



Application

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

136391 - TLC- Corning

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/14/2015 12:59 PM

Primary Contact

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Program Area of Interest	21st Century Community Learning Centers		
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Agency			

Organization Information

Organization Name:	Corning Community School District
Organization Type:	K-12 Education
DUNS:	04-414-7866
Organization Website:	www.corning.k12.ia.us

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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name William Stone
Title Superintendent
Organization Corning Community Schools

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

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Fiscal Officer/Agent

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Name Jodi Lyddon
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Address

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County(ies) Participating, Involved, or Affected by this Proposal	Adams County
Congressional District(s) Involved or Affected by this Proposal	3rd - Rep David Young (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	11
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	21, 22, 23, 24
<i>District Map</i>	

Minority Impact Statement

Question # 1

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

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

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

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons. **No**

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. **William Stone**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District **Corning Community School District**

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

County-District Number 02-1431

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific Mr.
Name of Superintendent William Stone
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TLC Application Contact

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Demographic Profile

October 2014 Certified Enrollment 743
October 2014 Free/ Reduced Lunch % 54
AEA Number 13

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

TLC Model Number Model 3 Comparable Plan

Narrative

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

**Corning & Villisca (SWV) Community Schools
Teacher Leadership and Compensation Plan Application**

We are writing this grant in a consortium between the two districts who currently whole grade share their 6th-12th grade students. The districts will be addressed as SWV throughout the plan.

The vision of the SWV Community School District's Teacher Leadership and Compensation system is to restructure and revitalize the teaching profession and provide opportunities for teachers to become teacher leaders. Goals for the system are to provide career advancement and leadership opportunities for our teaching staff, develop and provide relevant and meaningful professional development to improve instruction, and provide new teachers with support to make their transition into the classroom more successful.

The SWV Community School District's Teacher Leadership and Compensation system is made up of model/mentor teacher and instructional coach positions. This plan will provide ten model/mentor teachers, various teacher leader teams, two instructional coaches, and a part-time curriculum director for the SWV District. The model/mentor teachers will model effective instruction for our new teachers. The plan will provide new teachers more time to observe model/mentor teachers in the classroom. New teachers will gain knowledge about effective instructional practices that will help them in their classroom. Model/mentor teachers will work with new teachers to ensure the Iowa Core Curriculum is used to guide instruction and provide support in other job duties as needed.

Instructional coaches would spend a majority of their time in classrooms working with teachers to improve teaching strategies. The coaches' focus would be on current or past initiatives including the following: RTI, Quadrant D Learning, rigor, and technology. The duties would include observations and working with classroom teachers to identify specific teaching strategies that need improvement. The classroom teacher and instructional coach would then work as a team to improve instruction and learning by focusing efforts on improving the identified strategy. The district's instructional coaches will be in classrooms observing and gathering data, so our school has a better idea of where improvements in instruction and learning need to be made.

The model/mentor teachers, instructional coaches, and building administrators will form leadership teams that will tie all levels of the SWV District together. These teams will work together to develop and deliver professional development for the district. Data will be collected from all parties to determine what professional development will best meet the needs of the district. The SWV Community School District believes these new roles will help the district reach our goals in all curricular areas.

The teacher leadership and compensation planning grant committee has developed a plan that will make SWV Community School District a school where teacher leaders will work with all staff to improve instruction and increase student achievement. The committee worked hard to develop a comparable model that would improve the district and is fiscally responsible. All stakeholders are excited to begin a new journey to improve our district. The SWV District will continually examine our plan and make any changes that will better serve our students. These changes will be data driven with a laser focus on improved instruction and increasing student achievement.

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).

**Corning & Villisca (SWV) Community Schools
Teacher Leadership and Compensation Plan Application**

We are writing this grant in a consortium between the two districts who currently whole grade share their 6th-12th grade students. The districts will be addressed as SWV throughout the plan.

Southwest Valley Community School District (SWV) was committed to strong involvement of teachers & stakeholders in developing our Teacher Leadership & Compensation (TLC) Plan. SWV was awarded approximately \$12,840.00 for the purpose of planning & development. The following transpired upon notification of guidance from the Iowa Department of Education (DE):

- Review of TLC Guidance by Admin Leadership Team (ALT), Board & teacher leaders
- Appointment of District Lead Team (DLT) Committee to study systems & propose program appropriate to SWV's needs. DLT Committee consisted of 13 teachers & 4 admin
- Review of literature & current research related to teacher leadership, collaboration, instructional strategies, adult learning, system improvement & instructional coaches
- Review of current district initiatives & connection to teacher leadership
- Review of successful programs in existence across US
- Telephone conversations with districts utilizing teacher leaders in IA
- Attendance at Green Hills AEA's TLC planning workshops
- ALT team development of draft TLC plan
- Presentation of draft plan to DLT
- Presentation of draft TLC plan to all teachers
- Survey conducted so all teachers could provide feedback
- Presentation of draft TLC plan to Board
- Presentation of draft TLC plan to School Improvement Advisory Council (SIAC)
- Review of teacher survey results by ALT & DLT Committee
- Communication of TLC Grant & SWV plan posted on district website and Facebook pages.
- Re-write & revision of plan based on feedback gathered from various groups
- Participation in Green Hills AEA's peer review process
- Re-write & revision of plan based on feedback from 16 faculty during SWV peer review session
- Final revision & re-write
- Submission of plan
- Funding supported costs related to:
 - Acquisition of resources & books related to teacher leadership, collaboration, instructional strategies, adult learning, system improvement & ICs
 - Teacher stipends for DLT Committee meetings focused on grant
 - Registration fees related to SWV staff members' attendance at Instructional Coaching Training
 - Remaining funding will be used to cover costs related to implementation of TLC in SWV

Stakeholder Involvement

Teacher involvement included the following:

- 13 teachers are members of DLT Committee
- All certified staff (68) participated in informational session regarding initial plans for implementation
- All teachers were given opportunity to provide feedback through an open-ended question feedback tool - 72% of teaching staff responded
- Several individual meetings with teachers regarding vision & future planning
- Teacher attendance at instructional coaching training

Administrator (ALT) involvement included the following:

- 4 ALT are members of DLT Committee
- All ALT participated in staff informational sessions
- All ALT participated in development of plan

- All ALT provided feedback through an open-ended question feedback tool
 - All DLT provided feedback to ALT committee
 - All ALT attended instructional coaching training
- Parent involvement included the following:

- Parent members of SIAC
- SIAC members participated in an informational session
- SIAC members provided suggestions & contributed to plan development
- Website information provided for all parents & stakeholders
- Other parents contributed to development through questions/feedback

Teacher Support

CCEA & VEA support SWV applying for this grant opportunity. Examples of teacher feedback include:

- “It will help us as teachers become better & move forward in doing what is best for our students”
- “With the adoption of new ELA curriculum materials, it will be essential to have support in place to help our teachers with the implementation process. Having leaders to turn to during this time of change would be extremely helpful”
- “The 2014-15 school year will be great timing for those who might be a bit hesitant to make curriculum & instructional changes required to align with the Iowa Core. With new materials it may be more natural for some to accept an instructional coach’s ideas & guidance”

ALT Support

All ALT are 100% in support of TLC plan. All principals are encouraged about the opportunities teacher leaders (TL) will provide for their building & their specific teacher & student learning needs. The ALT provided a letter of support to apply.

Parent Support

SIAC team members, upon contributing to the application, were 100% in support of the district pursuing the grant. The group’s consensus was:

- “We think it sounds great; we see it as a huge benefit for our kids”
- “It’s a great opportunity for Southwest Valley. Teachers are going to have resources & tools rather than being on their own”

Additionally, the Board provided a letter of support for the grant. The vision & goals of the TLC grant align significantly with school improvement efforts underway in SWV. This grant will provide the opportunity to further enhance supports available to teachers.

to teachers.

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.

**Corning & Villisca (SWV) Community Schools
Teacher Leadership and Compensation Plan Application**

We are writing this grant in a consortium between the two districts who currently whole grade share their 6th-12th grade students. The districts will be addressed as SWV throughout the plan.

Southwest Valley Community School District (SWV) assessment data shows a lack of accelerated growth. Last year's Kdg-5th FAST data indicated more students proficient in the spring than the fall. SWV data shows a need for strong & consistent curriculum & implementation. While teachers regularly review data at PK-12th grade levels, all buildings have not implemented system-wide instructional changes based on data. Likewise, there is sporadic implementation of the Iowa Core, K-12. While teachers have been trained in instructional strategies, not all have applied them consistently to the classroom.

SWV's vision is to enhance our system by utilizing teacher leaders (TL)s who will have the ability to influence their colleagues, principals & other members of the school community to improve teaching & learning practices with the goal of increased student learning & achievement.

SWV goals are to:

- Define SWV standards of excellence for teaching & learning by implementing the Iowa Core/National Content Standards in every classroom while utilizing gradual release of responsibility to students.
- Replicate excellence in every classroom with clear standards, benchmarks, instructional strategies & assessment protocols
- Expect all to collaborate
- Adopt & practice a mindset of beliefs focused on improving & accelerating student achievement for all. This will occur by:
 - Focusing on learning, not on teaching
 - Utilizing formative assessment
 - Using assessment of learning to instruct
 - Focusing on student engagement
 - Planning for rigor & pace of instruction
 - Evaluating effective teaching strategies

We've begun this work & have committed to focusing on meeting our goals. Building PD plans were written tied to specific needs within each building and aligning with our building goals. In 2013, the district lead team (DLT) committed to adopting a professional learning community (PLC) culture. We began our journey by making several systemic modifications to support our belief that student learning will improve if we focus on learning, results & collaboration.

As such we modified structures. For instance:

- K-12 teachers meet monthly for 90-120 minutes with their PLC team
- Elem(PK-5) & MS(6th-8th) meet at least bi-weekly with their PLC team
- In response to SINA status Elem instituted a 20-30 minute intervention time. Students are provided acceleration & intervention supports according to literacy needs

PLC teams write SMART goals aligned to the IPDM plan. They focus on learning about the Iowa Core, how that impacts teaching & learning in their content area & on the gradual release of responsibility to students. While we are in our second year of implementation of a PLC culture, we are seeing great promise in teachers collaborating together to improve student learning. The SWV culture is gradually changing to one in which teachers are willing to examine their practice for system improvement. We realize this is a long-term commitment & a journey.

The collaboration between the Iowa Dept. of Education, Green Hills AEA & Southwest Valley Elem has been successful & is resulting in significant change. During the 12-13 school year, the elementary buildings were selected to be Phase I schools for the primary purpose of MTSS implementation. Students in grades PK-5 were administered the IGDI's/FAST assessments, while the results from these screeners resulted in prescribed interventions and progress monitoring for students with deficiencies in reading.

With the TLC grant, we will be able to replicate this success district-wide. Teachers will become more open to modeling & demonstration within their classrooms. Common pacing will occur & data evaluation will no longer be an event, but a process that occurs on a very frequent basis.

Our long-term vision & goals align to the statewide TLC goals.

- By designing a system in which K-12 teachers are supported, have time to collaborate & have a clear understanding of what students are to know & be able to do, we will be able to attract able & promising teachers to SWV**
- Although our teacher retention rate is high, we have lost highly effective teachers to larger districts for higher salaries. We believe with enhanced career opportunities & increased compensation SWV will retain even more of our highly effective teachers**
- Collaboration among teachers is supported by our focus on PLCs, the significant systemic changes we have made & our expectations that we are a team. Expanding the opportunity for TLs to model, demonstrate, guide & provide instant feedback will reduce isolationism & enhance collaboration**
- Our PD plans are based on enhancing professional growth & effective teaching. The TLC grant will allow us to deeply support the PD plan & strengthen instruction across the system. Underlying all SWV improvement efforts is the expectation that student achievement will improve**

We are committed to the TLC vision/goals & will work hard to ensure our TL plan supports improved student success.

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)

**Corning & Villisca (SWV) Community Schools
Teacher Leadership and Compensation Plan Application**

We are writing this grant in a consortium between the two districts who currently whole grade share their 6th-12th grade students. The districts will be addressed as SWV throughout the plan.

Southwest Valley Community School District (SWV) embarked on a significant continuous improvement effort during the 2013-2014 school year. Many of the system changes tie directly to supports teacher leaders (TLs) can provide. The following initiatives & structures will most impact our student learning & will be strengthened by TL roles.

KEY INITIATIVES

Development of a PLC culture/structure that focuses on learning, collaboration & results

The TLC grant will provide funding & time for critical training of Model/Mentor teachers (MMTs) who serve as PLC facilitators. Once MMTs are trained they will lead the work of their PLC teams so that the following occurs:

- Clarity regarding what students need to know & be able to do
 - Development of proficiency standards & expectations
 - Development of common formative assessments
 - Collaborative support for differentiation according to student needs based on student data
 - Development of systemic interventions
 - Focus on issues most significant in improving student achievement
 - Development of annual & short term goals to monitor progress
 - Analysis of data to identify strength & weaknesses to improve instructional effectiveness
- Implementation of the Iowa Core**

The TLC grant will provide the supports necessary through the TL to better implement the Iowa Core in the areas of English Language Arts, Math/Science & Special Education we will have the necessary supports to:

- Understand the content standards
- Implement the instructional expectations of the Iowa Core
- Understand how to integrate new curriculum materials
- Plan instruction & assessment to align with the Iowa Core
- Develop common formative assessments
- Analyze data to inform instruction & differentiation
- Provide individualized support for all students non-proficient thru advanced

Implementation of a district-wide instructional framework

The TLC grant will provide the supports necessary to ensure that the gradual release of responsibility & precision teaching is implemented throughout all SWV buildings. Instructional Coaches (ICs) will guide the development of precision teaching, resulting in teachers

- Knowing their students & content well
- Regularly assessing students' understanding of the content
- Purposefully planning lessons that transfer responsibility from the teacher to the student

Use of Iowa Professional Development Model to improve instructional practices

The consistent use of the Iowa Professional Development Model (IPDM) will ensure that the focus on curriculum, instruction & assessment is continued. This model helps us invest our PD time & resources to SWV's major initiatives. All TLs will be able to follow up with teachers after whole group PD by providing small group & individual support for teachers. TLs will be instrumental in facilitating action research, a key component of effective PLCs, as well as the IPDM. When all elements within the system are operating under this model we are focusing on SWV initiatives. The strengths of the IPDM include:

- Participative decision making
- Distributed leadership with the expectation that we balance pressure & supports, identify needs & hold each other accountable
- Simultaneity whereby we use our priorities to address multiple elements of content, context & processes

KEY STRUCTURES

SWV has several key system structures interconnected & aligned to PLCs, Iowa Core, Instructional Framework & IPDM.

Professional Learning Community Team (PLC)

Common planning time is an ideal time for TLs to support teachers implementing curriculum, reviewing data, grouping students based on needs, modeling instructional strategies & problem-solving

Building Leadership Team (BLT)

BLT structure will provide all TLs the opportunity to learn facilitation skills, support team & mentee goal development, strengthen ability to analyze data, focus on action research & utilize common formative assessments to drive instruction

District Leadership Team (DLT)

DLT structure will provide TLs the opportunity to learn with peers across the district & provide input on our focus throughout the district. This structure provides an opportunity to learn deeply about effective instructional practices & to provide support to teachers within their PLC team

Mentoring & Induction Support

MMTs will be able to provide more concentrated support & assistance to beginning teachers as well as our new to the district teachers. We will expect these teachers & their mentors to meet regularly with the IC & to participate in modeling, demonstration, reflection, learning & dialogue to enhance their skills within the classroom. This more frequent & on-demand support will be invaluable to our teachers

Professional Development Days

Professional Development Days serve as an opportunity for TLs to provide whole group or small group support to teachers based on their particular needs. Currently we only provide whole group PD for most of our staff. The ability to tailor support to the applicable content area will be more impactful & will provide for greater opportunity to transfer, apply & generalize strategies learned in PD

MTSS

We have a system-wide MTSS plan in SWV. TLs will model effective strategies, utilize data & make informed instructional decisions. TLs will also connect teachers with others who have used strategies successfully

SINA Plan

Our elementary schools have SINA plans. Implementation is dependent upon grade level teams & special teachers. TLs will provide expertise & support to ensure more consistent implementation across grade level teams & the district. With this intentional & intensive support we will impact our SINA status positively.

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)

**Corning & Villisca (SWV) Community Schools
Teacher Leadership and Compensation Plan Application**

We are writing this grant in a consortium between the two districts who currently whole grade share their 6th-12th grade students. The districts will be addressed as SWV throughout the plan.

ANALYSIS OF CURRENT PROGRAM

Southwest Valley Community School District's (SWV) current induction & mentoring program focuses on beginning teachers. It is a partnership between Green Hills AEA & Adams/Montgomery County schools. A 15-hour course is provided by Green Hills AEA for:

- Mentor teachers
- Beginning teachers
- Year 2 - combined beginning & mentor teachers

Teachers new to the district are assigned a district host who serves as an introductory guide.

Since 2009, SWV has hired 29 beginning teachers. Of the 29:

- 7 (24%) have left the district for educational employment in another district
- 16 (55%) have remained in the district
- 6 (21%) are no longer in the profession

This compares to data collected by the National Commission on Teaching & America's Future, which estimates that one-third of all new teachers leave after three years & 46% leave the profession within 5 years.

A few of our district hires the past 6 years have been experienced teachers. While a "host" is assigned for these teachers, feedback indicates gaps in support. No district system is in place to provide a smooth transition & PD regarding the district's professional practices & expectations.

The planning team determined the following needs:

- Mentor training extended throughout the school year to address changing needs of beginning teachers
- Mentor training with multiple opportunities to observe teaching, collect & analyze data & offer effective feedback aligned to Iowa Core content & pedagogy as well as IPDM
- Mentor training with job-embedded, collaborative routines
- Sufficient processes & support for induction & training of experienced teachers
- Use of a TL structure to enhance induction for both beginning & experienced teachers

TLC INDUCTION AND MENTORING ACTIONS

The goal of SWV's plan utilizing TLC programming & funding is to:

- Create a systemic, job-embedded mentoring & induction program
- Provide support for beginning teachers leading to sustainability in education
- Support educators new to SWV leading toward district longevity

The ultimate goal is to develop high-performing educators who positively impact & accelerate learning. SWV, through the TLC grant, will design a 2-year induction program that includes:

- Training for mentors
- Systemic structures for job-embedded time for mentors, beginning teachers & teachers new to SWV
- Development of
 - Effective instructional practices of the Iowa Core
 - Job-embedded structures for classroom observations
 - data-driven reflection
 - High quality feedback
- Practices aligned to SWV's instructional programs

TLs play an integral role in the professional support of beginning teachers & induction of teachers new to the district.

Their responsibilities include coaching, consulting & collaboration of:

- Iowa Core Standards & National Content Standards
- Standards-based teaching
- Iowa Core instructional expectations
- PLC vision, culture & structure
- Engagement strategies

- Instructional framework
- Evidence-based instructional strategies
- Assessment continuum
- MTSS
- Data-informed instructional practices
- Curriculum materials, including intervention & acceleration
- District processes & procedures
- Reflective practice & professional growth
- Collaboration skills
- Professional guidance: ethics, rules & regulations
- Iowa Teaching Standards
- Iowa Professional Development Model
- Technology Integration

MMTs will be trained in 4 areas:

- The beginning teacher: Phases of the first year of teaching, mentoring continuum, district processes & procedures, navigating the culture, professional teaching standards & ethics
- Coaching skills: Structured conversations, effective feedback, reflective inquiry, peer observation skills & active listening
- Instructional improvement: Instructional shifts in Iowa Core, content standards & effective instructional practices
- Data collection: Analysis, decision-making & MTSS

Additional time to develop collegial support & opportunities to practice skills will be provided for all MMTs during:

- Pre-service
- Quarterly DLT meetings
- Monthly BLT meetings
- Release time
- PLC time

Specific release time will be provided for MMTs & beginning teachers for:

- Observations of each other & other model teachers
- Reflection on feedback, collected data & analysis of student work

MMTs & experienced teachers new to SWV will meet on a regular basis compared to the irregular nature of the current program. They will focus on:

- Curriculum implementation & assessment
- SWV initiatives & expectations
- SWV collaborative culture
- SWV procedures & protocols
- Integration into the community

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.

**Corning & Villisca (SWV) Community Schools
Teacher Leadership and Compensation Plan Application**

We are writing this grant in a consortium between the two districts who currently whole grade share their 6th-12th grade students. The districts will be addressed as SWV throughout the plan.

After much research & discussion, the framework for the TLC Plan resulted in TL roles that are supportive of our key system structures interconnected & aligned to PLCs, Iowa Core, Instructional Framework & IPDM.

This system will support all students reaching their full potential. At least 25% of teachers will be involved in TL roles.

All TLs will have:

- A proven record of effective instruction
- A strong command of the curriculum
- Skill in facilitating adult learning

The following table summarizes the differentiated roles & responsibilities

Differentiated Roles	Primary Responsibilities	Expertise
Nineteen Model/Mentor Teachers (MMTs)	<ul style="list-style-type: none"> • 100% classroom + duties beyond standard contract • Facilitate PLC team • Serve as model classroom • Mentor beginning teachers & teachers new to SWV • Participate in external PD specific to content area 	<ul style="list-style-type: none"> • Classroom instruction • Collaboration • Content, grade level knowledge • PLC teaming
Two Instructional Coaches (ICs)	<ul style="list-style-type: none"> • 100% support of teachers & PD • 0% classroom time • Provide support to all teachers • Deliver PD—whole group, small group, 1:1 • Model, demo & support sound instructional practices 	<ul style="list-style-type: none"> • Instructional strategies • Differentiation • Adult learner
Part Time Curriculum Director (PTCD)	<ul style="list-style-type: none"> • 100% support of teachers & PD • Lead implementation of Iowa Core, curriculum adoption & fidelity of implementation • Deliver PD—whole group, small group, 1:1 • Model, demo & support sound instructional practices 	<ul style="list-style-type: none"> • Systems thinker • K-12 alignment • Iowa Core, content knowledge • Curriculum, instruction & assessment

Nineteen Model/Mentor Teachers(MMTs) will remain in the classroom 100% of the time, yet have additional duties beyond the standard contract day & year. Key duties include:

- In Professional Learning Community team. They will assist in:
- Cultivating clarity regarding what students need to know & be able to do
- Developing proficiency standards & expectations
- Creating common formative assessments
- Planning collaborative support for differentiation according to student needs based on student data
- Establishing systemic interventions
- Focusing on issues most significant in improving student achievement
- Developing annual & short term goals to monitor progress
- Analyzing data to identify strengths & weaknesses to improve instructional effectiveness
- Leading PLC team action research

- Provide model classrooms
- Mentor new teachers to the profession
- Mentor teachers new to SWV
- Participate in external PD specific to content area

Two Instructional Coaches (ICs) will support teachers across all contents 100% of the time. ICs will focus on instructional strategies while PTCO will support specific content needs. Based on a review of current research, best practice, the superintendent's past coaching experiences & an analysis of our district needs, we determined the generalist role would best suit SWV. According to Jim Knight, a leading researcher on instructional coaching, the research is definitive in that coaching positively impacts:

- Teacher attitudes
- Teaching practices
- Teacher efficacy
- Student achievement

2 ICs, one shared between elementary buildings and one shared between middle school and high school, may have different areas of content expertise but will be learning "generalists" who support any teacher regardless of content taught or level of assignment. Teachers will have on-demand access to an IC when they are in the building instead of scheduling & waiting for a content IC. ICs will not be assigned a roster of students yet will spend 80% of their time providing supports to teachers & 20% of their time learning & planning supports.

With the district's systemic focus on Iowa Core, PLCs & an Instructional Framework of gradual release of responsibility, ICs in SWV will:

- Provide at least weekly support to mentors & mentees
- Deliver whole group, small group & 1:1 PD
- Model, demonstrate & support sound instructional practices
- Assist with extending competencies including use of new learning tools
- Guide implementation of Iowa Core
- Facilitate time for teachers to consider the learning needs of all students, foster differentiation & MTSS
- Provide reflective feedback & dialogue about teaching
- Data coach, data analyze & foster instructional decision-making
- Provide support & encouragement for change
- Serve on BLT & DLT

The Part-Time Curriculum Director PTCO will provide systemic support of K-12 curriculum.

PTCO will not be assigned a roster of students & will spend 80% of their time providing content specific supports to teachers & 20% of the time learning & planning supports. While the PTCO will support instruction, their main focus will be effective implementation of curriculum. Key duties will include:

- Deliver whole group, small group & 1:1 PD
- Model, demonstrate & support sound instructional practices
- Support implementation of K-12 Iowa Core to help teachers understand content standards & implement instructional shifts
- Lead implementation of new K-12 curriculum materials, assessments & supports specific to assigned curricular area to ensure fidelity
- Serve on BLT & DLT

SWV has developed a comprehensive instructional improvement plan that will be supported by TL roles. While we have differentiated roles for TLs, all will play a specialized yet integrated role within our system plan. Main areas of emphasis are in bold; primary TL roles are italicized; key actions are listed; supporting TL roles are noted in parentheses.

Update Curriculum & Standards to Align with Iowa Core/National Content Standards

The primary TL role is PTCO with supports from ICs & MMTs

- Curriculum review process
- Implementation of new curriculum/ instructional materials (IC, MMT)
- Strategic & intensive instructional materials (IC, MMT)

- Tools for curriculum design, development, mapping, documentation of best practices
- Development & implementation of pacing guides (IC)
- Standards based reporting

Utilize Research Based Instructional Practices For Optimal Student Learning

The primary TL role is IC

- Gradual release of responsibility instructional practice
- Lesson design tied to Iowa Core/National Content Standards
- Modeling incorporation of engagement strategies
- Instructional interventions for students

Utilize Assessments to Plan Instruction & Maximize Student Growth

The primary TL role is PTCD with supports from MMTs & ICs

- Benchmark assessments
- Summative assessments
- Electronic portal of assessment questions aligned to standards
- Formative assessments (MMT, IC)

Recognize Learner Profiles & Differentiate According to Needs

The primary TL role is MMTs with supports from ICs

- MTSS support & differentiation (IC)
- Use of Infinite Campus to collect/analyze student demographic info

Analyze Data & Report Progress

The primary TL role is PTCD with supports from MMTs & ICs

- Monitor & analyze data for system improvement
- Provide dashboard data for teachers, parents & administrators
- Create student progress reports on standards
- Analyze classroom, grade level, content area assessment (MMT, IC)

Maximize Professional Development Opportunities for Teacher Learning Utilizing the Iowa Professional Development Model (IPDM)

This is a role supported by all TLs

- PLC teams
- BLT/DLT teams
- Small group/1:1 PD
- Building Level PD
- District Level PD

On-demand & differentiated PD needs

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:

- Prior demonstrated measures of effectiveness.**
- Prior demonstrated professional growth.**

**Corning & Villisca (SWV) Community Schools
Teacher Leadership and Compensation Plan Application**

We are writing this grant in a consortium between the two districts who currently whole grade share their 6th-12th grade students. The districts will be addressed as SWV throughout the plan.

TLs will be selected based upon the following criteria.

Must have taught for three years with atleast one year in the district.

Proven record of effective instruction & high student learning measured by

- Data indicative of student growth
- Use of formative assessment
- Use of high impact instructional strategies
- Responsiveness to student needs

Strong command of the curriculum measured by

- Development of curricula & resources that reflect command of subject
- Students acquiring mastery of standards & benchmarks

Skill in facilitating adult learning measured by

- Use of engaging strategies appropriate to audience
- Ability to match content & skills to needs
- Providing opportunities for practice, reflection & feedback
- Outreach & collaboration with families & the community

Life-long investment in their own professional growth behaviors measured by

- Reflective assessment of strengths & areas for improvement
- Implementing skills aligned to SWV's goals & key initiatives
- Utilizing skills & dispositions to support increased student achievement
- Cultivating a strong PLC culture conducive to improvement
- Exhibiting growth mindset & a leader of change

Specific expertise for each role will be considered in the selection process.

MMTs	ICs	PTCD
<ul style="list-style-type: none"> •Classroom instruction •Collaboration •Content, grade level knowledge •PLC teaming 	<ul style="list-style-type: none"> • Instructional strategies •Differentiation •Gradual release of responsibility •Adult learner 	<ul style="list-style-type: none"> •Systems thinker •K-12 alignment •Iowa Core, content knowledge •Curriculum, instruction & assessment

Upon receiving notification of the TLC grant the following will occur:

A general information session for TL positions. Session will include an explanation of:

- Alignment to district vision & goals
- Key actions & responsibilities
- Examples/non-examples of TL roles
- TL evaluation tools

Encouragement of active BLT members by reminding them of their impact & roles in current improvement efforts

Encouragement of “quiet” leaders who have not held formal leadership roles

Interested candidates will submit:

- Letter of Application
- Resume
- Letter of Recommendation from a Certified Colleague
- Artifacts showing effective instruction & student growth (written, video, etc...)
- Artifacts showing strong command of the curriculum
- Skill in facilitating peer learning
- Artifacts showing life-long investment in their own professional growth behaviors

Applications will be scored using a TL rubric. This rubric will be shared with candidates prior to submittal.

Candidates who score above the cut score will be invited to interview with the site- based selection committee

consisting of (Building level):

2 Teachers

2 Administrators

During the interview, candidates will:

- Answer questions directly related to TL roles
- Reflect upon their professional growth
- Further explain examples, artifacts & reflections of personal TL qualities
- IC candidates will facilitate a mock coaching session
- PTCD candidates will facilitate a mock PD session

A rubric based on TL Model Standards (Teacher Leadership Exploratory Consortium) will be developed to score each component of the interview process. The rubric will measure the candidate's ability to:

- 1) Foster a collaborative culture to support educational development & student learning
- 2) Access & use research to improve practice & student learning
- 3) Promote professional learning for continuous improvement
- 4) Facilitate improvement in instruction & student learning
- 5) Promote the use of assessments & data for school & district improvement
- 6) Improve outreach & collaboration with families & the community
- 7) Advocate for student learning & the profession

The site-based selection committee will recommend viable candidates to TL roles who demonstrate strong ability to effectively carry out SWV's goals & vision. In line with the current SWV hiring process, final hiring recommendations will be made by the Superintendent to the Board.

The BLT/DLT will apply by providing answers to questions. A rubric will be used to score all applications. The Building Principal will determine if additional BLT/DLT members are needed. If so, the building principal will make decisions on who will serve in the BLT/DLT member only positions.

Teacher leaders will participate each year in an annual review of assignment. This process will involve self-reflection and peer feedback. For self-reflection, teacher leaders will complete the Teacher Leader Self-Assessment three times a year to formatively assess their performance and help give insight into supportive professional learning that the teacher leader may need to provide adequate support in order to improve. Our teacher leader team will help the administration in the development of a peer feedback survey which will be delivered annually in order to help individual teachers more fully understand their impact.

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.

**Corning & Villisca (SWV) Community Schools
Teacher Leadership and Compensation Plan Application**

We are writing this grant in a consortium between the two districts who currently whole grade share their 6th-12th grade students. The districts will be addressed as SWV throughout the plan.

Well-designed PD, fully integrated with effective school improvement practices, improves student learning. The Southwest Valley Community School District (SWV) is committed to utilizing the IPDM as a process for developing, implementing, & evaluating a comprehensive PD system that supports teacher professional development & effectiveness to improve student learning. This model has guided our efforts to ensure a focus on improving teachers' repertoires in curriculum, instruction & assessment.

SWV's long-range PD plan focuses on 3 main goal areas:

- Iowa Core
- Professional Learning Communities (PLCs)
- Gradual release of responsibility to students

TLs Role in Improving PD

TLs as members of DLT & BLT will be instrumental in all planning, implementing & evaluating phases of the IPDM. These teams are charged with leadership roles & responsibilities related to PD:

- Analyzing student achievement data & determining gaps
- Creating, organizing & supporting the district & building PD plans
- Helping principals sustain a focus on instruction & monitoring PD implementation
- Working with Teacher Quality Committee (DLT) to facilitate communication & decision-making

TL roles will provide much needed support & connection for teachers in small group & 1:1 settings. TLs will plan both short & long term to bridge roles & to sustain growth mindsets. TLs will utilize the IPDM to create plans & ensure PD is aligned to needs as well as impacting student learning.

Collecting/Analyzing Data

Roles: All TLs will lead teams in collecting & analyzing district/building, content/grade level & individual student data. This data will determine gaps in content & instructional practices. Based on data TLs will determine whole group, small group & 1:1 PD needs of teachers.

Alignment: The IPDM specifies if PD is to have an impact on student learning, it must precisely align with student needs. All TLs will help teachers analyze & interpret multiple sources of data & sub-group data.

Goal Setting & Student Learning

Roles: MMTs will assist teams in developing SMART goals that respond to district & building data. SMART goals will provide TLs focus & direction for work with teachers. Specific goals will enable TLs & teachers to decide on a PD target that best supports the learning needs of students.

Alignment: IPDM expects PD goals focused on instruction, aligned to data & based on district goals.

Selecting Content

Roles: BLT/DLT contributes to the plan for PD on a yearly basis. All TLs will ensure content remains aligned to student data & needs, initiatives are limited & practice is refined.

Alignment: BLT/DLT have committed to a multi-year PD plan based on analysis of research, current SWV knowledge/practices & alignment to Iowa Teaching Standards.

Designing Process for PD

Roles: DLT have developed a calendar for whole group district & building PD. BLT plans whole group & small group time. This time will be used by all TLs to provide theory, demonstration, practice & collaboration.

Alignment: The IPDM underscores the importance of theory, demonstration, practice & peer coaching which are all built into our plan. Transfer occurs at the highest rate when peer coaching is provided. Teachers will have frequent opportunities to receive peer coaching from ICs differentiated to their needs.

Training/Learning Opportunities

Roles: ICs & PTCd will be responsible for providing theory, demonstration, practice & collaboration so teachers will learn and apply a new set of skills & strategies for instruction. By reviewing student data on a frequent basis, they will adjust & refine PD based on student & implementation data.

Alignment: Our plan includes all teachers receiving learning opportunities & collaboration on a frequent basis. Whole

& small group will occur at least weekly & 1:1 opportunities will be available.

Collaboration/Implementation

Roles: MMTs assists the PLC teams. PLC team meetings are structured, have agendas & produce artifacts. MMTs assist in lesson planning, data discussions, formative assessment development & problem solving. ICs will provide support for learning strategies & PTCD will provide content specific support. All TLs will play a role in ensuring & supporting implementation.

Alignment: The SWV ALT and BLT clearly articulate expectations for focus on learning, results & collaboration.

Ongoing Data Collection (Formative evaluation)

Roles: MMTs & ICs will support development of formative assessments, as well as the study, discussion & questioning of data to determine priority areas for action & opportunities for celebration. Formative data will be used to identify how PD is impacting individual student learning, within classrooms, buildings & throughout the district.

Alignment: Formative assessments will be conducted according to content/grade level assessment plans to analyze PD often & make adjustments quickly to ensure goals are met.

Program Evaluation (Summative evaluation)

Roles: TLs will lead annual analysis of summative data by BLT/DLT.

Alignment: Annual summative data will be used to plan next year's PD & to inform staff/stakeholders about PD outcomes.

Our TLs will be highly involved in implementation of PD, curriculum, assessment & instruction. We have carefully crafted our plan to ensure TLs will be game changers in SWV.

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.

**Corning & Villisca (SWV) Community Schools
Teacher Leadership and Compensation Plan Application**

We are writing this grant in a consortium between the two districts who currently whole grade share their 6th-12th grade students. The districts will be addressed as SWV throughout the plan.

Southwest Valley Community School District (SWV) has developed a leadership structure to provide support for every teacher, every day. This structure is built upon SWV goals & inherent to the model standards. These are the catalyst for improvement.

SWV TLC Goals

- Define standards of excellence for teaching & learning within SWV
- Replicate excellence in every classroom
- Expect all to collaborate
- Adopt & practice a mindset of beliefs focused on improving & accelerating student achievement for all

TL Model Standards (Teacher Leadership Exploratory Consortium)

- Fostering a collaborative culture to support educator development & student learning
- Accessing & using research to improve practice & student learning
- Promoting professional learning for continuous improvement
- Facilitating improvements in instruction & student learning
- Promoting the use of assessments & data for school district improvement
- Improving outreach & collaboration with families & community
- Advocating for student learning & the profession

PLAN TO MEASURE TLC IMPACT & EFFECTIVENESS	
Goal	Measure & Monitor
Responsibility of	How Adjust
Define standards of excellence for teaching & learning within SWV	<ul style="list-style-type: none"> •Classroom walk throughs (daily) •PD/Curriculum Implementation data (weekly) BLT, DLT, all TLs, ALT
Identify gaps in PD Provide small group & 1:1 PD Increase opportunities for demonstration, modeling & feedback Align PD to student data	Individual PD plans (quarterly review) MMTs, ICs, ALT
Replicate excellence in every classroom	<ul style="list-style-type: none"> •PD feedback tool (after each session) •PD/Curriculum Implementation data (monthly)
PTCD, ICs, ALT	Provide small group & 1:1 PD Increase opportunities for demonstration, modeling & feedback
Expect all to collaborate	Post coaching feedback tool (after each session)

	ICs, ALT
Adjust coaching strategies to align to individual teacher needs	<ul style="list-style-type: none"> • PLC artifacts • PLC agendas • SMART goals • Formative assessments (quarterly)
MMTs, BLT, DLT	Provide differentiated support for MMTs to support PLC team needs Provide tools to ensure focus on learning, results & collaboration
Adopt & practice a mindset of beliefs focused on improving & accelerating student achievement for all	<ul style="list-style-type: none"> • Individual PD plans (quarterly review)
	MMTs, ICs, ALT
Provide small group & 1:1 support based on data Student progress monitoring Summative assessments	<ul style="list-style-type: none"> • Student Progress Monitoring • Summative Assessments
All	Align PD to student data

TL success will be evaluated using data focused on improvements in content, instruction & collaboration.

Determining Impact/Effectiveness of TLs	
Content Implementation Measures	Instructional Improvement Measures
Collaborative Culture & Structure Measures	Consensus maps
Implementation data: Gradual release of responsibility Active engagement Learning targets Tech integration	PLC: <ul style="list-style-type: none"> • Agendas • Artifacts • SMART goals
Implementation of common formative assessments tied to content standards	Walk-thru data: Administrator Peer review
Bi-annual teacher surveys	Summative assessments: Iowa assessments Content specific assessments
Teacher feedback tools: Post coaching Post-PD Individual reflection	Coaching logs
Concurrent enrollment AP enrollment AP pass rate	TL artifacts: Coaching logs SMART goals Results
Common formative assessments	Post-graduate surveys
Student achievement results: Building Classroom MTSS Subgroup	MTSS results

Successful implementation is critical to the success of our plan. Systemic evaluation by ALT, in cooperation with the TL Coordinator, will measure fidelity of implementation. If measures indicate misaligned trends, a root cause protocol will be used to objectively examine factors impacting the situation. Questions to be answered include:

- Context fidelity: Were training, caseloads, resources & intended supports provided?
- Compliance fidelity: Were team meetings, coaching contacts & lesson supports such as modeling, demonstration & feedback provided?
- Competence fidelity: Were TLs able to demonstrate ability aligned to TL standards?

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)

**Corning & Villisca (SWV) Community Schools
Teacher Leadership and Compensation Plan Application**

We are writing this grant in a consortium between the two districts who currently whole grade share their 6th-12th grade students. The districts will be addressed as SWV throughout the plan.

Implementation Capacity

Southwest Valley Community School District (SWV) is positioned to implement the TLC plan with fidelity & success. Over the last 18 months many structures to support continuous improvement efforts & strengthen the focus on improved student learning have been implemented. These structures align to all goals of TLC. SWV has committed to sustaining these long-term. Examples include:

District/Building Structures

- Strengthening of Building Leadership Team (BLT) process
- Development of District Leadership Team (DLT)
- Development of District & Building Professional Development Plans (PD) aligned to Iowa Professional Development Model (IPDM)
- Expansion of district's partnership with Green Hills AEA to improve PD. Two designated professional developers deliver PD monthly to each building based on building needs & tied to the PD plan. PD follow-up & applied learning is facilitated by BLT & building principal
- Implementation of district calendar providing for monthly PD for all faculty
- Development of curriculum review process aligned to Iowa Core & National Content Standards
- Development & revision of handbooks/guidebooks to systematize processes supportive of improved student learning (PLCs, special education, alternative high school, hiring & BLTs)
- Implementation of a district-wide MTSS

Teacher Structures

- SWV began the PLC journey in 2012 and continues to use this structure. Each teacher is on a PLC team. All PLC teams meet regularly.

Student Structures

- Implementation of MTSS at Elem. Students are placed in small groups, according to literacy needs. This support, along with tutors, Title I & improved instruction in the classroom, is resulting in accelerated student data. Recent Elem FAST/IGDI's data confirms at least 10% more students moved to benchmark, in every grade level, as compared to the same time last year.

Sustainability Capacity

SWV is poised to sustain TLs successfully. Our plan is built around our *current initiatives*

- PLC teams
- BLT/DLT
- MTSS
- New curriculum implementation
- Instructional framework & strategies

We have recommitted to our *fundamental purpose* evidenced by accelerated student learning. This includes:

- Policies & expectations aligned to rigorous goals for improvement
- Supports designed to meet the goals

The TLC grant *supports closing gaps* in our system. It provides needed supports for:

- Instructional improvement
- On-going measures to monitor implementation

- Focus on initiatives to ensure fidelity & quality
- Constant monitoring utilizing short & long term measures
- Frequent communication throughout the system

SWV supports the TLC concept beyond state funding. Successful implementation cannot occur without strategic coordination & concentrated supports of TLs within our system. Our Board of Education will appropriate funds for a Coordinator of TLs to ensure successful implementation of our plan. This role will be instrumental in all aspects of our TL plan through:

- Planning
- Problem-solving
- Monitoring
- Adjusting for changing needs

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.	\$6,500.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$201,100.00

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).	\$10,000.00
Amount used to provide professional development related to the leadership pathways.	\$10,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$227,600.00

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	743.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$232,321.24
Total Allocation	\$232,321.24

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$227,600.00
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$4,721.24

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)

**Corning & Villisca (SWV) Community Schools
Teacher Leadership and Compensation Plan Application**

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TLC Supplement Money	
SWV Revenue	
Corning	\$ 129,055.88
Villisca	\$ 101,601.78
Total	\$ 230,657.66
SWV Expenditures	
Getting Teachers to \$33,500	\$ 6,500.00
2 Instructional Coach	\$ 140,000.00
Part-time Curriculum Dir.	\$ 30,000.00
13 District Lead Team Mem.	\$ 5,850.00
19 Building Lead Team Mem.	\$ 14,250.00
10 Mentors	\$ 10,000.00
Substitutes	\$ 10,000.00
PD materials/supplies	\$ 10,000.00
Total	\$ 226,600.00

The TLC grant will be used primarily to fund:

- Supplemental Pay for 10 Model/Mentor Teachers(MMTs)
- Supplemental Pay & replacement costs for 2 Instructional Coaches (ICs)
- Supplemental Pay & replacement costs for 1 Part Time Curriculum Director (PTCD)
- Supplemental Pay for 13 District Lead Team Members
- Supplemental Pay for 19 Building Lead Team Members

Southwest Valley Community School District (SWV) Goals

1) Define standards of excellence for teaching & learning within SWV

Upon examination of research & best practice, our District Leadership Team (DLT) has determined SWV teachers will develop a professional learning culture that focuses on learning, collaboration & results. All teachers will utilize the gradual release of responsibility instructional model. The addition of MMTs, ICs & PTCD will accelerate implementation & provide deeper levels of support for teachers.

2) Replicate excellence in every classroom

Our MMTs' classrooms will be models of Iowa Core Implementation & PLC practices. These classrooms will be open for teacher observations. ICs will model & demonstrate practices within classrooms so teachers can see strategies in action within their specific content area or grade level. Our TL plan will offer multiple opportunities & options for teachers to:

- Observe model teachers at work
- Collaborate to improve student learning
- Prevent teaching in isolation

3) Expect collaboration of all

SWV is in the third year of implementation of a PLC culture. PLC team leaders are learning & guiding their teams simultaneously. With the TLC grant our MMTs, ICs & PTCD will have more time to learn & provide support to ensure collaboration at all times, not just during PLC team time.

4) Adopt & practice a mindset of beliefs focused on improving & accelerating student achievement for all.

With the TLC grant MMTs, ICs, & PTCD will:

- Focus on learning, not on teaching
- Utilize formative assessment

- Use assessment of learning to instruct
- Focus on student engagement
- Plan for rigor & pace of instruction
- Evaluate effective teaching strategies

With the TLC grant our MMTs, ICs & PTCD will provide teachers with deeper levels of on-demand, immediate support. Without TL supports & ultimately the funding, we will not be able to reach our goals. Our plan illustrates a significant change in thinking & doing for teachers. The power of TLs in shifting & sustaining this mindset is critical. TLs guide, model, demonstrate & encourage teachers to bridge the knowing – doing gap, which will accelerate student learning.

Professional Development Costs

Approximately \$10,000 will be used for PD costs, materials & supplies as well as substitute costs. To successfully implement TLs, several fundamental trainings will occur. These include but are not limited to:

- Professional Learning Communities Institute (Solution Tree)
- Cognitive Coaching (AEA)
- Mid Iowa School Improvement Consortium Leadership & Curriculum Meetings/Workshops (MISIC)
- Content specific training or workshops

Resources & Supplies

TLs will have access to a variety of resources, beyond current resources, to support their work. Some examples include:

- Learning by Doing* (DuFour)
- Leading by Design: An action framework for PLC at work* (Erkens, Twadell)
- Visible Learning for Teachers* (Hattie)
- Instructional Coaching: A partnership approach to improving instruction* (Knight)
- Coaching: Perspectives & approaches* (Knight)
- Leading Professional Development Teams* (Sather)
- Protocols for Professional Learning* (Easton)
- Transformative Assessment* (Popham)
- Better Learning Through Structured Teaching* (Fisher & Frey)

Substitute Costs

Daily time for teacher support is built within our system; however, some substitute costs for initial & career teachers may occur. Examples include:

- Initial teacher release time to observe MMTs at work
- Teacher training & support sessions
- MMT training, support & delivery sessions

TLs will help us:

- Develop a shared commitment
- Clearly articulate essential knowledge & skills for students
- Develop clarity & consistency among teachers
- Utilize formative assessments to monitor learning
- Provide systematic interventions for those who need it
- Achieve goals by working interdependently