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**Application**

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

95010 - Denver Community School District TLC Application Final Application

Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-28 08:25:46
Signature:	Brad Laures	Submitted By:	Brad Laures

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Program Area of Interest\* Teacher Leadership and Compensation System

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 Agency

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 Organization Type:\* K-12 Education  
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**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)**

Denver's vision for our TLC plan provides us with a direction for our district. We envision that implementation of the plan will result in improved instructional classroom practices that use student and teacher data to guide improvement, collegiality amongst staff members, implementation of effective teaching strategies that impact learning, and ongoing professional growth that will help with the recruitment and retention of effective teachers.

To achieve this vision, we have highlighted several goals for our district:

- All K-12 students will achieve at high levels in reading, math, and science, prepared for success beyond high school.
- All K-12 students will use technology tools and resources to demonstrate technology literate skills for the 21<sup>st</sup> Century.
- In-depth and high quality professional learning opportunities for teachers
- Frequent observations and discussions to support teachers and impact instruction and professional development.
- Create a professional development structure that will provide long-term results.
- Added career advancement opportunities for teachers
- Teacher retention at Denver Schools

We have incorporated the following positions into our plan:

- **Instructional coach positions.** Instructional coaches will conduct teacher observations focused on looking for the targeted Characteristic of Effective Instruction. The instructional coaches will also visit our weekly PLC collaborative groups to discuss and personalize the help that the career teachers need. Instructional coaches are an integral part of professional development planning and delivery.
- **Professional development developers and facilitators.** These teacher-leaders create professional development opportunities for teachers that is centered around Iowa's Characteristics of Effective Instruction.
- **Model classroom teachers.** These teachers field test the instructional strategies that have been researched and selected by the professional development team, which includes the instructional coaches and the PD developers and facilitators. After field testing, they open their classrooms to their colleagues for peer-to-peer observation.

These teacher-leader positions will address three major goals of Iowa's Teacher-Leader System:

- Retain effective teachers by providing enhanced career opportunities.
  - Denver Schools' plan for professional development incorporates two instructional coaches, numerous model classroom teachers, and professional development teacher planners and facilitators.
- Promote collaboration by supporting opportunities for teachers to learn from each other.
  - Teacher leaders will collaborate on selection of the professional development content.
  - Classroom teachers will work together to examine data
  - Weekly PLC meetings include teacher reflection and implementation discussion
- Improve student achievement by strengthening instruction.
  - Our professional development program is centered around Iowa's Characteristics of Effective Instruction
  - Student performance data and teacher observation data is examined to determine the effectiveness of Denver's professional development program.

Our plan also connects to, supports, and strengthens current initiatives at Denver Schools. Professional learning communities, MTSS, and our 1:1 existence will be strengthened by the support of Iowa's system. The connection between data analysis and professional development will be streamlined: Iowa's system (and thus our plan) calls for continuous systemic oversight through the IPDM as we visit and revisit the effectiveness of our plan.

We have identified numerous short term and long term measures with which we can evaluate the effectiveness of our plan in achieving the above goals and our vision. Our plan is woven into our system to strengthen the fabric of our current culture. Denver Schools has a history of successful plan implementation, and we are excited to get started in our next phase of excellence.

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

TLC Model Number                      Model 3 – Comparable Plan

### Narrative

Using Part 1 application narrative from Year 1?                      No

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

**Please include the following information in your narrative:**

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

At Denver Community Schools we strive to succeed. To achieve success, we know that change is essential in the growth of our students, stakeholders, staff and ourselves. We will use our grant to ensure the growth we are striving for in all students.

Our planning journey began on Nov. 7, (1.5 hr), when we introduced the TLC concept to our Denver Leadership Team. Our Superintendent, Mr. Brad Laures, shared the overview of the Teacher Leadership and Compensation Plan with the team. We prepared to study the three models from the plan: TAP, CTQ and Q Comp; and we scheduled follow-up meetings. On Nov. 11, (1.5 hr), we researched the pros and cons of three different models. On Dec. 4, (1.5 hr), we examined each plan, determining the most essential parts for our district. Our discussion focused on the importance of flexibility in serving all K-12 students, and how to implement these plans. On Dec. 10, (1.5 hr), we collaborated through Face Time with two master teachers and the high school principal of Saydel Schools that have implemented the TAP model. They answered many of our questions about the different teacher leadership roles and how they operated in relation to administrative and classroom teacher roles. We were also curious about their obstacles and how they have grown in the process of implementation. In addition, we attended the workshop and planning day at Area Education Agency 267 on Dec. 12, (6.5 hr). We learned more about the three models and the favored models of districts in our area. We used our planning time that day to organize our accumulated information, established a plan to share it with our staff, and prepared to answer some of their initial questions. We also created a staff district needs assessment survey asking for the possible leadership positions of interest as well as district needs. We disseminated the results on Dec. 16, (.5 hr). Our staff were receptive to the information and responded with concerns and questions. We used the data, especially regarding potential leadership positions, to formulate the Plan Structure Options for our district at the next meeting on Dec. 18, (1.5 hr). We chose the option that would best facilitate our growth and success, and on Jan. 4, (5 hr), we created planning notes to prepare our application. We revised our plan at our next meeting on Jan. 14 (3 hr), and continued working on the grant. Additionally, we spent time writing each section of the application informally, while continuously meeting to revise and edit the drafts. We dedicated more than a total of 40 hours to our application.

Since last year, we have gone above and beyond to improve the details and specifics of our plan. Part of our team attended meetings this summer on June 17 and July 29. Both meetings helped us transition from Year 1 to Year 2 in the application process and streamlined our ideas. We have also met on five occasions (8/20, 9/9, 9/25, 10/2 and 10/16) for approximately one hour each to discuss, rewrite and rethink our application.

The planning grant funds Denver received were used to pay for substitute teachers for our District Leadership Team members and to pay them for time outside the school day on the TLC Plan.

We gathered data from staff and community meetings and surveys. Parents were given the abstract to review and provide feedback by email. We used the feedback from all sources to guide our planning and decision-making, especially in regards to the possible leadership positions. Teachers were concerned that staff who participated in future leadership roles would become disconnected from the classroom and that expectations may become unrealistic. Our Leadership Team used those concerns to determine how to select candidates for the instructional coach and model classroom teacher roles.

Teachers contributed to the process through responses to our survey. We asked what information was unclear, what leadership positions interested them, and whether they were an elementary or secondary teacher. Since 25% of our staff is required to serve in these future leadership roles, we needed to know what the effect would be on our current staff.

In this process, the administrative team has been a voice of reason regarding the framework and encouraged staff to make suggestions and honestly share student needs that could be met by instructional coaches and model classroom teachers.

Parents are an integral part of the climate and community at Denver Schools, giving of their time and talents. Parents volunteer regularly in classrooms, contributing to our student achievement levels. We shared the plan with the parent volunteers as well as our motivation for applying for this grant. Through an informal meeting, we learned that parents believe teachers can use more support and collaborative opportunities with peers. They would like to see teachers receive additional support for struggling learners. They felt the collaboration piece is key to teacher retention and motivation by the continuous learning opportunities in the framework.

We aim high and expect to achieve when new opportunities are presented. Our strength lies in taking what we currently do well and incorporating new concepts and ideas into our schema. Our teachers inquire about the new opportunities and are excited about the idea of sharing their skills with their colleagues in a more professional way through the new teacher leadership roles. They are also interested in taking these new positions and incorporating them into our PLC/SLC (DuFour) constructs in effective ways.

Administrators benefit from teachers taking on additional shared leadership roles because it allows them to collaborate in the education and support of staff in a more differentiated way. Through professional development we can focus on improving student achievement in areas identified as needing improvement. Teachers can get what they need, when they need it, and with guidance and support of the instructional coaches and model classroom teachers. We feel our plan will meet and exceed these expectations.

### Narrative

Using Part 2 application narrative from Year 1?  No

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

#### State Goals:

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

Each year it is essential that school districts across the nation establish visions and goals that will help determine the focus for student instruction and staff professional development in order to improve academic performance in all facets. The Denver School District understands the importance of this process and has established the following long-term goals to define instruction and staff training.

#### Denver Community School District Long-Term Learning Goals:

1. All K-12 students will achieve at high levels in reading, math, and science, prepared for success beyond high school.
2. All K-12 students will use technology tools and resources to demonstrate technology literate skills for the 21<sup>st</sup> Century.
3. Denver Community Schools will implement various programs to support a positive climate and safe learning environment.

#### These goals were established by evaluating the following data sources:

1. Iowa Assessments/NWEA Results
2. ACT results
3. Character Counts
4. Olweus Survey Results
5. Professional Learning Communities
6. IXL Math
7. Clarity Technology Survey
8. FAST Assessment Tool

After reflecting on these long-term goals and data sources with our parent advisory committee, school improvement team, and faculty, our current leadership team (administrators and DLT members) has been provided with opportunities to determine current district educational needs and trainings. Through this process, we have realized that our current structure does not meet the true needs of our educational system. Our new TLC structure will provide us the opportunity to incorporate two instructional coaches along with numerous model classroom teachers to enhance our educational leadership. The professionals in these positions will support administrators by providing educators with opportunities for *more in-depth and higher quality professional learning opportunities*, which is another goal for our program. While current administrator walk-throughs have been helpful in providing feedback to teachers, instructional coaches and model teachers will be able to have *more frequent observations and discussions to support teachers and impact instruction and professional development*. Therefore, a related goal is to:

- create a professional development structure that will provide long-term results.

Our TLC PD structure will be built around the Characteristics of Effective Instruction framework, which would be a key component and resource for our instructional coaches and model classroom teachers to support our classroom teachers. A template tool will provide immediate feedback to

those who are being observed and will facilitate meaningful conversation. To communicate part of what we envision for our school, below is a **portion** of the components featured on a template tool we will use to evidence teacher effectiveness in The Characteristics of Effective Instruction:

Characteristics of Effective Instruction	Critical Attributes of the CEI
Student-Centered Classrooms	<ol style="list-style-type: none"> <li>1. Students make connections to construct new learning in order to make decisions and solve problems</li> <li>2. The educator facilitates opportunities for students to be metacognitive.</li> <li>3. Educators and students are partners in learning</li> <li>4. Educators facilitate time for students to learn collaboratively.</li> <li>5. Educators use meaningful and authentic assessment in a real world context</li> </ol>
CONTINUES...	CONTINUES...

The template tool that instructional coaches will use will have an **area to note the evidence** that is observed of the teachers demonstrating the implementation of the above critical attributes of the characteristic.

Although we do have several leadership committees in our district, these committees are not always considered indicative of career advancement for teachers. A survey given a few months ago showed that 37% of our teachers would like to take on a leadership position. This is in addition to the already-existing committee work that teachers do. Thirty-seven percent is not a percentage that can be ignored; so we have two additional goals for our plan:

- added career advancement opportunities for teachers
- teacher retention at Denver Schools and the profession itself.

Utilization of our Teacher Leadership Plan will result in improved instructional classroom practices that use student and teacher data to guide improvement, collegiality amongst staff members, implementation of effective teaching strategies that impact learning, and ongoing professional growth that will help with the recruitment and retention of effective teachers. Specifically, Denver Community Schools' Goals for our TLC Plan are:

- All K-12 students will achieve at high levels in reading, math, and science, prepared for success beyond high school.
- All K-12 students will use technology tools and resources to demonstrate technology literate skills for the 21<sup>st</sup> Century.
- Denver Community Schools will implement various programs to support a positive climate and safe learning environment.
- In-depth and high quality professional learning opportunities for teachers
- Frequent observations and discussions to support teachers and impact instruction and professional development.
- Create a professional development structure that will provide long-term results.
- Added career advancement opportunities for teachers
- Teacher retention at Denver Schools.

In summary, as a district we want to continue focusing on our student data results and what it is telling us about our curriculum and instruction. We will continue to evaluate these results and write yearly goals that will address low performance or need areas. By implementing the Teacher Leadership Compensation system with dedication and fidelity, we believe that our district can achieve at high levels and implement a challenging, rewarding, and collegial environment that would focus on high-quality instruction and student learning through our teacher leadership and compensation plan.

Using Part 3 application narrative from Year 1?  No

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

Denver Schools has a school improvement plan that is based on the work of Nancy J. Mooney and Ann T. Mausbach, which includes an authentic vision, clear curriculum expectations, common assessments, classroom walk-throughs, and the use of data to monitor the impact on learning. Our Teacher Leadership Plan will support this school improvement plan through the continued use of our Professional Learning Communities structure, our process of intervention, the identified duties of the newly-appointed instructional coach, and our model classroom teachers. Additionally, our plan will improve student learning through improved instructional consistency and strengthened effective unit alignment to the Iowa Core Curriculum.

Collaboration and teacher leadership are promoted and embedded in the PLC culture. A new PLC leadership team is created each summer by attendance at the Solution Tree PLC At Work Conference. The PLC Leadership Team returns to the district with ideas and strategies to hone the district's PLC structure and provides professional development learning for the staff. This leadership team is crucial to the current and future success of our PLC culture.

Collaboration will be enhanced by improved communication across our collaborative teams with the help of the instructional coach. Our PLC groups meet at grade level for grades K-5; and they meet in content areas in grades 6-12. These PLCs meet each Wednesday for 90 minutes. Most often, teachers in these teams stay with their grade levels in the elementary. It is important to be able to have a regular information conduit from grade to grade. At the secondary level, communication between departments will be beneficial for behavioral intervention, teaching strategies, and special education information, among other important issues. In addition, from grade to grade and span to span, the instructional coach would act as liaison to improve communications regarding the vertical curriculum. Discussions in PLCs include subjects such as formative and summative assessments, teaching strategies, classroom management, curriculum planning, and intervention. By coaches' attendance at the PLC meetings, gaps between grade levels will be addressed more efficiently and strategies and methods can be shared more widely among faculty.

Another significant process that enhances collaboration is Response to Intervention. At the elementary level, a tier I process in place is titled "WIN." This acronym stands for "What I Need." Students are identified through formative assessment and grouped according to ability in order to differentiate student instruction based on each child's zone of proximal development. Using formative assessment at the secondary level, individual teachers identify students on a weekly basis to attend intervention for that learning target. Our model classrooms component that we will use to implement our plan is important at both levels; and they will be in place for teachers to view instructional strategies that have been proven effective in helping students learn: A pre-observation discussion of the demonstration and a post-observation debrief will be central to the success of this element of our plan.

Induction into the teaching profession and introduction to Denver Schools are both important goals at our district. Currently, teachers new to the district receive one day of orientation. Extending that time would be paramount to teacher retention at Denver. Under our new plan, teachers new to Denver will receive five additional days of professional development, including mentorship and explicit guidance and modeling from our instructional coaches. Instead of "learning as they go," new teachers will be coached on Denver Schools' professional development experiences, building goals, observation and feedback methods and schedules, and day-to-day tasks such as our student management and phone systems. These things can be overwhelming; but connecting teachers to processes that are unique to our system will be beneficial in helping teachers feel that they belong to our district from day one. Teachers new to the profession attend the new professional sessions at AEA267. The ongoing support that comes from the mentor/mentee relationship is crucial to retaining teachers at Denver and in the profession; and it is also important for the leadership capacity that is built in the mentor.

When we surveyed the faculty on possible leadership roles, 37% of our faculty responded that they are interested in taking on a leadership role at our district. This number indicates that there is a real need for a plan that enhances career opportunities and increased leadership responsibilities. It is important to note that these professionals are interested in *new* leadership opportunities. We already have a large portion of faculty serving on building leadership teams, bullying prevention (Olweus) leadership teams, district leadership team, curriculum review committees, General Education Intervention committees, and so on. The interest of an additional 37% should not be minimized or ignored; and faculty should be given further opportunity to grow in their profession.

Denver Community Schools is a strong district that enjoys superior students, the acquisition of high achievement standards, outstanding teachers and administration, and community support. Our Teacher Compensation Plan will allow us to reach to attain even more ambitious goals in the areas of teacher retention, teacher career advancement, collaboration and student achievement as discussed in this section.

Using Part 4 application narrative from Year 1? No

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

The current structure of Denver Community Schools' induction program for new professionals consists of three formal elements. For the three areas explained below, we offer a brief explanation of each, an analysis of the current reality in that area, and opportunities for improvement. The ways we will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers is explained under "Opportunities for improvement with the new TLC plan" for each of the areas.

**1. Mentor/Mentee relationship:** A veteran teacher (typically) is assigned to the new professional. The mentor is trained by the AEA for the position and meets throughout the new professional's first two years.

**Analysis of the current structure:** This relationship has worked in some areas, but it has lacked in others. Anecdotally, the mentor has definitely helped the mentee become acclimated to their new position at Denver Schools; but no procedures exist for the new professional to visit other classrooms, which actually is recommended by the training program at the AEA. It may have happened on occasion, but no established plan or procedure existed for this essential component of teacher success.

**Opportunities for improvement with the new TLC plan:** With the new TLC plan, we will use the new teacher leader positions to implement observation and reflection procedures. Teachers will be able to visit our model classrooms and observe excellent instructional practices. Additionally, our instructional coaches and our model classroom teachers will have focus discussions with our new professionals regarding the Characteristics of Effective Instruction. New teachers will be able to return to their own classrooms and practice these instructional strategies under observation of the instructional coach who can guide the teacher in their reflective development. The new funding will be used for the new teacher leadership positions as well as coverage for release time for the new professional's visits to model classrooms.

**2. Extra contract day:** Teachers new to the Denver Community School District receive an extra day of training at the beginning of the school year. This day is used to help new employees become accustomed to district goals, policies, and procedures.

**Analysis of the current structure:** In the past, this has been an important part of the new teachers' beginnings in the district. It gives the new teachers the opportunity to clarify certain aspects of the staff handbooks and other various policies and procedures that are unique to Denver. However, it is our feeling that teachers new to the profession and teachers who are new to Denver need more support while being inducted into our culture and the profession of teaching.

**Opportunities for improvement with the new TLC plan:** Teachers new to our district will receive five (5) extra contract days. These days will go beyond the surface orientation items and truly delve into the vision we have set forth for making a world class school. New teachers will participate in workshops that will bring them "up to speed" on the current initiatives at Denver Schools. New teachers will:

- receive training on the PLC model, which will be centered around the philosophy, structure, and essential components of what it means to be part of a PLC.
- take part in activities designed to help them plan for using the Characteristics of Effective Instruction.
- engage in guided lesson planning that facilitates the implementation of the curricular portion of the Iowa Core in their classrooms.

New Professional Development Planners will design and facilitate the extra professional development days for new teachers. TLC funding will fund stipends for the professional development planners and new teachers' attendance on those days.

**3. Assigned to Tier One for evaluation and support purposes:** Teachers with an initial license are formally observed by the principal three times per year during each of their first two years. This includes conferences with the principal in which the beginning teacher reflects on his or her progress in implementing the Iowa Teaching Standards. After successfully completing the two-year program, the beginning teacher is recommended for a standard teaching license and joins the district's evaluation cycle.

**Analysis of the current structure:**

The evaluator's role during observation is to evaluate the teacher. This can be quite limiting for an administrator who might have 15 or more evaluations to complete. Time constraints prevent the administrator from providing the support that s/he would like. Using the TLC funding to add teacher-leaders to the system will help the teacher feel supported.

**Opportunities for improvement with the new TLC plan:** Support of the instructional coaches, model classrooms, and professional development planners will round out the feedback from the administrator. While the administrator evaluates the new professional's demonstration of the teaching standards and Denver Schools will continue to use the Tier structure for *evaluation*, the coaches will meet with the teacher to discuss goal areas that are based on the new professional's practice of the Characteristics of Effective Instruction. Together the teacher and coach will devise a plan for the education and practice of the new professional to build greater strength in the target growth areas. The teacher will participate in professional development opportunities provided by the teacher-leaders in charge of planning. S/he will visit model classrooms to observe excellent instructional practices and have a follow up discussion with the teacher in the model classroom. Additionally, the coach will observe the teacher as s/he develops in his or her instruction. The teacher leadership positions utilized are discussed in this paragraph, and the extra funding will be used for those positions as well as for coverage of the new teacher's classrooms during their visits to model classrooms.

**Narrative**

Using Part 5 application narrative from Year 1?  Yes

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

**Please include the following information in your narrative:**

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

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

Our model integrates two systems that have proven to be effective in many schools across the country, including the TAP system and also the University of Arkansas at Little Rock's Partnership for Comprehensive Literacy program. Based on our research of several teacher leadership models, these two models seem to fit or existing structure to build on our current strengths and to best support our weaknesses. Our combined model includes eight features designed for continuous school improvement, all of which incorporate strategies that research studies have found to be most effective, including instructional coaching and modeling, high quality and embedded professional development, and collaboration.

**Eight Features of the Denver Community School District Model**

1. A school improvement plan, based on the work of Nancy J. Mooney and Ann T. Mausbach, which includes an authentic vision, clear curriculum expectations, common assessments, classroom walk-throughs, and the use of data to monitor the impact on learning.
2. Instructional Coaches using scaffolding and a gradual release model for increasing teacher efficacy. We have one instructional coach identified for grades K-5 and one for 6-12.
3. Model Classrooms, which are constructivist settings where teachers meet together to apprentice one another in implementing characteristics of effective instruction (i.e., "Look fors"). We have one model classroom in the primary level of the elementary, one intermediate, one middle level, and one high school. The model classroom teachers work closely with the instructional coaches on a weekly basis.
4. High Standards based on Iowa's professional standards and Characteristics of Effective Instruction.
5. Systemic Interventions that include two waves of defense. The first wave is K-2, including interventions at Tier I-III, dependent upon student need; and the second wave is 3-12, including classroom interventions and supplemental group interventions.
6. Professional Learning Communities are embedded into the school climate and culture. **We are a nationally recognized Model Professional Learning Community by Solution Tree.**
7. Technology is naturally embedded into teaching and learning contexts. Students use 1:1 technology from first grade through twelfth grade to seek information, conduct research, and produce projects. Teachers use technology for professional learning, collaboration and research.
8. Shared Leadership comprised of twenty-five percent of our teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

Through our model, teachers both beginning and career level, will receive one-on-one coaching from our instructional coaches and model classroom teachers. The instructional coaches will also provide data driven instructional leadership among our professional learning communities, which meet weekly for 90 minutes to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning.

Each week, instructional coaches and model teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies that we have developed as "look fors" throughout our district, carefully calibrated to meet each teacher's individual needs. The districts' instructional coach and model teachers will also serve on a school-wide Leadership Team, led by the principal, which will set clear goals for our building, and each grade level team while monitoring progress to ensure success using a digital data wall and other formative, summative and diagnostic assessments.

As previously stated, our system combines collaborative teams and classroom coaching and modeling to maximize the potential impact of these strategies in improving the skills of teachers in the classroom. In traditional models of professional development educators are likely to attend an untimely session delivered by external presenters. In the traditional model there is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in our model, including the principals, the instructional coaches, and the model classroom teachers are working in the same facility and with the same students as the teachers that they are supporting. We are currently piloting a version of this model in support from our local AEA, and know that we can make a stronger impact having the leadership positions both full-time and in-house.

Unlike the fragmented and disconnected approach to professional development still common in most schools and sometimes even ours, our new system provides teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of a grade level or teacher's specific student achievement data, and led by expert instructors. In our model, instructional coaches, model classroom teachers and the principal have explicit responsibility for planning and leading a range of inter-related professional development activities. Our content is entirely driven by careful analysis of student and teacher needs. Typical professional development activities include:

*Professional Learning Communities.* Our schedule provides time during the regular school week for groups of teachers to collaborate on analyzing student data and learning new instructional strategies to improve student learning. Strategies are selected in collaboration with Instructional coaches, model classroom teachers and the principal based on detailed analyses of student achievement data and are only introduced to teachers after the Instructional coaches and model classroom teachers have successfully field tested or vetted and the strategies in actual classrooms so they can demonstrate student learning gains. After instructional coaches introduce a new strategy, teachers use the strategy in their own classrooms, then return to professional learning community meeting with pre- and post-test data from formative assessments so that the group can discuss how well the strategy worked and refine it further if necessary.

*Individualized Coaching.* Our system expects instructional coaches and model teachers to follow up after PLC meetings to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles, and their extensive, individual work with classroom teachers is described in detail in their supplemental contracts. Instructional coaches and model teachers carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom. For example, they might ask:

- How well did the teacher understand the strategy overall, and did he or she struggle with a particular aspect of it?
- What kind of coaching technique would work best for this teacher in this circumstance—observation and feedback, a demonstration lesson, co-teaching?
- Will one of the "critical attributes" - the essential elements making the strategy successful - be difficult for this teacher, given what I know from the teacher's formal evaluations or what I have observed informally in the teacher's classroom?

Instructional coaches and model teachers employ a wide range of coaching techniques that can be adapted to suit teachers' individual needs. Some teachers might benefit most from "lighter" coaching in which the coach observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they get to observe the instructional coach or the model classroom teacher modeling the strategy again, this time with an actual classroom of students. Still other teachers might need more intensive "elbow-to-elbow" coaching wherein they co-teach a lesson to a classroom of students—right alongside the coach or model teacher. Typically our coaches are in classrooms providing support and feedback, researching strategies, preparing for professional learning community meetings and engaging in their other teacher leader responsibilities 100% of the time. Our instructional coaches will not have full-time classroom responsibilities. Model classroom teachers have full-time classroom responsibilities in addition to their teacher leader roles and responsibilities.

Instructional coaches and the principals regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. For example, they may often visit classrooms to coach teachers on a new instructional strategy after introducing it during a PLC meeting. Coaching can take place outside the classroom, too: instructional coaches can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

Using Part 6 application narrative from Year 1?  Yes

**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.

Denver Community Schools has identified teacher leadership roles that will require assignment through a selection committee comprised of four teacher representatives from each level (K-2, 3-5, 6-8, and 9-12) and four administrators. There are three

leadership roles that will be recommended through the selection committee: Instructional Coaches, Model Classroom teachers, and Professional Development Teachers Planners and Supporters:

The instructional coaches, model classroom teacher, and professional development committee positions will be selected through a performance-based selection process. These teacher-leaders will have a one-year term, renewable based on positive formative and summative evaluations.

1. To begin the application process, prospective instructional coaches and model teachers
  - will have taught for three years and be members of the Denver Community School District for at least one year.
  - will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position.

The selection committee will review the initial applications.

2. After approval of initial application, prospective teacher-leaders:
  - will be interviewed by the selection committee
  - will conduct model lessons for students and adults
  - will create a portfolio in which he or she has included artifacts that provide evidence of the Iowa Teaching Standards and Criteria. Included in the portfolio will be
    - samples of student work
    - data collection that demonstrates student growth
    - artifacts that demonstrate adherence to the district's goals
    - evidence of effective lesson planning
    - documentation of the prospective teacher-leader's previous attention to professional learning

The committee will use rubrics in step two to score the prospective teacher-leader's:

- excellent communication skills
- understanding of how to facilitate growth in adults
- expertise in content
- expertise in curriculum development
- instructional expertise
- commitment to professional growth
- disposition to be an effective leader

**Leadership effectiveness and growth will be measured by the selection committee members' focus on the prospective teacher-leader's acquisition and demonstration of the applicable Iowa Standards for School Leaders.**

Shared Vision (Leadership Standard 1) will be measured through the teacher-leader's active (rather than passive) participation in the district-wide and building initiatives, such as: PLC, 1:1 technology, curriculum and/or textbook selection, Iowa Common Core Curriculum alignment and professional development preparation and presentation.

Culture of Learning (Leadership Standard 2) will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards. To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: evidence of student learning and/or student achievement data; the creation of a positive learning environment and/or contribution to the whole school culture; constructive and timely feedback to students and parents; and the application of professional development opportunities to improve practice.

Management (Leadership Standard 3) will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards. To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: adherence to board policies, district procedures, and contractual obligations; effective use of instructional time to maximize student achievement; and participation in a school culture that focuses on student learning.

Family and Community (Leadership Standard 4) will be measured through the prospective teacher-leader's participation in school-related functions held outside of the school day (for example: Family Fun Night, student activities, academic recognition). This area of leadership will also be measured by demonstration of the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standard. Professional responsibilities (Teaching Standard 8) pertains to this area of leadership. Prospective teacher-

leaders should submit artifacts that reveal the teacher's collaboration with students, families, colleagues, and communities to enhance student learning.

Ethics (Leadership Standard 5) will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards. To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: Creates an environment of mutual respect, rapport, and fairness; demonstrates professional and ethical conduct as defined by state law and individual district policy; and demonstrates an understanding of and respect for all learners and staff.

Societal Context (Leadership Standard 6) will be measured through the prospective teacher-leader's collaboration with service providers and other decision-makers to improve teaching and learning, advocacy for the welfare of all members of the learning community; and the design and implementation of appropriate strategies to reach desired goals. To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: membership on leadership teams and committees, submission of articles to the newsletter, and attendance and/or participation in IEPs.

We believe that through the above criteria, the selection committee will be able to measure both effectiveness and growth of the prospective teacher-leader.

### Narrative

Using Part 7 application narrative from Year 1?  No

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

**Please include the following information in your narrative:**

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

*Click here To access the Iowa Professional Development Model page.*

Our culture is largely built on a strong foundation of ongoing job-embedded professional development designed to support teachers in increasing their skills and effectiveness. A large portion of the Iowa Professional Development Model consists of the ongoing components of data collection, collaboration/implementation and training and learning. Our teacher leadership model will strengthen and build upon the foundation that we have, making a stronger impact on teacher effectiveness and efficacy, which will create greater impact on student achievement.

#### Denver's PD Program Will Utilize Teacher-Leaders in the Design and Delivery of Professional Development

Denver's PD program will:

- Retain effective teachers by providing enhanced career opportunities.
  - Denver Schools' plan for professional development incorporates two instructional coaches, numerous model classroom teachers, and professional development teacher planners and facilitators.
- Promote collaboration by supporting opportunities for teachers to learn from each other.
  - Teacher leaders will collaborate on selection of the professional development content.
  - Classroom teachers will work together to examine data
  - Weekly PLC meetings include teacher reflection and implementation discussion
- Improve student achievement by strengthening instruction.
  - Our professional development program is centered around Iowa's Characteristics of Effective Instruction
  - Student performance data and teacher observation data is examined to determine the effectiveness of Denver's professional development program.

Professional Development (PD) will remain a team approach through consistent collaboration among our principals and teacher leaders. Our foundation of weekly collaborative PLC time will improve: Instructional coaches and principals will lead teachers in short and focused PD sessions within grade-alike or content-alike PLCs focused on instructional improvement for increasing student achievement. PD extends into each classroom as instructional coaches observe teachers practicing and model teachers demonstrate the Characteristics of Effective Instruction.

#### Denver's PD Program Aligns with and Incorporates the Key Elements of the IPDM.

Our new PD system will provide teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of grade level or teacher-specific student achievement data, and led by teacher-leaders.

IPDM	Denver Professional Development Program
Collect and Analyze Student Data	The teacher-leadership team will analyze student data for persistent areas of weakness across the campus. Using Iowa's Characteristics of Effective Instruction, the team will align strategies to those needs to create a plan for professional development.
Goal Setting	The leadership team, consisting of principals, instructional coaches, and model teachers will analyze student data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, inform the topics for the weekly PLC meetings. These items are identified within the specific parameters of our school improvement plan, identifying the primary foci of the school improvement efforts for the upcoming year, which include specific action steps.
Selecting Content	Teacher leaders and administrators will use existing research and experts within and outside our district to select teaching strategies centered around Iowa's Characteristics of Effective Instruction. The strategies selected will address the full needs of the student population and will best reflect the priorities established by goal setting. Model teachers will field test the strategy to ascertain effectiveness strategies before designing and delivering professional development around them.
Designing the Process for Improving Instruction	*Teacher leaders will meet regularly to examine teacher observation data to determine needs. Research base will be consulted. Teachers and administrators will collaborate on the selection teaching strategies centered around Iowa's Characteristics of Effective Instruction. *Model teachers will field test the strategy to determine effectiveness and ensure the broad reach of that strategy. *Instructional coaches and model teachers are allotted adequate time for presenting the strategy. Teachers have time to practice the strategy, consult with the instructional coach, and collaborate with other colleagues to ensure successful implementation of the strategy. Each week, instructional coaches and model teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies that we have developed based on the Characteristics of Effective Instruction.
Evaluation of Program	At each weekly PLC meeting, teachers analyze student work to determine the impact of a previous strategy on their students' growth. Teacher leaders work with new and career teachers to modify or extend the newly implemented strategy as needed to positively affect student growth. Furthermore, teacher reflection to inform coaching decisions and direction.  Summative and formative data will be used at the end of a cycle to determine effectiveness of the program. Teacher reflection, formative assessment data, observation data, and teacher leader logs will be examined. Additionally, staff will engage in analyzing student performance data. Data will be used to reflect on any modifications to the program. Findings will be reported on the CSIP and to other stakeholders. A new cycle will be initiated, returning to step one above.

Using Part 8 application narrative from Year 1? No

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

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

Denver Schools seeks to address several goals related to student achievement, instruction, the learning environment, designing and planning, and teacher career advancement. Utilization of our Teacher Leadership Plan will result in improved instructional classroom practices that use student and teacher data to guide improvement, collegiality amongst staff members, implementation of effective teaching strategies that impact learning, and ongoing professional growth that will help with the recruitment and retention of effective teachers.

**8a- Impact and Effectiveness of the Denver's TLC Plan**

Goal	Short Term Measures	Long Term Measures
Enhance our professional development structure	<ul style="list-style-type: none"> <li>• PD Survey on staff utilization of the Characteristics of Effective Instruction</li> <li>• Professional Learning Communities</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of Effective Instruction observation rubric</li> <li>• IPDM records with robust indicators of milestones through the process</li> <li>• PD Plans</li> <li>• PD Artifacts</li> </ul>
Improved teacher effectiveness	<ul style="list-style-type: none"> <li>• Student data on teacher formative assessments</li> <li>• Teacher surveys on implementation of CEIs.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Unit Planning</li> <li>• MTSS data</li> <li>• Teacher-leader observation rubrics indicating teacher progress in the CEIs</li> <li>• FAST</li> </ul>
Added career advancement opportunities for teachers	<ul style="list-style-type: none"> <li>• Teacher Survey</li> <li>• Add 2 Instructional Coaches</li> <li>• Add 4 model classroom teachers</li> <li>• Add 6-8 Leadership team members</li> <li>• 4-6 PD Planners/Facilitators</li> </ul>	<ul style="list-style-type: none"> <li>• HR Records indicating teacher-leader professional growth in new TL positions</li> <li>• TL Logs</li> </ul>
Teacher retention at Denver Schools and the profession itself.	<ul style="list-style-type: none"> <li>• Teacher Survey</li> <li>• 5 additional inservice days for new teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher-leader logs indicating support of new professionals</li> </ul>
All K-12 students will achieve at high levels in reading, math, and science, prepared for success beyond high school.	<ul style="list-style-type: none"> <li>• IXL Math Data</li> <li>• Reading Counts Data</li> <li>• Teacher Formative Assessments</li> <li>• MTSS</li> <li>• DRA2</li> </ul>	<ul style="list-style-type: none"> <li>• Iowa Assessments Results</li> <li>• ACT Results</li> <li>• NWEA Results</li> <li>• PSEO Course Student Data</li> <li>• DIBELS</li> <li>• FAST</li> </ul>
All K-12 students will use technology tools and resources to demonstrate technology literate skills for the 21 <sup>st</sup> Century.	<ul style="list-style-type: none"> <li>• Teacher unit plans</li> <li>• 1:1 Initiative</li> <li>• EzT2 STEM Initiative</li> <li>• Project Lead The Way</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity Survey</li> </ul>
	<ul style="list-style-type: none"> <li>• Character Counts</li> </ul>	<ul style="list-style-type: none"> <li>• Olweus Survey Results</li> </ul>

Denver Community Schools will implement various programs to support a positive climate and safe learning environment.

• Student Leadership Teams

### 8b- Monitoring Denver's TLC Plan

Denver Schools will monitor the TLC plan and make adjustments over time based on the results of the measures above.

#### Spring meeting(s)

- determine the direction of professional development based on district and building goals as well as results of the teacher survey(s) surrounding the Characteristics of Effective Instruction.

#### Summer meeting(s)

- plan for implementation continues based on data from the above short term measures
- teacher-leader training and rubric building.

#### Fall meeting(s)

- Leadership team reflection on the start of the school year based on discussion and surveys of staff as well as personal reflection by teacher leaders. What is going well? What areas of opportunity exist?

#### Periodic Capacity Building

- Instructional Coaches meet weekly on a designated ½ day to plan and discuss implementation and review implementation data
- Instructional Coaches meet once a month with an administrative team to monitor implementation and problem-solve.

Using Part 9 application narrative from Year 1?\*

Yes

**Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)**

Our district has been a leader in major initiatives. Our district considers the implementation of this Teacher Leadership and Compensation Plan a major initiative. Other recent initiatives implemented by our district include Professional Learning Communities, and 1:1 technology. Not only has our district successfully made these initiatives a part of what we do, we have done them well.

Our district implemented Professional Learning Communities six years ago, becoming a nationally recognized Professional Learning Community school district by Solution Tree Publishing Company in the Fall of 2012. We continue to make a substantial commitment to this program through a variety of ways. During the 2013-2014 school year we have made the commitment to dismiss school early on every Wednesday to allow teams to analyze data, plan, and create optimal learning opportunities for all students. In addition, we send a team of educators to a national PLC institute annually. Finally, we have built our knowledge base through ongoing professional development. Over the course of the past six years our district has made significant investments to accomplish these PLC objectives.

We are also in the second year of a 1:1 technology initiative in our district. We continue to support this with professional development opportunities during our district professional development days. We also send staff members to professional development opportunities outside of the district including the Iowa Statewide 1:1 Conference. Our district has also created a part-time Technology Interventionist position. This position is used to provide training and share tools with staff and students to allow them to maximize the technology we have committed to. We have gone above and beyond what many other districts have done to make this a success.

Our district has clearly demonstrated the ability to follow through with major initiatives. We will maintain the same commitment if awarded the TLC Grant. As with these other initiatives, we stand ready for the guests who will come to our district to learn how they too can effectively implement change in their district.

Our TLC Plan has been shared with the Denver Board of Education. We have also sought community support for this initiative by sharing and seeking input from the Denver Kids Group (Denver's version of a PTO) as well as other community stakeholders.

Key staff members will be responsible for the implementation of this plan. Keeping our vision at the forefront, the district will monitor and adjust the TLC plan based on the results from the data obtained from our three very specific measures (Teacher Observations, Student Growth, and Teacher Retention). The District Leadership Team (DLT),

made up of teachers and administrators, will dissect our data regularly and present the findings and our future goals and adjustments collaboratively with other stakeholders (CSIT, BOE, etc.).

Just like within the Iowa Professional Development Model, our ongoing components such as data collection, collaboration, as well as training and learning opportunities will be monitored regularly and adjustments will be made as needed. Weekly meetings with the instructional coaches, administrators, and model classroom teachers will support the ongoing nature of the work. In addition, these groups will assess how the work relates to the overall goals of the TLC grant, in tandem with the district and building goals.

Our analysis does not end there: teachers will continue evaluating their classroom common formative assessments on a weekly basis through our nationally recognized PLC model as well, ensuring that each student is served at his or her zone of proximal development. Overall, the TLC plan will be a continuous process for improvement in that it will be expected change and grow as Denver Community School District grows and stays current with new mandates.

**Grant Allocation**

*Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.*

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

Certified Enrollment Number\* 768.0

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

District Enrollment-Based Allocation \$237,173.76

Total Allocation \$237,173.76

**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.	\$214,000.00
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).	\$7,000.00
Amount used to provide professional development related to the leadership pathways.	\$16,173.76
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
<b>Totals</b>	<b>\$237,173.76</b>

**Other Budgeted Uses - Description**

Item description	Amount budgeted
	\$0.00

**Total Allocation Budgeted**

Total Projected Amount to be Expended \$237,173.76

*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 Year 1? No

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

Our local district currently comprises a leadership structure that includes administrators along with teacher leadership committees that focus on aspects of our school culture. The new Teacher Leadership Compensation program will allow us to redesign and add to our current leadership structure to include instructional coaches and model classroom teachers. The professionals in these positions will support administrators in providing educators with opportunities for more in-depth and higher quality professional learning. We anticipate our instructional coaches, model classroom teachers, district leadership team, professional development planners, together with our administrative team will create and maintain a district plan that would create a meaningful goal structure that would produce quality data results. Each member of the team would provide individual leadership and responsibilities in helping guide and model meaningful professional development that would help create a quality learning environment that would benefit all vested parties.

Our minimum salary is very close to the mandated minimum. During the 2013-2014 school year, nobody fell beneath the minimum. Most likely this will not be an issue after completion of negotiations. After establishing our goals for our TLC plan, we developed the included budget, which contains a salary structure to match the pertinent positions that will positively impact student achievement.

See the chart below:

# of Positions	Name of Positions	Possible Financial Costs	Estimated Total \$237,173.76
2	Instructional Coaches	Teaching Salary + \$9,000	\$188,000
2	New Teaching Positions	5 New Inservice Days (5 x \$300)	\$3,000
4	Model Classroom Teachers	Teaching Salary + \$4,500 (4 x \$4,500)	\$18,000
4	District Leadership Team Members	Teaching Salary + \$500 (4 x \$500)	\$2,000
6-8	PLC Leadership Team Members	Teacher Quality	\$0
4-6	Professional Development Teacher Planners/Supporters	Teacher Salary + \$1,000	\$6,000
	PD/Support for purposes of grant/Subs This includes cost for substitute teachers, and any other needed release time to cover classrooms, etc.		\$20,173.76

20 of 57 = 35% of staff in leadership roles

As you can see this budget reflects our commitment to the following:

- Improved teaching
- Improved student learning
- Increasing collaboration with staff and with all stakeholders
- The Iowa Professional Development Model
- Teacher leadership

The budget also will help ensure our coaches will provide direct leadership to our staff. Coaches will work collaboratively with staff to improve student learning. Teacher leaders will also help focus professional development through Professional Learning Community Meetings. These meeting focus on data and student learning. Through this relationship, coaches, administrators, and teacher leaders will help provide a laser like focus on what learning needs to occur. These funds will also ensure that 35% of our staff is in a leadership role.

**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  Yes

applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.\*

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

Yes

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

Yes

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

Yes

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