



Application

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

91220 - TLC-Decorah 2014-15

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/31/2014 12:54 PM

Primary Contact

AnA User Id	GRETCHEN.DEVORE@IOWAID		
First Name*	Gretchen	Sue	DeVore
	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
Title:	Director of Curriculum, Instruction and Assessment		
Email:	gdevore@allamakee.k12.ia.us		
Address:	1059 3rd Ave. NW		
City*	Waukon	Iowa	52214
	<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>
Phone:*	563-568-3466		
	<small>Phone</small>	<small>Ext.</small>	
Program Area of Interest	Teacher Leadership and Compensation System		
Fax:			
Agency			

Organization Information

Organization Name:	Decorah Community School
Organization Type:	K-12 Education
Tax ID:	42-6036025
DUNS:	10-022-8113

Organization Website: www.decorah.k12.ia.us
Address: 510 Winnebago Street

Decorah Iowa 52101
City State/Province Postal Code/Zip
Phone: 563-382-4208
Ext.
Fax: 563-387-0753
Benefactor
Vendor Number

Recipient Information

District Decorah Community School District
Use the drop-down menu to select the district name.

County-District Number 96-1638
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 Michael Haluska

Telephone Number 563-382-4208

E-mail Address michael.haluska@decorah.k12.ia.us

Street Address 510 Winnebago Street

City Decorah

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

Zip Code 52101

TLC Application Contact

Honorific Mrs.

Name of TLC Contact Gretchen DeVore

Telephone Number 641-330-4748

E-mail Address gretchen.devore@decorah.k12.ia.us

Street Address 210 Vernon Street

City Decorah

State

Iowa

Use the drop-down menu to select the state.

Zip Code

52101

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)

Decorah Schools have good reason to be proud. We can boast of exceptional students, passionate staff, and supportive parents and community. However, we have never allowed ourselves to rest on our laurels. Every student deserves a great teacher, and the resources provided by the TLC Grant will allow us to fulfill this goal.

The District has collaborative with key stakeholders to develop a TLC plan to provide the resources necessary to improve instructional practice and increase student learning. Our grant will allow us to 1) Attract and retain effective teachers; 2) Promote a continuous learning process based on the Iowa Professional Development Model, Iowa Teaching Standards and the Characteristics of Effective Instruction; 3) Improve the fidelity of Professional Learning Communities; and 4) Nurture a culture of continuous improvement in which all teachers and administrators collaborate, think critically and creatively, and work in teams.

With our goals in mind, our plan focuses on four key initiatives: 1) Effective use of Professional Learning Communities to increase collaboration and improve students' achievement; 2) Development of MTSS and K-4 Early Literacy initiatives specifically designed to support student achievement; 3) An effective Mentoring and Induction process to provide the support necessary for new teachers; and 4) Improved Instructional Support for social, emotional, and academic needs of every student.

New teacher leader (TL) positions were determined based on the goals and initiatives of our plan. TLs will help teachers acquire the skills and knowledge to regularly demonstrate the Characteristics of Effective Instruction and meet the 8 IA Teaching Standards, while helping all teachers learn new skills and support changes until they become part of our regular practice. TLs will be instrumental in guiding the successful implementation of key initiatives with fidelity. TLs will help teachers analyze data to better meet the needs of students, to drive professional development, and to improve instructional practices.

New roles include: 2 Learner Advocates, 3 Instructional Coaches, a PLC Coach, Mentor Teachers, Integration Specialists, Collaborative Teachers, and 1 full-time substitute teacher.

- Learner Advocates will develop, organize, and implement programs to enhance and support students. They will implement and facilitate aspects of MTSS, the Family Literacy Program, and volunteer tutors, provide parent resources for social, emotional, and academic support, increase community/parent involvement, and oversee summer school programs.
- Instructional Coaches will work with classroom teachers to support student learning. They will focus on professional development to expand and refine the implementation of research-based effective instruction. In order to meet this purpose, they will provide personalized support based on the goals and identified needs of each teacher's Individual Professional Development Plan (IPDP).
- The PLC Coach will support and facilitate PLC groups across the district to ensure the fidelity of implementation of protocols, mediate conflict within a team, and help determine what data is needed and how data is used to inform student instruction.
- Mentors will promote the growth and development of teachers to improve student learning. Mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. They will orient new teachers to the school community and to teaching in general while serving as collegial and emotional supports.
- Integration Specialists will train and support classroom teachers to integrate research-based, district-selected instruction in targeted areas. They will collaborate with teachers to deepen their understanding of content knowledge, required curriculum and technology standards, and content specific pedagogy while assisting them in the planning of instructional units/lessons. They will demonstrate the understanding of the connection between various components of the curriculum and technology, and then model how to use the curriculum to ensure consistent implementation throughout the district.
- Collaborative Teachers will serve as models of exemplary teaching practices, opening their classrooms for colleagues to observe delivery of instruction focused on district and building initiatives. They will attend and help plan and/or deliver professional development activities designed to improve instructional strategies, including contributions to our Professional Resources Library.
- The Substitute Teacher will provide coverage for classroom teachers meeting with TLs and will assist in the development and operations of the Professional Resources Library.

Applicants will go through a rigorous application process including a paper application, self-reflection tool, portfolio evidencing

the 8 teaching standards and professional learning, peer letters of support, and an interview with the Selection Committee. Applicants will be recommended to the superintendent and board of education for approval based on meeting the success criteria in a scoring rubric.

Implementation and impact data will be reviewed regularly by district and building administrators, the TLC Committee, District Leadership Team (DLT), and faculty. The DLT will work with the TLC Committee and administration, with input from the teaching staff, to analyze and evaluate the effectiveness of the system and determine needs for reallocation of funds for new TL role(s). Annual review of the plan will also require each TL to submit a performance self-reflection to the DLT. The DLT will provide each TL with performance feedback based on their job description.

The TL positions proposed operate as a network of support and collaboration connecting the District's instructional strengths while refining the skills of all teachers in order to improve student achievement. In submitting this application, we solidify our commitment to using TLs to assure every student receives a quality education from high quality teachers.

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 Year 1?

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).**

Decorah Community School District involved a variety of people in the Teacher Leadership planning process, including teachers, administrators, the school board, Shareholders, and community members. All teachers were surveyed concerning types of leadership roles they felt would help to improve student achievement at Decorah CSD, and about our current mentoring practices and what changes would make that process stronger for our new teachers. Additionally, the District Shareholders Committee, comprised of parents, teachers, administrators, students, and school board members, provided feedback after hearing a presentation on the grant process and progress being made on the school's plan.

A TLC committee was formed with teachers from all buildings and disciplines, parents, and four of the district's administrators. This committee held several meetings with varied purposes. Parents, teachers, and administrators were equal contributing members during the meetings.

We started the process by applying for the TLC planning grant funds. This provided \$10,264.75 to the district to plan and create Decorah's TLC structure. Grant funds allowed for a significant amount of time to be spent developing the TLC plan. The funds were used to pay for extra staff time, hire substitute teachers to allow for planning meetings during the school day, purchase materials (The 12 Touchstones of Good Teaching; Teacher Leadership) and research articles (Educational Leadership; Center for Strengthening the Teacher Profession) for the development of the application, and attendance costs for a variety of meetings (Dept. of Education, Keystone AEA, School Leaders of Iowa) to help the district with this process. Additional assistance with the teacher leadership roles involved professional development participation in Instructional Coaching from Jim Knight through the AEA system. The funding was allocated to staff in the form of a per diem stipend as per master contract language.

Additional research was conducted including document reviews of teacher leadership structures used across the nation, a study of teacher survey data rating potential teacher leadership roles, and contacts to districts with current teacher leadership structures in place. The grant allowed for time to evaluate potential leadership positions and develop specific job descriptions for those positions. Criteria and interview questions with supporting rubrics were established for selecting individuals to fill a variety of leadership positions. Supporting documents were created for each part of the application to establish the plan's consistency and sustainability as it encompasses and strengthens the Iowa Professional Development model within our current district initiatives.

The TLC committee completed the following at the first meeting:

- Reviewed the Iowa Department of Education guidance for TLC and the Teacher Leadership Task Force Goals
- Reviewed and researched possible leadership models
- Reviewed the TLC application rubric
- Finalized the leadership model selection (Model 3)

This group was able to collaborate with each other, ask questions, and come to consensus on the direction of the plan. Teachers and administrators divided into sub-committees to further develop each section of the application. The subcommittees worked outside the large group time to research their assigned area using the documents provided by both the Iowa Department of Education, Heartland AEA, and Keystone AEA.

The TLC committee held additional meetings, in-house and outside support collaboration events, during which it accomplished many tasks:

- Reviewed the district's vision for TLC and finalized goals
- Reported on progress for each subcommittee
- Worked within subcommittees
- Identified potential leadership roles and teacher support needs
- Created teacher leader selection criteria
- Connected leadership roles to the Iowa Professional Development model
- Finalized the timeline to complete the application
- Collaborated between subcommittees to align different parts of the application

- Reviewed progress of written application narratives for each section

This committee reviewed the draft application, analyzed survey data, and used feedback from all groups to make adjustments in the final draft. In total, the TLC committee met over a period of nine months, including whole group, sub-committees, and grant preparation seminars. Stakeholders are fully committed to this plan. This has been documented both qualitatively and quantitatively through discussions and survey data. The following demonstrates the results of the survey and collaborative meetings.

Administrator commitment: Administrators actively support the direction of the Teacher Leadership and Compensation plan and were involved in the development process. They demonstrated this by their willingness to hire substitutes while teachers worked in the planning process, attend committee meetings, and discuss options/opportunities with faculty and staff.

Teacher commitment: Teaching staff reviewed the proposed Teacher Leadership and Compensation plan. Results indicated that the majority of teachers believed the plan would have a significant impact on teaching and learning in our schools and voiced a willingness to support the teacher leaders. In addition, many could see themselves applying for one of the roles.

Parent commitment: Several parents volunteered their time to contribute to the development of the plan through their involvement on the TLC committee and Shareholders group. 100% of parents involved in developing the plan believe it will make a significant impact on teaching and learning and will provide active support for its implementation.

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.

In order to improve student learning, the District must provide opportunities for teachers to innovate, develop, and learn together. Decorah's TLC plan calls for TLs to be a resource of expertise and support as they work with colleagues to help shape school improvement efforts and guide individual and collective goals. The TLC plan will assist in achieving the district's vision that "cooperation and teamwork are valued, competent professionals lead, a commitment to excellence prevails, and lifelong learning continues."

While DCSD students perform well on standardized tests, good performance can sometimes mask deficiencies. We know that inconsistencies exist in many areas of the curriculum, reflecting a lack of alignment to the IA Core. In addition, there has not been a consistent effort to align our instruction to the Characteristics of Effective Instruction. While the high school was recently awarded the National Blue Ribbon School designation, recognized for Advanced Placement distinction, and despite attendance and graduation rates consistently above state averages, the middle and elementary schools have acquired SINA/Watch list status in reading and math. Though the District has experienced a longstanding reputation of excellence, the challenges inherent in working with an increasingly diverse student population have resulted in achievement gaps. Additional personnel resources will allow us to address the root cause for these deficiencies. The development, implementation, and sustainability of the TLC plan will improve overall student achievement, eliminating gaps.

Goal #1: Attract and retain effective teachers through effective new teacher mentoring and enhanced teacher leadership opportunities.

We propose to attract new teachers to the district and retain them in the profession through effective new teacher mentoring. Surveys of teachers in our school district have reflected that our past mentoring and induction methods have not been effective. Almost 60% reported they did not have a mentor, while 52% of those would have found it helpful to have one when they began teaching in the district. Most had no knowledge of an existing mentoring program in the district.

We will partner all teachers new to the district with a Mentor Teacher. Using a protocol developed in fall 2014, new teachers will observe and be observed by mentor teachers, engage in conversations with their mentor about the ideas in the book *12 Touchstones of Good Teaching* (Goodwin and Hubbell 2013), and log and report their work to building administration.

Our plan will retain effective teachers through offering a career ladder for those interested in making a difference at various levels: through professional conversations about teaching and learning (Instructional Coach, Integration Specialist, Collaborative Teacher,); teacher-directed professional development (Instructional Coach, PLC Coach, Collaborative Teacher); and providing a wide-range of support for students and families, ranging from academic to mental health issues (Learner Advocate).

Goal #2: Promote a continuous learning process based on the Iowa Professional Development Model, the Iowa Teaching Standards, and the Characteristics of Effective Instruction.

The Iowa Professional Development Model (IPDM) is at the center of our plan to develop system-wide continuous learning. New teacher leader positions will help all teachers acquire the skills and knowledge to regularly demonstrate the principles of the Characteristics of Effective Instruction and meet the eight Iowa Teaching Standards, as well as help teachers to learn new skills and support changes until they become part of our regular practice. Each of the additional support positions, along with current district administration, will develop professional learning opportunities following the standards of the IPDM for whole group, small group, and individual settings.

Goal #3: Improve the fidelity of implementation of Professional Learning Communities.

During the 2014-2015 school year, Decorah began to implement PLCs committing to improving student achievement by strengthening instruction through team goals and collaboration. We hired author Thomas Many to deliver a two-day intensive training which outlined the process quality PLC practice follows. We know that implementation with fidelity requires not just initial training, however, but ongoing support for a process that is both powerful and fluid.

The PLC Coach's initial work will focus on helping PLCs work effectively and serving as a district PLC expert; this will also help to develop and foster leadership within the PLC itself. The goal is to build leadership from within, and once that capacity is developed, allow autonomy. As a member of a PLC and leadership team, the Collaborative Teachers will support this goal by serving as model teachers facilitating conversations, collaborating with teachers, Instructional Coaches, and Integration Specialists.

Goal #4: Nurture a culture of continuous improvement in which all teachers and administrators collaborate, think critically and creatively, and work in teams through increased collegiality, trust, and respect.

In addition to strengthening our PLCs, we will curate a collection of videos and other resources reflecting best practice. We will develop a system allowing teachers to access these resources, intentionally networking our areas of expertise. We are committed to assessing the quality of our collaboration and using that data to make plans to improve on-going collaboration. State funding will allow us to create multiple differentiated teacher leadership positions that have meaningful roles and responsibilities to support the growth and development of teachers, coupled with compensation commensurate with those roles.

Using Part 3 application narrative from Year 1?

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)

Decorah's mission statement, "Committed to creating a student-centered environment where individual needs are addressed, cooperation and teamwork are valued, competent professionals lead, community partnerships flourish, a commitment to excellence prevails, and lifelong learning continues", guides our efforts to improve student achievement and build a cohesiveness through the alignment to the Iowa Core and initiatives outlined below. The four key initiatives are 1) Professional Learning Communities to increase collaboration and improve student achievement; 2) MTSS and K-4 Early Literacy specifically designed to support student achievement; 3) Mentoring and Induction to provide the support necessary for new teachers to be successful; 4) Instructional Support for social, emotional, and academic needs of every student.

Initiative 1: Professional Learning Communities

Current reality:

In an effort to increase teacher collaboration and improve student achievement, DCSD committed to establishing PLCs. In 2012 and 2013, several from the District attended a PLCs at Work Institute. In the fall of 2013, some attendance centers began implementing PLCs, but the vision (and subsequent work) was inconsistent. In the fall of 2014, DCSD participated in a district-wide two-day PLC training with Learning by Doing co-author Tom Many to help the entire faculty understand the power of a collaborative culture on reaching high levels of learning for each student.

How will the plan connect and enhance?

A PLC Coach will be integral to successfully implementing a collaborative effort to differentiate the support each team needs in the Professional Learning process. This coach will work with administrators and teachers to implement, with integrity, the big ideas of the PLC model for continual student growth, the development of common assessments, determining essential skills, and the effective use of student data to determine interventions (MTSS) to ultimately increase student achievement.

Initiative 2: Multi-Tiered Support Systems (MTSS)

Current reality:

Currently we lack a system-wide process to look at data and provide interventions based on student need.

All elementary attendance centers (K-4) have begun to move towards implementing the key components of the Iowa MTSS Framework along with the ELI framework. A leadership team, intervention team, and PBIS team have been established, with focus on the areas of math and reading.

How will the plan connect and enhance?

Screeners and progress monitoring assessments need to be investigated, selected, and identified for appropriateness.

Screeners will be administered and analyzed in order to provide the appropriate intensity of instruction three times a year. In addition, the percentage of students that fall into each tier will be reviewed to address systemic needs. It is the intent of the MTSS model, as well as of our District, to have a strong core curriculum that meets the needs of at least 80% students at a universal level. However, we recognize the need to dig deeper into areas that are not as strong in our universal curriculum and ensure we have addressed each area of literacy and math.

The Learner Advocate will work with teachers to determine guidelines for establishing which tier students should be placed, as well as work with interventionists to ensure evidence-based interventions are being implemented with students at the intensive level. All teacher leader positions will assist teachers in identifying appropriate strategies for students at the Targeted Tier.

Initiative 3: Mentoring & Induction

Current Reality:

In previous years, building principals assigned mentors to new teachers, but the process for which mentors and new teachers worked together varied and was fairly informal. Meetings of mentors and mentees often did not take place, and little to no guidance was provided as to what the meetings and involvement with one another was to include.

How will the plan connect and enhance?

Our TLC plan will provide Mentor Teachers with professional learning focused on developing their ability to facilitate

constructive but challenging learning conversations, demonstrate effective teaching, use effective observation skills, provide constructive feedback, analyze and reflect on evidence of learning, and advocate on behalf of the mentee. This will improve entry into the profession and allow the district to recruit and retain a high-quality teaching force. The new mentoring program will include a book study on The 12 Touchstones of Good Teaching, observations and feedback completed by Mentors, and a strong focus on self reflection by mentees. New teachers will have the opportunity to observe their mentor and/or other Collaborative Teachers.

Initiative 4: Instructional Support

Current Reality:

Decorah CSD has recognized a lack of support for the whole child, beyond which teachers are able to offer in the classroom.

How will the plan connect and enhance?

Our goal is to increase the level of assistance students receive in the areas of social, emotional, and academic support. Learner Advocates will support students and their families, and in turn support teachers, by acquiring the resources students need to be successful. This may include scheduling after school tutors, overseeing summer school, locating mental health resources, and working with students with excessive absences. Other TLs will work to increase student achievement and engagement by providing teachers with the support and instruction they need to effectively implement technology, use best instructional practices, determine intervention methods, and establish classroom management techniques in order to create an effective learning environment.

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)

TLC funding will allow the District to establish a teacher leadership model including Learner Advocates, Instructional Coaches, a PLC Coach, Integration Specialists, Mentor Teachers, and Collaborative Teachers. These teacher leaders will have the time and skills necessary to deliver support and training to all teachers on our staff.

According to survey results, mentoring was implemented quite differently throughout the district. Building principals assigned mentors to new teachers, but the process for which mentors and new teachers worked together varied and was fairly informal. Meetings of mentors and mentees often did not take place with little to no guidance as to what the meetings should include. Prior to the school year, administration determined this to be an area needing focus and efficacy.

Evidence: An administrative discussion on current reality vs. desired state revealed a gap in fidelity of implementation as a system and determined that a system wide protocol was needed. In addition, a survey completed by all district faculty at the beginning of the school year questioned staff about our current mentoring system and needs for a successful mentoring plan. Of the 60% who reported that they did not have a mentor when they started teaching in the Decorah district, 52% of them shared that a mentor would have been helpful in making their debut more successful. Others shared that more time needs to be made available for mentors and new teachers to meet during the school day. We identified that mentor teachers had been given limited professional development on how to work with and support initial teachers. The new plan was derivative of their responses.

Mentoring and Induction efforts in our district will be enhanced by the adoption of a new plan in the fall of 2014. The plan includes the assignment of a mentor teacher to all teachers who are new to the profession and to those who are newly hired veteran teachers. The plan includes logging meeting times, discussing monthly checklist items prescribed by building administrators, and observations in the mentee's classroom. Mentor teachers will orient new teachers to building and district initiatives and routines. Mentors will also work through a book study with mentees using *The 12 Touchstones of Good Teaching*. Furthermore, we will enhance the mentoring experience by giving mentees the opportunity to observe mentors or collaborative teachers in the classroom or via recorded lessons found in our Professional Resources Library. New teachers begin the process by completing a Beginning Teacher Needs Assessment prior to meeting with their mentor which will serve to guide the areas of focus throughout the two year process. New teachers also complete a self-reflection at the end of year one to be shared with their mentor and used to focus their work together at the beginning of year two.

Our teacher leadership system will provide Mentor Teachers with professional learning to develop their ability to facilitate constructive but challenging learning conversations, demonstrate effective teaching, use effective observation skills, provide constructive feedback, analyze and reflect on evidence of learning, and advocate on behalf of the mentee. This will improve entry into the profession and allow the district to recruit and retain a high-quality teaching force.

Our goal is to make new teachers highly effective in the classroom, therefore, raising student achievement and success. We believe that a quality mentoring and induction program, along with other leadership support within the faculty will accomplish this. First and foremost, we want to be sure that our mentors are well selected, completing an application and interview process which will include peer and administrative feedback. "When mentors are well-selected, well-trained and given the time to work intensively with new teachers, they not only help average teachers become good, but good teachers become great."
—Dara Barlin, Education Week. Collaborative Teachers, selected in areas of expertise, will model instructional strategies, successful lessons, classroom management techniques, use of technology in the classroom, and more. Teachers may visit a Collaborative Teacher's classroom or view a recorded lesson in a specific area. Collaborative Teachers will help DCSD create a digital library of exemplary teaching in a variety of areas including best practice, technology integration, intervention strategies, differentiated instruction, classroom management, and more. These processes ensure that beginning teachers have multiple opportunities throughout the year to receive the necessary support for successful entry and retention in the teaching profession.

It is critical that the training and support given to new and returning teachers is of systematically high quality. Funding from the Decorah TLC model will ensure all teachers and teacher leaders receive core training before initial implementation. This professional learning has participants receiving in-depth training on the mentoring/induction process, leadership team protocols, effective adult learning strategies training, and research-based field-tested procedures.

Narrative

Using Part 5 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

The Teacher Leadership and Compensation Committee reviewed research on multiple teacher leadership systems from Iowa, the USA, and abroad. Following this review, the team analyzed the current teacher leadership structures of the district and noted gaps within the system. As well, the group conducted a survey of all teachers and reviewed the areas the faculty felt would benefit teacher instruction and professional learning leading to improved student achievement.

This analysis clearly identified the current system to be lacking in a number of areas. Current teacher leadership positions do not provide teachers with on-going, responsive support to improve overall teacher effectiveness, especially true of new teachers to the profession. Oversight is needed in areas of crucial student support in order to be implemented effectively and efficiently systematically across the district. The current system lacks an emphasis on data analysis to drive professional development design as well as grade level and/or content area curriculum experts to work collaboratively PreK-12. The committee found these roles to be the greatest area of need for the district. Utilizing research and analysis of current structures, the following multiple, meaningful, differentiated teacher leadership roles were identified as solutions to address district needs:

Learner Advocate (2 full-time out of classroom; 5 additional contract days)

Basic Function:

The Learner Advocates will develop, organize, and implement programs to enhance and support students. They will implement and facilitate aspects of MTSS, the Family Literacy Program, and volunteer tutors; will provide parent resources for social, emotional, and academic support; will increase community/parent involvement; and will oversee summer school programs.

Roles & Responsibilities:

- Oversee aspects of Multi-Tiered Systems of Support.
- Work collaboratively with the school guidance counselors to address needs affecting school success/learning.
- Collaborate with Luther College's Student Employment Office, volunteers, and district teachers to coordinate the Family Literacy Program and after school tutoring.
- Organize and implement parent/community involvement opportunities at least quarterly with a focus on increasing student achievement for all students
- Collaboration with Instructional Coaches
- Director of Summer School opportunities within the district
- Work with Early Childhood Administration and Center on Early Childhood requirements for program evaluation, assessment data, and student services coordinator

Instructional Coach (3 full-time out of classroom ; 7 additional contract days)

Basic Function:

The Instructional Coaches will work as colleagues with classroom teachers to support student learning. They will focus on individual and group professional development that will expand and refine the implementation of research-based effective instruction. In order to meet this purpose, they will provide personalized support based on the goals and identified needs of each teacher's Individual Professional Development Plans (IPDP).

Roles & Responsibilities

- Support the philosophy and vision of Decorah CSD
- Become familiar with the TLC plan and work for its successful implementation
- Prepare and support teachers in assuming leadership roles that promote student learning
- Facilitate the intellectual and professional development of teachers
- Create positive relationships with teachers and administrators
- Communicate and demonstrate researched-based instructional practices that results in increased student performance
- Communicate effectively with all members of the school district and community.
- React to change productively and handle other tasks as assigned
- Model, support, and give feedback on newly learned strategies and skills
- Help in the facilitation of second order change within the district as per state educational reform initiatives including Characteristics of Effective Instruction
- Facilitate extended learning opportunities on specific instructional needs

Professional Learning Communities (PLC) Coach (1 full-time out of classroom; 4 additional contract days)

Basic Function:

The PLC Coach will support and facilitate PLC groups across the district to ensure the implementation of protocols, mediate conflict within a team, and help determine what data is needed and how data is used to inform student instruction.

Roles and Responsibilities:

- Review research of Professional Learning Communities
- Discuss how PLCs are used to transform teaching practices and boost student performances
- Identify ways administrators can support learning teams
- Help identify priorities at a district or building level
- Help identify district practices and leadership behaviors that do not promote the identified priorities
- Help identify and communicate specific expectations for PLC teams
- Identify areas in which one PLC team could enhance the work of another (the English team assisting the history team with reading strategies)
- Guide the creation of schoolwide, systematic intervention (MTSS)

Mentor Teacher (full-time in the classroom with release requests and additional days as needed)

Basic Function:

The Mentors will promote the growth and development of teachers to improve student learning. Induction mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. These mentors will help orient them to the school community and to teaching in general while serving as collegial and emotional supports.

Roles & Responsibilities: Mentor Teacher (For the Beginning Teacher)

- Introduce and orient the new to the profession teacher to the school
- Complete book study with mentee using *The 12 Touchstones of Good Teaching*
- Visit new teacher's classroom to provide objective, non-judgmental data
- Arrange reciprocal classroom visits
- Model and conduct demonstration lessons
- Guide new teacher through initial stages of portfolio development
- Take part in mentoring training

Roles & Responsibilities: Mentor Teacher (For the Newly-Hired Veteran Teacher)

- Introduce and orient newly hired teachers to the school community
- Serve as collegial and emotional support
- Serve as resource for the teacher
- Meet to review monthly checklist of discussion items
- Complete book study with mentee using *The 12 Touchstones of Good Teaching*
- Take part in mentoring training
- Log meeting times and discussion topics

Integration Specialist (full-time in the classroom; 5 additional contract days with extra release requests as needed)

Basic Function:

The Integration Specialists will train and support classroom teachers to integrate research-based, district-selected instruction in targeted areas. They will collaborate with teachers to deepen their understanding of content knowledge, required curriculum and technology standards, and content specific pedagogy while assisting them in the planning of instructional units/lessons. They will demonstrate the understanding of the connection between various components of the curriculum and technology, and then model how to use the curriculum to ensure consistent implementation throughout the district.

Roles & Responsibilities:

- Facilitate integration training and professional development opportunities for teachers.
- Train teachers in the use of media, equipment, technology, and resources to support integration in the instructional program.

- Develop and train teachers to develop integrated lessons for cross-curricular units/lessons.
- Help implement the “SAMR” model of technology integration with faculty through small group and individual professional development
- Assist in the development, implementation, evaluation, and refinement of programs, services, and initiatives related to integration area.
- Use knowledge about current ideas, trends, methods, programs, materials, and equipment for integration to ensure optimum instructional delivery.
- Assist in the development, implementation, review, and revision of the district’s curriculum plan as appropriate.
- Assist in the implementation of initiatives that serve to integrate quality pedagogy into the instructional programs.
- Work with principals and other staff members to ensure a systematic process for initiatives deemed as goals at the district and state levels.
- Model effective instruction incorporating integration strategies and team teach with those interested in effectively integrating strategies into lessons.

Collaborative Teacher (full-time in the classroom; 5 additional contract days)

Basic Function:

The Collaborative Teachers will serve as models of exemplary teaching practices, opening their classroom for colleagues to observe delivery of instruction focused on district and building initiatives. They will attend and help plan and/or deliver professional development activities designed to improve instructional strategies, including contributions to the DCSD Professional Development Library.

Roles & Responsibilities

- Serve as the grade-level or building-level contact for support when teachers need or request assistance
- Have an open door for those wanting to visit their class to see effective teaching practices in action, as well as create recordings of effective teaching sessions
- Model, support, and give feedback on newly learned strategies and skills
- Collaborate with Instructional Coaches and Integration Specialists
- Be willing to become a “pilot” classroom for implementing district initiatives
- Establish and maintain a system of ongoing communication with teachers
- Provide documentation on duties performed

Substitute Teacher (1 full-time out of classroom)

Basic Function:

The Substitute Teacher will provide coverage for classroom teachers meeting with teacher leaders and will assist in the development and operations of the District Professional Resources Library.

Roles & Responsibilities:

- Provide teacher coverage to execute classroom lesson plans while assigned teacher is meeting in collaboration with Instructional Coach, visiting a model classroom, working with a Mentor Teacher or Integration Specialist
- Develop and maintain the in-house Decorah Community School District’s Professional Resources Library both electronically and with a hard copy.
- Work collaboratively with Curriculum Leaders and Learner Advocates to research/collect and organize intervention strategies for specific core areas.

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.

Decorah has developed a selection process that includes multiple, meaningful measures of effectiveness and professional growth. Leadership positions will be posted with job requirements – including at least three years of teaching experience and one year of experience in the district. Information will include duties and responsibilities, extra contract days, salary supplements, and the requirement to complete an annual review of the assignment. A selection committee will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates.

Phase One - Screening Process

TL applicants will submit an application for the position in which they are applying. Teachers from the same developmental level (elementary or secondary) will be surveyed to determine if applicants are deemed potential TLs in the eyes of their peers. This insight will assist the Selection Committee in determining an applicant's level of effectiveness as a teacher as well as their predicted level of effectiveness as a potential Teacher Leader.

Phase Two – Selection Process

TL applicants will submit a portfolio, evidence of professional learning, and an essay response prompt. They will also submit two peer letters of support and take part in an interview with the designated Selection Committee.

Selection Criteria

Application Form: All TL candidates will submit an application for the position in which they are applying.

Teacher Leader Self Assessment: As a part of Decorah's TLC selection process, applicants will take the TL Self-Assessment from the Center for Strengthening the Teaching Profession. This tool is intended to help teachers identify individual areas of strength and growth in a number of teacher-leader domains, including working with adult learners, collaborative work, communication, knowledge of content and pedagogy, and systems thinking. The purpose of including such a tool in the selection process is to give all teachers a reflective opportunity designed to help them set goals for effectiveness and professional growth moving forward. Additionally, it provides useful information in the selection process as to relative strengths of individual teachers as leaders.

Essay Response: All applicants applying for a teacher leadership role will also provide a written response to the following prompt: In writing, please describe the experiences, expertise, and attributes you have that would enable you to be effective and grow yourself and others professionally in this role.

Professional Portfolio: Applicants must present a completed portfolio evidencing the eight IA Teaching Standards. Portfolios may be in any format (ie. website, binder, digital file).

Professional Growth: Evidence of ongoing professional growth should include education of self and of others. Applicants may include work toward a master's degree; courses taken for professional development; participation in workshops, building committees, work with colleagues; technology training; help with professional development; participation in optional in-service work; leadership in committees; leadership in student events; mentoring of new teachers; working with a student teacher; and organization or assistance with school/community events. Evidence must be reflected within the applicant's portfolio.

Peer Support: Two letters of peer support specific to the position for which the applicant is applying must be submitted. A survey will be given to the applicant's peers to gauge the applicant's potential leadership qualities in the eyes of their colleagues.

Interview: Finally, candidates will be interviewed. The interview will seek to evaluate the candidate's teaching practices which are essential to their legitimacy and effectiveness. Included in this will be inquiry into how the teacher has sought to continue to learn and grow as an educator. Second, the interview will seek to understand the candidate as a leader. What leadership roles have they assumed in the past; why are they interested in a leadership role at this time; how do they envision themselves as a leader; and how can they work with other leaders to move the district forward?

The Selection Committee will ask itself – (1) do the candidates give evidence that they are reflective practitioners and (2) are they themselves coachable? Using the dynamic and multifaceted system above, we will gain a complete view of teachers and their potential.

All candidates will be asked the same questions, ranging from the job description to leadership experiences to best practice. The Selection Committee members will use a rubric, specific to the position, to assess candidates, and conduct a consensus-building process to select the successful candidate(s).

Selection Committee:

The Selection Committee will consist of teachers and administrators, with membership changing based on the building employing the TL and the applicant pool for the position. When positions are hired in a particular building, the lead administrator and one teacher will be included in the Selection Committee. This provides input from not only the person who evaluates the TL, but also includes one teacher from the building in which the potential teacher leader works. A list of hiring recommendations will then be presented to the Superintendent and finally to the Board of Education for final approval.

Phase Three - Review

All TLs, using their job description, will submit a self-reflection of their performance to the District Leadership Team (DLT), and the DLT will provide them with formative feedback regarding their performance against the tasks assigned in the job description as part of an annual review. A retention decision will be made by District Administrators based on input from the TLs themselves, the DLT and the Selection Committee.

Narrative

Using Part 7 application narrative from Year 1?

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.

In Decorah, our current practice is for all PD to be determined by our District Leadership Team (DLT), which includes teachers selected by administration from the Building Leadership Team (BLT). This team meets periodically. Part of its charge is to give recommendations on the PD needs within the district, with final PD plans made at Administrative Team level.

Realizing that support for implementation is a crucial component of effective PD, the District hired a Technology Integrationist and a K-5 Literacy Coach to begin in the fall of 2014. Although these two positions are still fairly new, these teacher leaders have already made a substantial impact on meeting the needs of teachers and students in their respective areas. Likewise, it is evident that in order to effectively implement new learning within our school system, there needs to be more personnel resources devoted to improving instruction and student achievement.

Teacher Leader Role

District level PD will be planned and delivered by a combination of TLs, administration, and outside experts, including the AEA, Apple presenters, and Solution Tree professionals. This process will follow the steps outlined by the Iowa PD model Technical Guide: 1) developing a Leadership Team; 2) collecting and analyzing data; 3) setting goals for student learning; 4) selecting content; 5) designing PD; 6) creating training; 7) developing effective collaboration among colleagues; 8) studying implementation; 9) collecting formative assessment; 10) evaluating programs; and 11) connecting to Individual and Building PD plans.

Our plan will significantly change both how we determine the learning needs of teachers and how we follow through on the learning opportunities we offer. First, the composition of the BLT would be changed to include Teacher Leaders (TL) whose work will inform the focus of the District Level PD (IPDM Element 1). These teacher leaders (Instructional Coaches, PLC Coach, Integration Specialists, and Collaborative Teachers), will meet regularly to analyze the data they are collecting from their interactions with teaching staff. The data will include both information about student learning as gathered primarily from formative assessments (IPDM Element 2-3), but also data about how we might improve our teaching based on the CEI, and our curriculum based on the Universal Constructs. Teacher leaders will have a role when PD decisions are made, designed, planned, and implemented (IPDM Elements 4-6). Teacher leaders will bring the results of these discussions to the DLT to help inform the decisions about future PD plans of the district.

Our plan will also allow us to make another crucial change to how we conduct professional learning. Teacher Leaders will provide crucial follow-up to support implementation at the classroom level. Survey data suggests that teachers have become frustrated when they are given training and a mandate to do something in an environment where there is not effective support to problem-solve the inevitable difficulties that arise. Teacher leaders will help to build an environment of supportive professional collaboration (IPDM Element 7) and will have the time and expertise to study implementation and its effects on both teacher practice and student learning (IPDM Elements 8-9).

In addition to District level PD, Teacher Leaders will help solidify already existing district and building initiatives. Mentor Teachers will help teachers new to the District learn and implement building initiatives. These key people will help streamline training in the fall when new teachers start work and, crucially, be close by to help implement the initiatives as they work with these new teachers to study and support excellent teaching practice.

PD Delivery Plan; Work Flow and Decision Making

Our plan calls for weekly meetings of key Teacher Leaders to talk about what they are experiencing in the classrooms. At least part of the agenda for these meetings will be to think ahead and prioritize new learning for staff. They will bring the results of these discussions to the District Leadership Team meetings where they will work with administration to set priority goals for new learning and to develop implementation plans. The DLT will periodically study implementation and make adjustments as necessary. The primary decision-making body will be the DLT, with significant input from Teacher Leaders who will have generated solid ideas through their frequent interactions with classroom teachers.

Using Part 8 application narrative from Year 1?

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.

Impact and Effectiveness of our TLC Plan: The main purpose of our TLC plan is to provide TLs with the opportunities to sharpen their instructional skills while learning and practicing strategies to support the professional growth and instructional practices of their colleagues. Ultimately, the goal of our program is to increase student achievement.

We will concentrate on reviewing program implementation. Using process monitoring data from multiple sources, we will (1) identify implementation problems; (2) assure prompt feedback in order to adjust our action steps; (3) provide a record of our teacher leadership plan resources and methods; and (4) document the fidelity of the program implementation. In addition, we will measure effectiveness of our program by reviewing growth in standardized, district, and grade level assessments.

Through a variety of assessment tools we will be able to answer the following questions:

What did our Teacher Leadership Program accomplish?

- Did we appropriately advertise all TL positions?
- Were job descriptions and responsibilities of each role clear?
- Did we provide appropriate compensation?
- How many teachers were served by TLs and in what capacity?
- Did we hire all TL positions?
- What percent of teachers held a TL role?
- How much substitute teacher time was used for TLs to do their work?
- Who completed building-based and district level PD?
- How often did mentors/mentees meet?
- At which days/times did we require substitutes?
- How many collaborative planning sessions were held?
- What was the content of the collaborative planning sessions?
- How often was the PLC Coach a part of PLC meetings?

How successful was our TL Plan at accomplishing its role?

- Do TLs understand their job requirements?
- Did TLs receive the support they needed to carry out their job description?
- Do teachers feel more supported by having TLs available as resources?
- Do teachers feel they have grown and improved their teaching practices due to the help of TLs?
- How many TLs are able to stay in the classroom and have a leadership role?

Has the effectiveness of Teacher Leaders and classroom teachers increased?

- Do TLs feel supported?
- Do TLs feel confident to be able to do their work?
- Are TLs making professional growth?
- Do TLs feel they received adequate training to be successful in their role?
- Did we retain teachers, especially new teachers?
- Can teachers describe how their practice has improved due to the TL program?
- Do teachers feel empowered and supported by the TLs?
- Do teachers feel student achievement is better because of support received?
- Did mentees feel that their program helped them grow?
- Do students feel more engaged?

How has student achievement improved?

- Did we reduce office referrals and suspensions?
- Did we reduce the achievement gap?
- Did we increase the number of students making expected or greater than expected growth?
- Did we increase the number of students proficient in math and reading?
- Has there been a change in our SINA/DINA status?

Goal Attainment & Monitoring

Goal #1: Attract and retain effective teachers through effective new teacher mentoring and enhanced teacher leadership opportunities.

- Monitoring: Annually, we will gather data from all new teachers hired to the district to determine the quality of our Mentoring

and Induction program. We will monitor our new teacher 3-year retention rate, watching for progress toward the goal of retaining 95%.

Goal #2: Promote a process where teacher leaders can assist colleagues through the continuous learning process based on the Iowa Professional Development Model, the Iowa Teaching Standards, and the Characteristics of Effective Instruction.

- Monitoring: Professional development data will be collected quarterly to monitor alignment with IPDM, the Iowa Teaching Standards, and CEI. As we monitor teacher reflection and formative assessment through quarterly teacher/administrative talking points, we will look for heightened awareness of the connection between IPDM, standards, and CEI to increased student achievement to determine next steps for continued alignment of PD with learning outcomes.

Goal #3: Improve the fidelity of implementation of Professional Learning Communities.

- Monitoring: PLC data will be collected quarterly to monitor frequency of collaboration opportunities. Building, district, and statewide collaboration opportunities will be tracked through shared documentation of PLC agendas/team notes. Next steps will be determined based on documentation data of differentiated student groups following the MTSS framework and discussion/modeling of best practice instructional strategies to meet student needs.

Goal #4: Nurture a culture of continuous improvement in which all teachers and administrators collaborate, think critically and creatively, and work in teams through increased collegiality, trust, and respect.

- Monitoring: Team data will be collected quarterly to monitor frequency of collaboration opportunities. Collaboration activities will be tracked. We will see positive trend-line data over time based on the questions above, leading to increased student achievement.

Adjustments to Our Plan:

Implementation and impact data will be reviewed regularly by district/building administrators, the TLC planning team, DLT, and by faculty as appropriate, including whether supports in the TLC plan were provided as intended, whether the actual costs for implementing the plan matched the budget, and if sustainability projections are still feasible. The DLT will work with the TLC team and administration, with input from the teaching staff, to analyze and evaluate the effectiveness of the system to determine needs for reallocation of funds for different roles or creation of new TL role(s). We will use the carryover of our planning grant funds to cover the DLT time and expenses for this work.

Using Part 9 application narrative from Year 1?

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)

Implementation of Decorah's plan began with a design process including input from various stakeholders. Teachers contributed in depth to its development through discussions with TLC team members and an extensive survey seeking the needs of the district and desires for improvement. We are using a process that supports the TLC vision of empowering teachers and creating a climate of collaboration. The plan will be sustained, reviewed, and improved through ongoing evaluation by the school's Shareholder group, TLC Committee, Administrative Team, the BLT/DLT, the TLs themselves, with continual input from the collective faculty.

Our focus for the TLC plan has centered on creating structures, processes, and functions that will sustain change rather than just support it in the short term. We guarantee our plan's viability by having the correct supports in place, including involving the appropriate personnel in the ongoing review, recommendation, and revision of the program. These supports include:

- AEA and Solution Tree partnership to provide training on coaching skills and PLC protocol
- Luther College partnership to use pre-service teachers and work study students for supervised support in the general ed. classroom
- Feedback data on an individual and group basis
- Policies, including detailed job descriptions, selection criteria, and evaluation, to assure fair access to the positions and treatment while filling the teacher leader roles
- An organized communication system to assure that everyone involved understands his or her role and how the system is progressing. This includes external and internal stakeholders who have knowledge of the program and what will lead to its success.

Professional Development for TLs:

All key staff will require ongoing training and support to effectively implement and sustain our TLC system. Decorah will utilize internal and external resources to create meaningful PD opportunities to build our system into a coaching culture. Because each TL role serves a specific purpose, each group will require differentiated PD around research-based models of effective coaching, collaboration, and data-driven leadership.

Areas of individual or collective professional development may include some of the following training and learning opportunities: Cognitive Coaching, Partnership Coaching (Jim Knight's University of Kansas Model), peer coaching and feedback routines, the IA Core and the Characteristics of Effective Instruction, Iowa's RTI-MTSS framework, IPDM, exemplary mentoring and induction practices, curriculum and assessment design and implementation, the PLC process, data analysis protocols, and adult learning theory.

In addition to PLC support, each TL will receive mentoring support from leaders within and outside of the system. This is built upon the University of Kansas partnership coaching model that suggests "a well-prepared and talented coach can accomplish a great deal, but every coach's impact will be magnified when she or he works in partnership with an effective instructional leader." To be effective, each of our TLs will need modeling, mentoring, and feedback to continue to improve. As a result, building and district administrators must evolve their role into one of a "coach for the coaches." Additionally, TLs will be supported in building their network outside of the district with other veteran TLs and coaches.

Key Staff Supporting Sustainability:

Superintendent-

- Receive recommendations from the Selection Committee on Teacher Leaders
- Receive recommendations from the TLC Committee and the DLT to monitor or adjust the district TLC plan
- Ensure transparent communication between the district and the Board of Education and other stakeholders regarding the TLC plan
- Monitor and supervise the use of the TLC funds

Building Principals-

- Make recommendations on the selection and evaluation of teacher leaders
- Facilitate the Building Level Teams
- Facilitate the Mentoring program book study and initial mentor/mentee meeting in the fall

- Support alignment of curriculum, instruction, and assessment
- Support teachers actively participating in the Iowa Professional Development Model, including observations, summative evaluations, and facilitating career plans

Curriculum Director-

- Coordinate the selection, evaluation and support for curriculum and assessment
- Coordinate training and learning opportunities for TLs
- Facilitate the district TLC Committee and oversee the TLC Program, including the TLC budget
- Participate in ongoing professional development

Teacher Leaders-

- Participate in ongoing professional development and reflective practice
- Collaborate with administration and teachers in order to collect and analyze data and determine district needs
- Engage in observation and coaching with teachers in order to improve instructional practices

District Leadership Team & Building Leadership Team-

- Development of goals appropriate to the needs of the district/building
- Recommend professional development needs by district/building
- Review and recommend continuation of existing teacher leadership roles and creation of new roles based on district needs

Communication:

Leadership Teams and administration will continually communicate with staff. This communication and collaboration will be important due to the changing roles of colleagues. Progress toward district goal attainment will be communicated with parents and community members through board meetings, building level newsletters, and the Shareholders group.

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	1393.7
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$430,402.43
Total Allocation	\$430,402.43

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.	\$62,875.00

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).	\$307,000.00
Amount used to provide professional development related to the leadership pathways.	\$5,000.00
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>	\$55,527.43
Totals	\$430,402.43

Other Budgeted Uses - Description

Item description	Amount budgeted
Substitute teachers, training, materials/resources	\$55,527.43
	\$55,527.43

Total Allocation Budgeted

Total Projected Amount to be Expended	\$430,402.43
<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	\$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? 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)

How TLC Funds will be used:

Base Salary to \$33,500 \$ 0.00

Teacher Leadership Full-time Positions \$307,000.00

Substitutes \$ 48,000.00

Extra Contract Days of TL Positions \$ 43,875.00

Stipends for Mentor Teachers \$ 19,000.00

Training, Materials, Resources \$ 7,527.43

Total \$430,402.43

Presently, TL positions are unpaid with little to no time allowance for work to be accomplished, and TLs do not regularly receive professional development to strengthen their leadership capacity. TLC funding will help us move to a program that provides appropriate compensation to all TL positions, trains and supports every TL, allows work time beyond the typical teacher contract, and collects and reviews impact data of all TL positions on teacher instruction and student achievement. Levels of leadership range from extra duty TL roles with teachers remaining in the classroom to full-time release positions.

We carefully calculated a budget linked to the TLC goals in this plan, especially having 25% of staff in a leadership role. Our budget is 100% aligned to our four goals, all of which focus on increasing student achievement through improved strength in multi-tiered system of supports.

Initial teachers and those new to DCSD [Budget: \$0]

As of the 2014-2015 school year, the Decorah salary scale already offers nearly the \$33,500 minimum salary requirement.

Although we do not anticipate any TL funds being needed to reach the minimum salary requirement, should a first year teacher be hired to fill a vacancy created by the selection of a TL, we will use TL funds to supplement the year one base salary.

Mentor Teachers [Budget: \$19,000]

We will provide a \$3,000 stipend to mentors who work with first and second year teachers and \$2,000 to mentors working with newly hired veteran teachers. This will fluctuate year-to-year based on the number of new hires.

Instructional Coaches [Budget: \$156,825]

Our plan includes salaries for 3 instructional coaches who will receive compensation for 7 additional days on their contract at a per diem rate based on the master contract. The extra days will provide time for instructional coaches to engage in and deliver professional development for teachers.

Learner Advocate [Budget: \$103,250]

Two TLs will serve as Learner Advocates, supported by TLC funding. These roles differ based on grade levels and building assignments, but all guide and direct specific programs. (i.e. MTSS, Family Literacy Program, Believe and Achieve, summer school). Learner Advocates will receive compensation for 5 additional contract days at a per diem rate based on the master contract.

Integration Specialist [Budget: \$16,250]

Integration Specialists will serve as specialists in curricular areas or for specific programs, such as STEAM and technology integration. We have budgeted for 10 IS positions, which will allow two TLs per building. However, Integration Specialists may serve more than one building and may be hired to serve in more than one capacity. Integration Specialists will receive

compensation for 5 additional contract days at a per diem rate based on the master contract.

Collaborative Teachers [Budget: \$16,250]

Our plan includes the establishment of at least 5 collaborative teachers, but we may hire as many as 10. These TLs must maintain open and inviting environments and exhibit best practice instruction. Collaborative Teachers need significant professional development and time to collaborate/reflect on best practice with other model teachers. Collaborate teachers will receive compensation for 5 additional contract days at a per diem rate based on the master contract.

PLC Coach [Budget: \$51,300]

With TLC funding, we will be able to hire a PLC Coach to facilitate our district-wide PLC initiative. The PLC Coach will receive compensation for 4 additional contract days at a per diem rate based on the master contract.

Substitute Teacher [Budget: \$50,000.00]

To satisfy the need for time out of the classroom for TLs to work with other teachers, we will use TLC money to fund a full-time substitute teacher. Besides covering classrooms in teacher absences, this person will be in charge of the District Professional Resource Library of classroom instructional recordings and associated materials.

Professional Development [Budget: \$5,000.00]

Research of TL structures shows professional development as being critical to its success. Professional development will ensure TLs have the skills to coach others to excellence. To support this work, we allocated a budget of \$5,000 for materials, supplies, trainings, consultants, and expert providers.

CONNECTIONS TO OUR TLC GOALS

We submit this grant providing full assurance that our budget is used to further the vision/goals of the State TLC plan and our locally developed plan. Funding will

- Goal #1: Attract and retain effective teachers through effective new teacher mentoring and enhanced teacher leadership opportunities.
- Goal #2: Promote a continuous learning process based on the Iowa Professional Development Model, the Iowa Teaching Standards, and the Characteristics of Effective Instruction.
- Goal #3: Improve the fidelity of implementation of Professional Learning Communities
- Goal #4: Nurture a culture of continuous improvement in which all teachers and administrators collaborate, think critically and creatively, and work in teams through increased collegiality, trust, and respect.
- The District will use a combination of General funds, Professional Development funds, and TQ funds to cover other costs of implementation and other teacher leadership roles (e.g. further substitutes, additional training, DLT/BLT, base pay increase). We are positive that this work will ultimately improve student achievement in our school district.

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