" tool to help in the development of an effective teacher leadership plan.

The expectation is that each coach will meet weekly with a principal. Mentors will also meet regularly with their building principals. All the coaches will meet monthly with the Curriculum Director, who also heads the professional development for the district, to create a cohesive team and to coordinate efforts of the various professional development opportunities available. Coaches will update the Superintendent and the School Board yearly regarding the number of teachers involved and student achievement data collected through the Student Centered Coaching process.

**People Responsible:** Superintendent - The superintendent will provide the vision for the Teacher Leadership Program. Keeping lines of communication open amongst all leaders will be critical as everyone adjusts to the new leadership model. Curriculum Director -The Curriculum Director will oversee the training/professional development and monitoring goals and evaluation. The Curriculum Director will lead monthly meetings with the Coaches, train Mentors on district foci, and oversee lines of communication. Principals - Principals will be essential in the development of teacher leadership by working with teacher leaders on a regular basis (approximately weekly). Teacher Leadership - Each Coach will need basic training in Student-Centered Coaching, conflict resolution skills, collaborative conversations/fierce conversations, adjusting to a teacher leader role, and any specific training for their leadership role. Mentors will attend AEA Mentor training and district training lead by the Curriculum Director. The district will utilize AEA 267 for additional specific training such as Student-Centered Coaching, Jim Knight's Coaching process,

Authentic Intellectual Work Coaches training, technology training, technology instructional coaches meetings, and the Teacher Leadership Network.

Mentors have been key teacher leaders through the years for Clear Lake and will continue to be that in the future. We have had technology coaches in the past and want to continue to expand their role in the future to connect more to academic gains rather than just technology “how to’s”. Because the district has committed money to technology and believes it is important for students in the future, experts in technology will always be a part the district needs. Clear Lake has also always had teachers who lead the way in sharing new instructional practices, but we haven’t been able to coordinate and compensate them for their leadership. This grant helps to do that. But even if the grant money went away, quality teachers will always step up to lead the way.

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## 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**

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## Part 10 - Budget Items

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$368,950.00

Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$1,445.87
Amount used to provide professional development related to the leadership pathways.	\$3,125.00
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
<b>Totals</b>	<b>\$373,520.87</b>

## 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 1209.51

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

District Enrollment-Based Allocation \$378,189.59

Total Allocation \$378,189.59

## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

## Total Allocation Budgeted

Total Projected Amount to be Expended \$373,520.87

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

Remaining Allocation to be Budgeted \$4,668.72

## 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)

Clear Lake Community School District (CLCSD) already meets the minimum salary requirement of \$33,500. Our certified enrollment as of Oct. 2014 was 1209.51, open enrollment in was 136 and open enrollment out was 63. Our  $1209.51 \times \$308.82 = \$373,520.87$  available for Teacher Leadership.

- Five teachers will become full time coaches (teacher leaders). Approximately 20 teachers will be mentors (teacher leaders). Additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete job responsibilities.

CLCSD will hire 5 new employees to fill positions vacated by newly hired Coaches. Funds needed to hire these new teacher coaches are estimated at \$70,000 for each full-time teacher, totaling \$350,000 along with \$18,950 for mentors coming to a grand total of \$368,950.

- CLCSD budgeted \$4570.87 to cover professional development expenses for Teacher Leaders, including: transportation, registration fees, and paying for substitutes to cover classes when Mentors attend trainings. Any additional PD money will come from the district’s State Professional Development Funds (TQ).

- Distributing compensation in this manner will allow CLCSD to develop leadership opportunities for exemplary educators thus improving instructional practices and ultimately increasing student achievement.

Teacher Leaders will create a comprehensive system of support for all teachers in the district. This support will allow teachers to collectively work towards implementing Iowa Core, create rigorous and relevant curriculum, and support each other in working towards individual career goals and furthering student achievement.

#### Budget Development

CLCSD carefully calculated a budget linked to accomplishing our TLC goals. All of our goals focus on increasing student achievement through improved instruction; therefore, our budget is 100% aligned to that mission. CLCSD is proud of the teacher-led collaboration that took place to shape our TLC plan and budget. Teachers, administrators and parents participated in plan development and provided critical feedback resulting in strong support from all stakeholders.

#### Roles, Costs & Goals

CLCSD’s TLC plan includes 25 Teacher Leaders including:

Role	Costs
Data Coach - 1 position, 100% out of the classroom, 10 additional days	Average salary including benefits (insurance, FICA, IPERs, TSS) - \$70,000
Instructional Coach - 1 position, 100% out of the classroom, 10 additional days	Average salary including benefits (insurance, FICA, IPERs, TSS) - \$70,000
Literacy Coach - 1 position, 100% out of the classroom, 10 additional days	Average salary including benefits (insurance, FICA, IPERs, TSS) - \$70,000
Technology Coaches - 2 positions, 100% out of the classroom, 10 additional days each	Average salary including benefits (insurance, FICA, IPERs, TSS) - \$140,000
Mentors of New Beginning Teachers (Year 1 & 2 teachers) - approximately 10	3% - approximately \$14,250
Mentors of Teachers new to the district - approximately 10	1% - approximately \$4,700

**Professional Development Costs**

Approximately \$4570.87 available  
Mentoring -  
Training - no cost -  
Substitutes - \$1439.75. - 13 days @ \$110.75  
(substitute costs including FICA...)  
Coaches training -  
Teacher Leadership Network - \$875 (5 x\$175)  
Jim Knight Training - \$2,250 (5 x \$450)  
Substitutes - none needed  
Total - \$3125.00  
Total - \$4564.75

Each Teacher Leader will play a pivotal role in helping CLCSD achieve its goals:

**CLCSD Goals**

Goal: CLCSD will promote, develop, and foster high student achievement in all content areas through mentoring and coaching using Student-Centered Coaching.

Teacher Leaders Involved: Coaches & Mentors

Goal: CLCSD will promote, develop, and foster an atmosphere of collaboration by encouraging leadership through mentoring and coaching.

Teacher Leaders Involved: Coaches & Mentors

Goal: CLCSD will develop and provide necessary resources to attract and retain progressive, quality, and caring personnel.

Teacher Leaders Involved: Coaches & Mentors

Goal: Annually, 100% of participating mentee teachers will feel the mentor/mentee process was meaningful and effective.

Teacher Leaders Involved: Mentors

Goal: Annually, 100% of participating mentor teachers will feel the mentor/mentee process was meaningful and effective.

Teacher Leaders Involved: Mentors

Goal: For the 2016-2017 school year, 25 building leaders will be put into place to fulfill leadership opportunities.

Teacher Leaders Involved: Coaches & Mentors

Goal: Each year, 100% of the participating teachers will feel supported by teacher leaders.

Teacher Leaders Involved: Coaches & Mentors

Goal: By spring of the 2018-2019 school year, 95% students in grades 4-11 will score proficient or above on the Iowa Assessments and/or District-Wide Assessment in reading, math, science and social studies.

Teacher Leaders Involved: Coaches & Mentors