



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

116498 - Dike-New Hartford TLC Program Spring 2015 Submission

Teacher Leadership and Compensation System

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Primary Contact

AnA User Id

LARRYA.HUNT@IOWAID

First Name*

Larry

A

Hunt

First Name

Middle Name

Last Name

Title:

Email:

larry.hunt@dnhcsd.org

Address:

330 Main Street

City*

Dike

Iowa

50624

City

State/Province

Postal Code/Zip

Phone:*

319-989-2552

1610

Phone

Ext.

Program Area of Interest

Teacher Leadership and Compensation System

Fax:

Agency

Administrative Services, Iowa Department of

Organization Information

Organization Name:

Dike-New Hartford CSD

Organization Type:

K-12 Education

Tax ID:

42-1450047

DUNS:

00-521-1388

Organization Website: www.dikenh.k12.ia.us
Address: 330 Main Street
PO Box D
Dike Iowa 50624
City State/Province Postal Code/Zip
Phone: 319-989-2552
Ext.
Fax: 319-989-2735
Benefactor
Vendor Number

Recipient Information

District Dike-New Hartford Community School District
Use the drop-down menu to select the district name.
County-District Number 38-1791
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 Larry A. Hunt
Telephone Number 319-989-2552
E-mail Address larry.hunt@dnhcsd.org
Street Address 330 Main Street
City Dike
State Iowa
Use the drop-down menu to select the state.
Zip Code 50624

TLC Application Contact

Honorific Mr.
Name of TLC Contact Larry A. Hunt
Telephone Number 319-989-2552
E-mail Address larry.hunt@dnhcsd.org
Street Address 330 Main Street
City Dike

State

Iowa

Use the drop-down menu to select the state.

Zip Code

50624

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)

To know and understand where Dike-New Hartford is headed with our Teacher Leadership and Compensation (TLC) plan, we feel it is important to know and understand our district's mission, along with what we have done in recent years with staff development to help meet that mission. Each district initiative is implemented based on student data and each directly aligns with our mission in "providing quality educational opportunities to inspire every student to reach their individual potential and encourage them to become productive citizens and life-long learners". In order for our initiatives to be successful, we need a structure that creates multiple layers of support for our teachers and students. Our planned TLC model will strengthen each of our initiatives and allow us to achieve higher levels of instructional success.

In our opinion, our TLC journey actually began about four years ago with our teaching staff beginning staff development activities in Professional Learning Communities (PLC), modeled after the work done by Rick and Becky DuFour and Robert Eaker. Since that time, almost every staff member has attended some type of "formal" PLC training and it has become a vital part of our day-to-day staff interactions. We found that our PLC format worked very well for our elementary and junior high school staff members, but there were some struggles at the high school level based on the fact that the majority of our staff members were the only ones that taught their subject matter. With this in mind, we developed PLC groups with three neighboring school districts and this helped our high school teachers to have an opportunity to work with someone that taught the same subject matter as they did.

Seeing the value in this type of staff interaction, but realizing there are limitations to the amount of time we can get together with staff members from outside of our own district, we realized we needed to do more for some of our teachers. Therefore, two years ago, we began utilizing Authentic Intellectual Work (AIW) for our high school staff members. This has provided an avenue for them to develop lessons and assessments that are more meaningful and engaging to students with feedback from their colleagues even though they do not teach the same subjects. Our work with AIW has improved instruction and enhanced the learning environment for our students.

Over the years, as we have begun reviewing more data for our PLC and AIW work, we realized we had several students "falling through the cracks". Because of this, we felt it was important for our staff to develop skills that would help all students become successful. We have enlisted the assistance of our AEA staff and other professionals, such as Mike Mattos, to provide specific training to our staff in a Multi-Tiered System of Supports (MTSS). With this, we have also added interventionist staff positions to give more support to our struggling students and are beginning to see some strong academic gains for those students.

We are currently in our second year of our 1:1 Digital Learning Environment (DLE) initiative, and when we added this program, we knew we wanted to make sure we did it "right" from the beginning. After doing extensive research, we realized, if our DLE program was going to be successful, it was imperative that we had the proper support in place for our staff so they would feel comfortable integrating technology into their lessons/classrooms. With this in mind, we decided to hire a technology integrationist that would be able to "coach/teach" our staff in the best practices of the integration of technology into an educational environment. In our opinion, this person has had the biggest impact on the success of our DLE program.

As we have gone through the planning process for our TLC grant, we have continually reflected back on the successes of our PLC, AIW, MTSS and DLE programs as they relate to our district's mission. We feel we need to use what we have learned from the successes in these previous experiences and infuse those elements into our TLC plan. This is the main reason we have included our technology integrationist in our plan. Even though we already have this person in place, we feel it is a perfect model of what is called for in the TLC Legislation and we want to build upon it.

Our TLC implementation will create a teacher leadership model that consists of instructional coaches with expertise in areas of technology, literacy, math, and mentoring/collaboration. The instructional coaches will use their experience and knowledge to work with model teachers, developing strategies that improve instruction and support the district's teaching and learning initiatives. Model teachers will then help implement tested strategies with colleagues and peers. This will be achieved through collaborative teaching, model teaching, and/or observation of strategies being implemented. Instructional coaches and model teachers will be resources and support for colleagues throughout the implementation of strategies and will be instrumental in supporting and strengthening our goals. Our mentor teachers will give guidance to our new staff members and will serve as the first level of support as these new professional become accustomed to the teaching profession and life as a new professional in the Dike-New Hartford School System.

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).

Planning Process:

Interested stakeholders were recruited to participate in a collaborative process to design and develop a teacher leadership model for the Dike-New Hartford Community School District. A general TLC overview describing the guidelines of the TLC requirements set forth by the Iowa General Assembly was reviewed with all district staff members by the superintendent. The administrative team asked for input from staff members as to potential community members to serve on the committee. Ultimately, a volunteer stakeholder group was created that included administration (4), teaching faculty (5), teaching faculty / parents (4), and community members (2).

The volunteer faculty members represented specific grade level spans, two members from grades PreK-4, three members from grades 5-8, and three members from grades 9-12. One integrationist involved on the committee serves all levels in our district. Parents involved in the planning committee represent students in all settings (HS, JH, and elementary). The administration engaged in this process included the PreK-4 principal, PreK-2 / 5-8 principal, HS principal, and superintendent of schools. The planning committee is a diverse group of stakeholders representing a cross section of the Dike-New Hartford Community School District. The Dike-New Hartford Board of Directors received regular briefs both formally (within the confines of the Regular Board of Education Meeting) and informally.

The majority of planning for this initiative was done during after school meetings over the course of the past ten months. The entire planning grant fund was used to compensate committee members for their time. By using the allocated money, we were able to engage a highly qualified and diverse group of individuals to put time and effort into the development of the plan.

Below you will find an expansive chart detailing the time-table of our planning process, along with the focus of each meeting, the participants involved, and the expenditures from the allotted planning grant funds. Our committee feels we explored a variety of options and have developed a plan that best fits the needs of our staff to engage in best practices that will improve teaching and learning within the district.

Dike-New Hartford Community School District received the Teacher Leadership and Compensation planning grant in the amount of \$8,141.33. The following demonstrates how the planning grant was utilized. The district covered all additional costs that were incurred.

| Date | Time | Focus |
|------------------------|---------------------------------------|---|
| Participants | Expenditures | 12-04-13 |
| 1:30-3:30PM | Administration planning | District Administration |
| None | 12-11-13 | 2:00-3:00PM |
| TLC Staff Presentation | District Staff Members | None |
| 12-17-13 | 4:00-6:00PM | Review of State Documents / Spending of Funds / Timeline / Set Future Mtgs. |
| TLC Comm | \$25 per hour x 12 participants | 1-08-14 |
| | \$600 | |
| 4:00-6:00PM | Sections 2,3,and 4 (write section #2) | TLC Comm |
| \$25 per hour x 13 | 2-12-14 | 4:00-6:00PM |
| \$650 | | |

| | | |
|---|---|--|
| Review pt. 2 and work on pt. 3 | TLC Comm | \$25 per hour x 14 |
| 3-26-14 | 4:00-6:00PM | \$700 |
| TLC Comm | \$25 per hour x 15 | Review and completion of pt. 3 |
| 4:00-6:00PM | \$750 | 4-16-14 |
| \$25 per hour x 13 | Review #3 | TLC Comm |
| \$675 | Assign Sections 4,5,6 to subcommittees | 4:00-6:00PM |
| Individual Subgroup work sessions (4,5,6) | 4-23-14 | \$25 per hour x 10 |
| 4-30-14 | TLC Sub-comm | \$500 |
| TLC Comm | \$25 per hour x 15 | Review Sections 4,5,6 / Work in subgroups for 7,8,9 |
| 4:00-6:00PM | \$750 | 5-14-14 |
| \$25 per hour x 9 | Review sections 4,5,6 / Write section 7 | TLC Comm |
| \$450 | 5-21-14 | 3:30-5:00PM |
| Work to finalize sections 7,8,9 / Share out / Review all sections and plan next steps | TLC Comm | \$25 per hour x 11 |
| 9-15-14 | 9:00AM-2:00PM | \$550 |
| District Admin | None | Draft sections 1 & 10 |
| 4:00-6:00PM | Review & complete sections 1 & 10 | 9-16-14 |
| \$25 per hour x 12 | 9-24-14 | TLC Comm |
| \$600 | | 4:00-6:00PM |
| Final review of sections 1-5 of TLC Grant Application | TLC Comm | \$25 per hour x 14 |
| 10-1-14 | 4:00-6:00PM | \$550 |
| TLC Comm | \$25 per hour x 11 | Final review of sections 6-10 of TLC Grant Application |
| | \$550 | |

Engagement and Contribution of Stakeholders:

As evidenced by the schedule outlined above, we took the time necessary to develop a high quality plan to best meet the needs

of the district. Furthermore, we felt it was important to include a diverse group on the committee to ensure that all stakeholders would be appropriately represented in this plan. Using Google docs, committee members were able to collaboratively add input ensuring that each voice was heard and opinions were shared from varying perspectives.

It was important to us to get input from stakeholders outside of our committee, so we made sure that our teachers were talking to teachers not on the committee, our parents were sharing ideas with other parents, and our administrators were having conversations with other administrators. Through these conversations we were able to gain insight to other thoughts and ideas and this helped us make adjustments to our plan as it was developed. We also had conversation with DNH Board of Education and local community groups, such as Lions, so they had an understanding of our goals and commitments to the TLC process.

Commitment From Stakeholders:

In an attempt to ensure that every member would be able to contribute through the entire process, we thought it was important to establish a consistent meeting time and day for our meetings (4:00-6:00PM on Wednesdays). The electronic collaboration allowed for individual input if/when a member was unable to attend. While working as a planning committee, a model of consensus was employed in which all stakeholders were encouraged to contribute. Subgroups were utilized to develop drafts of assigned sections. These drafts were shared electronically with all group members and then edited at our next meeting as a large group. Agreement was reached on all points before moving on. The planning committee was committed to a multifaceted process that included administrators, teachers, parents, and community members who are invested in the future of the school district and want to see the very best for our community.

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.

Vision:

At Dike–New Hartford, we strive to provide educational opportunities that will allow our students to become productive citizens and life-long learners while reaching their fullest potential. Our Teacher Leadership and Compensation Plan (TLC) will support our vision by providing coaching around improved instructional methodologies and practices. These will enable teachers to improve student achievement as indicated through common formative and summative assessments, Measures of Academic Progress (MAP), Iowa Assessments, and postsecondary outcomes for students. Our process will focus on aligning teacher leaders’ strengths across grade levels, core content areas, and capitalize on the expertise each holds. We will be providing all this in a collaborative manner, utilizing technology for all instructional, observation, and coaching opportunities.

With Dike-New Hartford’s close proximity to the University of Northern Iowa, Wartburg College, and Upper Iowa University, we actively pursue opportunities to work with pre-service teachers in learning settings. We hold student teaching agreements with each of these institutions so that we can host individuals participating in field experience as well as student teaching. We feel this gives us expanded selection pools when we have teaching positions available in the district. This also provides expanded mentoring and coaching opportunities to young professionals as well as allowing our teachers to stay abreast of new strategies in teacher-prep programs.

Goals:

1. Develop and implement a teacher leadership and compensation system that is teacher-centered and designed to strengthen instruction in the Dike-New Hartford School District by providing enhanced career opportunities for teachers to assume roles as instructional coaches, model teachers, and mentor teachers.
1. Create a leadership role for a mentor/model teacher which is designed to build relationships, to guide and to support new teachers entering the profession and those who are new to our district.
1. Close the achievement gap as evidenced in our data (table below) through the support of instructional coaches in the areas of mathematics and literacy while sustaining our district initiatives of technology and collaboration.

| Disaggregated Proficiency Percentages - Iowa Assessments Spring 2014 | | | | | | | | |
|--|--------------|-------|------------------|-------|---------|-------|---------|--|
| | Free/Reduced | | Non Free/Reduced | | IEP | | Non IEP | |
| | 4th | 8th | 11th | 4th | 8th | 11th | | |
| 4th | 8th | 11th | 4th | 8th | 11th | Math | | |
| 78.57 | 78.95 | 90.91 | 72.09 | 80.95 | 97.56 | 44.44 | | |
| 43.75 | 100 | 79.17 | 93.33 | 96.08 | Reading | | 85.71 | |
| 78.95 | 54.55 | 81.4 | 80.95 | 87.8 | 66.67 | 56.25 | | |

As a result of this plan, instructional coaches, model teachers, and mentor teachers at DNH will....

- Receive professional development targeting effective coaching practices and conversations (i.e. Fierce Conversations, Instructional Coaching, etc.). A strong partnership with Area Education Agency 267 (AEA 267) will assist our teacher leaders with training and implementation.
- Provide coaching in both instructional practices and relationship skills.
- Plan for and deliver professional development targeting key district initiatives which include but are not limited to Iowa Core Curriculum, K-3 Literacy, creating a digital learning environment in every classroom, and becoming stronger collaborative partners through Authentic Intellectual Work (AIW) and the Professional Learning Community (PLC) processes.
- Demonstrate (through practice) the use of technology in the delivery and assessment of curriculum as linked to the Iowa Core Curriculum (ICC).

- Model the use of technology when coaching and providing feedback to teachers.

As a result of this plan, teachers at DNH will...

- Be provided more opportunities in collaboration in various settings and curricular areas. (AIW/PLC)
- Develop and implement common formative and summative assessments. (AIW/PLC)
- Plan for and embed technology into instruction and assessment. (Digital learning)
- Use student achievement data provided via common formative and summative assessments to differentiate instruction. This differentiation will allow teachers to progress students within the strands of the Multi-Tiered System of Supports (MTSS).
- Be provided opportunities for professional advancement.

As a result of this plan, students at DNH will...

- Will close the achievement gap between IEP and non-IEP students.
- Be able to demonstrate through practice their ability to use and implement technology in a way to enhance their pursuit of post-secondary outcomes.
- Utilize strategies that will help all students achieve their individual learning goals.

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 Dike-New Hartford Community School District is involved in a series of initiatives that work in connection with each other to improve instruction, foster educational growth and meet our district learning goals.

These key initiatives include:

1. Implementation of the Iowa Core Curriculum (ICC)
2. Implementation of Multi-Tiered System of Supports (MTSS)
3. Professional collaboration through Professional Learning Communities (PLC) and Authentic Intellectual Work (AIW) teams, and
4. Supporting a Digital Learning Environment (DLE) with 1:1 laptops for grades 7-12.

Each district initiative is implemented based on student data and each directly aligns with our mission in "providing quality educational opportunities to inspire every student to reach their individual potential and encourage them to become productive citizens and life-long learners". Our TLC implementation will create a teacher leadership model that consists of instructional coaches with expertise in areas of technology, literacy, math, and mentoring/collaboration. The instructional coaches will use their experience and knowledge to work with model teachers, developing strategies that improve instruction and support the district's teaching and learning initiatives. Model teachers will then help implement tested strategies with colleagues and peers. This will be achieved through collaborative teaching, model teaching, and/or observation of strategies being implemented. Instructional coaches and model teachers will be resources and support for colleagues throughout the implementation of strategies and will be instrumental in supporting and strengthening our goals.

Iowa Core Curriculum Implementation (ICC):

Over the last seven years, Dike-New Hartford has been committed to aligning our local curriculum to the Iowa Core Curriculum. In the spring of 2011, we adopted a Literacy curriculum for Pre-K through 6th grade. More recently, the district adopted a K-12 math curriculum that will be implemented in the fall of 2015. We have developed a five-year plan to update our curriculum needs in all areas. Through this process, it will be imperative that our instructional coaches and model teachers assume lead roles in helping teachers utilize the new curriculum to develop lessons and assessments that align with the Core.

Multi-Tiered System of Supports (MTSS):

Our district has sent teams of teachers to MTSS training offered by our AEA. The district has been working to implement intervention strategies at all educational levels to improve student learning. Staff members analyze student data and spend time focusing on skills in which students have the greatest needs. We have expanded our Talented and Gifted program and added interventionist to provide support for students in reading and math. Instructional coaches and model teachers would be a resource in helping to find and implement new intervention strategies for all Dike-New Hartford students to reach their full potential as learners.

Professional Collaboration through Professional Learning Communities (PLC) and Authentic Intellectual Work (AIW) teams:

Professional collaboration has become a vital part of our daily mission to improve instruction and student learning. The PLC process is increasingly recognized as the most powerful strategy for sustained school improvement. Our teachers have either attended formal training at a PLC Institute or have attended training through our local AEA. This has given our teachers the knowledge and tools to implement new and/or enhanced processes in our buildings which have proven beneficial to what they do on a daily basis to improve instruction and learning.

During the 2012 - 2013 school year, our high school staff had one team of teachers begin working within the AIW Framework. The teachers found this process to be very beneficial, especially with our smaller school district. We now have four AIW teams in the high school with a trained leader in each group. With the focus of AIW on teacher tasks, student work, and instruction, the level of student learning and engagement is enhanced. A group of AIW leaders were trained in data collection to help gauge the effectiveness of the program and to determine what might be done to improve AIW.

As we continue through the TLC process, it will be vital for our instructional coaches and model teachers to play leading roles in both our PLC and AIW work. This will be especially true with the hiring of new staff members, ensuring we have people in the positions who are equipped with the knowledge and training to provide support and mentoring.

Digital Learning Environment (DLE):

The district has put considerable resources and effort into building a Digital Learning Environment that supports all of our learning initiatives. We have provided MacBook Pro computers for all students in grades 7-12, as well as improved technology resources for all PreK-6 classrooms. In order to support teachers and students with our DLE, we have several support personnel including a technology director, technology assistants, and a technology integration specialist. Our integration

specialist is an experienced teacher with expertise in instructional strategies, curriculum design, and technology integration strategies. She offers support to teachers by providing professional development, researching technology resources that support learning, and co-teaching to help implement new strategies and tools. The district views this position as a model for the other instructional coaches defined in our TLC Plan.

Conclusion:

By providing multiple leadership opportunities that support teacher growth and development, our TLC plan will help our district effectively meet its vision of being a district in which all students are challenged and supported in reaching their full potential. In large part, this is due to the district providing a curriculum which establishes individualized and challenging opportunities available to all students. Our staff of lifelong learners work to improve their skills, provide a safe environment, and foster a climate of educational excellence.

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)

Analysis of Current Mentoring Program:

Our current approach is through a collaborative relationship with the Area Education Agency where the mentor and mentee participate in a series of classes over two years that include topics relevant to both beginning and experienced teachers. No additional time for mentors and mentees to collaborate and reflect is specifically provided within current contract days. All of our new teachers do have a contract that is one day longer than the rest of the teaching faculty. This extra day is used at the beginning of the school year and has primarily been an orientation meeting where administration uses it to discuss procedures and provide ancillary information to the new hires. The extra day has been used as an informal meeting and could be strengthened. While our process is informal and we have a low turnover rate, we do propose improvements in the process.

Analysis of Effectiveness of the District's Current Induction and Mentoring Program:

Current areas that we feel need to be addressed to strengthen the mentoring program include a restructuring and reallocation of time provided for mentors and mentees, increased time for mentors and mentees to work together in the district, and structured guidance for use of mentor/mentee time. Currently no provision exists for mentoring experienced teachers who are in new teaching assignment areas or experienced teachers new to the district, and we feel this should be addressed. This would be an addition to the mentoring program currently offered to teachers new to the profession.

Addressing the Gaps:

In order to improve our current situation, an instructional coach trained in mentoring and teacher collaboration will oversee the mentoring program. This coach will help facilitate discussion and provide structure for mentor/mentee reflection time. The instructional coach will also be utilized as a substitute in the classroom to provide the mentor and mentee with time for observation, planning and reflection. This would include time for mentees to observe other teachers in addition to their mentor. A mentor/mentee relationship will be established for teachers who are taking on a new teaching assignment or for experienced teachers who are new to the district.

The district will help develop the capacity and confidence of new teachers by enriching the new teacher's knowledge about teaching and learning. The mentor teachers will help to prevent isolation and provide new teachers with tools for reflective practice in non-judgmental ways. Mentor teachers will encourage the use of new knowledge, strategies, and ideas from mentees. Mentors will need to be approachable, encouraging, and effective communicators. It is important that mentors help the new teacher take risks, create a balance between their professional and personal life, maintain confidentiality, and welcome observations by their mentees.

Responsibilities of Collaborative Instructional Coach:

- Develop and implement a new mentoring and induction plan for Dike-New Hartford
- Develop and facilitate weekly or biweekly meetings for mentors and mentees
- Coordinate a schedule for mentor/mentee observation and reflection time
- Provide classroom coverage when needed
- Work with administrators to assign mentor/mentee relationships

Supports for Mentees:

- Weekly scheduled time for collaboration and reflection with mentor or model teacher
- Regular observation of teachers modeling effective instructional classroom practices
- Regular extended preparation time (minimum ½ day, monthly)
- Extended mentoring program/intensive assistance plan when needed
- Weekly or biweekly meetings for all first-year teachers with an instructional coach, administrator, model teacher and/or mentor teacher
- Extended contract days prior to the school year to spend time with mentors building relationships and developing strategies for a successful start of the school year.

Responsibilities of Mentors:

Participate in pre--service induction at Dike-New Hartford Community Schools

- Present a warm and inviting atmosphere that welcomes observations from new teachers
- Collaborate with colleagues (instructional coaches and other model teachers)
- Model exemplary lessons for new teachers
- Participate in peer coaching and peer observation for new teachers

Our plan is to use a format where mentor and mentee teachers work and learn together as the mentee prepares for their new career at DNH. These professionals will collaborate on a plan for the new teacher to obtain the appropriate professional

development as it relates to current district wide initiatives. We will allow for additional release time throughout the year to make sure the new teachers have the support they need to be successful.

Narrative

Using Part 5 application narrative from previous submission? 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.

The district proposes a unique teacher leadership model that meets the needs of the faculty at the Dike-New Hartford Community School District. Three specific leadership roles have been identified: the instructional coach, model teacher, and mentor teacher. These are supportive positions, not evaluative. For the purposes of the Dike-New Hartford Community School District, instructional coaches serve as the anchor in this model.

Instructional Coaches: Instructional coaches are DNH teachers that are no longer assigned to a classroom-teaching role, but rather as a support to other teachers. In addition to an extended contract of 10 days, the instructional coach works under the supervision of the administration in the development of curricula, research-based instructional strategies, professional development, and coaching activities. The district anticipates instructional coaches in the areas of literacy, math, technology, and collaboration/mentoring. They will have a strong collaborative relationship with model teachers to test strategies through co-teaching.

Instructional coaches will also have the opportunity to serve as peer coaches for teachers in the implementation of specific research based teaching strategies. Other responsibilities may include but are not limited to the following:

- Serve as a member of the District Leadership Committee
- Research and provide content knowledge, teaching strategies, and other resources to staff about teaching and learning.
- Collaborate with teaching faculty on assessment techniques (specifically the development and implementation of common formative assessments) and assist in the interpretation of the assessment data results.
- Dialogue both formally and informally with faculty through coaching sessions.
- Demonstrate lessons to faculty using research- based instructional strategies.
- Research and prepare materials used for professional development in the district coordinate the adoption of curriculum resources; offer creative solutions in difficult situations.
- Integrate technology and analysis of data in an effort to advance teachers' learning and practice.
- Use information about adult learning to respond to the needs of all colleagues.
- Plan and coordinate school- based professional development opportunities identified through a collection of data from teacher observations, walkthroughs, and peer feedback. Provide one to one professional development based on staff needs.
- Possess good observational and analytical skills with an ability to offer fresh, creative solutions in difficult situations.
- Facilitate observation and co-teaching in order to provide support to all teachers.

Model Teachers: Model teachers are identified faculty members who are assigned a full-time teaching load and act as a support to other teachers and work collaboratively with instructional coaches. In addition to an extended contract of 5 days, the model teachers work under the direct supervision of the building principal and work collaboratively with instructional coaches in the area of implementing research -based instructional strategies, professional development, and peer coaching. The district anticipates having four model teachers at the high school, three at the middle school and four at the elementary level. They will operate in close collaboration with instructional coaches and will test out new teaching strategies in their classrooms. Model teachers will have the opportunity to provide examples of exemplary practice through modeling, co-teaching, and collaborating with teachers in the implementation of scientifically researched instructional strategies. Other responsibilities may include but are not limited to:

- Serve as a member of the District Leadership Committee.
- Model differentiated instruction.
- Present an inviting atmosphere as a model classroom that welcomes observations.
- Utilize innovative teaching methodologies by incorporating techniques such as team teaching and demonstration of lessons.
- Provide student achievement and assessment data to evaluate strategy effectiveness.
- Collaborate with colleagues to construct exemplary lessons.

Mentor Teachers: Mentor teachers are veteran teachers currently employed by the district who have attended mentor training. Under the TLC plan, we will continue to use mentor teachers. Model teachers may also be utilized as mentor teachers based upon need for new teachers or teachers that are new to the district. In addition to an extended contract of 3 days, the mentor teachers work under the direct supervision of the building principal and work collaboratively with model teachers and

instructional coaches to provide support to mentees. The primary responsibility of the mentor teacher will be to offer peer assistance and coaching to mentees.

Mentor teachers will serve as a resource to new teachers in an effort to build their professional network within and outside of the district. Other responsibilities may include but are not limited to:

- Participate in pre--service induction at Dike-New Hartford Community Schools.
- Present a warm and inviting atmosphere that welcomes observations from mentees.
- Collaborate with colleagues (instructional coaches and other model teachers)
- Construct exemplary lessons for the benefit of mentees.
- Participate in peer coaching and peer observation for mentees.

All three roles are paramount to the success of our TLC plan in supporting our teachers. Instructional coaches will support the entire faculty with a close relationship with model teachers while working with all teachers. Model teachers support the faculty at their building level. Mentor teachers, in turn, support the new teachers and teachers new to our district. As a result of these collaborative relationships, the district will strengthen instruction resulting in increased student achievement.

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.**

Introduction:

Hiring the most effective teacher leaders is critical to the success of our program. It is imperative the people in these roles monitor and prioritize professional development initiatives targeting alignment with district goals. A common concern for us in this area is whether or not we would have enough teachers express an interest in teacher leadership. Although teacher leaders will accept additional compensation for assuming these roles, it does not come without risk and at the same time more responsibility and accountability. We understand that additional compensation for teachers is an intrinsic motivator, but we also need to understand that those that will be motivated by the financial compensation may not be the best candidates for these positions. So the questions become, do we lower our expectations to attract a larger group of interested teachers, or do we reduce the load of responsibilities for those who assume these leadership roles. The answer to both questions is "no". We propose a rigorous process for selection that will challenge our teacher leaders.

Qualifications:

Teacher leader candidates must meet, at a minimum, the following criteria to be considered for a position within the structure of the Dike-New Hartford TLC plan.

- One year minimum experience in district
- Preferred endorsements (Math, Literacy or Technology) and/or specific training (PLC, AIW or Mentoring) within desired content area for instructional coaches
- Demonstrates leadership skills and a desire to fulfill leadership roles
- Possesses exemplary organizational, analytical, problem-solving and conflict resolution strategies
- Displays competency in planning, directing, organizing, and collaborating
- Relates positively with staff and stakeholders
- Monitors, evaluates, directs, models and develops curriculum
- Establishes and maintains an innovative learning and working atmosphere
- Applies research based instructional strategies
- Utilizes technology integration leading to increased student achievement
- Maintains confidentiality related to district, student, and family information
- Demonstrates sensitivity and respect for diversity
- Resolves conflict effectively
- Communicates effectively in both verbal and written form
- Analyzes data and draws meaningful conclusions
- Applies content from district professional development initiatives

Selection Process:

Interested teachers may apply for the leadership positions by submitting a letter of application outlining and addressing their qualifications. In addition, candidates will be required to submit a resume that includes a detailed description of their professional development activities with successful implementation into the Dike-New Hartford Community School District. This information along with previous performance reviews will be used in the final selection process.

The interview and screening of candidates will follow the standard interview protocol used by Dike-New Hartford Community School District. As required by law, the Board of Education will appoint the selection committee comprised of an equal participation of teachers and administrators. The selection committee will operate under a model of consensus. Once the committee has interviewed and vetted all candidates, the names of those selected will be forwarded to the Superintendent of Schools. After meeting with the candidates, the superintendent will forward those candidates on to the board for appointment.

Professional Growth:

We recognize the teachers identified and selected as leaders will need additional professional development to prepare them for their new roles. Our plan will be unsuccessful if we merely identify and select teacher leaders and then assign them without any plan for leadership training. Those selected will need to engage in a comprehensive training program designed to prepare them for leadership.

In addition, teacher leaders will be required to have attended, or be willing to attend district approved training in their specific position of appointment. As example; the Mentoring and Collaboration coach would need training in PLC's, AIW, and mentoring, the Technology coach will need training in technology integration strategies. These professional development activities will need to be ongoing so these teacher leaders are kept abreast of up to date initiatives that will be shared with other staff members.

Because of the size of our school district, we are concerned that there will be a greater number of leadership positions available than there are qualified candidates. The interview committee will ensure that quality will not be sacrificed in an effort to ensure that all positions are filled. In the event that qualified candidates are not available, an effort will be made to build internal capacity and nurture future leaders by providing leadership training.

Retention and Replacement of Teacher Leaders:

Our teacher leadership candidates will be evaluated annually by administration based upon the Iowa State Teaching Standards (ISTS) and his/her Individual Career Development Plan; which will be aligned with the goals of the district's TLC plan. The evaluation process along with input from staff surveys will be used to determine the effectiveness of our teacher leaders in the TLC program. This process will establish whether or not a teacher leader will be given the option to continue in a teacher leadership position or be reassigned to a regular classroom teaching position.

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.

The Iowa Professional Development Model (IPDM) maintains that leadership must be distributed if it is to be truly effective. The Dike-New Hartford teacher leadership system will make this principle a priority by building leadership capacity in the form of Instructional Coaches (4), Model Teachers (11), and Mentor Teachers (to be determined each year based on the number of teachers new to the district).

These instructional leaders, with guidance from administrators, will be responsible for planning and implementing professional development. They will use the Iowa Professional Development Model (IPDM) Cycle of Professional Development (PD) in their planning for PD and as a guide for their work. Based on both data and goals, content for PD will be selected and implemented while adhering to the following learning principles:

- Maintains a focus on student learning and operates on the belief that all students can and will learn
- Respects and nurtures the diverse intellectual, reflective, and leadership capacity of each individual in our district
- Includes multiple, diverse perspectives to strengthen the organization and improve decision-making
- Is planned, implemented, and evaluated collaboratively
- Is embedded, ongoing, and sustainable at the district and building levels, and is differentiated where/when appropriate
- Utilizes best available research and data

The Dike-New Hartford School District utilizes the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. It is expected that each instructional leadership role found within this system will engage in the use of the IPDM based on their responsibility.

The needs assessment process will require instructional leaders to plan and coordinate professional development opportunities identified through collections of data from teacher observations, walkthroughs, peer feedback, Individual Professional Development Plans (IPDP) and student achievement data. Information collected will drive the planning and preparation for targeted professional development.

Our design process seeks to recognize that not all teachers learn in the same way. Our teacher leaders will provide differentiated levels of professional development including one-on-one, small group, and whole group opportunities. The state's cycle of professional development will guide the work teacher leaders do in all settings.

Instructional Coaches will:

- Research and provide content knowledge, teaching strategies, and other resources to staff about teaching and learning
- Collaborate with teaching faculty on assessment techniques (specifically the development and implementation of common formative assessments) and assist in the interpretation of the assessment data results
- Dialogue both formally and informally with faculty through coaching sessions
- Demonstrate lessons to faculty using research-based instructional strategies
- Research and prepare materials used for professional development in the district coordinate the adoption of curriculum resources
- Integrate technology and analyze data to enhance instruction

Model Teachers will:

- Demonstrate an ability to provide differentiated instruction
- Provide an inviting atmosphere for others to observe
- Model innovative teaching methodologies
- Analyze student achievement and assessment data to evaluate strategy effectiveness
- Collaborate with colleagues to construct exemplary lessons

Mentor Teachers will:

- Participate in pre-service induction with mentees
- Initiate and incorporate district initiatives and targeted instructional strategies
- Collaborate with new mentees on targeted instructional strategies
- Demonstrate use of data to improve instruction
- Construct exemplary lessons for the benefit of mentees
- Participate in peer coaching and peer observation for mentees

All professional development opportunities will be evaluated to measure their effectiveness. This will take the form of observations and direct feedback from staff. We will also monitor the level of teacher implementation and the resulting impact on student achievement through the analysis of student data. This information will allow us to make adjustments to our professional development delivery.

It has been a challenge for the district to maintain previous initiatives while trying to implement new ones. The result has been a feeling among teachers that initiatives will come and go and that they should just keep moving forward with the status quo. The teacher leadership system will provide a venue for evaluating both past and present initiatives to make sure they have a history of success in our current areas of need and are research-based. Finally, teacher leaders will work to ensure that past strategies and initiatives are maintained and strengthened over time.

A teacher leadership system will enable the district to provide coherent, coordinated, high-quality professional development in a variety of settings. It will provide varying levels of support to meet the needs of teachers and maintain the high standards laid out in the Iowa Professional Development Model.

Using Part 8 application narrative from previous submission? Yes

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.

Dike-New Hartford Community School District believes leadership must be shared if it is to be effective. Our teacher leadership system is committed to making teacher leaders the backbone of our professional development system.

Teacher leaders, with guidance from administrators, will be responsible for planning and implementing professional development. Instructional coaches and model teachers will use the IPDM Cycle of Professional Development in their planning for professional development and as a guide for their work with teachers. This process will help us achieve the following goals:

Goals:

- To give teachers an opportunity to advance their professional growth and effective teaching by expanding and strengthening our district leadership team
- To provide professional learning in the curricular areas of literacy and mathematics at all levels
- To expand the use of professional collaboration (PLC/AIW) teams
- To improve our district-wide technology efforts with an emphasis on instructional integration
- To increase student achievement by improving instruction

The district will use the following short and long term measurements to monitor successful achievement of our goals.

Short term measurements:

- Supplying an adequate number of internal teachers in leadership roles (4 instructional coaches, 11 model teachers, and a sufficient number of mentor teachers to meet the needs of the district)
- Conducting peer surveys to evaluate effectiveness of teacher leaders and the TLC program
- Evaluating current curricular materials as outlined by district policy
- Implementation logs for new teaching strategies incorporated
- Ongoing documentation of collaboration with instructional coaches and model teachers
- Analysis of student achievement data (MAP, Iowa Assessments, FAST, Common Formative and Summative Assessments)
- Documentation of PLC Discussions
- AIW Data Collection
- Teacher Evaluation Process
- Address students' needs through the MTSS process
- Adopt a rubric for assessing instruction/coaching

Long term Measurements:

- Evaluate the number of applicants for leadership roles
- Retention rate of teachers in leadership roles
- Retention rate of new teachers
- Student achievement data trends (MAP, Iowa Assessments, FAST, Common Formative and Summative Assessments)
- Annual survey to determine the effectiveness of professional development
- Annual survey to determine the effectiveness of mentor/mentee program

Monitoring and Adjusting the TLC Plan:

Teacher leaders will collect and analyze data on the current state of instructional practices in the district through teacher observations, data collected from walkthroughs, PLC/AIW collaboration, feedback from teachers, and student achievement data. This data will then be used to set explicit goals for professional development. Based on both data and goals, we will implement our TLC plan in the same way we implemented the Iowa Professional Development Model. We will assess strengths and areas for growth annually and fine tune goals for the next year. Our changes will be driven by data from both our short term and long-term measurements.

Using Part 9 application narrative from previous submission? 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 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)

Many of the pieces necessary to implement the Teacher Leadership and Compensation Plan are already in place at Dike-New Hartford Community School District. This shows a previous commitment by the district to ensure teachers have the skills required to improve instruction to help our students be productive citizens and life-long learners.

The current infrastructure includes:

- **The district already employs one technology integrationist who will serve as the technology instructional coach.** The integrationist was hired when the district implemented a one-to-one digital learning environment for grades 7-12 to begin in the 2013-14 school year. The integrationist currently works with teachers PreK-12 to develop instructional skills with technology. We feel this position provides a model for instructional coaching which teachers have embraced.
- **The current technology integrationist already participates in the development and implementation of professional development.** Our integrationist leads weekly Tech Byte sessions to help staff learn about technology and web 2.0 tools to use in their classrooms. She is active in planning and implementing full-day professional development sessions related to technology and actively observes teachers in their classrooms to provide tips and training for the integration of technology to enhance lesson design and student engagement.
- **The district currently uses the AEA mentoring and induction program for new teachers and mentors.** The TLC program will restructure our program and improve our capacity for developing and retaining effective teachers who use collaboration to strengthen instructional practices.
- **The district has instructional interventionists at the Dike Elementary and New Hartford Elementary/Middle School.** These teachers work with other teachers to implement best practice teaching methods. They utilize the MTSS system to meet the needs of our students at all levels of learning.
- **The district currently utilizes Professional Learning Communities (PLC) and Authentic Intellectual Work (AIW) groups.** PLC groups incorporate MTSS strategies and collaborate with colleagues to improve instruction. AIW groups collaborate to evaluate and improve teacher tasks, student work, and instruction. The district also works with three neighboring districts for staff development needs and professional collaboration.

Needed Infrastructure:

- Designating a **collaboration/mentoring coach** who is trained in PLC and AIW will enhance our ability to train new staff members in both of these areas and provide leadership for the mentoring program.
- Designating **literacy and math coaches** will provide leadership and cohesion in two critical curricular areas to ensure that our curriculum is consistent in horizontal delivery as well as articulated vertically. These coaches will provide best practice guidance to teachers to make sure there is quality in lesson design and assessments.
- Identifying **model teachers** at various grade levels will provide guidance and support for all staff. These teachers will work directly with instructional coaches designing lessons that are in sync with local and state standards.

Sustainability:

The Teacher Leadership Committee will be responsible to continually provide the vision for the Teacher Leadership Program. Keeping lines of communication open amongst all leaders will be critical as the district adjusts to a new leadership environment.

Administration will play a key role in the success of the teacher leadership program. Working with teacher leaders on a regular basis, they will be essential in the development of teacher-leadership skills. Helping classroom teachers understand the roles of the leaders will also be important. Administration will keep all stakeholders (e.g. Board of Education, DNH Teacher Union, community, etc.) apprised of the implementation and progress of the TLC program.

Teachers will play a vital role in ensuring the success of the TLC program. From the onset of our TLC plan development, our teachers were given the opportunity to develop a plan that would best meet their professional needs. By doing so, we have created a culture of ownership, buy-in, and responsibility for the success and sustainability of our TLC plan.

Our plan calls for a broad base of teacher involvement throughout all grade-levels and curricular areas. Teachers will have opportunities to learn, practice, and deliver research-based instructional strategies in the classroom with support from their colleagues. Teachers will utilize PLC and AIW procedures to evaluate and critique the effectiveness of the instructional strategies that are implemented and adjust them as needed.

As our plan develops and builds, it will be necessary to continue to monitor and evaluate the effectiveness of the program, making adjustments as necessary. As new staff members are hired, it will be important to evaluate candidates on their potential to demonstrate leadership characteristics in an effort to develop future leaders. It will also be imperative to make sure new prospective teacher candidates are screened for their potential to be collaborative partners with our experienced/current staff members.

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. | \$72,860.00 |
| 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). | \$174,500.00 |
| Amount used to provide professional development related to the leadership pathways. | \$20,000.00 |
| Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i> | \$0.00 |
| Totals | \$267,360.00 |

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 **880.53**

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

| | |
|--------------------------------------|--------------|
| District Enrollment-Based Allocation | \$271,925.27 |
| Total Allocation | \$271,925.27 |

Other Budgeted Uses - Description

| Item description | Amount budgeted |
|------------------|-----------------|
| | \$0.00 |

Total Allocation Budgeted

Total Projected Amount to be Expended \$267,360.00

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

Remaining Allocation to be Budgeted \$4,565.27

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)

Salary supplements are designed to compensate teachers for additional work and lengthened contract hours and days.

Minimum Salary:

The salary for beginning teachers must be at least \$33,500. No supplemental allocation is necessary for this component because the minimum salary at Dike-New Hartford already exceeds this minimum requirement.

Salary Supplement:

We propose annual salary supplements of \$5,000 for the four instructional coaches in the areas of literacy, math, collaboration/mentoring, and technology. When considering IPERS and FICA, we anticipate a total allocation in this area of \$23,316.

| Instructional Coaches | Compensation |
|------------------------------|-------------------------------|
| Literacy | \$5,829 |
| Math | \$5,829 |
| Collaboration | \$5,829 |
| Technology | \$5,829 |
| | Section Total \$23,316 |

Additionally, we propose 4 model teachers at the HS level, 3 model teachers at the JH level, and 4 model teachers at the elementary level with an annual salary supplement of \$2,500. When considering IPERS and FICA, we anticipate a total allocation of \$32,054 per year for teachers in these positions.

| Model Teachers | Compensation | Total |
|-----------------------|---------------------|-------------------------------|
| 4 High School | \$2,914 | \$11,656 |
| 3 Junior High School | \$2,914 | \$8,742 |
| 4 Elementary | \$2,914 | \$11,656 |
| | | Section Total \$32,054 |

Finally, we propose a salary supplement of \$1,500 for those serving as mentor teachers to those new to the profession and/or new to our district. It is difficult to anticipate how many mentors we will need, but we have budgeted for ten mentor teachers, assuming we will need this amount of mentor teachers for a total annual allocation of \$17,487 when calculating for FICA and IPERS.

| Mentor Teachers | Compensation | Total |
|---|---------------------|-------------------------------|
| Projected to have 10 based on current staff | \$1,749 | Section Total \$17,490 |

The total dollars allocated to fund the salary supplements for teachers in leadership positions is \$72,860.

Coverage:

By appointing instructional coaches from the ranks of our current classroom teachers, it will be necessary to hire additional staff to fill the roles vacated by the coaches. We anticipate hiring three new teachers (our Technology Integrationist is currently on staff and we will maintain that position within our general fund) at a total annual cost of \$169,500 which includes FICA and IPERS.

We have also budgeted \$5,000 for substitute teachers that will be used for coverage for model and mentor teachers to work with teachers in observation and co-teaching. This amount is estimated to provide coverage for approximately 50 days.

| Positions | Compensation | Total |
|----------------|--------------|--------------------------------|
| 3 New Teachers | \$56,500 | \$169,500 |
| Substitutes | \$5,000 | \$5,000 |
| | | Section Total \$174,500 |

Professional Development:

We have budgeted \$20,000 for professional development in the following areas.

- Effective coaching practices and conversations (i.e. Fierce Conversations, Instructional Coaching, etc.). A strong partnership with Area Education Agency 267 (AEA 267) will assist our teacher leaders with training and implementation in these areas.
- Provide coaching in both instructional practices and relationship skills (i.e. Coaching for High Impact Instruction by Jim Knight).
- Plan for and deliver professional development targeting key district initiatives which include but are not limited to Iowa Core Curriculum, K-3 Literacy, digital learning, and collaboration through Authentic Intellectual Work (AIW), Professional Learning Community (PLC), Professional Learning Network (PLN) and Teacher Leaders Network (TLN).
- Demonstrate (through practice) the use of technology in the delivery and assessment of curriculum as linked to the Iowa Core Curriculum (ICC).
- Model the use of technology when coaching and providing feedback to teachers.

Total Budget:

We believe that funding for this initiative will be per pupil, and will follow the student per open enrollment. Therefore, we used line eleven of the 2013 - 2014 PEACE application to calculate a total ANTICIPATED allocation of \$272,955. Our total requirements for implementation are \$267,363. This year we saw a slight decrease in our enrollment, so under this scenario, we intentionally budgeted just short of our anticipated allocation in order to be fiscally prudent, provide for unforeseen expenses, and allow for decreased funding due to enrollment.

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