



Application

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

137634 - TLC Plan

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/13/2015 9:19 AM

Primary Contact

AnA User Id MARGIE.SCHWENK@IOWAID

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City State/Province Postal Code/Zip

Phone:* 712-999-2208
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Program Area of Interest Early Literacy Implementation

Fax: 712-999-7740

Agency

Organization Information

Organization Name: Coon Rapids-Bayard CSD

Organization Type: K-12 Education

DUNS: 10-022-7594

Organization Website: crbcrusaders.org

Address: 905 North Street
PO Box 297

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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Margie Schwenk
Title Curriculum Director
Organization Coon Rapids-Bayard CSD

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

Address 905 North Street

City/State/Zip* Coon Rapids Iowa 50058
City State Zip

Telephone Number 712-999-2208

E-Mail margie.schwenk@crbcrusaders.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 Paige Huntley
Title School Business Official
Organization Coon Rapids-Bayard CSD

Address 905 North Street

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County(ies) Participating, Involved, or Affected by this Proposal **Statewide**

Congressional District(s) Involved or Affected by this Proposal **Statewide**

Congressional Map

Iowa Senate District(s) Involved or Affected by this Proposal **Statewide**

District Map

Iowa House District(s) Involved or Affected by this Proposal **Statewide**

District Map

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons.

Not Applicable

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons.

Not Applicable

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

Not Applicable

If YES, present the rationale for determining no impact.

Certification

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

Yes

Name of Person Submitting Certification.

Margie Schwenk

Title of Person Submitting Certification

Curriculum Director

Recipient Information

District

Coon Rapids-Bayard Community School District

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

County-District Number 14-1413

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 Dr.

Name of Superintendent Thomas Ward

Telephone Number 712-999-2208

E-mail Address tom.ward@crbcrusaders.org

Street Address 905 North Street

City Coon Rapids

State Iowa

Use the drop-down menu to select the state.

Zip Code 50058

TLC Application Contact

Honorific Mrs.

Name of TLC Contact Margie Schwenk

Telephone Number 712-999-2208

E-mail Address margie.schwenk@crbcrusaders.org

Street Address 905 North Street

City Coon Rapids

State Iowa

Use the drop-down menu to select the state.

Zip Code 50058

Demographic Profile

October 2014 Certified Enrollment 391

October 2014 Free/ Reduced Lunch % 49

AEA Number 11

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)

Coon Rapids-Bayard is a small rural district covering about 183 sq. miles in West Central Iowa and is comprised of the communities of Coon Rapids and Bayard. The district consolidated in 1988 and has been through several site changes since that time. The school is now located at one site, housing PreK-12, in Coon Rapids. Within the building, we have an elementary (grades PreK-4) and a secondary school (5-12) with a middle school operating (grades 5-8) within the secondary building. The district has suffered from declining enrollment but has somewhat stabilized at about 400 students.

Vision: Our district vision is to foster individuals who are connected to their communities, confident in themselves, excited about living, learning, and contributing to our world. In order to achieve this, we will empower teachers to lead systemic, purposeful, collaborative school improvement initiatives to advance and improve teaching and learning practices. Our commitment to increased student learning and global preparedness is relentless and unwavering-- no matter our size or our location.

TLC Goals:

1. Fully articulate our K-12 curriculum under the auspices of the Iowa Core and national disciplinary standards.
2. Continue developing a collaborative learning culture around continuous improvement and professional development.
3. Improve student achievement by effectively using assessment and data to drive instruction.
4. Expand, develop, and enrich the 1:1 technological environment already created at CR-B.
5. Attract, mentor and develop both teachers new to the profession and teachers new to our district.

These goals were written to be measurable and were driven from reviewing current student assessment data, reviewing existing structures and initiatives in order to coordinate improvement efforts, and linking to focus areas/goals established by and for the district. The District Leadership Team identified focus areas and aligned them with the stated goals of the TLC program.

- Attract able/promising new teachers
- Retain effective teachers
- Promote collaboration among teachers
- Reward professional growth and effective teaching
- Improve student achievement

Each goal represents a continuation of school improvement work already functioning at CR-B. However, it is an overwhelming amount of work being done by relatively few people and mostly done on a "voluntary" basis. The TLC program will allow an influx of resources focused specifically on meeting the identified goals of both the district and the TLC program. Our vision is that this will allow a continuous flow of school improvement resulting in higher student achievement despite logistic and leadership changes.

Our Teacher Leadership plan includes the following positions and will involve at least 25% of our teachers.

Technology Integrationist (1 FTE PreK-12)—

- Support implementation of best/effective practice in the use of technology through observation, modeling, co-planning, team-teaching, and providing ongoing support
- Assist in professional development design and delivery with an emphasis on strategies and applications related to technology to increase student learning and teacher effectiveness.
- Model Teacher/Instructional Strategist (.5FTE K-12)--
- Support implementation of effective practice through observation, modeling, co-planning, team-teaching, and providing ongoing support
- Assist in professional development design and delivery with an emphasis on student data analysis, identification of areas for improvement within core instruction, investigation of research-based strategies to increase student learning and teacher effectiveness and classroom management
- PLC Leaders (4)
- Facilitate grade span PLC work which includes data analysis (preparation of data)
- Develop a collaborative culture at CR-B
- Coach others in school initiatives such as Gradual Release of Responsibility, MTSS (intervention strategies), lesson planning, etc
- Assist in professional development design and delivery with an emphasis on student data analysis, identification of

areas for improvement within core instruction, investigation of research-based strategies to increase student learning and teacher effectiveness.

- **Mentor I Teachers (1)**
- **Serve for two years as mentors to teachers new to the profession by supporting quality teaching, improving content and pedagogical knowledge of initial teacher**
- **Assist in professional development by providing support to initial teachers in district implementation of district initiative**
- **Work closely with building administration in teaching the mentoring course**
- **Mentor II Teachers (1)**
- **Serve as mentors for teachers new to Coon Rapids-Bayard but not new to the profession**
- **Assist in professional development by providing support to new teachers which includes instruction in district initiatives already in place.**
- ***Coon Rapids-Bayard follows the IPDM (Iowa Professional Development Model) to stay focused on improving student learning and engaging all teachers in professional development. The district's current professional development includes:***
- **Iowa Core**
- **Multi-Tiered System of Supports (MTSS)**
- **Technology Integration**
- **Gradual Release of Responsibility**
- **Professional Learning Communities (PLCs –Four Big Questions)**
- **Classroom Management/Social Skills**

Formative and summative data will be used to evaluate the TLC plan, teacher-leader roles, and its impact on student learning. Teacher leaders will be responsible for regularly collecting and analyzing data regarding professional development and implementation.

The Coon Rapids-Bayard school district has a history of sustaining rigorous professional development, supporting teacher collaboration, and celebrating student achievement—thanks to teachers who have been willing to work endless hours for no additional compensation. This grant will provide an opportunity for the district to reward these teachers for their continual dedication and expertise.

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).

Coon Rapids-Bayard believes strongly in supporting the work of teachers as leaders of learning for our students, our colleagues, and our community. The district has a history of following the lead from teachers in the area of curriculum, instruction, and assessment. We know our teachers work collaboratively to guide the initiatives of the district, improve their teaching practices, and support the whole child. Although Coon Rapids-Bayard is just now submitting a TLC application, the district has been supporting teachers in leadership roles and providing professional development to hone those leadership skills for several years. The vehicle the district has chosen to provide collaborative leadership is through varied and flexible Professional Learning Communities.

Stakeholder Involvement

Based on the history of inclusion with our teachers, parents and community members in guiding the work of the district, the administration has provided several opportunities for information sharing and feedback. Teachers have been given the opportunity to make strong connections to current initiatives, clarified roles and responsibilities, and provided guidance on selection and professional development needs.

Parents have been engaged in the TLC development process as well. We used our School Improvement Advisory Committee to share information and solicit feedback on two occasions: 4/15 and 10/15. We have also used board members and CR-B Foundation members to solicit feedback. Progress on the TLC grant was reported periodically at board meetings during the 2014/2015 school year.

Our Teacher Leadership and Compensation Committee was comprised of the following people and the group they represented in the process.

- | | |
|---------------------|--|
| 1. Laurie Rollefson | Secondary Teacher
CR-BEA Association Member |
| 2. Cory Behrens | Second grade teacher/Resource Room
Parent |
| 3. Denise Ernst | Fourth grade teacher
CR-BEA Association Member/Negotiator |
| 4. Cory Meyer | Middle School Teacher
Coach |
| 5. Anne Pudenz | HS CTE Teacher (Business)
WebMaster |
| 6. Paige Parsons | K-12 Vocal Music
Parent (PreK) |
| 7. Margie Schwenk | K-12 Administrator
Professional Learning |
| 8. Katie Mason | Parent |

Membership on the committee was voluntary; the curriculum director publicized an open invitation to participate in the 2014-2015 school year. Care was given in making sure we had fair representation from the various stakeholder groups.

The committee began meeting during the 2014-2015 school year and continued through the summer and into the beginning of the 2015-2016 school year. We followed a very focused and linear process in developing the plan.

1. Focus on understanding the intent and requirements of the TLC application.
2. Brainstormed areas in which we wanted TLC to positively impact—using the essential question: *What does quality instruction look like, sound like, feel like at CR-B?*
3. Reviewed available data and modified impact areas accordingly.
4. Developed vision and goals for the program based on earlier discussions.
5. Began writing basic components of the plan . . . when one section was written it was shared, discussed, and modified by the entire committee.
6. Once a bona fide draft of the application was completed, it was presented to the entire teaching staff for review and comment.
7. Based on feedback from the staff, some minor modifications were made to the plan. The updated draft of the grant was then shared with the SIAC committee and final adjustments were made to the plan.

8. The plan was shared with the Board of Education at their October 2015 board meeting.
9. The plan was submitted on Oct.13,2015

The entire process was extremely collaborative with committee members sharing their perspective freely and openly. Work of the committee was shared—regardless of position or role.

Further, we are confident in asserting great support from our stakeholders for our TLC application. To ascertain this we conducted a simple survey of administrators and teachers after the plan was developed and shared. Results of that survey are as follows:

- 100% of administrators “highly support” the plan (three total responses)
- 100% of the teachers “highly support” the plan (32/34 total response)

To gauge the level of support from parents, we utilized the SIAC where the plan was shared by the committee, questions answered, etc. Based on the feedback, 88% of the committee members “highly support the plan. Finally, 100% of our Board members “highly support” the plan.

A stipend was provided to committee members for their work. It was decided a flat rate stipend was simpler and easier to manage than keeping track of the many, many hours spent by committee members in developing the plan.

Narrative

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

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

State Goals:

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

Vision: Our district vision is to foster individuals who are connected to their communities, confident in themselves, excited about living, learning, and contributing to our world. In order to achieve this, we will empower teachers to lead systemic, purposeful, collaborative school improvement initiatives to advance and improve teaching and learning practices. Our commitment to increased student learning and global preparedness is relentless and unwavering-- no matter our size or our location.

TLC Goals:

1. Fully articulate our K-12 curriculum under the auspices of the Iowa Core and national disciplinary standards.
2. Continue developing a collaborative learning culture around continuous improvement and professional development.
3. Improve student achievement by effectively using assessment and data to drive instruction.
4. Expand, develop, and enrich the 1:1 technological environment already created at CR-B.
5. Attract, mentor and develop both teachers new to the profession and teachers new to our district.

These goals were written to be measurable and were driven from reviewing current student assessment data, reviewing existing structures and initiatives in order to coordinate improvement efforts, and linking to focus areas/goals established by and for the district. The District Leadership Team identified focus areas and aligned them with the stated goals of the TLC program.

- Attract able/promising new teachers
- Retain effective teachers
- Promote collaboration among teachers
- Reward professional growth and effective teaching
- Improve student achievement

Each goal represents a continuation of school improvement work already functioning at CR-B. However, it is an overwhelming amount of work being done by relatively few people and mostly done on a “voluntary” basis. The TLC program will allow an influx of resources focused specifically on meeting the identified goals of both the district and the TLC program. Our vision is that this will allow a continuous flow of school improvement resulting in higher student achievement despite logistic and leadership changes.

Our Teacher Leadership plan includes the following positions and will involve at least 25% of our teachers.

Technology Integrationist (1 FTE PreK-12)—

- Support implementation of best/effective practice in the use of technology through observation, modeling, co-planning, team-teaching, and providing ongoing support
- Assist in professional development design and delivery with an emphasis on strategies and applications related to technology to increase student learning and teacher effectiveness.
- \$4,000 per position in increased compensation which includes extended contract of 5 additional days
- \$58,438 per position to hire a replacement in the classroom for the teacher leader (includes salary, insurance, FICA, and IPERS)

Model Teacher/Instructional Strategist (.5FTE K-12)--

- Support implementation of effective practice through observation, modeling, co-planning, team-teaching, and providing ongoing support
- Assist in professional development design and delivery with an emphasis on student data analysis, identification of areas for improvement within core instruction, investigation of research-based strategies to increase student learning and teacher effectiveness and classroom management
- \$4,000 per position in increased compensation which includes extended contract of 5 additional days
- \$29,219 per position to hire a replacement in the classroom for the teacher leader (includes salary, insurance, FICA and IPERS)

PLC Leaders (4)

- Facilitate grade span PLC work which includes data analysis (preparation of data)
- Develop a collaborative culture at CR-B
- Coach others in school initiatives such as Gradual Release of Responsibility, MTSS (intervention strategies), lesson planning, etc

- Assist in professional development design and delivery with an emphasis on student data analysis, identification of areas for improvement within core instruction, investigation of research-based strategies to increase student learning and teacher effectiveness.

- \$5000 per position which includes 5 additional contract days

Mentor I Teachers (1)

- Serve for two years as mentors to teachers new to the profession by supporting quality teaching, improving content and pedagogical knowledge of initial teacher

- Assist in professional development by providing support to initial teachers in district implementation of district initiative

- Work closely with building administration in teaching the mentoring course

- \$3800 per year for two years in increased compensation which includes 2 additional contract days

Mentor II Teachers (1)

- Serve as mentors for teachers new to Coon Rapids-Bayard but not new to the profession

- Assist in professional development by providing support to new teachers which includes instruction in district initiatives already in place.

- \$1400 per year which includes 2 additional contract days

Coon Rapids-Bayard follows the IPDM (Iowa Professional Development Model) to stay focused on improving student learning and engaging all teachers in professional development. The district's current professional development includes:

- Iowa Core

- Multi-Tiered System of Supports (MTSS)

- Technology Integration

- Gradual Release of Responsibility

- Professional Learning Communities (PLCs –Four Big Questions)

- Classroom Management/Social Skills

Formative and summative data will be used to evaluate the TLC plan, teacher-leader roles, and its impact on student learning. Teacher leaders will be responsible for regularly collecting and analyzing data regarding professional development and implementation.

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)

Coon Rapids-Bayard has striven to approach school improvement in a systemic way by continually participating in professional learning opportunities for both teachers and administrators to update and expand initiatives which improve student learning. Examples include:

- Implementation of Professional Learning Communities
(PLC team leaders attended a Solution Tree Institute as well as ongoing coaching)
- PLC focus on unpacking the IC and writing curriculum embedded with those standards and essential skills
- Development of a district technology plan and implementing a 1:1 initiative
(Continual professional learning for technology leaders and teachers)
- Focus on Gradual Release of Responsibility instructional framework district-wide
- Early Literacy Initiative and implementation of FAST
- MTSS and the use of data to drive instructional decisions
- Development of a District Leadership Team that utilizes and follows the Iowa Professional Development Model in their work
- Continual updating of a multi-year professional development plan
- Development of a comprehensive, integrated three-tiered model of prevention to identify and support academic (MTSS), behavior, and social skills needs.

It is important to the district that the current initiatives and processes become a part of the TLC program in order to further develop these initiatives and expand the possibilities. By putting these systems in place, they will become the modus operandi for the district in the years to come no matter what changes in personnel may occur. We have been very purposeful in our planning to give substantive support to these initiatives. This support is seen through the following roles:

Model Teacher/Instructional Strategist—We believe overall instructional coaches and not discipline-specific instructional coaches will ultimately yield the greatest improvement in student learning. A focus for the instructional coaches will be in the areas of literacy and technology. Opportunities will be provided for new and veteran teachers to observe, reflect, and collaborate on best practices in the classroom. All coaches will serve as support and active participants in current district structures, e.g., MTSS, Literacy Team, Math Team, District Leadership Team, Technology Team. Instructional coaches will report directly to the Curriculum Director for coordination of efforts. We envision these positions to link directly to TLC Goal 1: Fully articulate our K-12 curriculum under the auspices of the Iowa Core.

TLC Goal 2: Continue developing collaborative learning culture around continuous improvement and professional development

TLC Goal 3: Improve student achievement by effectively using assessment and data to drive instruction

TLC Goal 4: Expand, develop, and enrich the 1:1 technological environment already created at CR-B.

Technology Integrationist—This position will serve as support and an active participant in current district initiatives, e.g. MTSS, District Leadership Team, Tech Team, Success Team, and the 1:1 technology program.

This individual will further the understanding of the 4C's of technology integration, model strategies, provide resources, and assist with data acquisition.

The technology integrationist will report directly to the Curriculum Director and District Leadership Team to plan, implement and provide professional development to all.

We envision this position to align with:

TLC Goal 1: Fully articulate our K-12 curriculum under the auspices of the Iowa Core.

TLC Goal 3: Improve student achievement by effectively using assessment and data to drive instruction.

TLC Goal 4: Expand, develop, and enrich the 1:1 technological environment already created at CR-B.

Professional Learning Community Leaders—Our PLCs serve as the vehicle used in developing a collaborative culture at CR-B and providing an environment where learning is key, not only for students but for teachers as well. We believe it is through this collaborative, learning environment that student achievement/learning will improve. On-going training and professional development will be provided to all PLC Coaches. They will also provide both feedback and insight for planning with the District Leadership Team and Professional Development. We envision these positions linking to:

TLC Goal 1: Fully articulate our K-12 curriculum under the auspices of the Iowa Core.

TLC Goal 2: Continue developing a collaborative learning culture around continuous improvement and professional development.

TLC Goal 3; Improve student achievement by effectively using assessment and data to drive instruction.

TLC Goal 4: Expand, develop, and enrich the 1:1 technological environment already created at CR-B.

Mentor Teachers I—These positions will serve for two years as mentors to teachers new to the profession. Mentor Teachers I will work closely with building administration in teaching the mentoring course; they will also do regular check-ins with their mentee teachers. Ongoing professional development will be provided for all Mentor I teachers. Mentor Teachers will provide guidance to the District Leadership Team—professional development. We envision these positions to link directly to:

TLC Goal 2: Continue developing a collaborative learning culture around continuous improvement and professional development.

TLC Goal 5: Attract, mentor and develop both teachers new to the profession and teachers new to the district.

Mentor Teachers II—These positions are designed to help assimilate teachers new to Coon Rapids-Bayard. One position would serve the elementary and one would serve the secondary. Their role is to provide initial support/training to teachers new to CR-B but not new to the profession. They also will be the source for any questions teachers may have as they assimilate to CR-B. We envision these positions linking directly to:

TLC Goal 2: Continue developing a collaborative learning culture around continuous improvement and professional development.

TLC Goal 5: Attract, mentor and develop both teachers new to the profession and teachers new to the district.

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)

CR-B instituted a mentoring and induction program when the state required it. We have identified local mentors and relied solely on the program provided by Heartland AEA. (One of our teachers is an instructor for the first year BEST class.) Mentors and mentees travel to a site (first year is CR-B—the second year varies) and follow the curriculum requirements of the program Heartland had approved by the Department of Education. There has never been anything substantive done at our school for beginning teachers until last year when several new teachers struggled with classroom management/behavior and purposeful planning. Coaches were hired to assist these teachers as well as administrators and Heartland AEA personnel. There also has never been a formal mentoring program for teachers new to the district

Retention rate for new teachers at CR-B has declined over the past 10 years. For the most part, we had a veteran staff ten years ago who had remained at CR-B for most of their career. As the retiring teachers are replaced, we are finding it more and more difficult to retain the new teachers. We believe we can improve our retention rate by providing opportunities for teacher leaders and improving our mentoring and induction program. To address this area we have designed Mentor I Teachers for teachers new to the profession and Mentor II Teachers for teachers new to the district. Requirements to serve as Mentor Teacher I or Mentor Teacher II

- A minimum of four years of teaching
- Strong interpersonal and communication skills
- Effective coaching skills and scheduling flexibility
- Ability to effectively work with adult learners
- Positive role model
- Both understands and clearly demonstrates the Iowa Teaching Standards
- Knowledgeable and has effectively demonstrated competence in the Iowa Professional Development Model
- Successfully completed the mentoring training program.

CR-B will use the Heartland mentoring program which will be delivered by a CR-B administrator or Mentor I or Mentor II Teacher.

Mentor I—Teachers new to the profession

Summer and Teacher PD

Mentor makes initial contact with mentee

Mentor meets face-to-face a minimum of two times and is available to answer questions

Mentor and mentee will meet weekly before/after school or other common planning times

Semester 1

Mentor guides mentee in development of professional goal (s)

Mentor meets weekly with mentee; both mentors and mentees maintain a meeting log

Mentor assists mentee in preparation for open house and parent teacher conferences

Mentor follows up with mentee following staff meetings, PD, and PLC sessions

Mentor provides assistance on data collection and analysis

Mentor assists in preparation for IEP and 504 meetings

Both mentors and mentees attend all Mentoring and Induction Program meetings

Mentor and mentee will schedule regular time with instructional coaches

Semester 2

All things listed in Semester 1

Mentor assists mentee in evaluating progress toward professional goals (s)

Mentor assists mentee in meeting requirements of mentoring class

Mentor guides mentee in preparation for student assessments

Mentor guides mentee in preparation for end of the year assessments and documentation for the cumulative folders

Mentor assists mentee in collection of classroom inventory, ordering of instructional materials, and completing end-of-the-year checkout

Mentor and mentee complete a survey for mentor/mentee program success

The second year of mentoring will repeat year one as applicable.

Mentor II—Teachers new to Coon Rapids-Bayard

We believe the level of support for experienced teachers (defined as no longer probationary by DE definition) new to

CR-B is not as great as for teachers new to the profession. Therefore, the specific plan for them is more flexible in nature depending upon individual needs. The plan calls for one Mentor II Teacher at both the elementary and secondary level.

Mentor II teachers will meet with mentees during the Fall (Pre-School) workshop to discuss locations of copy machines, available technology, staff workroom, district forms and policies.

Mentor II Teachers will also introduce mentee to the administrative team and all teacher leader positions

During the school year, Mentor II Teachers will communicate face-to-face with mentees and/or electronically on a bi-weekly basis

Mentor II Teachers will be available for any questions mentees may have throughout the school year

Narrative

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

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

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Our TLC Committee purposefully aligned new positions with existing positions, goals, and needs within the district. We've designed our proposal to systemically link new teacher leadership positions to the overall needs of the district and what is currently in place in the district. Below is a more detailed description of the roles we have chosen to improve and enrich student learning at CR-B.

Model Teacher/Instructional Strategist

Number of positions:	.5
Percentage of time spent in direct student instruction:	50%
Percentage of time spent assisting teachers as a teacher leader:	50%
Additional Contract Days	5
Payment per additional contract day:	\$400
Stipend	\$2000

Technology Integrationist

Number of position	1
Percentage of time spent in direct student instruction	25%
Percentage of time spent assisting teachers as a teacher leader	75%
Additional Contract Days	5
Payment per additional contract day:	\$400
Stipend	\$2000

We believe overall instructional coaches, when working in a strong, collaborative culture, will more positively impact student learning throughout our system than discipline-specific instructional coaches. Within that belief, is a strong commitment to improving instruction, and ultimately student learning, in literacy and technology. Coaching is part of the whole school improvement strategy that fosters collective problem-solving and offers highly targeted professional development embedded in teachers' daily work. It will be a structure designed to build the capacity of each level and area of our school, resulting in enhanced practice, strengthened collaborative culture, and ultimately improved student learning. CR-B has implemented co-teaching in literacy and math where classes are large and needs are high. We want to build upon that model with the model teacher/instructional strategist and technology integrationist roles. These individuals will serve as a strategist who will work with teachers in a variety of subject areas including technology. They will be experts in purposeful lesson planning, student engagement formative feedback and technology's 4Cs of instructional design. The Gradual Release of Responsibility instructional model will be implemented fully at all levels and curriculum areas within the district. Coaches will support teachers in ensuring they meet their individual professional development goals, as well as contribute to the overall goals of the district. The technology integrationist and instructional strategist will work collaboratively with the Curriculum Director and District Leadership Team in coordinating efforts.

Instructional Coaches will be actively engaged and collaboratively supporting the work of existing structures at CR-B.

Administrative team

SIAC (School Improvement Advisory Committee)

District Leadership Team

Professional Learning Communities

District MTSS Team

District Literacy Team

Technology Team

Grade Level/Department Teams

Individual Teachers

The primary role of these individuals is to improve student achievement by building teachers' capacity and understanding of instructional practices.

Professional Learning Community Leaders

Number of positions:	4
Percentage of time spent in direct student instruction:	95%
Percentage of time spent assisting teachers as a teacher leader:	5%

Additional Contract Days:	5
Payment for additional contract day	\$400
Stipend	\$3000

CR-B has been implementing PLCs since the 2012-2013 school year. Teacher leaders attended various training sessions based upon the work of Richard DuFour and Robert Eaker. The primary focus of our PLCs was on improving student learning through improved classroom practices. Our goal was to build a genuine collaborative culture within each PLC and yet, remain flexible in the PLC makeup in order to meet the needs of our students. Initial training was provided by Heartland AEA with ongoing coaching. In the summer of 2013, it was decided to send a team of PLC leaders to a Solution Tree Institute sponsored by Heartland AEA in order to give more guidance to PLC functionality. Success of the PLCs was varied. Surveys indicated a collaborative culture was created but there was inconsistent evidence of goals being reached. Part of the reason cited was lack of direction from PLC leaders and changing targets. Also, it was noted that not all members of the PLC teams were engaged and functioning as a team whose members are working to meet a common goal. This may be due in part to the influx of new teachers to the district in the past three years and lack of ongoing coaching for new PLC leaders as roles are changed. Our plan directly addresses these areas. A selection process will be developed to meet identified standards of excellence in a PLC coach. This plan includes regular and ongoing training of PLC coaches throughout the school year to further develop their skills.

We believe PLCs are the key to creating a truly collaborative culture at CR-B with the ultimate goal of improving student learning. The focus will remain on developing this collaborative culture within the PLCs as well as working in conjunction with the Curriculum Director/Administration, Instructional Coaches, and District Leadership Team.

Mentor I Teachers

Number of positions:	1-2
Percentage of time spent in direct student instruction	- 95%
Percentage of time spent assisting teachers as a teacher leader	5%
Additional Contract Days	2
Payment for additional contract day	\$400
Stipend for the position	\$3,000

Mentor I Teachers will serve as mentors for teachers new to the teaching profession at Coon Rapids-Bayard. Specific qualifications and responsibilities for Mentor I Teachers were explained in Part 4.

Mentor II Teachers

Number of positions:	1
Percentage of time spent in direct student instruction:	95%
Percentage of time spent assisting teachers as a teacher leader	5%
Additional Contract Days	1
Payment for additional contract day	\$400
Stipend for position	\$1000

Mentor II Teachers will serve as mentors for teachers new to Coon Rapids-Bayard but not new to the profession. Specific qualifications and responsibilities for Mentor II Teachers were previously explained in Part 4.

The addition of paid Mentor I and Mentor II Teachers will strengthen our ability to attract and retain a quality teaching force. The most important improvement in our mentoring program, due to the TLC plan, is to formalize and localize our approach to mentoring and induction. The district has done very little in this area beyond the statutory requirements of enrolling teachers new to the profession in the AEA Mentoring and Induction program although one of our teachers has served as an instructor for Year I teachers in the process of induction. The focus of our plan for utilizing the TLC Mentor Teachers is to completely bring the program within the district, increase the amount of time and training together provided for mentors and mentees, and expand the program to include teachers new to the

district but not new to the profession. This approach follows the growing district philosophy in developing systems that become internalized and followed because they work and to move away from starting over every time we have a personnel change in a key position. Further, Mentor Teachers would provide insight and data to the District Leadership Team in development and implementation of appropriate and needed professional development for both teachers new to the profession and teachers new to CR-B.

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.

Very few teachers have been trained in teaching adults. The TLC Committee has reviewed multiple sources and developed a rigorous selection process that includes measures for past effectiveness, as well as professional development/growth that will assist and guide this work.

Step 1—Recruitment

Meetings will be held to address the opportunities and benefits for teacher leaders. Teachers who have been in the Coon Rapids-Bayard District for at least 2 years and a minimum of 4 years teaching experience will be sent eligibility letters. Teacher leadership positions will be posted and the TLC Committee will be available to answer questions and encourage teachers to apply.

Step 2—Training and Selection Committee

The Selection Committee will consist of equal members of teachers and administrators. Members of the Selection Committee will be nominated by the TLC Committee and appointed by the superintendent. Confidentiality will be required throughout the entire selection process. Members of the Selection Committee will be trained based on the seven domains of the *Teacher Leader Model Standards*, their functions and their exemplars. They will also become familiar with selection criteria, practice with the rubrics for examining evidence of practice and the rubrics for interviewing, and be training in resolving differing perceptions.

Step 3—Application

Applicants for each position will be required to submit the following:

- Letter of application explaining why they want the position, why they believe they're qualified, and why they believe the position is important to the school
- Resume—to include evidence of continued growth and prior leadership experiences
- Written responses to provided prompts:
 - Describe your professional development experiences, including memberships, presentations, attendance at conferences and/or future professional development goals
 - Describe an initiative or research-based strategy that you implemented and tell how you evaluated the effectiveness of that work on student achievement
 - Describe the personal characteristics that will help you be effective in the role in which you are applying
- A copy of their most recent Individual Career Development Plan
- Three letters of recommendation that speak to effectiveness and fitness for teacher leadership; two should be from colleagues at CR-B.

The Selection Committee will use a rubric to review materials for all candidates. From this screening, the Selection Committee will decide the following: 1) interview for the position, 2) interview for a different teacher leader position, or 3) do not interview.

Step 4—Interview

All interviewees for a teacher leadership position will be asked the exact same questions. Questions will be developed using criteria from the *Teacher Leader Model Standard and Teacher Leadership Skills Framework*. Candidates may also respond to any materials presented during the application process. Focus of interviews will be listening for evidence of effective teaching practices as well as evidence the candidate is coachable and willing to take on the rigors of the learning required for the position.

Step 5—Interview Scoring

A scoring rubric will be developed based on the five domains of the *Teacher Leadership Skills*:

1. Working with adult learners
2. Communication
3. Collaboration
4. Knowledge of content and pedagogy
5. Systems thinking

Step 6—Final Recommendations and Selection

The Selection Committee will discuss the top candidates and make a recommendation to the superintendent for each position.

Step 7—Yearly Review and Reapplication

For the Annual Review of Assignment, the Selection Committee will examine the following evidence:

- Each teacher leader will be continuously involved in self-improvement. Each teacher leader will present a written synopsis on progress and success of his/her professional growth plan for the position.
- Surveys will collect feedback from peers regarding performance of the teacher leaders.
- Each teacher will present an updated professional growth plan for the next year (if reappointed to the position).
- Candidates not deemed to have met expectations will not have their teacher leadership positions renewed. It will be the responsibility of the superintendent to notify the candidate.

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.](#)

By design, teacher leaders will have an active role in both design and delivery of professional development; both will formalize and extend the role of the teacher leaders. The concept is consistent throughout our plan—develop and utilize teacher leaders in a complementary manner to existing structures and initiatives within the district. Our current system for developing professional development at CR-B involves collaboration and arriving at consensus by the following structures within the system:

Administrative Team

District Leadership Team

PLC Team Leaders

MTSS Team

Each structure focuses on student achievement data pulled from every source available. Although teachers play an active role in the current system, there is room for growth in enlisting teacher leaders in both the development and implementation of data-driven professional development. Our TLC proposal will allow for this growth and lead to improved student learning.

1. The technology integrationist and model teacher/instructional strategist will be co-teaching and modeling teaching strategies taught during PD time and working with teachers on writing/implementing the teacher's individual professional development goals. They will assist with data acquisition and provide summaries for PLCs.
2. PLC Coaches will support their team members in the implementation of initiatives and continue refining instructional practices using the Gradual Release of Responsibility model as well as implementing the Iowa Core. They will also generate multiple sources of student achievement data and provide data to various constituencies, e.g. Curriculum Director/Administration and, Instructional Coaches—technology integrationist and model teacher/instructional strategist

3. Mentor Teachers will be providing support in analysis of student achievement data –especially formative assessment and assist new teachers in planning, monitoring, and implementing best instructional practices.

As previously described in Parts 3 and 5, all of the proposed positions will include responsibilities for professional development. The primary mechanism for this will be the District Leadership Team and administration. We believe quality professional development must improve both curriculum and the delivery of curriculum in order to positively impact student achievement. Although the district has made great strides in the implementation of the Iowa Core, using data to make instructional decisions, developing a culture of collaboration, and creating quality lessons through the Gradual Release of Responsibility, we feel the TLC plan will provide more opportunities for teachers to become involved in the school improvement process at each level.

In developing our plan, we aligned our plan with the structure of the Iowa Professional Development Model.

1. Establish District Leadership Teams
2. Collect and Analyze Data
3. Goal Setting and Student Learning
4. Selecting Content
5. Designing Process
6. Training and Learning Opportunities
7. Collaboration
8. Implementation
9. Formative Evaluation
10. Program Evaluation
11. Developing ICDPs (Individual Career Development Plan)

Each component is present within our plan. We involved teacher leaders in the existing structure in order to directly involve a greater number of our staff. Although we do not have all the subcommittees in name, we have the structure in place but because of the small staff, numerous committees were not formed. However, each of the 11 components of the IPDM is included in the design and functioning of the CR-B District Leadership Team. The overall intent is for the teacher leaders, those actually in the trenches working with teachers in the classrooms, to bring a level of expertise and experience to the work of the District Leadership Team when designing data-driven professional development. This system will strengthen and more tightly link development and implementation of quality professional development throughout the district, and ultimately lead to improved student learning/achievement.

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.

Currently we use the following data sources to measure progress and student achievement.

Iowa Assessments

FAST

PLATO

GoMath

Administrative observations/feedback

PLC weekly reflections (Data analysis, instructional strategy design)

Our *process evaluation* data will help us determine if our services have worked to improve the knowledge and skills of teachers and teacher leaders. If our program is successful, ultimately we should also see improvements in both student engagement and student learning.

In the initial stages of our TLC program we will concentrate on implementation. Using monitoring data from multiple sources we will:

1. Determine if all services were implemented as planned
2. Track the number of teachers and TLs served
3. Document the quality of the services we provided through the TLC program

The Curriculum Director will work with the TLs to record monitoring data.

Outcome evaluation—Once all components of our TLC program are running smoothly, we can focus on the impact of our activities. Our question we will be asking as we monitor both the process and outcome evaluation is “Are we seeing more student engagement and academic success as a result of our implementation of the TLC plan?”

In considering our data collection system, we feel we need a more systemic approach to data collection, analysis, and use of data to drive instruction. Although FAST testing provides growth data, it is only used in literacy in grades K-6. Iowa Assessments are lacking because they are given only one time per year and administrative observations as well as PLC reflections are inconsistent.

We are concerned about how we use our data to adjust the TLC program performance.

Goal 1: Fully articulate our K-12 curriculum under the auspices of the Iowa Core and national disciplinary standards.

Short-term: PLCs will continue their work in “unpacking” the Iowa Core Standards for each grade level and content area. PLCs will meet individually and then as overlapping groups to discuss gaps in curriculum, assessments, and instructional strategies. The Curriculum Director will develop protocols for this process with PLC coaches.

Long-term: Curriculum design, articulation and implementation is a continuous process, not one that is ever “done”. The Iowa Core has many layers and is not a document to be “put on the shelf” if schools want to improve student learning. This work is ongoing and will be monitored by the Curriculum Director and PLC coaches.

Goal 2: Continue developing a collaborative learning culture around continuous improvement and professional development.

Short-term: Teachers are surveyed annually to meet their needs in collaboration opportunities, data analysis, and professional development.

Long-term: Information from this survey will be used by the District Leadership Team and Curriculum Director to develop professional learning opportunities as well as PLC design.

Goal 3: Improve student achievement by effectively using assessment and data to drive instruction.

Short-term: The PLC leaders, instructional coaches and Curriculum Director will “dig in” to assessment data already in use in the district to create a baseline document that would indicate assessment gaps. This analysis would also include how the assessment data could be used to drive instruction. Information will be shared with administration and teachers to potentially add data sources where gaps are indicated

Long-term: The Curriculum Director, District Leadership Team, and all Teacher Leaders will develop a systemic approach to not only data collection but data analysis as well. Teachers would then document changes in pedagogy as driven by data.

Goal 4: Expand, develop, and enrich the 1:1 technological environment already created at CR-B.

Short-term: The Technology Integrationist will work directly with teachers and administrators in developing a systemic approach to technology integration. The Coach will provide assistance in procedures/devices; offer instructional support; and model activities. Logs will be kept indicating not only the use of technology but how students are engaged in the 4 Cs of the 21st Century classroom—creativity, critical thinking, communication, and

collaboration.

Long-term: Data will be reviewed and goals will be written to further the use and quality of technology instruction.

Goal 5: Attract, mentor and develop both teachers new to the profession and teachers new to our district.

Short-term: Data from the surveys used in our TLC plan will be used in the revision of our mentoring and induction program. The areas of concern will be addressed through collaboration and program design. Both mentors and mentees will be asked for feedback on a continual basis in order to create the best possible program for new teachers.

Long-term: CR-B will create an environment where teachers feel supported, validated, and encouraged through mentoring partnerships, professional learning opportunities and instructional support.

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)

In our planning process, we have been very vigilant in considering the existing structures and systems already present at CR-B. We wanted to make sure the work that has been done is validated by our TLC plan and that our TLC plan is actually “doable”. Much consideration has been given to that very issue as we have many concerns about that due to our size. We also wanted to make sure the positions we recommended would potentially improve student learning—the overarching goal of the entire process. In our planning process, we took a systemic approach to planning that would be stable and enduring as teacher leader roles change and new individuals are incorporated into the CR-B family.

Coon Rapids-Bayard Community School District’s staff has embraced transformational initiatives such as becoming a 5-12 1:1 technology district and has expanded that this year to a K-12 1:1 technology district, implementing Professional Learning Communities as a vehicle for school improvement and increased student achievement and implementing the Iowa Core. The district realizes that implementing the TLC program, as with these major initiatives, that it is an ongoing process. We are constantly learning, collaborating, reflecting, and revising. Rather than seeing a beginning and an end, we see a future. The capacity to implement the TLC plan would be viewed as “first order change” for all our district because the plan blends with the multiple systems and structures currently within our system:

Technology Team (IT Director)

School Improvement Advisory Committee (SIAC)

District Leadership Team

Professional Learning Communities (PLCs)

Early Literacy Team (FAST)

Math Team

Grade Level/Department Teams

At-Risk Team

The superintendent, principal, curriculum director and the TLC leadership team are responsible for the successful implementation of the TLC plan:

1. Selection Committee
2. Evaluation and Monitoring Committee
3. Director of Curriculum, Instruction and Assessment
4. Principal leadership
5. Performance of teacher leaders

Teachers are an integral part of the success in every one of the existing structures. The positions and focus of our TLC plan will greatly strengthen existing structures through additional teacher expertise, involvement, and collaboration.

One example is through our PLC coaches. Individuals have volunteered for these leadership positions but we had no selection process. We have been implementing PLCs for several years but are not at the level of effectiveness we had envisioned. It is felt, that through the selection process and teacher involvement, we can continue to improve the collaborative efforts of this district and improve student learning and engagement at CR-B.

Also, CR-B was a pilot school for FAST assessments and helped pave the way for the state in the early literacy initiative. However, we would like to expand those efforts systemically by improving data collection and data analyses used to drive instruction.

Our 1:1 initiative has helped our students become global learners but we do not feel we have changed our pedagogy. Through our TLC plan and the addition of a technology coach, we feel we can create better lessons where students are thinking creatively and critically while developing communication and collaborative skills needed in the world today.

The mentoring program at CR-B has been lacking in several vital areas. Our TLC plan addresses these gaps through the hiring and training process of local mentors for both new teachers to the profession and new teachers to our district. We want CR-B to be a place where teachers want to teach and continue to learn and grow as educators, no matter what career phase they are in.

Our TLC plan transcends individuals. It is systems based. Because of this systemic planning, and connection to existing structures, we feel confident in both implementation and successful continuation through internalization of

the TLC Plan.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. **Yes**

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. **Yes**

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. **Yes**

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. **Yes**

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. **Yes**

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$33,200.00
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).	\$87,657.00
Amount used to provide professional development related to the leadership pathways.	\$1,010.00

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.

These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.

\$390.00

Totals

\$122,257.00

Grant Allocation

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

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

Certified Enrollment Number 391.0

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

District Enrollment-Based Allocation \$122,257.88

Total Allocation \$122,257.88

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$122,257.00

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

Remaining Allocation to be Budgeted \$0.88

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)

In our budgeting, we are paying all salary and benefits for the Technology Integrationist and the Model Teacher/Instructional Strategist from our district’s general fund; we are paying stipends for additional contract days/hours for these positions from the TLC funds. We are also paying stipends to the PLC leaders, Mentor I and Mentor II teachers from the TLC funds; these positions involve 95% instructional time so all salaries and benefits will continue to be paid from the district’s general fund. We have also allocated \$1010 for professional development needs of the selected teacher leaders. The remaining amount of the TLC money will be used to hire replacements for teacher leaders selected for the Technology Integrationist and Model Teacher/Instructional Strategist positions. As we continued our efforts in developing our TLC plan, we constantly discussed our vision and goals for our district and how the TLC plan could help us realistically reach those goals. A small staff with absolutely no flexibility in scheduling due to budget cuts made our efforts difficult and we wanted to create a workable plan—not a “pie in the sky” dream. We aligned our goals and the state goals with the roles we envision with this plan.

State TLC Goals:

1. Attract able/promising new teachers
2. Retain effective teachers
3. Promote collaboration among teachers
4. Reward professional growth and effective teaching
5. Improve student achievement

CR-B Goals

- Goal 1: Fully articulate our K-12 curriculum under the auspices of the Iowa Core and national disciplinary standards.
- Goal 2: Continue developing a collaborative learning culture around continuous improvement and professional development.
- Goal 3: Improve student achievement by effectively using assessment and data to drive instruction.
- Goal 4: Expand, develop, and enrich the 1:1 technological environment already created at CR-B
- Goal 5: Attract, mentor and develop both teachers new to the profession and teachers new to our district.

TLC Role	Vision
<p>Technology Integrationist</p> <p>TLC Goals: 1,2,3,4 State TLC Goals: 3,4,5</p>	<p>Advance and improve technology integration</p> <p>Increase student learning</p> <p>Utilize 4Cs of 21st Century learning</p> <p>Promote innovative thinking and learning</p>
<p>Model Teacher/Instructional Strategist</p> <p>TLC Goals: 1,2,3,5 State TLC Goals: 2,3,4,5</p>	<p>Advance collaboration</p> <p>Increase student learning</p> <p>Utilize effective instructional strategies/models such as Gradual Release of Responsibility</p> <p>Provide examples of exemplary instruction and “feedforward”</p>
<p>PLC Leaders</p> <p>TLC Goals: 1,2,3,5 State TLC Goals:</p>	<p>Promote quality collaboration</p> <p>Increase systemic data analysis</p> <p>Improve teaching and learning</p> <p>Ensure effective implementation of the Iowa Core</p>
<p>Mentor Teachers I</p> <p>TLC Goals: 1,2,5 State TLC Goals: 1,2,3,4,5</p>	<p>Create a collaborative culture with new teachers</p> <p>Improve teaching and learning</p> <p>Advance effective instructional strategies</p> <p>Increase student learning</p> <p>Provide a culture where teachers want to teach</p>

<i>Mentor Teachers II</i>	<i>Create a welcoming culture for new teachers to the district</i>
<i>TLC Goals: 1,2,5</i>	<i>Provide an opportunity for collaboration</i>
<i>State TLC Goals: 1,2,3,4,5</i>	<i>Improve teaching and learning</i>
	<i>Increase student learning</i>