



Application

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

135944 - Denison CSD Teacher Leadership Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

AnA User Id MIKE.PARDUN@IOWAID
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Program Area of Interest Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)
Fax:
Agency

Organization Information

Organization Name: Denison Community Schools
Organization Type: K-12 Education
DUNS:

Organization Website:

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Denison Iowa 51442
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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Mike
Title Pardun
Organization Denison CSD

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

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Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

Name Scott Larson
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E-Mail	slarson@denisoncsd.org
County(ies) Participating, Involved, or Affected by this Proposal	Crawford County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	9
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	18
<i>District Map</i>	

Minority Impact Statement

Question # 1

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

Yes

If YES, describe the positive impact expected from this project

We believe this project will positively impact our minority population by creating a more supportive learning environment for our high minority population which is significantly Latino. With quality curriculum, aligned assessment, collaboration, use of data, coaching for our teachers, and leadership opportunities for teachers to share best practices and monitor implementation.

Indicate the group(s) positively impacted.

Person/s with a Disability, Blacks, Latinos

Question # 2

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

No

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

Not Applicable

If YES, present the rationale for determining no impact.

Certification

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

Yes

Name of Person Submitting Certification.

Mike Pardun

Title of Person Submitting Certification

Superintendent

Recipient Information

District

Denison Community School District

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

County-District Number

24-1701

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

Honorific

Mr.

Name of Superintendent

Mike Pardun

Telephone Number

712-263-2176

E-mail Address

mpardun@denisoncsd.org

Street Address

819 North 16th Street

City

Denison

State

Iowa

Use the drop-down menu to select the state.

Zip Code

51442

TLC Application Contact

Honorific

Mrs.

Name of TLC Contact

Heather Langenfeld

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712-263-3104

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819 North 16th Street

City

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State

Iowa

Use the drop-down menu to select the state.

Zip Code

51442

Demographic Profile

October 2014 Certified Enrollment **2003**

October 2014 Free/ Reduced Lunch % **61**

AEA Number **12**

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

TLC Model Number **Model 3 Comparable Plan**

Narrative

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

The Denison Community School District, founded in 1861, is located in west-central Iowa in the city of Denison in Crawford County. Included within the district's 172 square miles are portions of Buck Grove, Deloit, Denison, and Kiron. We are the 40th largest school district in Iowa serving 2216 students in four buildings: a PK-3 elementary, a 4-5 elementary, a 6-8 middle school, and a 9-12 high school. A rural community, Denison has a population of 8,298 according to the 2010 census. This number represents a 13.1% increase from the 2000 census figures, and current population estimates are significantly higher as the community has continued to experience an influx of immigrants. Through the TLC grant and teacher leadership efforts, the district will allocate time, resources, training, and stipends to identify and address areas of need, align professional development, and support new and veteran teachers, ensuring that all students are provided a rigorous education at Denison CSD.

Denison CSD is poised to implement the Teacher Leadership and Compensation program based on the following vision and goals to improve the quality of instruction for its students: TLC Vision: Denison CSD can adequately compensate effective teacher leaders to build a collaborative system providing embedded support for both new and experienced teachers. These teacher leaders will have the opportunity to impact instruction, through a collaborative effort, resulting in improved student achievement for our students.

TLC Goals:

1. Attract and retain new teachers who will be afforded additional support beyond our current system.
2. Provide and reward career opportunities for veteran teachers who have specific job-embedded expertise unique to highly-competent practitioners.
3. Enhance a culture based on teacher collaboration for the benefit of student learning.
4. Focus on improving student achievement through improved targeted instruction.

The Denison TLC Plan meets the "must haves" of the grant:

- 1) Minimum teacher salary is greater than \$33,500.
- 2) Additional coaching, mentoring, and opportunities for observing instructional practice.
- 3) Differentiated, multiple, meaningful teacher leadership roles.
- 4) Rigorous selection process for leadership roles.
- 5) Aligned professional development.

Denison's new teacher wage is \$40,493 which exceeds the grant requirement of \$33,500. Additionally, to retain new teachers, support from Instructional Coaches will be provided. Instructional Coaches will provide intensive supervision of mentees, planning opportunities for multiple observations of Model Teachers, and arranging increased collaboration time to work with other teachers and Student Services. Frequent observations, timely feedback, and collaborative sessions with the mentor will help support new Denison teaching staff. Multiple meaningful teacher leadership roles have been developed. These roles will be filled by Denison teachers who are willing to take on teacher leadership roles full time, as well as those interested in roles that are in addition to their full-time teaching assignments; all will work together to create a cohesive system of support. Five new roles (44 positions) were developed and/or expanded: Instructional Coaches (4), Model Teacher (14), Student Services (4), Technology Integrationist (2) and Building Leadership Team Members (20). The Instructional Coaches, Student Services and Technology Integrationist are full-time positions.

All teacher leadership positions have stipends attached for their TLC work. Distinct roles and responsibilities are aligned to each leadership position, incorporating into each role modeling, observations, collaboration, strategy implementation, and data collection. A rigorous selection process has been established which includes teacher leader self-assessment, written reflections, evidence of model practices, and/or interviews. Denison CSD will utilize rubrics from Charlotte Danielson's Framework for Professional Practice in the selection and evaluation processes. In addition, applicants will include evidence of commitment to current initiatives in the building/district. This rigorous application and interview process will allow the selection committee to identify the applicants most qualified to serve in each of the leadership positions.

Denison CSD follows the IPDM (Iowa Professional Development Model) to stay focused on improving student learning and engaging all teachers in professional development. The district's current professional development includes Iowa Core, Differentiated Instruction, Multi-Tiered System of Supports (MTSS), Collaboration, and Technology Integration. Formative and summative data will be used to evaluate the TLC plan, teacher-leader roles, and its impact on student

learning. Teacher leaders will be responsible for regularly collecting and analyzing data regarding professional development and implementation. This data would also inform instructional practice decisions that would in turn be introduced through Instructional Strategists, demonstrated by Model Teachers, reinforced in professional development, then implemented by new and career teachers in their classrooms. The Denison CSD has a history of sustaining rigorous professional development, supporting teacher collaboration, and celebrating student achievement—thanks to teachers who have been willing to work endless hours for no additional compensation. This grant will provide an opportunity for the district to reward these teachers for their continual dedication and expertise. Denison CSD is confident that its TLC plan, implemented with fidelity, will positively impact student achievement.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? **No**

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

The District TLC Planning Committee is made up of forty-three members. Building and district administration (9), parents (9), board members (2), and teachers (23) represent each attendance center from across the District. Attention was given to gender, ethnic background, varying philosophical viewpoints seniority in order to have equitable representation of our educator and family demographics. State planning grant funds, received by the District, were committed to provide committee member (who may receive compensation from the planning grant) payment for their time.

The District TLC Planning Committee actively and collaboratively participated in twenty planning session meetings over the past two school years; ranging in length from 1.5 hrs.–2.0 hrs. Fall 2013 to Summer 2015. Each participant contributed a minimum of 15 hours of meeting/planning time. District level administrative planning team members devoted a minimum of forty additional hours in meeting planning, preparation, and grant writing. There has been close to 90% attendance and participation at all committee meetings.

In preparation for the development of the District TLC Planning Committee, the committee was provided with an overview of House File 215 and the Iowa Department of Education's (DE) guidance on the Iowa TLC System. The Committee's work established context & purpose; team vision, goals, and accountability; as well as, meeting ground rules and a tentative future meeting schedule. Committee members were asked to share their hopes & aspirations for the District's TLC System and concerted effort was made to ensure incorporation into the planning team's goals. The committee was charged with reading and discussing research articles, recommended by the DE, and then shared key findings with the entire committee. Committee members watched and discussed various webinars; sponsored by the DE, that provided overview of the planning process, the Teacher Advancement Program (TAP), the Center for Teaching Quality (CTQ), and Charlotte Danielson's Framework for Professional Practice.

Committee members attended workshops, sponsored by School Administrators of Iowa (SAI), featuring research conducted by CTQ. This information was shared with the entire committee. All committee members were significantly involved in numerous small and large group discussions, during committee meetings, in order to provide significant input on the development of the District's TLC plan.

Through the concerted effort of this committee numerous milestones were reached in the planning process:

- 1) The committee reviewed and discussed existing teacher-leadership system research and identified key components desired to be incorporated within the District TLC plan.
- 2) The District partnered with teachers to read, Teaching 2030 by Berry. Book study discussions were held to develop a knowledge base for deeper teacher leadership positions in the profession.
- 3) The committee adopted the Model 3 option. The plan is to implement teacher-leadership positions of instructional coaches, model teachers, Student Service Coordinators, Technology Integrationists and Building Leadership Team Members in order to best ensure 25% of the teaching staff being represented in meaningful teacher leadership positions.
- 4) The committee recognized the importance of the TLC system being a part of a District-wide systemic approach, in order to best ensure fidelity of implementation and sustainability. The committee agreed to adopt Charlotte Danielson's Framework for Professional Practice.
- 5) The committee adopted criteria from Charlotte Danielson's rubrics, as the foundation for teacher leadership selection, evaluation, and retention decisions.

The superintendent shared progress of the District TLC committee's efforts through discussions held with staff at a District meeting in May of 2014. Follow-up discussions were held in each building. These were lead by teachers on the TLC Committee in the Fall of 2015. Committee members were active in communicating with their teams, departments on a regular basis. The Denison Community School Board unanimously voted in favor of pursuing the TLC grant at their September 2015 meeting. In a survey of district teaching staff, 72% feel confident in understanding TLC legislation and the Denison TLC grant. Most of the questions remaining revolve around detailed implementation components yet to be developed. Only 10% of our staff is not in supportive of the TLC grant. This gives us a very high number of personnel interested in our grant moving forward. 55% of our staff would consider or are interested in considering leadership roles in our district at this point in time.

Narrative

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

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

State Goals:

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

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3. Enhance a culture based on teacher collaboration for the benefit of student learning.
4. Focus on improving student achievement through improved targeted instruction.

The Denison Community Schools use a variety of measures to monitor the academic progress of our students in the areas of Reading and Math. We use the STAR Reading and STAR Math programs for universal screening and progress monitoring as part of our MTSS program. We are currently in the third year of this district-wide program and are seeing a trend that students not only make gains throughout the year, but also from school year to school year. These incremental improvements are also reflected in our Iowa Assessment and I-ELDA/ELPA 21 scores, especially when disaggregated by sub groups and matched cohorts. Some of our school specific assessments include Benchmark reading levels in our elementary schools and ACT in our high school.

While we are showing gains in student achievement with these metrics, we still have room to grow. Our subgroups of ELL and Free and Reduced Lunch routinely outperform the state average, but our overall proficiency numbers on the Iowa Assessments and ACT are either at or below the overall state averages. Through the use of "deep data dives" we have determined that the programs and practices we have in place are beneficial to students with little to no extra educational needs, but those students with significant educational needs are continuing to fall behind their peers.

With the use of a TLC program we will be able to provide extra support to classroom teachers and our intervention programs in an effort to help our students who need extra support to close the achievement gap. Through our work with our MTSS program and the State of Iowa's Collaboration for Iowa's Kids (C4K) initiative we have identified that we are not meeting the needs of 80% of our students through general classroom instruction or Tier 1 interventions. Our TLC program is designed to address this need through the use of instructional coaches and model teachers. These two roles, with the assistance of our other three roles, will help to provide exemplar practices that can be modeled and supported for all of our classroom teachers. It is the goal of the program to increase our student achievement scores through this model of collaboration as measured by STAR Reading/Math, Iowa Assessment, and I-ELDA/ELPA 21 scores.

Using Part 3 application narrative from previous submission? **No**

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

The Denison Community Schools have prioritized our professional development efforts into four main areas, (1) MTSS and Collaboration for Iowa's Kids (C4K) initiative, (2) 1:1 initiative, (3) Iowa Core, and (4) Differentiated Instruction.

1) MTSS/C4K

Current reality

In the fall of 2013 we began working with the Department of Education and Northwest AEA as a Phase 1 school for the C4K program. As a district we expanded upon this work and created MTSS systems in our secondary schools (6-12). Today we have the structures in place to support MTSS work in all of our grades PK-12, including universal screening for all students in Reading and Math as well as corresponding interventions for any student needing assistance.

How TLC will support and strengthen

Currently we are uncertain if we are maximizing our efforts with the interventions we are delivering. We question if this is a result of not matching the correct intervention with student needs, or if the teacher providing the intervention needs additional support to become more effective. With a TLC program our Student Services Teachers would be in charge of selecting interventions and monitoring their effectiveness. Our Instructional Coaches and Model Teachers will provide training and follow up to our teachers to ensure implementation of the intervention is of high quality.

2) 1:1 Initiative

Current reality

We currently are in year two of our 1:1 initiative with a Chromebook for every student in grades 4-12. The students use the Chromebooks on a daily basis in their classes for document and presentation creation, web-based research, and collaboration with classmates. We have digital curriculum resources for secondary Math and Elementary literacy courses.

How TLC will support and strengthen

The goal of the 1:1 program is to prepare our students for a world beyond graduation where technology will be a necessity for competing in a global market. While our usage is high right now, the technology more or less replaces what would have been done with paper and pencil. Our TLC program will include Technology Integrationists that provide training and support to teachers on how to increase the depth of their 1:1 implementation. The Instructional Coaches and Model Teachers will assist our Technology Integrationists in making the connection between technology and our curriculum and instructional goals. Our tech department will implement the SAMR model to design trainings that will help our teachers deepen our students' understanding of technology.

3) Iowa Core

Current Reality

We currently have a yearly goal to become even deeper entrenched in the Iowa Core standards and instructional practices. We have made the shift with our content at the big picture level and all of our Math and Reading teachers have attended AEA based training sessions to improve their implementation of the Iowa Core. We use our locally created curriculum mapping tool, CourseTrak, to monitor and record our intended and enacted curriculum. Each teacher is provided time throughout the school year to maintain these maps and their building administrators are responsible for monitoring accountability with regards to this up-keep.

How TLC will support and strengthen

Right now there are no more than two administrators per building that monitor the use of CourseTrak and very little of this monitoring goes beyond making sure the maps have all of the areas filled out. Our TLC program will assist by providing Instructional Coaches and Model Teachers who are well versed in the Iowa Core. Our Instructional Coaches will observe in classrooms and provide feedback to teachers about their level of implementation. Model Teachers will

be used as resources to demonstrate lessons that match the Core both in content and pedagogy.

4) Differentiated Instructional Practices

Current Reality

Our teachers have been extensively trained in various differentiation techniques including CRISS, SIOP, CIM, and the works of Wormeli, Marzano, and Blackburn. Due to our unique student population it is vital that all of our staff members are well versed in differentiated instruction. Every year our new staff members receive similar training through our mentoring program. This past year the district participated in a needs assessment through a competitive ELL literacy grant from the Iowa DE. As a result we will provide learning opportunities for our staff to ensure we are meeting the needs of every student, with the understanding that we will build internal capacity to carry this work forward after the grant runs out.

How TLC will support and strengthen

Our TLC program will provide extensive mentoring for our new teachers through our Instructional Coaches and Model Teachers. Those positions will be able to work together to teach new teachers the necessary strategies and provide follow up support as needed. This will provide new teachers a venue to both learn about and see in action the strategies and practices expected in our classrooms. The program will also support continuous improvement of our teachers who have already received the training. Our Instructional Coaches will be able to observe and provide feedback to our teachers to ensure they are staying current with the practices they have already learned. In addition, our work with the ELL literacy grant will need continued support for planning and implementation which will be coordinated through our BLT members, Student Services Teachers and Instructional Coaches. The BLT members will be coordinating new professional learning as a result of the needs assessment. The Student Services Teachers will work closely with the MTSS aspect of the grant by designing interventions and monitoring assessments used for diagnostics and progress monitoring. The Instructional Coaches will be involved with supporting the on-going training needs of the teachers related to the instructional components of the grant.

Using Part 4 application narrative from previous submission? **No**

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Current Reality

The district currently has a two-year mentoring and induction program to support new teachers that meets the requirements of the Iowa Department of Education and is currently led by Northwest AEA. Northwest AEA bases the program on the book, A Framework for Understanding the Iowa Teaching Standards and Criteria; based on the work of Charlotte Danielson.

The mentoring program is required of all first and second year teachers. They are paired with mentors who ideally teach the same grade or subject area. Mentors and mentees are provided substitutes so they can attend the Mentoring and Induction Program for half day once a quarter. These teachers meet with their mentors a minimum of one hour per month. Mentees are required to complete an observation once a quarter of their choosing. Mentors are required to observe and provide the mentees feedback quarterly. Learning projects are included that correlate with the Iowa Teaching Standards. These projects separate the tracking, reflection, and learning focus growth plan for the mentee.

Desired Reality

The desired reality of the mentoring and induction program in the Denison Community School District uses the Teacher Leadership and Compensation system to provide an environment where novices grow, learn how to teach, acquire on-the-job skills, and most importantly, succeed as teachers. With the addition of mentor teachers and instructional coaches in all schools, at all grade levels, and in an array of departments, the district provides individualized support at the building level for teachers new to the profession. The additional teacher leadership positions allow the district to modify the mentoring program by splitting into three groups, two for PreK-5 teachers, one for 6-8, and another for 9-12. This provides grade and building level instructional coaches opportunities to offer relevant and meaningful support and improve the entry of new teachers into the profession and as well as veteran teachers. Further, instructional coaches serve as the primary pool of mentors. Coaches are initially selected for possessing skill sets that predispose them to being effective mentors. This strategy creates a peer that has more flexibility in their schedule to mentor and provide support. Limited access problems are replaced by all-day, every-day opportunities to work together, and additional funding allows for mentor training to make those opportunities more worthwhile. Further, the mentoring relationship does not necessarily cease after the two-year program ends. The teacher leaders who serve as mentors continue this work indefinitely with teachers as they grow from year to year.

As the curriculum, instruction, and assessment system continues to take shape in Denison, teacher leaders provide the necessary orientation and ongoing training for the primary curriculum, instruction and assessment that is currently in place. As

District initiatives such as Professional Learning Communities, Multi-Tiered System of Supports, assessment and instruction in alignment to Core, CGI and SIOP strategies become second nature teacher leaders will develop a strong method for embedding professional development. Not only does the practice quickly bring new faculty up to speed, it accelerates their overall development. The proposed TLC system in Denison would allow model teachers and instructional coaches to provide a comprehensive, coherent, and sustained professional development program to train, support, and ultimately retain new teachers.

Narrative

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

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

Please include the following information in your narrative:

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

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

The Denison Community Schools sees the need for five positions in our TLC program. Those positions are Instructional Coaches, Model Teachers, Student Services Teachers, Building Leadership Team Members, and Technology Integrationists. The descriptions of those roles are as follows.

Instructional Coaches

The instructional coaches will be teacher-leaders focused on supporting classroom instructional practices. The instructional coach will act as a bridge between professional development initiatives and the classroom. They will support teachers as they implement new techniques and strategies through coaching and modeling. The instructional coaches will also provide support to teachers in regards to their Individual Career Development Plan. If the support the teachers need cannot be provided by the instructional coach, the coach will act as a liaison for other resources in the building and/or district including but not limited to, model teachers, technology coaches, and AEA resources. Instructional coaches will also become responsible for the mentoring and induction program for teachers new to the district and new to the profession. They will coordinate and provide training for new teachers to become indoctrinated with practices unique to the Denison Community School District. Instructional coaches will also provide professional development support to teachers after completion of the mentoring program by providing training during regularly scheduled professional development time. The instructional coaches will be involved in the development of building and district level professional development by collecting and sharing relevant school improvement data with the other TLC positions and the administrative team.

These positions will not be engaged directly in student instruction. The only time this might not be true is if the instructional coach is modeling a strategy for a teachers as part of a coaching agreement. These positions will carry ten (10) additional contract days in addition to their regular teaching contract. These ten additional days will be used for attending professional development trainings, coordinating activities for teachers during in-service meetings, and preparing materials for professional development.

The majority of the success of the instructional coach will be measured based on the growth observed in the targeted teachers and their areas, which needed improvement. They will also be evaluated upon their leadership skills, value to the professional development and change process of the school, and their overall impact on student learning. It is understood that if an instructional coach is effective their proof will be found in the improvement of the people they work with.

Model Teacher

The model teacher position will serve as a source of reference for other teachers to observe classroom practices in action. They will work in collaboration with the Instructional Coach and building principal to model best practices and demonstrate their new professional learning to their colleagues. Model teachers will be our leaders in innovative classroom practices and be on the cutting edge of professional development. Their role will be to adopt and implement new techniques and methodologies in a way that will help scale-up any new professional development initiatives. They will be expected to have an open-door policy and welcome any teachers from within our district or visitors from outside of our district into their classroom. After testing out and experiencing these new ideas they will be expected to present on occasion what they have learned and help support the training of all other teachers through their feedback and willingness to discuss their findings.

These positions will be completely engaged in teaching. Since these teachers will be engaged in teaching throughout the day it will be necessary to have these teachers available before and after contract time and also before and after the teacher year starts/ends. This would be the time that these teachers will meet with other staff members or when they can receive professional development for themselves.

The success of the model teacher will be based on their ability to implement new techniques or methodologies, their collaboration skills, and their ability to share what they have learned with adult learners. It will also be vital that they maintain their own professional growth within their specific content area and/or grade level outside of district provided professional development. The successful model teacher will not only be a valuable resource for their peers but also be an exemplar teacher in our district. They must be able to both provide collaborative assistance to others, but also serve as an example of what best practices look like in a classroom.

Student Services Teacher

The Student Services Teacher will be teacher-leaders focused on supporting students through our Multi-Tiered System of Supports (MTSS). These individuals will be responsible for the execution and maintenance of our MTSS

system and the related At-Risk plan. This will include coordination of screening assessments and interventions at the individual student, small group, and classroom level. They will work closely with the building principals and directors of school improvement to enhance the learning of our students. These people will be an integral part of the identification process for students who need assistance outside of the regular education setting, for example, special education determination or mental health referral. They will be the building contact for student assessment data and, in conjunction with other relevant data, help teachers plan interventions for students who are failing to meet benchmark expectations.

These positions may or may not be engaged directly in student instruction. Direct student instruction will only occur in the form of providing interventions for students whose needs are not met within the current MTSS structure. These positions will carry ten (10) additional contract days in addition to their regular teaching contract. These ten additional days will be used for attending professional development trainings, coordinating activities for teachers during in-service meetings, and preparing materials for professional development. Since these teachers will have additional responsibilities and meetings throughout the day it will be necessary to have these teachers available before and after contract time and also before and after the teacher year starts/ends. This would be the time that these teachers will meet with other staff members, analyze data, establish intervention groups or when they can receive professional development for themselves.

The success of the Student Services Teacher positions will be based on demonstrated growth of students in the MTSS system, effectiveness of consultative services to teachers, and ability to meet compliance regulations with regards to state and federal regulations. Since the main responsibilities of the Student Services Teacher are to facilitate and coordinate services it is understood that their impact on student learning can only be as great as their impact on improving the system and the people within the system.

Technology Integrationist

The technology integrationists will be teacher-leaders focused on supporting classroom instructional practices through the use of technology. The technology integrationist will act as a bridge between technology professional development initiatives and the classroom. They will support teachers as they implement new techniques and strategies through coaching and modeling. The technology integrationists will also provide support to teachers in regards to their Individual Career Development Plan, as they relate to technology. They will coordinate and provide training for new teachers to become indoctrinated with technology practices and tools unique to the Denison Community School District. Technology Integrationists will also provide professional development support to teachers by providing training during scheduled professional development time. The technology integrationists will be involved in the development of building and district level technology professional development by collecting and sharing relevant school improvement data with the other TLC positions and the administrative team.

These positions will not be engaged directly in student instruction. The only time this might not be true is if the technology integrationist is modeling a strategy for a teachers as part of a coaching opportunity. These positions will carry ten (10) additional contract days in addition to their regular teaching contract. These ten additional days will be used for attending professional development trainings, coordinating activities for teachers during in-service meetings, and preparing materials for professional development.

The majority of the success of the technology integrationist will be measured based on the growth observed in the teachers' use of technology in the classroom. They will also be evaluated upon their leadership skills, value to the professional development and change process of the school, and their overall impact on student learning. It is understood that if a technology integrationist is effective their proof will be found in the improvement of the people they work with.

Building Leadership Team Members

Building Leadership Team (BLT) members will be teacher-leaders focused on supporting professional development initiatives and provide communication on building level issues to all of the teachers. These teachers will be responsible for planning professional development and monitoring the implementation of those efforts. Their meetings will revolve around following the continuous improvement model with regards to their prepared professional development sessions. They will work closely with their building principal, instructional coach, and student services teacher as needed. These positions will serve as entry-level leadership positions where teachers can develop their leadership skills in hopes of moving through the teacher-leadership structure.

These positions will be 100% in the classroom with the possibility for release time for collaboration and/or professional development. These teachers will have an additional four (4) contract days that will be used to plan for and evaluate the professional development activities of their building. It will also be necessary for this team to meet outside of the contract day at the request of their principal for the purpose of planning and/or attending meetings outside of the district.

Coherent Instructional Design

These positions will work closely with each other to support the efforts of each other. The BLT members will use data to determine the path for professional development for the building. BLT members will consult with the Students Services Teacher and Instructional Coaches to collect relevant classroom and student data. Instructional Coaches, Model Teachers, and BLT members will then plan out what needs to happen to support our identified area of need. If this area involves interventions or any other part of the MTSS system the Student Services Teacher will also be involved. Once a path has been laid out it will be the responsibility of the Model Teacher to demonstrate these new techniques, the Instructional Coach and/or Student Services Teacher will monitor the implementation in the classroom and provide support as needed, which could include referral to observe a Model Teacher. In the meantime, BLT members are crafting professional development activities to relay their learning to the rest of the staff through meaningful, authentic exercises. From there the Continuous Improvement Model kicks in and we continue to implement, review/assess, and revise our practices. While this is just one example of how these positions work together it highlights how they will be interdependent upon one another and become masters of their niche in the school improvement process.

Using Part 6 application narrative from previous submission? **No**

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

- a) Prior demonstrated measures of effectiveness.

- b) Prior demonstrated professional growth.

The Denison CSD has developed a rigorous selection process that includes multiple, meaningful measures of effectiveness and professional growth. Our selection process will be detailed for each role, the purpose of the selection tool and a summary of our District TLC Review Council.

The Denison Teacher Leadership Program will include Instructional Coaches, Model Teachers, Technology Integrationist Support, Student Services Support and Building Leadership Team (BLT) members. These positions are designed to increase classroom effectiveness and student achievement through technology integration, literacy improvement, fidelity of implementation of instructional practices, alignment of assessment, curriculum and professional development.

The District will use the Teacher Leader Self-Assessment from the Center for Strengthening the Teacher Profession. Teachers applying for a Teacher Leader position will complete the Leadership Self-Assessment. The self-assessment will be used by teachers to help identify their individual strengths as teacher leaders 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 this tool in the selection process is to give candidates a reflective opportunity as a professional, while informing the review council of each candidate's view of their own strengths and areas of continued growth.

Candidates for the positions of Instructional Coach, Model Teachers, Technology Integrationists, and Student Services will also provide a written response to the following prompt: Please describe, after reviewing the job description of the role you are applying for, the experiences, expertise, and attributes you have that would enable you to be effective and grow yourself and others professionally in this role.

Denison CSD will utilize rubrics from Charlotte Danielson's Framework for Professional Practice as measureable tools in the selection process. Using the Danielson Framework will ensure: each teacher leader candidate is held to a similar high standard of professional practice, alignment to the Iowa Teaching Standards, and show a shared understanding of effective teaching. Rubrics around each of the Danielson criteria, desired for each position, will be developed to align selection criteria for each leadership role.

TLC Role	District Criteria	Danielson Criteria
Instructional Coach -100% engaged in TLC leadership role	-Teacher Leader Self Assessment -Written Reflection -Interview -Observation or Video of Leading Adult Learners	-Planning and Preparation-All -Classroom Environment-All -Instruction-All -Professional Responsibilities-All
Model Teachers -100% engaged in student instruction	-Teacher Leader Self Assessment -Written Reflection -Observation or Video of Classroom Instruction	-Planning and Preparation-All -Classroom Environment-All -Instruction-All -Professional Responsibilities-All
Student Services (At-Risk) -80-100% engaged in leadership role -0-20% engaged in student instruction	-Teacher Leader Self Assessment -Written Reflection -Interview -Observation or Video of Classroom Instruction and/or Adult Learners	-Planning and Preparation-All -Classroom Environment-2c and 2d -Instruction-3d and 3e -Professional Responsibilities-All
Technology Integrationists -50% engaged in leadership role -25% engaged in student instruction -25% engaged in technology troubleshooting/repair	-Teacher Leader Self Assessment -Written Reflection -Interview -Observation or Video of Classroom Instruction and/or Adult Learners	-Planning and Preparation-1a, 1b, 1c, 1d and 1e -Classroom Environment-2c -Instruction-3c, 3d, and 3e -Professional Responsibilities-All
Building Leadership Team (BLT) Member -100% engaged in student instruction	-Teacher Leader Self Assessment	-Professional Responsibilities-All

The Denison CSD District TLC Review Council will consist of 4 teachers and 4 administrators in the District. The

assignment (or reassignment) to all TLC Leadership Roles to the Superintendent of Schools. Any teacher applying to hold a TLC position may not serve on the District TLC Review Council. Each TLC Leadership Role will be evaluated on an annual basis using the Iowa Teaching Standards, review of the Danielson Criteria outlined for each leadership role, and teacher feedback.

Narrative

Using Part 7 application narrative from previous submission? **No**

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

Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Our teacher leadership plan will be integral in the design and delivery of our professional development system aligned with the Iowa Professional development Model (IPDM).

Collecting/Analyzing Student Data (Formative Assessments, District Wide Assessments & Universal Screeners)

All Denison teachers are responsible for collecting a variety of student data in accordance with the CSIP.

Student Services and Instructional Coaches will gather data from district assessments and screeners to help classroom teachers identify student need, analyze and prioritize trends, and share this data with BLT Members.

Student Services and Instructional Coaches will help teachers use universal screening data to make instructional decisions, including student interventions.

Instructional Coaches will help beginning and new teachers learn our data collection methods.

All data will be used to drive the district's professional development plan.

Student Services, Curriculum Leaders and Building Principals will lead the goal-setting process based on system data. They will also support the Career Development Plan goals that address improvement in student learning. Curriculum Leaders will work to assure the goals support the attainment of the Iowa Core. The work of Instructional Coaches is non-evaluative, but it offers an important opportunity to help and support in learning and implementing effective teaching strategies in the classroom. In this way, the instructional coaches work with teachers to select goals.

Goal Setting and Student Learning

Selecting Content

Curriculum Leaders, Student Services Teachers, Principals and Instructional Coaches will study potential professional development content to achieve all the elements of the Iowa Core and support the goals set by the team based on data.

Instructional Coaches will help identify and select learning strategies that will be helpful for teachers.

Model Teachers will provide unique learning opportunities for other staff members who want to learn about various teaching strategies. These Model Teachers will be involved in demonstrating requested strategies and following up with a short meeting to comment on the selected effective instruction.

Instructional Coaches, Student Services, Tech Integrationist, BLT Members, Principals and Curriculum Leaders all play integral roles in this process. These leaders will work together as a team to design the delivery system for PD based on the IPDM. This will include the development of a timeline for delivery and the selection of content providers.

Designing Process for PD

The Curriculum Leaders will work to assure the vertical articulation of the instructional strategies in K-6 or 7-12 and provide input on current district initiatives and how PD aligns with Iowa Core.

The Instructional Coaches fit into this process through their oversight of best instructional practices and interaction with BLT Members.

Instructional Coaches, Model Teachers, and Tech Integrationist will co-teach and model learning strategies being studied in PD.

BLT Members will work with all teachers to field questions on implementation.

Training/Learning Opportunities

Instructional Coaches, Student Services, Curriculum Leaders, and Principals will provide feedback on implementation of PD content.

Collaboration/Implementation

Instructional Coaches will work with BLT Members to determine next steps for each group.

BLT Members, Curriculum Leaders and Instructional Coaches will work with PLCs and curriculum groups to make changes to implementation based on feedback from observations and monthly PD discussions. Model Teachers will demonstrate and discuss implementation of strategies and techniques with individual or small groups of teachers. Instructional Coaches will collaborate with new and beginning teachers by discussing, modeling and observing.

All leadership positions will serve on a District Leadership Team to analyze the impact of PD.

Ongoing Data Collection (Formative Evaluation)

Student Services, Curriculum Leaders, Principals, Instructional Coaches and BLT members will review student data on a regular basis to make adjustments in their year long plans, as needed.

BLT Members will review student data with District administrators to refine PD plans during the year, as needed.

Program Evaluation (Summative)

Our District Leadership Team made up of all leadership positions will review building implementation of professional development initiatives. They will include analysis of pertinent student data to evaluate the impact of PD, including needed changes. Building PD evaluations will be compiled and evaluated at the district level to determine district PD needs.

Using Part 8 application narrative from previous submission? **No**

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

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

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

Serve as a vehicle to transform teaching and learning practices to increase overall student achievement and eliminate current achievement gaps. The ultimate outcome of the Denison CSD TLC Plan is increased student achievement. The District will evaluate the effectiveness of the program based on our existing District and State assessment results, Healthy School Indicators from the DE, universal screener data, various formative and summative classroom assessments. The District monitors graduation rates and National Student Clearinghouse data, which track the completion of postsecondary certificates and degrees attained by graduates. These results will continue to serve as a basis to assess post-secondary readiness and success.

Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation. District TLC Leadership positions will develop, administer, and monitor a teacher attitude and job-satisfaction survey, relative to the implementation of the TLC plan elements (meaningfulness of roles, collegiality, professional growth, etc.), during each year of the reform. Entrance & exit surveys will continue to be conducted for new and departing employees in order to assess why new employees desire to come to the District and what factors contribute to their departure.

Establish a process where teacher leaders can assist colleagues through the continuous learning process. The District will monitor, assess, and assist teachers' implementation of the Iowa Core's Characteristics of Effective Instruction (Student Centered Classrooms, Teaching for Understanding, Assessments for Learning, Rigor & Relevance, and Teaching for Learner Differences), Charlotte Danielson's Framework for Professional Practice, through peer review, evaluation, and job embedded professional development processes. Classroom and collaborative meeting observations, walkthroughs, portfolio artifacts, and satisfaction surveys will continue to help inform the continuous improvement process.

Develop a culture of collegiality, trust, and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process. District and building culture/morale improvement will lead to higher degrees of employee and organization satisfaction, engagement, and effectiveness, thus leading to improvement in student learning. Building Leadership Team members will develop, administer, and monitor a teacher attitude and job-satisfaction survey, relative to research based elements effective cultures in highly successful organizations.

Identify, clearly define and assess the knowledge, skills and competencies that teachers need in order to assume and retain meaningful leadership roles, within the district, and how these forms of leadership can be distinguished from, but work in tandem with, existing teacher leadership and administrative roles. Teacher leaders will be assessed on the degree of support provided peers meeting individual, collective team, and/or building goals. This will be measured through periodic surveys administered to the teachers and administrators those teacher leaders serve.

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)

Building Capacity to Implement our TLC System

Denison must continue to build a collaborative culture at every level of our organization to ensure that all key staff has the knowledge, skills and practices to sustain our TLC system. Leadership capacity, at various levels, will be critical helping guide our constant learning as a collaborative organization with the flexibility to meet the ever-changing needs of our student body. Growing and nurturing a collaborative culture means embracing an organizational structure that values shared leadership, meaningful collaboration, and professional inquiry. Teacher leaders will work alongside other teachers, principals and school administrators to realize our mission ensuring, “Quality Learning Today; Preparing Citizens of Tomorrow”. We have engaged in an inclusive and transparent process in planning for our TLC system. Teachers, school board members, administrators and SIAC members (parents) have met regularly over the past two school years learning together, offering ideas, reflecting and crafting a plan representative of the system’s values. Our local media has covered the TLC process on a number of occasions in the past two years. In the later stages of the planning process, the entire teaching staff in the district heard a presentation from the TLC Planning Committee where feedback was sought to build support for Denison’s TLC System. Because of the value we placed on actively building a positive culture for teacher leadership, we have a significant amount of support at every level of our system (parents, teachers, administrators, and the board).

The Denison CSD has been involved in a districtwide effort to build a RTI-MTSS system using data from STAR testing in the areas of Reading and Math for the past two school years. The Board and District leaders committed personnel and financial resources to support this effort. We continue to grow and believe our successes in this endeavor show our commitment to further growth in our TLC model.

Professional Development to Build a Coaching Culture

All key staff (administrators, principals, teacher leaders) will require ongoing training and support to effectively implement and sustain our TLC system. Denison CSD will tap into internal and external resources to create meaningful PD opportunities to build our system into a coaching culture. Because each teacher leader 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 Iowa Core and the Characteristics of Effective Instruction, Iowa’s RTI-MTSS framework, the Iowa Professional Development Model, exemplary mentoring and induction practices, curriculum and assessment design and implementation, the PLC process, multi-tiered systems of support, data analysis protocols, and adult learning theory.

Support for Teacher Leaders

Denison CSD will ensure that each teacher leader group will have the time and resources needed to meet regularly and function as a PLC. In this team setting, teacher leaders will meet to

engage in common learning, to collaboratively analyze data, to problem-solve challenging situations, and to reflect upon their growth and practice. These PLCs are essential to supporting teacher leaders in overcoming the isolation and other challenges that can accompany assuming a leadership role.

In addition to PLC support, each teacher leader will receive mentoring support from leaders within and outside of the system. This partnership model 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 teacher leaders 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, teacher leaders will be supported in building their network outside of the district to other veteran teacher leaders and coaches.

Key Staff and TLC Plan Sustainability

To ensure that our TLC system succeeds in “elevating student learning and promoting excellence as a value for all,” our administrative team must provide organizational support to ensure sustainability of our plan. Below is a description of key staff members and their responsibilities.

Superintendent

- Receive recommendations from the District TLC Review Council for selection of teacher leaders.
- Receive recommendations from the Building Leadership Teams and/or the Teacher Quality Committee to monitor and adjust the district TLC plan.
- Ensure transparent communication between the district and the Board of Education regarding the District TLC system.
- Work with the Business Manager to develop a budget, monitor and supervise the use of the TLC funds.

Building Principal(s)

- Evaluate and support the instructional coaches, model teachers, BLT members, student services teachers and technology integrationists.
- Work with instructional coaches and model teachers to support mentoring for all 1st and 2nd year teachers in compliance with Iowa law, as well as mentoring for other teachers as necessary.
- Ensure transparent communication between the staff in their buildings regarding the District TLC system.
- Facilitate BLT teams for their respective building. School Improvement Director(s)
- Coordinate training and learning opportunities for teacher leaders. -Coordinate the mentoring and induction program.
- Participate on BLT teams for the buildings in which they are responsible.

Assurances

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

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

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

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

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

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

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$161,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$465,413.73
Amount used to provide professional development related to the leadership pathways.	\$0.00
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	\$626,413.73

Grant Allocation

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

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

Certified Enrollment Number **2003.37**

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

District Enrollment-Based Allocation **\$626,413.73**

Total Allocation **\$626,413.73**

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended **\$626,413.73**

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

Remaining Allocation to be Budgeted **\$0.00**

Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

1. Attract and retain new teachers who will be afforded additional support beyond our current system.
1. Following the Iowa Professional Development Model process, the District's TLC plan will substantially strengthen the connection between professional development design, delivery, teacher need, and student learning. The District TLC Plan implementation, led by 10 full-time teacher-leader positions (Instructional Coaches, Student Services Teachers, and Technology Integrationists) and 14 Model Teachers, and 20 Building Leadership Teachers will provide a comprehensive support system for all teachers that will strengthen current key District initiatives (Iowa Core, Multi-Tiered System of Supports, and 1:1 Technology Integration) and infuse the characteristics of effective instruction into daily instructional delivery which will maximize student learning and provide maximum support to educators.

1. Provide and reward career opportunities for veteran teachers who have specific job-embedded expertise unique to highly-competent practitioners.
1. The District TLC Plan includes 10 full-time teacher-leader positions and 14 Model Teacher and 20 Building Leadership Team positions to be filled by high quality teachers within our existing pool. With these positions come meaningful roles and responsibilities and increased compensation (stipends) that are commensurate with additional days of high quality teacher-leader professional development. High quality professional development opportunities will be provided to these individuals with increased pay commensurate with additional days. This will ensure 25% of the District's existing teachers fill teacher-leadership positions. The District is currently exceeding the new State minimum teacher salary requirement of \$33,500. The infusion of a new enhanced high quality mentoring and induction program into the District's TLC plan, facilitated by new teacher-leader positions will greatly improve beginning teachers' induction experience. All teachers will experience ongoing, individualized, and responsive job- embedded professional development opportunities, facilitated by teacher-leaders, and will be able to aspire to become a teacher leader in the future.

1. Enhance a culture based on teacher collaboration for the benefit of student learning.
1. A primary responsibility of the 10 full-time teacher-leader positions will be to mentor, coach, support the peer review process with their colleagues; as well as, to provide leadership in facilitating collaboration for the various Professional Learning Communities (PLC's) that exist within our buildings and/or District. The 14 Model Teachers will provide specific content expertise in the literacy, math, and Science, Technology, the Arts, and will serve as a conduit to other Districts' research- based practices. The District TLC plan has budgeted professional development dollars to provide teacher-leaders with high quality professional development in order to learn, grow, and succeed in fulfilling the roles and responsibilities of the positions. Teacher Leaders and administration will participate together in these experiences. We have professional development dollars set aside from other sources to support this learning.

1. Focus on improving student achievement through improved targeted instruction.
1. The infusion of curriculum and professional development, Instructional Coaches, Student Service Strategists, Technology Integrationists, Model Teachers, and Building Leadership Team members will provide a comprehensive support system for teachers which will strengthen the implementation of key district initiatives and infuse effective practice into daily instructional delivery which will in turn maximize student learning. This model provides teachers with continual support and will be heavily involved in mentoring, peer review, data collection & analysis, and the design and delivery of professional development resulting in increased connectivity between professional development, classroom instruction, and student learning. We have professional development dollars set aside from other sources to support this learning.