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Application

Instructions

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Application Details

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88360 - Teacher Leadership and Compensation (TLC) System FY 2016

94093 - Teacher Leadership and Compensation System
Teacher Leadership and Compensation System

Status: Under Review Submitted Date: 2014-10-27 12:20:05
Signature: Scott Grimes Submitted By: Scott Grimes

Applicant Information

Project Officer		Organization Information	
AnA User Id	SCOTT.GRIMES@IOWAID	Organization Name*	Dallas Center-Grimes Schools
First Name*	Scott Grimes	Organization Type*	K-12 Education
	<small>First Name Middle Name Last Name</small>	Tax ID:	
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	<small>City State/Province Postal Code/Zip</small>		
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Program Area of interest*	Teacher Leadership and Compensation System	Phone:	515-992-3866
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Agency	Administrative Services, Iowa Department of	Benefactor Vendor Number	

Recipient Information

District* Dallas Center-Grimes Community School District
Use the drop-down menu to select the district name.

County-District Number* 25-1576
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific Mr.

Name of Superintendent* Scott Grimes

Telephone Number* 515-992-3866

E-mail Address* sgrimes@dc-grimes.k12.ia.us

Street Address* 1414 Walnut Street, Suite 200

City* Dallas Center

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

Zip Code* 50063

TLC Application Contact

Honorific Mr.

Name of TLC Contact* Scott Grimes

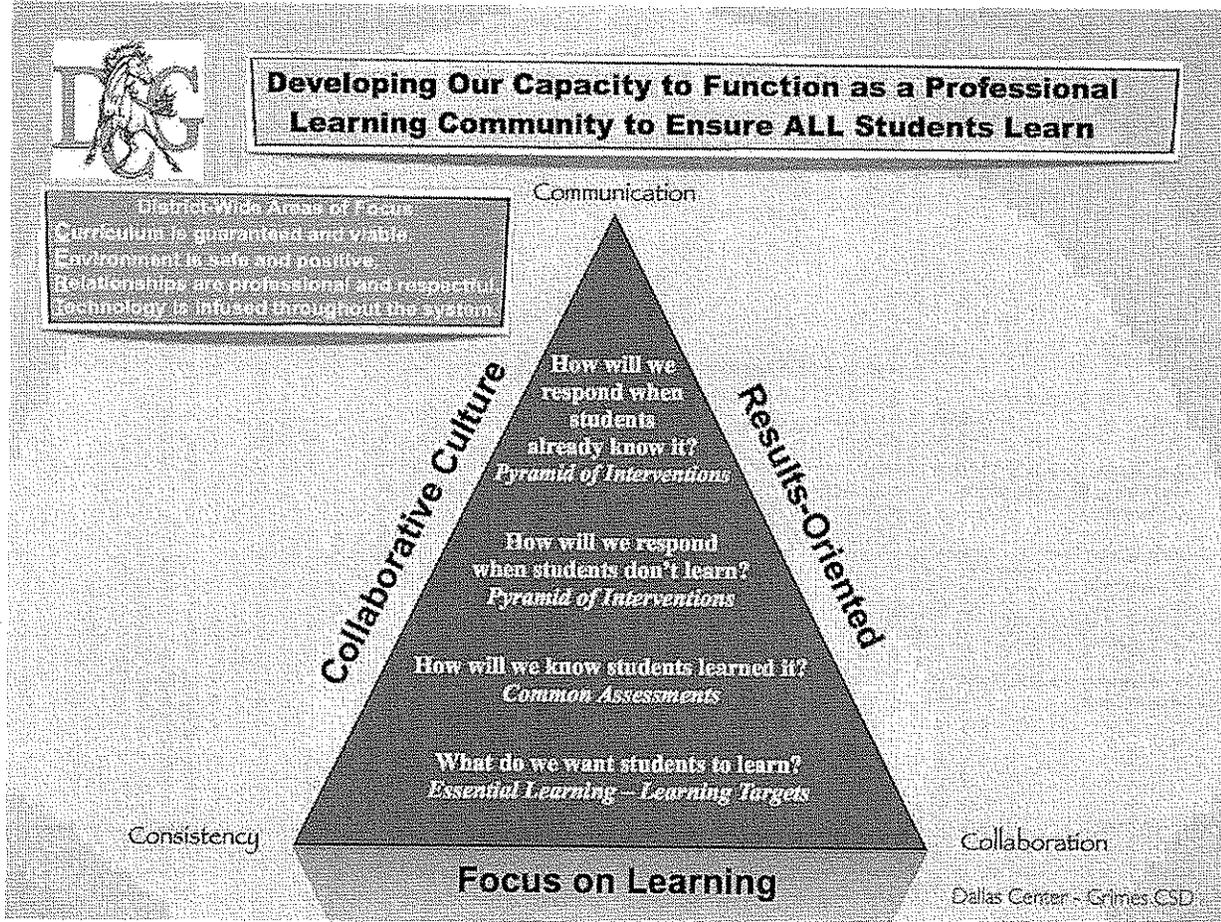
Telephone Number* 515-992-3866

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Street Address* 1414 Walnut Street, Suite 200
 City* Dallas Center
 State* Iowa
 Use the drop-down menu to select the state.
 Zip Code* 50063

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)



A pyramid is a geometric figure that represents stability. It also points upward, representing continuous improvement! That is why our district will use our pyramid model to represent the guiding principles of our district and as the basis for our Teacher Leadership Compensation (TLC) grant proposal. Our goals for the TLC grant are:

- to strengthen our shared leadership structure by providing multi-level tiers of opportunities for teacher leaders, with appropriate compensation.
- to enhance our collaborative culture.
- to focus on continual improvement for staff as a means to increasing student learning.

As a professional learning community, we embrace the opportunity this funding will provide to respond to these questions through the shared leadership provided through PLC Team Leaders, instructional coaches and mentor teachers.

We began the process of grant application by assembling a planning committee, made up of representative teachers from various disciplines and grade levels, building and district level administration, a school board member/parent, and a retired teacher. The initial planning funds allowed for this committee to meet and design a plan that would be of the most benefit to the district by creating an additional layer of support through the development of teacher leadership roles.

Stakeholders in the DCG district are highly supportive of the district's vision of collaboration, results-oriented action, and focus on learning as has been reinforced through various surveys and discussions. The planning committee spent considerable time examining data, evaluating existing initiatives and programs, and understanding how the leadership structure is currently utilized. We then decided how best to support these and future programs through increased teacher leadership. To address our district goals, such as the creation of our district PLC, our plan is to increase teacher leadership by creating roles in the following areas: PLC Team Leaders, instructional coaching, and beginning and new-to-district teacher mentoring.

We realized the need for more support within our current Professional Learning Communities (PLC) structure. DCG began the creation of PLCs in 2010-11, with full implementation district-wide in 2011-12. The benefits of scheduled, dedicated meeting times for collaborative teams have been shown not only in student achievement data, but also in staff feedback. The increased commitment to the PLC process is demonstrated by the district's offer to send all staff to the national Solution Tree PLC conference. By the 2014-15 school year, over 60% of the staff have voluntarily attended this training.

Currently, the district has incorporated shared leadership by developing a technology integration team, Building Leadership Teams (BLT) and a District Leadership Team (DLT). The district has also hired literacy and math instructional coaches for the elementary buildings and has provided a mentoring program for beginning teachers. Mentors are also assigned for new-to-district teachers.

Throughout the committee meetings and data analysis, we kept our district pyramid model at the forefront of our discussions. Our collaborative culture is also guided by insights from our PLC background information from The School Leader's Guide to Professional Learning Communities at Work (DuFour, Richard; DuFour, Rebecca, 2012). PLC groups have already been instituted district-wide. This commitment is demonstrated by the district's offer to send all staff who wish to go to the National Solution Tree PLC conference. Over 60% of the staff have voluntarily attended this training.

We worked diligently in our planning to make sure our plan aligned well with the state's "Theory of Action." We saw that the elements represented fit perfectly with how we plan to expand our teacher leadership program. We wanted the program to meet the goals we had established:

- to strengthen our shared leadership structure by providing multi-level tiers of opportunities for teacher leaders, with appropriate compensation.
- to enhance our collaborative culture.
- to focus on continual improvement for staff as a means to increasing student learning.

To strengthen our shared leadership vision, we identified three teacher leader roles to provide this support: PLC Team Leaders, Instructional coaches (both building and district level), and Mentor teachers. These new roles will enhance the collaborative culture we are continuing to cultivate.

The DCG District has historically had tremendous staff and community support. As stated above, all stakeholder groups indicated strong support for proceeding with the TLC grant, with nearly unanimous approval. All stakeholders take pride in our district and its students and always are ready with generous donations of time, talents or resources. They are passionate about supporting the high standards of education the district has set, which can only be enhanced by the creation of a teacher leader program to support and encourage staff in their quest to ensure all students learn at high levels.

Narrative

Using Part 2 application narrative from Year 1?*

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.

Our district vision, as depicted in our pyramid model and theory of action, is to become a true professional learning community in which student and adult learning will be at the pinnacle of this globally competitive nation, as shown in the comparison table below:

Paired with the current structures, processes and initiatives in our district, our goals for the TLC plan will make our vision become reality.

DCG's goals for the TLC plan are:

- to strengthen our shared leadership structure by providing multi-level tiers of opportunities for teacher leaders, with appropriate compensation.
- to enhance our collaborative culture.
- to focus on continual improvement for staff as a means to increasing student learning.

DCG goals, the corresponding state goals, and credible research to support our plan:

DCG: To strengthen our shared leadership structure by providing multi-level tiers of opportunities for teacher leaders, with appropriate compensation.

State Goals:

- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Retain effective teachers by providing enhanced career opportunities.
- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

"Teacher leadership capacity sustains PLCs. Sharing power and authority with teachers through decision making and shared leadership increases leadership capacity and builds a belief in the school's collective ability to affect student learning" (Olivier & Hipp, 2006).

This plan provides a variety of excellent leadership opportunities for teachers in our district. All are designed to enhance not only the individual teacher's career, but also to provide leadership in the district for programs and initiatives that are essential to student achievement and success. Since our current base salary is \$36,492 which is above the minimum requirements, we are able to use the grant funds to support our goals.

The following are our teacher leadership opportunities (includes extra days and stipends):

PLC Team Leaders: Support the PLC teams' ability to maintain focus on the "Right Work" to improve student achievement.

Instructional Coaches: Provide professional development and coach teachers in the classroom.

Mentor Teachers: Support beginning and new-to-district teachers.

DCG Goal: To enhance our collaborative culture.

State Goal:

- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

"Teachers share experiences, observe each other, and discuss teaching. Shared practice and collective inquiry help sustain improvement by strengthening connections among teachers, stimulating discussion about professional practice, and helping teachers build on one another's expertise." (McREL, 2003).

This research supports the importance of a collaborative culture and PLCs, which is the integral part of our district's vision. We will implement PLC Team Leaders who will receive additional training in order to support the PLCs teams' ability to maintain focus on the "Right Work" as in the DuFour, DuFour, Eaker model of PLC. This includes the 4 questions in our pyramid model which support student learning, PD, and teacher learning through the PLCs. These PLCs with their PLC Team Leaders will also be able to focus on providing a Multi-Tiered System of Support (MTSS) to meet all students' educational needs.

Collaborative culture will also be enhanced by the instructional coaches and mentor teachers collaborating with other teacher leaders to provide PD for the staff, as well as working with and supporting individuals and small groups of teachers with the ultimate goal of increasing student learning.

DCG Goal: To focus on continual improvement for staff as a means to increasing student learning.

State Goal:

- Improve student achievement by strengthening instruction.

"...more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms." (Wright et al., 1997. p. 63)

The ultimate outcome for this plan and our district vision is to improve student achievement using multiple measures. The goals below are examples, based on percent proficient as published in our Annual Progress Report:

% of 5th gr. proficient in reading comprehension will increase from 83.8%

% of 6th gr. proficient in math will increase from 81.2%

% of 8th gr. proficient in science will increase from 86.7%

Our plan provides for the new roles of PLC Team Leaders and instructional coaches who will provide PD in content and instructional strategies to strengthen instruction.

To support our PLC vision as depicted in our pyramid model, we will provide collaboration time for teachers to share information, methods and insights as well as learn about new techniques, materials, and theories which will strengthen our overall curriculum, both in content and delivery. All the teacher leader roles are designed to improve the effectiveness of teachers by increasing the use of instructional strategies through PLCs, PD, team-teaching, modeling, and coaching. There will be more structured support for our beginning and new-to-district teachers. The leaders will help ensure a guaranteed and viable curriculum, which is the primary school-related factor in increasing student achievement (Marzano, 2003). We will be able to facilitate more data analysis to support MTSS in our system to meet students' learning needs.

With an emphasis on continual improvement and through the power of collaboration, we know our system will continue to be even more cohesive, coordinated and consistent for the benefit of our state, staff and students, now and in the future.

Using Part 3 application narrative from Year 1?*

No

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

As a district, our vision is to develop our capacity to function as a Professional Learning Community (PLC) to ensure ALL students learn as shown in our pyramid model. The following elements are the basis for our overall PLC vision:

Key Elements/Principles of PLC:

- Shared values and vision (Bolam et al., 2005; DuFour, 2004; Feger & Arruda, 2008)
- Collaborative culture (Bolam et al.)
- Supportive and shared leadership (Feger & Arruda, 2008; Hord, 1997; Kruse, Louis, & Bryk, 1994; Louis & Kruse, 1995; Mitchell & Sackney, 2006)
- Shared professional practice (Hord, 1997; Kruse, Louis, & Bryk, 1994; Thompson, Gregg, & Niska, 2004)

Therefore, we have created the following DCG Theory of Action which parallels to the State's Theory of Action:

Our District's Theory of Action	State's Theory of Action
<p><i>If we develop a system of shared leadership-</i></p> <ul style="list-style-type: none"> • <i>that works as an integrated whole, with everyone in the organization connected around our central purpose of student learning and adult learning;</i> • <i>that values relationships;</i> • <i>promotes frequent collaboration and communication;</i> • <i>settles for nothing less than a guaranteed and viable curriculum;</i> • <i>expects results-oriented thinking focused on continual improvement and student learning;</i> • <i>provides multi-leveled tiers of support and opportunities for teachers and students;</i> • <i>infuses technology and implements progressive, research-based initiatives;</i> <p><i>then...we will become a true professional learning community in which student and adult learning will be at the pinnacle of this globally competitive nation.</i></p>	<p>"If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;</p> <p>create the political will and understanding necessary to remake the status of the teaching profession;</p> <p>give highly effective teachers opportunities to grow, refine, and share their expertise; and develop a clear system with quality implementation,</p> <p>then ... student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment."</p>

By strengthening our shared leadership structure, enhancing our collaborative culture and focusing on continual improvement, we are able to help implement the aspects of the following school improvement areas of focus as indicated in our pyramid model:

- Guaranteed and Viable Curriculum
- Environment and Relationships
- Technology Integration

The focus of all our initiatives is to improve student achievement. Through the grant's resources, teacher leaders will help increase the understanding and enactment of the initiatives listed above.

A Guaranteed and Viable Curriculum is the number one school related factor that positively impacts student achievement (Marzano, 2005). The shared teacher leadership roles will strengthen and support this factor as described below.

The district level instructional coaches will work closely with the curriculum directors to develop an understanding of content standards (Iowa Core) and using this understanding to plan instruction and assessment. They will lead curriculum teams in developing essential learnings and pacing guides. The building level instructional coaches will collaborate with the district coaches. The building level coaches provide the necessary supports to ensure the written curriculum is enacted. They work with the teachers co-teaching, modeling strategies, asking reflective questions, identifying needs and providing just in time professional development. The PLC Team Leader collaborates with the building level instructional coach. When students don't learn, the PLC team leader will guide teams in determining next steps through MTSS. The PLC teams will collaborate to support best practice in instruction that has the greatest impact on student learning. The mentor teachers will help new teachers understand the curriculum and district initiatives. The process described provides for a guaranteed and viable curriculum AND the pyramid model of our school improvement based on DuFour's questions and the big ideas of a PLC.

We value respectful relationships and a positive environment at DCG. To keep our small town community feel, as enrollment is growing, the teacher leaders will be an invaluable asset. Roland Barth's research has shown that the adult-student relationships in the building will mirror the adult relationships. Also, students learn best in an emotionally safe environment. As our Theory of Action states and the pyramid model illustrates, DCG values relationship.

We have strategically created teacher leadership roles at the district, building and team level. This collaborative structure, allows for us to be extremely timely and responsive to individual teacher need and student need. When teachers feel supported, it has a direct positive impact on morale, motivation and level of effort. It also allows for the leaders to have a support person to their north, in order to ensure coordination and cohesiveness amongst the district. Each teacher leader will develop the relationships needed to help foster a growth mindset and one of open sharing and risk-taking across the district. The Mentor Teacher will be key in fostering a professional and supportive relationship with the mentee of open sharing and risk-taking. By increasing the comfort level of our new teachers, we will accelerate student achievement and teacher retention, both in our district and in the profession.

Technology integration in today's world is a very important part of instruction, collaboration and student learning. Teachers and students are extensively using technology both in and out of school, which makes a fast paced learning environment. We cannot expect students to 'power down' when they walk through the classroom doors. When technology is integrated effectively, it's use will accelerate learning; enhance collaboration for students and teachers; and increase the rigor of the learning. Shared teacher leadership is an essential aspect of integrating technology

The building level Instructional Coaches will strengthen technology integration by being a requisite part of professional development creation and delivery. These coaches will research best practices in instruction and the use of technology to enhance instruction and both teacher and student collaboration. By using teacher leaders in the formation of PD and modeling in the classroom, they will deliver job-embedded learning opportunities in the areas of best practices, technology integration, and instructional strategies. These instructional coaches have a more direct connection to the needs of the classroom teachers and will offer more targeted support that will benefit the staff and ultimately the students they teach.

Merging our TLC plan with our current district beliefs and initiatives is a highly effective way of connecting and strengthening our overall district vision. The shared leadership structure developed through our teacher leaders will help to foster cohesive, consistent and coordinated efforts across the district. This in turn will lead to increased student achievement in all grade levels and curricular areas.

Using Part 4 application narrative from Year 1?*

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)

"Learning-focused mentoring relationships make a significant emotional and intellectual difference in the induction experience for new teachers, as well as in their continuing professional practice." (Lipton & Wellman, p.1, 2003)

The first year of teaching is a step into the real world of education and one that is full of change and challenge. There are curricula to be learned, school policies to be internalized, colleagues and students to meet, forms to fill out, and unforeseen daily challenges. One of the priorities for any district is to make this transition a smooth one for not only beginning teachers, but also for new-to-the district teachers. As part of our TLC plan, we seek to improve how we support these new teachers and accelerate their entry into the profession to increase student achievement.

New DCG teachers are currently provided with 3 days of in-service time at the beginning of the school year to introduce them to the various ways of doing business in our school system. With a wealth of information being disseminated in a short period of time, teachers often experience an overload. Each beginning teacher is paired with a mentor and each new-to-the-district teacher, a "buddy teacher" who assists with questions and concerns that arise. Mentors, trained with "Mentoring Matters" (Lipton & Wellman, 2003) through the AEA, support and meet with their mentees a minimum of 20 hours and are compensated with funds provided by the state. New-to-district "buddies" receive additional compensation via district funding. Teachers on an initial license participate in the classes "Building Capacity for Beginning Teachers" for the first year and "Instruction For All" for the second year. In an anonymous survey of the teachers who took the classes in the last 3 years, 89% of respondents reported the first year course was helpful and 100% reported satisfaction with "Instruction for All."

Retention Data Over the Past Seven School Years

	Retention in our District	Retention in the Educational Profession
Beginning Teachers	29 out of 40 (72.5%)	37 out of 40 (92.5%)
New-to-district Career Teachers	60 out of 73 (82.2%)	68 out of 73 (93.2%)

Statistics show that 50% of teachers nationwide leave the field of education after 5 years. While our local statistics are fairly high, we seek to improve them. In examination of the data, we found that several teachers left DCG for leadership positions, feeling there were not enough opportunities in our district for them to pursue. We know that if we provide further teacher leadership opportunities, we will foster even higher retention figures in our district.

Our current program and the improvements we are making are supported by the "New Teacher Center." High quality mentoring and induction practices include rigorous mentor selection, ongoing PD and support for mentors, intensive and specific guidance in moving teaching practice forward, professional teaching standards and data-driven conversations, and ongoing beginning teacher professional development.

Rigorous mentor selection:

Mentor teachers will be chosen using a rigorous selection process. This is outlined in our TLC plan for all teacher leaders.

Ongoing professional development and support for mentors:

Grant funds will be used to increase training and time for teacher leaders to support new teachers. The grant funds will be used to develop and deliver district-specific courses aligned to our initiatives for mentor teachers to attend. Mentor teachers will participate in ongoing training in cognitive coaching methods, collaborate in PLCs with fellow mentor teachers, and most importantly, support the beginning teacher in the transition from theory to practice. The grant funds will also provide mentor teachers with stipends for their extra responsibilities and release time to support the new teacher.

Professional teaching standards and data-driven conversations, moving teaching practice forward and ongoing beginning teacher professional development:

In the past, mentees were primarily supported one-on-one by their mentors. As in our current system, all mentor/mentee interactions will remain confidential, which builds trust and relationships between the two. With the entire TLC system, the PLC Team Leaders, Instructional Coaches, and Mentor Teachers will all provide intentional support for beginning and new-to-district teachers. These teacher leaders will have the time and resources to provide opportunities for team-teaching, peer observation, peer feedback, and modeling.

In addition to the current system's classes for beginning teachers and mentor/mentee meetings, teacher leaders will provide regularly scheduled learning workshops, connected to district initiatives, for new teachers. Weekly grade level and/or curricular PLCs will be another avenue for ongoing support, problem solving and data-driven conversations.

We find that these quotes affirm our view of what the mentoring process should be:

"...a mentor's role within such a relationship is to balance three functions: offering support, creating challenge, and facilitating a professional vision." (Lipton & Wellman, p. 1, 2003)

"For beginning teachers, the benefits of a mentoring experience include:

- Increased efficacy as problem-solvers and decision makers
- higher engagement in collaborative exchanges
- Increase likelihood of remaining in teaching"

(Lipton & Wellman, p. 1, 2003)

We have created new and improved scaffolds in our mentoring partnerships which will help to improve the mentoring experience for those involved. We also see this more intensive and intentional direction as providing a foundation for the development of leadership skills in our new teachers. These changes will help to retain them in the profession and allow them to step into the leadership roles needed in the future. New steps involve change and challenge. Our TLC plan goal is to make this pathway for new teachers to our district one that is welcoming, encouraging and supportive as they begin a long tenure with us and the profession of teaching.

Narrative

Using Part 5 application narrative from Year 1? Yes

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.

Using Part 6 application narrative from Year 1? 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.

The selection process of the teachers who will fill the leadership roles is crucial to provide the necessary support for our teachers. Teacher leaders must first be exemplary teachers who can provide modeling of effective strategies for other teachers. They must also understand and integrate into their teaching the concepts represented in our district pyramid model and TLC goal statement. The determination of whether the teacher leader applicants are of the highest caliber will be based on the a career teacher evaluation system as outlined below. Additionally, teacher leaders will be required to have a minimum of three years in the profession and at least one year in the district.

Our current teacher evaluation system is a tiered approach tied to the *Iowa Teaching Standards (ITS)* and criteria. The evaluation system has a rubric with descriptors for each criterion.

- Career teachers are evaluated on a 3-year cycle. During the year of evaluation, teachers:
 - are formally observed twice,
 - must complete a standard reflection on the each of the 8 ITS,
 - must provide a minimum of 6 artifacts, showing evidence of meeting the standards,
 - must reflect and show evidence of progress on their individual professional development goal

Our current evaluation system does not provide all the information required to determine the skills needed for teacher leaders. We looked for an additional tool to pair with our current evaluation system and align with our district pyramid model. After reviewing several resources, the planning committee selected the "Teacher Leader Self-assessment" from the *Center of Strengthening the Teaching Profession*, as this aligns directly with our district's vision.

Key areas for hiring and evaluation identified in this tool are:

- Working With Adult Learners: trusting relationships, professional learning for adults
- Collaborative Work: collaborative skills, organizational skills
- Communication: relationships, technical skills
- Knowledge of Content and Pedagogy: knowledge and teaching skills
- Systems Thinking: system and advocacy skills

Another essential element of the candidates' qualifications will be that of their professional growth and the ability to demonstrate that to the committee. The successful teacher leader would show evidence of professional prowess by serving in leadership capacities, taking classes, being an active participant in district initiatives, and providing PD.

Evaluation of our candidates will be directly linked to our selection criteria. The TLC planning committee will work in collaboration with the administration to develop the application and interview questions. These will align with the district vision, the key areas for hiring, and the specific responsibilities of each role.

Teachers who are interested in a teacher leader role will be required to apply on the district's online application system. As a part of that application, the teacher leaders will be asked to fill out the "Teacher Leader Self-assessment" and provide written, reflective responses on their strengths and areas for improvement as teacher leaders based on the key areas as identified above. The teacher leader applicants will relate how they have engaged in meaningful professional learning experiences and demonstrated growth in their practices.

A selection committee for each role will be comprised of at least 2 administrators and 3 teachers who will work closely with the teacher leaders. This mirrors our current hiring process. During the interviews, the candidates will present 5 artifacts and/or examples that specifically demonstrate competence in the key areas noted above. The candidates will also articulate their own professional growth, leadership opportunities and the impact these have made on their teaching. Teacher leaders who best fit the leadership roles (as measured on a common rubric) and the needs of the building will be recommended to the superintendent and board based on a consensus of the selection committee.

Once these teacher leaders are hired, administrators will use several data points for the annual evaluation of each of the teacher leaders as outlined below.

Ongoing Formative Assessment:

- Frequent reflective journaling that is related to the "Teacher Leader Self-assessment" and the specific role responsibilities.
- Frequent, ongoing, peer feedback will be provided to the teacher leaders.

Annual Summative Assessment:

- Complete the "Teacher Leader Self-assessment" and provide 5 artifacts/evidence of how they are meeting the Key Areas (1 artifact for each area in the self-assessment).
- Complete a reflection that outlines the professional growth opportunities they experienced throughout the year and the learning that resulted.
- Complete a reflection about how they have met the responsibilities of the specific role.
- Complete a review of peer feedback forms and feedback, using the Woodruff Scale (Woodruff, 2007).
- Complete a review of SMART goal results, professional development plans, informal observations, and reflective journal responses.

The administrator will use the evaluation results to communicate to the selection committee concerning recommendations for reassignment of the teacher leaders. Because the teachers on each selection committee work closely with the teacher leader, they will use their experiences and interactions, along with the administrator's recommendation to determine staffing of teacher leader positions.

Through our thoughtful hiring, rigorous selection, and ongoing evaluation process, we are confident we will appoint exemplary professionals in teacher leadership roles who can best provide the support for the pyramid model of our district's vision. This is a positive pathway that ultimately translates to improved teacher skills and student achievement.

Narrative

Using Part 7 application narrative from Year 1? Yes

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

- A description of the role teacher leaders will play in the creation and delivery of professional development.
- A description of how the district's 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.

Using Part 8 application narrative from Year 1? Yes

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

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

Using Part 9 application narrative from Year 1? Yes

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's 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)

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. Actual funding will be based on the 2014 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* 2247.1

The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.

District Enrollment-Based Allocation	\$693,949.42
Total Allocation	\$693,949.42

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.	\$806,000.00
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).	\$8,000.00
Amount used to provide professional development related to the leadership pathways.	\$79,949.00
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	\$693,949.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$693,949.00
<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	\$0.42

Budget Alignment

Using Part 10 application narrative from Year 1? Yes

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

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 district's TLC plan.* Yes

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