



Application

70554 - Teacher Leadership and Compensation (TLC) System
73563 - Teacher Leadership Compensation Grant - Delwood CSD
Teacher Leadership and Compensation System

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Program Area of Interest Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)

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Agency

Organization Information

Organization Name: Delwood Community School District

Organization Type: K-12 Education

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Recipient Information

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Use the drop-down menu to select the district name.
County-District Number 23-1675
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.
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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (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)

Our school district is a smaller, rural district with a total enrollment of 212 students this school year. We serve preschool through sixth grade students in our building and we whole-grade share our 7th through 12th grade students to a neighboring district. We have 12.8 teachers in the district and one administrator.

We are part of the state's C4K Phase One initiative, using the FAST assessments and progress monitoring materials for literacy, in our preschool through sixth grade classrooms, and we are constantly monitoring our students to make sure they are receiving the quality instruction needed to make achievement growth necessary to be at or beyond grade level expectations. The vision for our district is, "Delwood Community School, in partnership with the community, is dedicated to providing a stimulating learning environment, which maximizes the potential of all students to be lifelong learners". We strongly believe that all students can meet grade level benchmarks and we use formative and summative assessments to progress monitor every student in our building that is not performing at grade level benchmarks. We strongly believe in an individualized program for students who need additional supports and we use the Multi-Tiered System of Supports, as our framework for helping students. Our major goal for this program is:

- To improve student achievement by strengthening instruction. Our main goal is always to improve student achievement and by strengthening our instruction, we believe this grant will result in improved student achievement.

Our secondary goals are:

- To make systemic changes in our system to help every teacher improve their effectiveness.
- Attract promising new teachers to the teaching profession.
- Retain effective teachers by providing additional leadership opportunities.
- Promote collaboration by developing and supporting opportunities for teachers to learn from each other.

The Teacher Leadership Compensation grant would not be another initiative in our district, but instead would fit perfectly with the changes we have made the last three years in our system, to improve student achievement. We plan to hire a full-time instructional coach to help all teachers in the building, however we see this instructional coach as initially focusing on our kindergarten through 3rd grade literacy teachers. If we are expected to have all students proficient in literacy by third grade, we need to do some fundamental changes in how we are addressing students' diverse needs and we believe this grant would give us the ability to make the effective changes needed in our district. A full-time instructional coach would be able to help teachers with their instructional strategies, their interventions used with students to make sure they were the most effective, and would be a collaborative partner for teachers to discuss the science of teaching.

With this grant we would select at least one model teacher, who would teach full-time, but would serve as a model for exemplary teaching practice. We see the model teacher collaborating with the instructional coach to bring about effective instructional changes in the building. Our final leadership pathway would be the role of the mentor. We want to make sure all teachers in our building are able to find success and the commitment to stay in the teaching profession. The mentor teacher would be able to help new teachers gain the confidence and abilities needed to be successful. The mentor teacher would be the direct support to all new teachers in the district, differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies and supports. Mentor teachers will work with the Instructional Coach and the Model teachers to ensure alignment with our MTSS, literacy and other evidence-based district work.

We believe we have pieces of an effective system in place, but also know that we need to make some changes. We know that a quality curriculum is needed and we have been working on implementing the Iowa Core in all subject areas. Our teachers have attended workshops and spent countless hours digging into their standards to bring about the rigor needed for our students to be successful in the coming years. We also are participating in the state's Phase One, MTSS (Multi-Tiered System of Supports) Project which allows our district to use the research, professional development and materials put together by the Iowa Department of Education to address each student's literacy needs. To be a part of this Phase One Project, our district's administrator and teachers had to complete a readiness survey that indicated high commitment, consensus and capacity to implement Iowa's new data system to support MTSS, which includes universal screening and progress monitoring assessments, training, support and coaching in the area of literacy.

We know that with a quality curriculum (Iowa Core) and a solid assessment system in place (FAST), employed by effective teachers, we will be on our way to meet our state's student achievement requirements.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan

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

- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

When our district became aware of the Teacher Leadership Compensation Grant, we were excited for the opportunities it could bring to our district. We are fully aware that additional personnel in the building on a regular basis, helping with instructional strategies and effective student interventions, could make a huge impact on our student achievement.

Our initial planning process started with the Iowa DE website and reading over the documents that had been posted there to gain as much information about the grant process, as possible. As a staff, we also watched the DE's webinars to help visualize a plan that would work well for our district and also start planning how to gather input from our school board, parents, and community members. Our district employs 12.8 teachers, so all teachers were part of our learning, communicating and writing of this plan. Our district is very collaborative in nature and this grant has been an opportunity to talk about our vision, leadership opportunities and student achievement in a new way.

Our initial objectives from the October 4th webinar series, was to choose the model that would fit best and match our district's vision, mission and goals and also have a discussion with the staff about our district's key improvement initiatives and how this grant would fit with these initiatives. We didn't want the grant to be a stand alone component, but needed to have board members, parents and staff all in agreement that this grant was an unique opportunity and one that would fit perfectly with our MTSS, K-3rd grade literacy and our Phase One implementation.

Our district's vision, mission and goals all refer to helping each student reach their potential and ultimately, we believe the changes we could incorporate as a result of receiving this grant, would strengthen our supports for teachers which would have a beneficial effect on student achievement.

The October 11th webinar, detailing the TAP Model, was watched by our entire teaching staff and administration together. We had a rich discussion about the parts of the plan that would work well for our school and parts of the plan that would not work with our small sized district.

At the October 18th webinar, we learned more about the power of peer learning and felt this was our major objective in receiving the TLC grant. Nearly 85% of our teachers surveyed thought that having a peer available to discuss the science of teaching on a consistent basis, would make the biggest improvement in their teaching.

During the October 25th webinar, our objective was to learn about the Minnesota Plan and determine how we could incorporate some of the components used in Minnesota, to our plan that was starting to come to life for our teaching staff. The job responsibilities of the peer coach, mentor and professional development site facilitator were areas that helped us hone in on our desired plan components and we had a lot of discussion on the evaluation examples used in the PowerPoint presentation. Our take away from this session was to start including board members and parents into our plan development and we asked for volunteers to share at our local Lions Club meeting and our District Advisory Committee meeting, so we could get feedback from our parents and board members.

Staff members who attended October webinars and their roles:

Sue Goodall - Administrator/Technology and Curriculum Coordinator
Ray Cavanagh – DEA Negotiator/Teacher
Kevin Flenker – DEA President/Teacher Librarian and PE Teacher
Michelle Maher – Teacher
Julie Wagner – Teacher
Aubrey Icenogle – Teacher
Jess Durkop – Teacher
Jill Eberhart – Teacher
Kelly Doll – Reading Specialist
Marcia Kleinsmith – Teacher

Contributions from stakeholder groups:

Teachers:

Preferred Instructional Coaching Model
Contributed to the specific selection criteria for committee
Suggested criteria for roles and responsibilities of leaders
Solicited input from parents and board members
Contributed to research and information on models
Collaborated effort for writing

Helped to write and edit plan

Parents:

- Gave feedback as to plan components
- Focused staff on priority of meeting the needs of teachers and students
- Brought attention to the need for teacher ownership of model
- Helped read and edit plan
- Brainstormed selection criteria with teachers
- Maintaining student achievement was held as a priority

Administrator:

- Collected data on parent and teacher brainstorming meeting
- Helped detail responsibilities of the Instructional Coach, Mentor and Model teachers
- Helped edit application
- Solicited input from parents, board and community members
- Helped write the plan, write and edit application

Our District Advisory Meeting was scheduled for early November and we had four teachers that volunteered to share the Teacher Leadership Compensation application process, the basic components of the plan that our staff was visualizing and take notes regarding parent input and feedback. The administrator also included the Teacher Leadership Compensation Grant application process and our local planning procedures in the October, November and December board packets to keep the school board abreast of what was being planned and how this grant might look rolled out for our district. From the feedback we received from our parent representatives (Denise Swanson, Stacy Simmons, Melinda Hackman and Rose Schepers) and our board members, it was decided we would definitely apply for the TLC grant

Narrative

Part 2) Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. (5,000 characters maximum)

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

Our district's vision is "Delwood Community School, in partnership with the community, is dedicated to providing a stimulating learning environment, which maximizes the potential of all students to be lifelong learners." The research tells us that many factors contribute to student learning in schools, among them effective instruction, leadership, expectations, structures that support collaboration, effective professional development, and more.

Our district's student goals, developed with parent and student input, are:

Students will demonstrate academic competence.

Students will communicate effectively, to a variety of audiences.

Students will think critically.

Students will demonstrate personal and social responsibility.

Students will be self-directed learners.

Students will demonstrate cultural/global understanding.

Students will use technology effectively.

Students will demonstrate team-building skills.

Students will be aware of career options.

It is our goal that all students will be proficient in reading across subgroups. We are a Phase One district, and have been using district and individual student data on a daily basis to make instructional decisions for students. Our Fall 2013 Universal Screening results from our FAST/IGDIs assessments show that 80.6% of our students, preschool through sixth grade, are proficient in reading. Presently, we are in the middle of our mid-year benchmark testing, but are seeing improvements in our student's individual scores as a result of the work teachers have been doing in their classrooms, including using fluency interventions and progress monitoring on a daily basis. We've made changes in our district's building blocks to make schedules and daily routines more conducive to teaching literacy for at least 90 minutes per day and we are still working on additional building blocks that we believe will also help us make literacy improvements in our district.

Another data source we use to focus our work is our 2013 Iowa Assessment scores. Our data show that in reading, 90% of our 3rd through 5th grade students are proficient, as measured by the Reading Comprehension Tests of the Iowa Assessments. 98% of our 3rd through 5th grade students are proficient, as measured by the Math Total Tests of the Iowa Assessments, and 94% of our students are proficient in Science, as measured by the Science Test of the Iowa Assessments. Our data indicates that we are on the right track as far as student achievement, however even one student not making the required grade level proficiencies is one too many!

Given the importance of the adults who work in the system to the success of students, we know that the Teacher Leadership Compensation Grant will be a catalyst for change. If we receive this grant, the framework change for additional leadership opportunities for teachers in our district, will have a positive effect on student achievement. As a school district we believe the Teacher Leadership Compensation grant will greatly assist with things we are already implementing. We are working diligently at using the MTSS model and currently are a participant in the state's Phase One project that drills down to progress monitoring for every student not making grade level proficiencies in literacy. We believe, that with these additional funds, we will be able to support student achievement and reach our goal of literacy proficiency for all. We envision hiring a full time Instructional Coach. This academic coach would help with assisting teachers with strategies for struggling students and for enrichment students. This person would also model lessons in classrooms if needed. The instructional coach would be in charge of researching research-based strategies for use during literacy intervention groups. This person would work hand in hand with teachers to help them become the most effective teacher they can become. This person would also have time to dig deep into the Iowa Core and do some analyzing of data. This person would have the time to make the transition from one grade to the next more efficient.

Another goal we have for this grant, is to strengthen our mentoring program for new teachers. We feel that by strengthening our new teacher support program we will ultimately improve our students' proficiencies. The TLC grant will also allow us more time to collaborate as educators. We, as educators, do our best work collaborating as learning teams. This time gives us opportunities to share, dig deeper into data, make action plans and act. We value this time and know that additional collaborative opportunities will make our instructional practices even stronger for increased student achievement.

We are currently working on strengthening our mentoring program by allowing new teachers to observe instructional practices of other teachers in the building, more often. The TLC grant would allow us to make this process stronger by providing more mentoring opportunities and professional development opportunities for the new teacher, with our plans for the new teacher to meet daily with the mentor. The TLC would allow teachers to take on additional leadership roles and be able to share their

expertise in a structured, consistent environment. As a staff we tirelessly work to make sure all our students are achieving proficiency, with progress monitoring in place for all students not at grade level benchmarks. Receiving the Teacher Leadership Compensation grant would help us continue this focused work, be able to use additional resources to strengthen student achievement, and make our instructional practices more effective for all students.

Part 3) Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.). (5,000 characters maximum)

As part of Delwood Community School's Comprehensive School Improvement Plan, our 2013-2014 reading goal states that, "We will increase the percent of 4th grade students who meet the proficiency cut score of 185, as measured by the Iowa Assessment Reading Comprehension Test." The district also collects assessment data from the Northwest Evaluation Association's MAP (Measure of Academic Progress) tests three times a year. The spring 2013 results (collapsed data for grades 3-5) showed that 74% of the students were proficient in reading, as compared to 62% in 2012. We are making good gains with our literacy program and student achievement has been improving, however we also know that until all of our students are proficient, we still need to make improvements and changes to our system.

Presently, our initiatives in our district are kept to a few priorities, as we can only support and strengthen a few elements at one time, so we have to stay focused on the initiatives that will make the biggest gains for our district.

Our initiatives:

- Implementation of the Iowa Core
- Preschool – 3rd grade Literacy
- MTSS (Multi-Tiered System of Supports) including GRR
- Phase One – C4K FAST/TIER implementation
- Learning Teams – Collaboration and Data Teams
- Peer Reviews – Observation of instructional practices and collaboration

The Teacher Leadership and Compensation plan will have a direct connection to Delwood's improvement plan which includes implementation of Iowa Core standards and our Multi-Tiered System of Supports (MTSS) for students, which restructures our educational program for smaller student - teacher ratios in order to address the academic needs of some students. These academic deficiencies place them in the Tier II population of students who require targeted small group interventions and progress monitoring.

The Teacher Leadership Compensation model that will be implemented will be similar to the Instructional Coach Model, but will technically be the Model 3 "Comparable Plan Model". The instructional coach will be closely involved with the general education teachers, particularly those teachers in grades K – 3. The coach will facilitate the formulation of action plans based on the literacy area targeted for improvement. This decision will be the result of collaboration between the coach and those teachers involved with the literacy program and student achievement data collected through our State of Iowa, Phase I FAST/IGDIs assessments that have been used to make instructional decisions this school year. During collaboration, the team will discuss the implementation of best practices that have been researched by the instructional coach using sites such as the Iowa Reading Center. The coach will assist in the alignment between the Core standards, instruction, and assessment. To truly get every student to be proficient and meet grade level benchmarks, we need a quality assessment (FAST tests), quality instruction (effective teacher) and a quality curriculum (Common Core). Having the assessments and curriculum in place, we believe the third component will be addressed with the TLC grant and we are excited to put all of the components together for improved student achievement results.

Teachers use the Gradual Release of Responsibility (GRR) model as a framework by which lessons at Delwood School are presented. The instructional coach will be available to model lessons using the GRR and will discuss its application to other curricular areas with the classroom teacher. The coach will continually look at the student achievement data that Delwood is collecting in order to strategically recommend which instructional area should be targeted and collaborating with the reading specialist and the classroom teachers involved in the literacy program. On-going monitoring of student achievement levels will result in a diagnostic and prescriptive approach to leadership. The ability to collaborate with an instructional coach multiple times during the week will bring all of our initiatives to another level of support for teachers and students. We're excited to see the improvement in our student achievement data that we know will result from this systems change due to receiving the TLC grant.

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, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Our district has only one section of students at most grade levels; as a result our teachers are very isolated for grade level collaborative opportunities. Our teachers spend many hours after school collaborating with their closest vertically aligned grade level teachers, however with teacher leaders in the building, who have the time to spend with all teachers, we see multiple opportunities for professional growth for everyone in the district. Areas where we would utilize a teacher leader in the building would be many, however a few examples would be to: co-teach a specific skill or unit; to assist with implementing a specific literacy intervention or strategy; to cover a classroom so a new teacher could observe another teacher who has shown successful classroom management skills, help align professional development to meet student and teacher's needs and to assist with data analysis.

Our Mentoring and Induction Program currently pairs an experienced teacher with a new teacher and they are usually able to meet a couple times per month to help with all aspects of the teaching profession. Since both teachers have classrooms of students during the school day, and our district has few additional teachers to help cover for these new teachers and mentors, these mentoring meetings normally take place before or after school. In both cases, this is not the preferred time of day for effective use of time. Presently, our Mentoring and Induction Program requires the new teacher to observe his/her mentor teacher in their classroom and to observe at least one other teacher. Observing experienced teachers handle student management issues and effectively using specific instructional strategies are a couple of the most powerful experiences we can give new teachers, however our current program only allows for this experience three to four times per year. We know this to be a current weakness of our Mentoring and Induction Program and are trying to find additional observation times through our Peer Review Process, to increase these opportunities. With additional personnel in the building to assist with teacher leadership roles, we believe our Mentoring Program would become a much stronger program to give the consistent support that new teachers deserve and to make sure that all areas of the new teacher are successful.

Graduates of our existing Mentoring and Induction Program have let us know that their biggest need is more time to handle all of the system requirements of a new teacher. Our mentors also tell us their biggest need is more time to spend with the new teacher, as the teaching profession is complex. Our new teachers tend to spend many after school hours planning and preparing for their teaching day. We believe that a new teacher needs quality time to reflect on their practice with a mentor on a daily basis, which is another weakness of our current Mentoring and Induction Program, but one that is nearly impossible to change without extra personnel in the building to assist with these leadership responsibilities. Providing a daily meeting of the mentor and mentee, which would be extremely beneficial for new teachers and their students! We believe that with these daily mentoring meetings we would be able to keep all of our new teachers in the teaching profession and we also believe these teachers would be able to see their teaching expertise grow on a weekly basis!

We see the TLC grant as giving our district multiple opportunities for our new teachers to get extra time observing or reflecting on their own practice, gain expertise from experienced teachers, and ample opportunities for learning from all teachers in our building. This grant could be the catalyst for one of the biggest barriers in teaching, which is the organizational schedules that isolate teachers from one another. Our teaching staff is small and everyone is cognizant that they need to be welcoming to the new teacher and assist them in any way they are able and our data show that our new teachers stick with the profession and enjoy their teaching positions. However, there are many before school and after school planning and preparing times for the new teacher in our current Mentoring and Induction Program. We feel like the TLC grant would help us work smarter and meet the needs of the new teaching professional rather than making the new teacher work longer hours.

Another weakness of our current Mentoring Program is helping the new teacher learn and implement initiatives that have been put into place the previous year or two. Mentors have documented this weakness also on their mentoring surveys, as there just isn't enough time in the schedule.

We believe daily opportunities for a new teacher to meet with an experienced teacher to reflect on their teaching practice and to make adjustments in their lesson plans based on the feedback and discussions they have with the teacher leader would highly benefit both teachers. New teachers would be able to build their skills and build professional relationships as they advance their student's learning, as well.

We know we have experienced teachers in the building that are more than willing to share their knowledge and skills, we just need to give them the vehicle to be able to share their expertise with new teachers. We strongly believe the TLC grant would give us the personnel to cover classrooms, work with new and experienced teachers, and help with our multi-tiered system of supports for our students and make every student in our system more successful.

The improved Mentoring and Induction Program, that will come about as a result of our receiving the TLC grant, will mean

additional coaching, mentoring and opportunities for observing exceptional instructional practice for new teachers and even veteran teachers, which is a goal of the state in offering the grant and one that we know will transpire in our district.

Narrative

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)Description of the responsibilities and duties for each 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)Description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

Our district envisions hiring three new positions if we would receive the Teacher Leadership Compensation Grant. We would like to hire a full time Instructional Coach, at least one model teacher and one mentor teacher. We have 12.8 teachers on staff and would need to have at least three teacher leadership pathways available for all teachers.

As we watched the D.E. webinars and did surveys of our teaching staff and parents, we instantly saw that having an additional person on staff to help teachers with their instructional strategies, collaborate on effective interventions, and help analyze data showed up as our main needs. After researching the different models, all groups agreed that the Instructional Coaching Model would suit our district's needs best and having the ability to customize the model (Model 3) was our best choice.

Instructional Coach- The instructional coach would provide additional guidance in one or more aspects of the teaching profession to teachers. Instructional coaching shall include detailed preliminary discussions as to areas in which the teachers being coached desire to improve; formulation of an action plan to bring about such improvement; in-class supervision by the instructional coach; post-class discussion of strengths, weaknesses, and strategies for improvement; and dialogues between the instructional coach and students and school officials regarding the teachers being coached. An instructional coach shall coordinate instructional coaching activities relating to training and professional development with an area education agency where appropriate.

The instructional coach would also function as the district leader who coordinates and leads the implementation and sustainability of the MTSS (Multi-System of Supports) across all grade levels. This will include:

1. Facilitating the instructional leadership team discussions at the school.
2. Working with the administration and other leadership positions to design professional development activities.
3. Working with mentor teachers to design specific mentor experiences that all new teachers would be able to access.
4. Working with all teachers to design MTSS across the district for optimal implementation and sustainability.
5. Working with mentor and model teachers to coordinate all work, including professional development activities designed to improve instructional strategies, observation experiences, as well as planning, monitoring, reviewing and implementing best instructional practices.
6. Working with external coaches and the Iowa Department of Education's technical assistance personnel to coordinate professional development, implementation and sustainability of MTSS statewide.

Model Teachers – Our model teacher would teach full-time and serve as models of exemplary teaching practice. This teacher would be a regular classroom teacher but welcome other educators into their classroom at anytime to observe best practices in instruction. This person would be a model teacher another teacher could go to when they are struggling teaching a certain subject, struggling with classroom management, struggling with time management or a long list of effective practices which they would like to observe. This person will lead by example. This person will be working 100% of the time with teachers, although their leadership role will have a great effect on student achievement. The model teacher would participate in additional contract days during the summer to work with mentor teachers and the instructional coach to align our professional development plans with our district's initiatives (MTSS, K-3rd grade literacy, and our alignment to the Iowa Core) and be available for teachers to visit and watch specific interventions being taught, demonstrate the MTSS processes and procedures, or be available to work with teachers in the building on any instructional practice of interest.

Mentor Teacher - The mentor teacher would be partnered up with a first year teacher to make the transition from college to a career go smoothly. This teacher would be released from his or her duties 30 minutes daily to assist the new teacher with management styles, lesson planning, instructional practices and any other question the new teacher may have. They would also be available to co-teach lessons if needed, they would be able to model lessons for the new teacher, but would even more importantly be available for collaborative sessions daily with the new teacher. They would have time to discuss lessons, effective practices, set up additional observation times with the model teacher and help reflect on the lesson for improvements. This model allows us to push for proficiency for all students as our instructional coach, model teacher, mentor teacher and principal would all be collaborating on best practices and the most effective instructional practices to employ in the district. The instructional coach would also model lessons in classrooms, be in charge of researching research-based strategies for use during literacy intervention groups, and work hand in hand with teachers to help them become a more effective teacher. They would also have time to dig deep into the Iowa Core and working on grade level alignment. He or she would have the time to make the transition from one grade to another more efficiently. This instructional coach would also play a huge role in developing the staff's professional development. This person would have the inside knowledge to know what the staff needs. This coach would have the time that all teachers wish they had during the school day to dig deeper into effective instructional practices. We see this instructional coach spending 80% of their time working with teachers/ researching to make the teachers

better educators. They would spend the remaining 20% of their time working with the students doing both re-teaching and enrichment research based interventions.

If we would receive the TLC grant we will take full advantage of building a coherent instructional improvement environment that will strengthen instruction and improve student learning and student achievement. We believe if we put the following three positions into place we will see great student achievement results. We will see positive results because we will be using research based instruction, we will be digging deeper into the Iowa Core curriculum, and working together as a team to make this a collaborative effort by the entire district. We envision the Model Teacher and the Instructional Coach collaborating with the district's administration to plan our Professional Development.

Instructional Coach

80% teacher leader duties

Research-Based Strategies

Model Strategy for Teachers

Collaboration with Teachers during planning periods

Address Common concerns in Professional Development Atmosphere

Aware of transition from grade-to-grade instruction

20% in the classroom with student instruction

Teaching MTSS group

Pull Struggling Students in a Specific Area

Cover Classroom to watch Model Teacher

Model Teacher

95% in classroom with student instruction

Teaching their own classroom

Observed for particular strategies

Teaching is aligned to the core

Assessing frequently the core standards

Research Based strategies

5% teacher leader duties

Meeting with teachers for reflection on strategy taught

Instructional Coach directs colleagues to the model teacher for exemplary examples

Mentor

95% in classroom with student instruction

Teaching their own classroom

Observed for teaching techniques within the classroom

5% teacher leader duties

Refers mentee to model teacher and instructional coach for advice in teaching strategies

Meets with mentee to discuss: goals, daily routines, classroom management, teaching strategies, etc.

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)Measures of effectiveness

b)Professional growth

Our current teacher evaluation process allows teachers to show their strengths through the portfolio process. Teachers are able to video tape their own teaching as well as gather artifacts to show proficiency with the Iowa Teaching Standards. Through a self-reflection process, teachers are able to show their belief systems, their perspectives, goals and expectations through this evaluation process. One specific criteria for our leadership selection process is the ability of the teacher to thoughtfully reflect on their own teaching and make changes based on this reflective process.

Through teacher leadership research articles we have read as a group, it has been clarified that a teacher's self-efficacy as an instructional leader is strongly and positively associated with soliciting parent involvement, communicating positive expectations for student learning, improving instructional practice, and being willing and able to innovate successfully in the classroom. Increased opportunities to lead build upon one another and the end result can be a building with increased student achievement, because all teachers have a role and a commitment for improvement. Our system currently has a strong culture of collaboration, however we believe the positive effects of the TLC grant will make our instructional practices even stronger in the building and as a result we hope to see increased student achievement.

Our current evaluation process provides our district with data needed to make informed decisions about the differentiated roles, professional development and compensation, through the level of artifacts each teacher is able to provide and in addition, we believe each teacher has the freedom to provide artifacts that show unique qualities for making informed decisions regarding the selection process.

Our district plans to have a selection committee of one administrator and one teacher that will read and score applications using the district developed rubric and will ultimately select the teachers that will be filling the Instructional Coach, Model Teacher and Mentor Teacher roles in our district. We are very used to working collaboratively with our decision making process, so we will also include a teacher survey that requests teacher input into the selection process and in addition additional criteria will require input from students and parents. These positions are so important that we believe all stakeholders need to have input into the selection process. All candidates will earn points for each criteria, on a 1-10 scale and our teacher leaders will be selected from the highest scoring candidates.

Professional growth of teachers will be measured by giving points on our district developed rubric for leadership roles already taken in the district and include points for literacy classes and workshops taken over the last two years through colleges or the Area Education Agency. Points will be earned for classes and workshops that tie directly with our Multi-Tiered System of Supports, improving literacy skills or literacy achievement as it relates to the Iowa Core. We will also score applicants on their ability to show student growth, in any area, through the use of a Multi-Tiered System of Supports. Teachers will need to show student growth data in their teacher portfolios and through the teacher interview process that will be in place for the selection of our lead teachers. This student growth data will be part of the district developed rubric and the selection process. Teachers will have a chance to earn up to 10 points per criteria, with a total of 80 points possible.

District Developed Selection Tool Rubric

ELEMENT	Teacher Interview Score	Portfolio Artifacts	Portfolio Artifacts	Workshop or Classes taken on Literacy	Parent input Communication	Student Input Communication	Professional Leadership Responsibilities
		_ Student Achievement Growth	Use of MTSS				
Distinguished (8-10 points)	Articulates clear goals, knowledge & beliefs for literacy leadership in the district	Data clearly shows exceptional growth over time and teacher can clearly articulate the imp. process	Data clearly shows use of MTSS process; student data is analyzed; process is clearly articulated	Workshops and classes taken in last 3 years show continual learning of literacy research & application	Parent data from surveys show teacher is an exceptional communicator; Positive remarks provided by 85% of parents	Student data from surveys show teacher is an exceptional communicator; Positive remarks provided by 85% of students	Teacher can provide data to show taking on many additional leadership responsibilities in the district in last 2 years

<p>Proficient (4-7 points)</p>	<p>Articulates leadership attributes but does not share clear personal goals & beliefs</p>	<p>Data shows growth over time, however teacher can't clearly articulate the improvement process</p>	<p>Data shows use of MTSS process; student data partially analyzed; process unclear</p>	<p>Workshops & classes taken in last 3 years show continual learning; not in literacy or instruction</p>	<p>Parent data from surveys show teacher is a good communicator; Positive feedback is provided by at least 75% of parents</p>	<p>Student data from surveys show teacher is a good communicator; Positive remarks provided by at least 75% of parents</p>	<p>Teacher can provide data to show taking on 1 or 2 additional leadership responsibilities in the district the last 2 years</p>
<p>Basic (0-3 points)</p>	<p>Lacks articulation of clear goals, knowledge & beliefs for literacy leadership</p>	<p>Data shows small growth over time and no clear articulation of the improvement process</p>	<p>Data shows only partial use of the MTSS process; data not analyzed; process unclear</p>	<p>Workshops and classes taken in last 3 years are few and not related to instruction or literacy</p>	<p>Parent data from surveys show teacher is a good communicator; Positive feedback is provided by at least 65% of parents</p>	<p>Student data from surveys show teacher is a good communicator; Positive remarks provided by at least 65% of parents</p>	<p>Teacher claims to have taken on additional leadership roles, however no data to provide documentation</p>

Narrative

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)Description of the role teacher leaders will play in the creation and delivery of professional development.

b)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.

The teachers that assume the leadership roles at Delwood will work closely with the administration to plan and carry out professional development opportunities for the staff. This planning team would consist of the principal, instructional coach, and the model teacher and will include planning activities related to the district's Comprehensive School Improvement Plan and the Iowa Professional Development Model.

Delwood School's professional development revolves around the district's goals. In addition, the needs within each classroom will be taken into consideration when planning professional development activities. While the building focus is to increase achievement in literacy, particularly in the area of reading, the classroom teachers may feel the need for strategies and resources in vocabulary instruction, close reading, reading comprehension for at-risk readers, or formative assessments that are designed to be used in a particular subject area. Taking into account the various needs that arise inside the classrooms of multiple grade levels, the teacher leaders will survey the teaching staff in an effort to determine the best course of action for an upcoming professional development day, while also maintaining a direct connection between our building goals and the Common Core State Standards. Based on recommendations from staff and collaboration with the school's administration, the leadership staff will locate, prepare, and provide materials to the staff at learning team meetings and inservices.

Delwood has been closely working with Mississippi Bend AEA staff on transitioning to the Iowa Core in ELA and in math. Alignment between the Iowa Core, instructional delivery, and assessments is critical in creating a culture that promotes student achievement. This Iowa Core implementation process has been brought back to the other teachers in the district through the "train the trainer" model, which allows collaboration between all staff.

Time for research will be provided in the instructional coach's schedule to ensure that the suggested interventions and materials are based on best practices. The instructional coach, model teacher, and/or mentor teacher(s) will also have the responsibility to present a portion of the inservice to the rest of the staff on professional development days.

Our Teacher Leadership and Compensation plan will incorporate key components of the Iowa Professional Development Model by putting into place teachers who will assist in monitoring the collection and analysis of student data, collaboration with teachers to help in the selection of research-based practices, and facilitation of professional development for staff members. The instructional coach will facilitate conversations with the staff using data to drive instructional decisions. This will include collaborating with teachers to analyze formative and summative student achievement data and assisting teachers with using data to improve student learning.

In order to be effective, the instructional coach will engage in continuous learning in order to keep current on the best approaches to implement in a classroom, kindergarten through sixth grade. We currently are a participant in the State's Phase One MTSS program and are working through setting priorities in the area of literacy, for the 2014-2015 school year. We are focusing on the Building Blocks of literacy and the Level One questions the Phase One program has us researching in our districts. We have been collecting data in each classroom to make a determination of practices, schedules and assessments to bring forward to the Building Leadership Team. We have several teacher leaders who have stepped up to be a part of the Building Leadership Team, who work closely with our AEA external coach, our district's administrator and the State, through webinars and workshops. Working in this collaborative manner, focuses the entire district on literacy practices and our Universal Tier and our entire district has been involved in determining our priorities and developing an action plan to improve our instructional time, enacted curriculum, instructional materials and practices, our daily assessments and level of collaboration to improve student achievement in literacy. Through the Peer Review Process, we also have been able to observe other teachers in the district who teach literacy and have been able to bring forth effective practices through this process, as well. When all staff members are involved and working towards more effective practices, we believe we will see positive results with our student achievement. We plan to utilize our developed literacy priorities as we develop our Individual Career Development Plans for next year and are excited to see what differences we can make, by having a system that is aligned and working toward a selected goal.

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.

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

The effectiveness of the Teacher Leadership and Compensation Plan will first be measured by using our district's student achievement data. Anecdotal and quantitative data will be utilized for this purpose. Teachers will be asked to complete self-assessments reflecting their perceptions of how effective an intervention or series of interventions were for student achievement and will also be asked to keep formative assessment results to document student growth in their classrooms. We will plan to use multiple measures for student achievement, including our FAST/IGDIs data, our NWEA Map data, Iowa Assessment data and our progress monitoring data for our Tier 2 students. We will look at grade level proficiency data, but will also analyze growth data from year to year and fall, winter and spring growth data for our FAST and NWEA assessments. The measureable data collected that aligns with the teachers' Individual Career Development Plan will be studied as part of our evaluation of the effectiveness of our TLC plan. This will include student artifacts, primarily in the form of student work samples that are tied to the goals on each teacher's Individual Career Development Plan. Along with the selected artifacts, student achievement data will be used to show growth over time and achievement on selected district goals. We will also look at each grade level to determine the level of success of all students in the building, including non-academic measures. We'll use student attendance data, student engagement data from walk-throughs, and student satisfaction survey data to help determine our level of success in each classroom. If we are truly going to make a positive difference for students, we need to hear from their point of view how the changes we are making is impacting their education. The data we will collect will also include assessments from the Formative Assessment System for Teachers (FAST/IGDIs). Formative and summative classroom assessments, including pre and post-tests, that have strong alignment to instruction will be included as a way to measure the success of our Teacher Leadership Compensation Plan. Since we are a Phase One school, we will also have data from our Universal Tier priorities set this spring to help determine our level of success with making systemic changes that positively impact student achievement and use teacher survey data to determine each teacher's self-reflection on their level of success meeting our prioritized goals selected by our Building Leadership Team. Our Teacher Leadership Compensation Plan will be monitored using the Plan-Do-Check-Act (PDCA) Cycle. Using this continuous improvement tool will allow us to build in a way to look at our plan strategically. The goals and interventions that are implemented in the classroom will be assessed on a regular basis to determine if revisions need to be made or if the course of action should be continued. There is a TLC leadership team in place in the district to collect data and develop a plan for improvements. This group will continue to meet quarterly to look at student achievement data and input based on needs of the classroom teachers to make necessary revisions in the plan, as needed. Our plan will include communication to teachers, parents, school board, and community members through newsletters, surveys and the district website. Finally, our evaluation of our Teacher Leadership Compensation Plan will help to be determined by our teaching staff. We will survey teachers at least once each quarter to determine what is working, what struggles they are having implementing the TLC plan, and with the help of our Building Leadership Team and our TLC Leadership Committee develop action plans to make positive changes in the system, that will ultimately improve our student achievement.

Part 9) Describe the school districts capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section. (5,000 characters maximum)

We currently have many components in place to support the TLC grant. We participate in the State's Phase One Program, which requires close analysis of student data, using research-based assessments, weekly use of progress monitoring tools, and in addition we use the Iowa Professional Development Model to make sure we have a successful process in place to improve student achievement and continue to work on the implementation of the Iowa Core.

We work in collaborative learning teams three to four times a month, to share student and district data with our colleagues, to share ideas through cooperative lesson planning, we learn about different and more effective strategies and interventions for reading and math, and share data to analyze our students' strengths and weaknesses. We also participate in staff development that closely aligns with identified areas that need improvement.

We are using the FAST assessment and the Tier Data system; both of these help us know our students' grade level proficiencies and help us target the areas in which our students may need extra support. We utilize the AEA services and personnel, which include, classes, webinars, workshops, conferences and other professional development opportunities to enhance our instructional practices. During our professional development this year our entire staff is learning more about the 95% resources and materials that target Tier 2 students, and all grade levels are implementing the materials to help support our students.

As part of the Phase One Project, our district's staff and administrator took a readiness survey to show their commitment and urgency for changing to meet the needs of our students. All staff understands that to meet the state's requirement of all 3rd grade students being proficient in literacy, we need to make changes in our system to address the diversified needs of all students. Even our physical education, music, art and teacher librarian have changed their roles to improve our students' literacy knowledge and skills. We have increased community volunteers in our classrooms, as a result of communicating the importance of all students achieving at grade level expectations.

We have the infrastructure in place that is needed to make the necessary changes in teacher leadership opportunities and we would be able to have more focused, differentiated and data-driven professional development, as a result of these additional leaders in our system. It would allow teachers to have the chance for further collaboration and analysis of their classroom data, and make everyone more accountable for student achievement. The TLC funding would help make our collaborative efforts more efficient with a teacher leader available to meet with staff on a daily basis and we believe this would reflect in improved student achievement.

Our teachers constantly challenge each other to improve student achievement and are constantly looking for professional development opportunities to more effectively bring about student achievement gains. We know if we were given this grant, we would be able to increase all students' achievement through the Multi-Tiered System of Supports (MTSS) process. Our district is currently part of the State's Phase One program, for implementing the FAST/IGDIs assessments and includes progress monitoring for students who are not showing grade level benchmark achievement. If we receive the Teacher Leadership Compensation grant we will be able to work in an even more collaborative culture, it will also give us the opportunity to have experts in several different content areas. We believe we would be able to roll out this process rather quickly because of our size and are excited about the possible benefits to our teachers and students. Our staff is ready for these leadership opportunities and they are excited to implement changes as soon as possible. Our school board, community and parents also see the value of these leadership opportunities and have encouraged us to move forward with the grant, as well. The parents and students from our District Advisory Committee have also encouraged us to move forward with these additional leadership opportunities, as they believe the changes we would make would improve our student achievement. We are fortunate that our entire staff has played an active role in preparing this TLC grant and all are willing to participate in this new framework for teaching and leadership in our district. To sustain the program over time, we plan to do a yearly evaluation of the program and it's benefits and challenges to make everyone involved more accountable. We will set yearly goals based on student data and feedback provided by teacher leaders.

Districts involved in implementation of the Iowa Core within a MTSS framework are required to align with the Iowa Professional Development Model. Phase One schools directly partner with AEAs as each LEA has an external coach within and AEA to serve as a partner in MTSS, literacy, systems change, instructional programming and supports and collaborative inquiry. All LEAs have access to the Iowa Department of Education technical assistance personnel, coaches network, Collaborating for Iowa's Kids network and one another to support implementation and sustainability.

All teacher leaders within the MTSS comparable model need to know and understand district-supported instructional programming, strategies and supports in order to provide optimal mentoring, coaching and professional learning. Therefore district teacher leaders will work together as a team to both develop and deliver appropriate professional learning and support.

Teacher leaders across all roles will meet one hour each week to plan, coordinate and align support and delivery of professional development. If selected for the TLC grant we would look for training opportunities through our local AEA, as well. Our AEA has indicated that they are in the process of planning professional development trainings this summer for selected teacher leaders.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. 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	212.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$65,469.84
Total Allocation	\$65,469.84

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$2,000.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$11,600.00
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)	\$48,500.00
Amount used to provide professional development related to the leadership pathways	\$3,300.00
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	\$65,400.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$65,400.00

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

Remaining Allocation to be Budgeted \$69.84

Budget Alignment

Describe how the TLC Budget is aligned to the school districts goals for the proposed teacher leadership and compensation system.
(5,000 characters maximum)

We believe that implementing the Teacher Leadership Compensation Plan at our school will open the door to many more leadership opportunities for teachers and ultimately make a positive difference in our student achievement. We are all excited about this possible grant opportunity for our school district and believe that our budget will need to reflect our district's current priorities, including our initiatives in the Phase One and Multi-Tiered System of Supports, early literacy instruction and aligning instructional practices to the Iowa Core, however we see these initiatives as aligning perfectly with the Teacher Leadership Grant funds and goals.

Our plan for the budget of 212 students (district enrollment) multiplied by \$308.82 per student, equaling \$65,469.84 for our teacher leadership program, would be the following:

We would hire a full-time instructional coach to work with providing additional guidance in one or more aspects of the teaching profession to teachers, including the formulation of action plans to address instructional areas for improvement to ultimately increase student achievement proficiencies, targeted to literacy in year one. Our biggest cost will be to replace our selected instructional coach in the regular classroom, so we would need to hire an additional teacher in the building. In addition, we will fund the model and mentor teachers to improve the entry into the teaching profession for a new teacher and improve effective instructional practices for career teachers. All professional development and training for our teacher leaders would be funded through the Teacher Leadership Grant, so all teachers would be paid for their additional hours and training. All salary supplements for our teacher leaders would also come out of the Teacher Leadership Grant.

We would first budget for the minimum salary requirement, by making sure all full-time teachers would receive a salary of at least \$33,500. We are allocating \$2,000 to cover the cost of this salary increase. At present, we have only one teacher who falls below the \$33,500 minimum salary requirement.

We would make sure all salary supplements for teacher leadership roles were funded, would cover the costs for time teacher leadership roles are not providing direct instruction in the classroom, cover the costs when teachers are out of their classrooms to observe or co-teach with another teacher, provide professional development related to the leadership pathways and cover other costs associated with the approved teacher leadership and compensation plan. We've allocated \$2,800 each to the mentor and model teacher, who would have their contracts extended an additional 7 days, to attend professional development opportunities during the summer to increase their knowledge of effective teaching practices. The instructional coach selected would have an additional 15 contract days, a salary supplement of \$6,000 and would also attend professional development opportunities to increase their knowledge of systemic change, effective teaching practices and effective collaboration. We would need to hire an additional classroom teacher to replace our selected instructional coach and we've allocated \$48,500 for this position. We've also allocated \$3,300 for professional development for all three teacher leaders, to attend regional workshops, conferences or trainings, that would help them with their knowledge and skills to be effective leaders in our system. The total allocated to our district, according to our 2013 certified enrollment would be \$65,469.84. We would allocate \$65,400 to our TLC plan, with \$69.84 left unbudgeted.

We do whole-grade share our 7th-12th grade students to a neighboring district, so eventually we would need to send forth any TLC dollars that our middle and high school students generated, depending on when both districts had their TLC plans approved, so this could effect our TLC budget in future years. We also know that our budget will be effected by our open enrolled in and open enrolled out students, but we also know how important this plan is to establishing a more effective system of supports for teachers, so we do not see budgetary issues as a concern that would change our plan.

We realize that since we are such a small school district, our district's General Fund may have to be used to help cover some of the extra costs associated with this leadership plan, but we also realize the great opportunity this leadership plan gives our teachers and ultimately the great education our students will receive because of this plan. We believe the assessment and progress monitoring work we are doing through the state's Phase One program and improving the rigor of our lessons and instruction with the implementation of the Iowa Core that our district is perfectly aligned to the goals of the TLC grant. We know that the one component that we still need to strengthen is the effectiveness of our instructional practices across all grade levels. The TLC grant would give us the impetus to make the needed changes systemically, in a collaborative and effective manner so all students could have the benefit of a quality system.

We see at least 25% of our teachers involved in teacher leadership roles beyond the initial and career teacher levels. Within our small district, our teachers are used to taking on additional leadership roles, this TLC grant would give these teachers the additional time needed in each classroom to make systemic change in our district. We already have several teachers that are very interested in additional leadership opportunities in the district and these teachers are also interested in additional professional development opportunities this summer to increase their own expertise and knowledge in instructional practices

that increase student achievement. We strongly believe that it will be through this collaborative effort that we will make a positive difference in our building's student achievement growth and are ready and willing to be a part of this teacher leadership grant!

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