



Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

152569 - Dunkerton CSD Teacher Leadership Compensation

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 01/26/2016 1:33 PM

Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System
Fax:
Agency

Organization Information

Organization Name: Dunkerton Community School District
Organization Type: K-12 Education
DUNS:
Organization Website:

Address:

City State/Province Postal Code/Zip

Iowa

319-822-4295

Phone:

Ext.

Fax:

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name

Patrick Carlin

Title

PK-6 Principal

Organization

Dunkerton Community School District

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

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Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

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

Name

Amy Morley

Title

Organization

Address

City/State/Zip

City State Zip

Iowa

Telephone Number

E-Mail

County(ies) Participating, Involved, or Affected by this Proposal	Black Hawk County
Congressional District(s) Involved or Affected by this Proposal	1st - Rep. Rod Blum (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	32
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	62
<i>District Map</i>	

Minority Impact Statement

Question # 1

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

Not Applicable

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

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

Not Applicable

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

Not Applicable

If YES, present the rationale for determining no impact.

Certification

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

Yes

Name of Person Submitting Certification.

Patrick Carlin

Title of Person Submitting Certification

PK-6 Principal

Recipient Information

District

Dunkerton Community School District

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

County-District Number 07-1908

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 Jim Stanton
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TLC Application Contact

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Demographic Profile

October 2014 Certified Enrollment 462
October 2014 Free/ Reduced Lunch % 42
AEA Number 267

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

TLC Model Number Model 3 Comparable Plan

Narrative

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

Dunkerton Community Schools chose to implement Teacher Leadership and Compensation (TLC) Model 3: Comparable Model. Dunkerton Community School's vision is to improve student achievement by strengthening instruction through teacher recruitment and retention, academic collaboration, professional development, and providing leadership opportunities. Through fostering and increasing collaboration within the district, we will be able to improve and align professional development to student achievement data and goals. Offering competitive salaries and an enhanced mentoring program will allow our district to attract and retain highly qualified teachers. Increased leadership roles will promote and motivate professional growth to retain highly effective teachers currently in the district as well as enhance student learning throughout the district. We plan to implement eleven teacher leader positions: two instructional coaches, two mentor teachers, and two model teachers.

The Instructional Coach, along with other teacher leaders, district leadership groups and administrators will be responsible for guiding the professional development of all teachers. The instructional coach will guide the planning, facilitation, and monitoring of professional development in the district. S/he will also provide one-on-one and small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, and reflection.

The Mentor Teacher will facilitate and assist beginning teachers and new veteran teachers to the Dunkerton CSD acclimate to the procedures and practices utilized by the district to carry out district initiatives. They will provide ongoing support and reflective activities to assist the development of new district teachers through small group and individual activities.

The Model Teachers will provide a venue where all teachers can observe high-quality instruction and the implementation of key district initiatives and instructional strategies. This will meet the mandate called for in the IPDM for all teachers to have multiple opportunities to see demonstrations.

Each position comes with an increase of duties and responsibilities as well as compensation. Furthermore, these positions will allow the district to accomplish their goals of:

Goal 1 – Improve student achievement through improved instructional practices.

Goal 2 – Improve collaboration and use of data to drive instructional decisions.

Goal 3 – Attract and retain able, new teachers and ensure they are effective.

Goal 4 – Retain effective teachers by providing enhanced career opportunities.

A more relevant and focused professional development will allow our teachers to make timely data driven decisions designed to improve student achievement. A focus on collaboration between Teacher Leaders and all stakeholders ensures all participants work together to implement the goals of Dunkerton's TLC program.

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).

How Planning Grant Funds Were Used

Dunkerton Schools applied for the TLC grant in October 2013. 18 dedicated team members spent an intensive 4 months researching, collaborating and planning for the TLC process.

Team members included the entire SIAC. This group of 18 members met after school 4 times for 4 hours each, to allow working members of the SIAC to be involved in the planning process. After researching District needs, the SIAC was broken into sub-committees of Criteria, Planning and Selection. The Criteria sub-committee met 3 times to develop the roles, responsibilities and expectations for the TLC implementation. The Planning sub-committee met 6 times to develop the TLC application. The Selection sub-committee met 3 times to develop the application, selection and evaluation process for the TLC plan.

Dunkerton administration and educators attended 2 workshops at the AEA, December 2013 and January 2014. The committee also viewed the 4 webinars sponsored by the DE.

Dunkerton used the planning grant funds to provide substitute teachers for staff. Stipends were given to committee members who attended meetings. Materials were purchased for the committee members with the planning grant. All of the initial planning grant money was spent during the 1st round of our application.

Dunkerton CSD initially applied for the teacher leadership (TLC) grant in January 2014 and did not receive the grant. In the 2014-15 school year, Dunkerton did not apply in Rounds 2 or 2.5. We did apply in Round 3, missing the cut score by 3 points. Dunkerton is resubmitting the TLC grant in Round 3.5. All planning monies were spent in Round 1, so the District has financially supported all planning processes in Rounds 3 and 3.5.

The Planning Grant Process

During the 2014-15 school year, the administrative team changed and new members embraced the TLC application process with excitement. The SIAC team met throughout the year meeting on 4/9/15, 4/20/15, 5/7/15, and 5/20/15. The District paid for this without the planning grant which was spent in the 1st round. The team attended workshops at the AEA on 4/15/15, 5/8/15 and 6/4/15. Team members read the guidance, and reviewed the literature base and reviewed the TLC Exemplars on the DE website. Input was gathered from building leadership teams throughout the year. The TLC committee visited TLC schools in Waterloo and Hudson to see the TLC process in operation. In the fall of 2015, the SIAC team met to review the final TLC plan prior to submission October 2015.

Description of TLC Stakeholders

The planning committee consisted of a PK-6 principal, a 7-12 principal, superintendent, 3 parents within the district, 4 - PK-12 teachers, 2 board members, 2 community members and 2 students.

Stakeholder Engagement

The SIAC team reviewed the initial application and made the decision to re-apply in Round 3. Grant writers met multiple times from March 2015 to September 2015 to make revisions. A draft of the plan was presented to the administrative team twice for review, to the School Board on 9/21/15, to building leadership teams on 9/23/15, and teaching staff during teacher in-service on 9/16/15.

Teachers – Since 2013, teachers were given the opportunity to serve on the planning committee. The teacher building leadership teams' reviewed the plan. All teachers had the opportunity for input as the plan was continually shared. Teachers not on the planning committee often asked questions about the process and asked to stay informed, showing ongoing desire for engagement. Teacher surveys were administered for feedback.

Administrators – Administrators have participated in all aspects of the planning grant and TLC application process. Administrators completed the initial review of the guidance, assisted in shaping the direction of the plan and ongoing review and consideration of revisions, attended AEA and DE TLC workshops and trainings, presented at board

meetings, presented to the entire staff and at SIAC meetings. Administrators served on the planning committee.

Parents/Community/Students –Community members, parents and students have been informed and updated at school board meetings and PTO meetings. They have received updates in the district newsletter and served on the planning committee. Parents, community members and students served on the planning committee.

Description of support for and commitment to the plan:

Dunkerton Teachers' recognize that professional learning is continuous and collaborative. There were mixed concerns for the unknown, but an excited willingness to attend informational meetings, provide feedback to enhance revisions, and serve on the planning committee. Survey results revealed strong commitment from teachers with high percentages of interest in one or more positions. Members of the DEA have served on the planning committee and have reviewed and supported the plan.

Administrators recognize that teachers are committed to school improvement. Administrators provided input regarding district needs and priorities and participated in the planning process. The administrators' willingness to communicate the need for teacher leadership encouraged teachers to apply for positions. Administrators are attending the PLN workshops at AEA and planning for future needs of the District when the TLC process is implemented.

Parents, Community and Students were willing to serve on the committee, share ideas with teachers and administration, review the plan, and display positive support for the plan. This was evidenced by positive comments made by parents during parent-teacher conferences and optimistic remarks business leaders made when the plan was presented.

School Board members recognize their role in student learning and the importance of a district-wide focus on improvement. Board members were willing to examine student data, offer feedback and give unanimous approval.

Narrative

Using Part 2 application narrative from previous submission? **Yes**

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:

The DCS mission is to empower students to be lifelong learners and caring, responsible citizens. We create the foundation for student growth by fostering a positive culture and by providing all students with engaging and relevant learning experiences. To ensure high quality instruction, we must give teachers opportunities to reflect on and improve their professional practice. The vision of our TLC program is to continuously develop the skills of all staff through multiple training and coaching opportunities, while allowing teachers to stretch their potential as leaders. The variety of leadership roles in our TLC program will allow teachers to fit their time, talents, and interests.

TLC Goal #1 - Improve student achievement through improved instructional practices (aligned to state goal 5)

Preparing students to meet challenges in the 21st century world is our top goal. DCS did not meet AYP in reading, math, or science for the 2014-2015 school year. Reducing achievement gaps in subgroups is a high priority. Resources from the TLC grant will enhance district capacity in ongoing efforts to provide all students with high quality education through the delivery of guaranteed & viable curriculum (IA Core Standards), using research-based instructional practices, as guided by data-informed decision-making.

DISTRICT GOAL - Our district goal is to improve student achievement and instruction through the PLC process.

EVALUATION OF GOAL -

Comparison of gains in student achievement (IA Assessments & Universal Screener) before the TLC plan and each year following

Successfully meeting C-Plan Goals

TLC GOAL #2 - Improve collaboration & use of data to drive instructional decisions (aligned to state goal 3 & 5)

The district is beginning its second year implementing the Professional Learning Community (PLC) model, which provides collaborative structure for data-based instructional decision making. Collaboration and accurate use and interpretation of the data is critical to the functioning of the MTSS process as well as the PLC process.

DISTRICT GOAL - The district goal is to improve collaboration & use of data to drive instructional decisions through the PLC and MTSS process.

EVALUATION OF GOAL -

Analysis of PLC Collaboration Logs

Analysis of PLC Data collection logs

TLC GOAL #3 - Attract and retain able new teachers and ensure they are effective. (Aligned to State Goal 1)

Development of beginning teachers will be nurtured through a system of complementary supports including mentors, coaches, & professional learning teams. This system will ensure that they have multiple opportunities to receive professional development based on their needs & the needs of their students. The TLC grant will allow us to raise our beginning salaries so that they are competitive with other districts.

DISTRICT GOAL - Have 100% of vacancies filled by highly qualified teachers. We also aim to have 100% of beginning teachers successfully complete the requirements for gaining a Standard License.

EVALUATION OF GOAL -

Analysis of retention rate over five years

Review of Teacher Evaluation & Licensure Process

Teaching Standards Self-Assessment (pre/post) - trends over time

Annual Survey of Mentoring & Induction program

TLC GOAL #4 - Retain effective teachers by providing enhanced career opportunities (Aligned to State Goal 2 & 4)

Develop a system of complementary leadership roles designed to improve professional practices resulting in increased student performance. Approximately 73% (33/45) of teachers could fill leadership positions with additional contract days, responsibilities, & compensation. Teachers will undergo a rigorous selection process to ensure that we have the highest quality teachers leaders mentoring, coaching and modeling effective instructional practices in order to fulfill these goals.

DISTRICT GOAL: By fall of 2016, implement new leadership roles for teacher leaders. The following will be in place for each: job descriptions with role functions & criteria for evaluation, completed individual Professional Development plans, orientation to new role, training for administrators in supporting teacher leaders, and orientation to full staff about the Teacher Leadership System.

EVALUATION OF GOAL:

Review of HR documents & data

Analysis of Environmental Scale for Assessing Implementation Levels (Dorn & Soffos, 2009)

Trends over time in Iowa Teaching Standards Self-Assessment (pre/post)

Analysis of Individual PD Plans

Using Part 3 application narrative from previous submission? **Yes**

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 Dunkerton Teacher Leadership Team will integrate teacher leaders into three key positions that will support and guide district initiatives to meet our district vision. The TLC grant will fund two instructional coaches, two mentor teachers, and seven model teachers. The TLC plan will connect to, support and strengthen Dunkerton's key school improvement structures, processes, and initiatives, which are examined below:

Initiative 1: Multi-Tier System of Support (MTSS)

Dunkerton Community Schools (DCS) strives for all students to be proficient at grade level in reading and math and make at minimum of one year's growth in one year's time. With the implementation of MTSS, we will ensure that all students' academic needs are met to reach proficiency level. Through this process, we identify students at risk, adjust instructional strategies, and analyze data to guide teaching practices.

How TLC plan will connect, support, & strengthen -

Instructional coaches: The coach will attend professional workshops, research best practices, and support teachers with implementation of research-based strategies. The coach will also assist in data analysis of building/district assessments and intervention supports.

Mentor Teachers: Mentors will help support mentees to analyze student performance and create plans to meet all student's needs. As we move forward with MTSS implementation, our mentor teachers will be available to observe, guide, and support our beginning teachers.

Model Teachers: Teachers will open their classrooms to provide colleagues the opportunity to observe and reflect upon effective instructional practices and structures.

Initiative 2: Professional Learning Communities (PLC)

Dunkerton's PLCs meet on a weekly basis to strengthen teaching practices based upon data and focus on student achievement and proficiency. 100% of teachers will participate in a grade level or content area learning community.

How TLC plan will connect, support, & strengthen -

Instructional coaches: The coach will take data from PLC sessions to structure professional development based upon need.

Mentor Teachers: The mentor teachers will support the mentee with new learning focused on implementation of PLC.

Model Teachers: The teachers will be active participants in grade level or content area PLC meetings.

Initiative 3: Implementation, Alignment, and Assessment of the Iowa Core

DCS continues to implement the Iowa Core with fidelity. Professional development has focused on unpacking the standards, aligning standards vertically and horizontally across grade levels, developing student friendly "I CAN" statements, aligning instructional materials to the Core, and the development of common assessments in all curricular areas and grade levels.

How TLC plan will connect, support, & strengthen -

Instructional coaches: The coaches will attend professional workshops, research best practices, and support teachers with the implementation of the Iowa Core. Based upon observation and data collection aligned to the Iowa Core, the

coaches will discuss what changes can be initiated in co-teaching, co-planning and instruction to improve learning. Coaches will assist in the development of alignment tools, actions plans, and pacing guides that will demonstrate full implementation of the Iowa Core. The coaches will work with teams of teachers by grade level and department to evaluate current assessments and to create new assessments that demonstrate student mastery of the Iowa Core Standards.

Mentor Teachers: Teachers, will be guide and support beginning teachers with alignment of the Iowa Core, development of assessments connected to the Iowa Core, and aligning instructional strategies to the Core. Mentor Teachers will be resources for mentees in the implementation and alignment of the Iowa Core.

Model Teachers: Teachers will open their classrooms to observation of effective instructional practices and structures that have proved to meet expectations of the Iowa Core.

Initiative 4: Early Literacy Initiative (ELI)

DCS strives to have all students reading at proficient levels or make one or more years worth of growth. Our goal is to utilize FAST assessment data to guide instructional decision making to improve students literacy skills.

How TLC plan will connect, support, & strengthen -

Instructional coaches: The coach will attend professional workshops, research best practices, and support teachers with implementation of literacy research-based strategies. The coach will also assist and train teachers in research-based instructional strategies and the development and progress monitoring of students' goals.

Mentor Teachers: Mentors will guide and support beginning teachers with early literacy instructional strategies, analysis of assessment results, and development of action plans to meet all students needs.

Model Teachers: Teachers will open their classrooms to observation of effective instructional practices and structures that improve literacy skills.

With the TLC grant, the instructional coaches, mentor teachers, and model teachers will provide a supportive and collaborative system for continued guidance and learning. A successful teacher induction system focuses on student learning and teacher effectiveness. Our TLC positions will allow us to support and strengthen MTSS, PLCs, implementation and integration of Iowa Core, and ELI.

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 the current mentoring and induction program at Dunkerton:

While every beginning teacher at DCS is assigned a mentor during their first 2 years of the profession, the low numbers of new teachers in our District require DCS to utilize the AEA mentoring and induction program for support. While the AEA process meets the requirements for mentoring and induction, it is not ideal. Like any district, Dunkerton has unique history, culture and priorities that are specific to our needs. Through discussion with our past mentors and mentees, the following concerns were mentioned as areas of improvement: 1) Need for a purposeful, prescriptive pairing of the mentors & mentees, 2) Need for earlier identification of Mentor partners, & 3) Need for more time to meet individual mentee's. While a general mentoring and induction program offered outside the district can certainly meet some of the needs of beginning teachers, it can't provide support tailored specifically to the unique context of our district. The Mentor will collaborate, support, and provide necessary resources to the mentee regarding district initiatives (MTSS, PLC, ELI, & technology), district calendar, processes around conferences, open house, & other duties or responsibilities.

We are a small, rural district located north of a major metro school district. Our specific needs are in the secondary. The most senior teacher at the secondary has only 5-years' experience in the teaching field. Our elementary is very "seasoned". We only have 1 new elementary teacher who is in special education. Currently our needs for mentoring & induction will be primarily at the secondary; however, we are aware that this may shift to the elementary.

While the majority of our new staff is new to the profession, we do hire teachers who are experienced but new to our district. The lack of systemic support for teachers who are new to our district represents a significant gap which our new TLC Mentoring and Induction program seeks to address.

For example, an experienced secondary teacher who is new to the district in 2016-17 would join a staff that is in year:

- 4 of Multi-Tiered System of Support.
- 4 of Professional Learning Community.
- 2 of 1:1 Chromebook initiative
- 3 of aligning the curriculum to the Iowa Core
- 3 of Infinite Campus student data management system
- 2 of District-wide STEM

Addressing the Gaps to Improve the Mentoring and Induction Program at Dunkerton:

Creating a district developed mentoring program will allow our district to better meet the individual needs of our new teachers by individualizing support & guidance to specific district initiatives. Mentor teachers will be able to create specific training & support that's individualized for beginning teachers as well as experienced teachers new to our district.

DCSD's Teacher leadership proposal seeks to improve induction into the local system by providing additional support for teachers new to the district through targeted support by a K-6 and a 7-12 Mentor Teacher specialist. Additionally, teachers in their 1st year in the district will be supported with an additional day of coverage by a substitute teacher that will allow the new teacher and his/her principal the opportunity to observe other teachers' classrooms and reflect together on those observations.

Mentoring Plan:

- Mentors will attend 1-2 of the New Teacher days at the beginning of the school year to support teachers in getting prepared for the school year.
- Will meet with administration, instructional coaches and model teachers 1 time per month outside of contract hours
Will communicate and coordinate instructional needs

- Serve as a role model; acclimate beginning teachers to the new school; and advise teachers about instruction, curriculum, procedures, practices, and politics
- Model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve; align professional goals with those of the school: and share responsibility
- Mentors will record at least 9 learning focused conversations through the year. Learning focused conversations should be focused on the ITSC and/or ICCS.
- Mentors will observe beginning teachers at least 2x throughout the year.
- Mentors will record at least 2 peer observation reflections following each observation cycle completed.
- Will meet with mentee a minimum of 2x a month during district professional development day. Mentors will record a minimum of 12 collaboration hours throughout the school year.

Our 2 Mentor Teachers will serve as leaders & will be responsible for providing immediate support and guidance through collaboration related to:

- Building procedures
- Grade-level or department procedures
- Day-to-day questions
- Common curriculum & assessment practices
- Addressing the teacher standards for professional development
- Mentor assists mentee in finalizing professional goal & requirements
- Mentor follows-up after staff meetings
- Mentor helps mentee prepare for conferences & IEP meetings
- Mentor helps mentee with data collection & analysis
- Mentor explains grading program & report card processes
- Mentor guides mentee in documentation of cumulative folders
- Mentor assists mentee in collection of classroom inventory

The purposes of the mentoring & induction program is to promote excellence in teaching, enhance student achievement, build a supportive environment within the school district, increase the retention of beginning teachers & promote the personal & professional well-being of teachers. Both mentor and mentee benefit from reflection on their own classroom practices to make necessary changes & enhancements.

Role of the Administration

- Assignment of mentees/mentors
- Introduces mentees/mentors to the school board
- Collects mentee/mentor meeting logs
- Conducts survey with mentees/mentors pertaining to program effectiveness

Narrative

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

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

Please include the following information in your narrative:

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

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

The Dunkerton Teacher Leadership and Compensation system relies on a quality process to select and to define the work of teacher leaders.

We recognize these realities:

- If we fail to match the right people with the right leadership positions, we take great teachers out of classrooms.
- If we fail to define the right work for our teacher leaders, we risk adding roles without impact.
- If we lose sight of what we value, the culture that defines us is at stake.

Our plan develops a model that comprises teacher leadership roles built on a practice of professional learning and supported by an ongoing needs assessment process. The Dunkerton Professional Development Committee has committed to providing funding and professional development to support our teacher leader positions. This model is intended to be a flexible and responsive model that flexes in real time to meet teacher, building and district needs.

Description of the new, differentiated teacher leader roles and a description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

Dunkerton has identified three TLC roles (instructional coaches, model teachers, and mentors) which will accommodate 11 teacher leadership roles or 25% of the teaching staff. All roles are defined as follows:

The leadership roles fit together seamlessly and are tightly aligned to the district's school improvement initiatives that drive improved instruction, student learning and ultimately student achievement. The district's initiatives are MTSS, PLCs, Implementation of the Iowa Core, and ELI. The seamless fit is achieved by the expectations established for all teacher leaders and the design of the leadership roles. Leaders are expected to collaborate with each other to improve our district's goals of improving student achievement through the use of data to drive instructional practices; actively pursue, develop and provide research-based professional development to maximize effectiveness; and be accountable to each other and to the teachers served.

Leadership roles naturally interconnect and reinforce the work of each leader, as they are all designed to increase the level of student engagement in rigorous, authentic academic work. In essence, all roles are interconnected and inseparable. For example, the Instructional coaches will work with the Mentor Teachers in developing curriculum for the mentoring process. They will work with the Model Teachers as a resource in setting up their model classrooms and presentations to teachers who will observe the Model rooms. All TLC leadership roles will be resources together and for all staff on data analysis and research into best practices. All will work collaboratively with each other and District leaders to provide intensive assistance for teacher who have students with attendance and/or behavior issues. The leadership roles are tightly aligned to the district's key school improvement initiatives.

Instructional Coaches (one K-6 and one 7-12 position)
<i>Qualifications:</i> An instructional coach meets DCSD's requirements of a career teacher, actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement, and demonstrates skill in a) data analysis, b) use of data to determine student need, c) design and implement interventions, and d) use of data to evaluate effectiveness of interventions (Multi Tiered System of Supports MTSS), possesses the skills and qualifications to assume the leadership role, and is evaluated by the school district as demonstrating the competencies of an instructional coach.
<i>Participation Percentage:</i> Full Release from classroom duties. 100% of the contract time performing teacher leader duties. Plus up to 10 additional days outside of the regular teacher contract.
<i>Length of Assignment:</i> One year teaching contract
<i>Salary Supplement:</i> Instructional coaches shall receive annual teaching salary plus \$1000 stipend.

Duties:

- The instructional coach will assist teachers in interpreting data and developing multi-tiered system of support (MTSS) plans to address needs.
- Be a catalyst for change
- Lead focused PD on instructional practices
- Align instructional practices with the Iowa Core, Universal Constructs, and 21 century skills
- Increase the instructional capacity of teachers in MTSS, STEM and integration of literacy skills
- Model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve; align professional goals with those of the school: and share responsibility
- The instructional coaches will meet with building administration for at least 30 minutes per week to organize, plan, and implement PD to strengthen instructional practices.
 - Meet regularly with administrator, mentors, and model teachers to communicate and coordinate instructional needs
 - Provide feedback needed for carrying out building initiatives and professional development
- The instructional coach will meet with mentor and model teachers once a month for at least 30 minutes.
 - Share instructional strategies and materials with model teachers and mentors;
 - Provide resources and instructional materials for classroom teachers
- The K-6 and 7-12 instructional coaches will collaborate on a daily basis for a minimum of 30 minutes.
 - Instructional coaches will review teacher reflection forms
 - Review teacher professional development goals
 - Assist with carrying out building initiatives and professional development
- Conduct 6 week coaching cycles with 3-5 teachers involving all K-12 teachers throughout the 2016-2017 school year. Coaching cycles will consist of:
 - Analyze data from a variety of assessments
 - Engage peers in analyzing and using data to drive and strengthen classroom instruction
 - Identify and address student needs
 - Review classroom teacher's professional development goals
 - Research instructional strategies and materials aligned with Iowa Core and Characteristics of Effective Instruction; share findings with teachers; help teachers implement new strategies in classrooms;
 - Work with teachers to help them implement new strategies, demonstrate model lessons, observe lessons, and provide feedback to enhance teachers' self-efficacy
 - Reflect on practices to instill a bias for action
 - Pose questions to generate analysis of student learning
 - Improve instruction and learning
 - Facilitate professional learning opportunities among staff members

Mentor Teacher (one K-6 and one 7-12 position)

Qualifications: A mentor meets Dunkerton's requirements of a career teacher, actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement, possesses the skills and qualifications to assume this leadership role, and is evaluated by the school district as demonstrating the competencies of a mentor.

Participation Percentage: The mentor will spend 100% of the contract time engaged in student instruction and teacher leadership duties and responsibilities will be outside contract time. Plus up to 5 additional days outside of the regular teacher contract.

Length of Assignment: One year teacher contract

Salary Supplement: Mentor teachers shall receive annual teaching salary plus \$1000 stipend a stipend of \$1,000 for outside contract responsibilities.

Duties:

- Mentor teachers will have one-two release day to observe and provide feedback to mentees, serve as models of exemplary teaching practice, collaborate, plan, and coach initial teacher.
- Mentors will attend 1-2 of the New Teacher days at the beginning of the school year to support teachers in getting prepared for the school year.
- Will meet with mentee a minimum of twice a month during district professional development day. Mentors will record a minimum of 12 collaboration hours throughout the school year. Collaboration could include discussions about school policies and procedures, lesson planning, learning focused conversations, or problem solving conversations, and district initiatives such as MTSS, ELI, PLCs, and Iowa Core.
 - Discuss and reflect on Iowa Teaching Standards
 - Share instructional resources to use with students; share professional resources
 - Work with mentee to implement new ideas, demonstrate model lessons, observe lessons, and provide feedback to enhance teachers' self-efficacy; reflect on practices; instill a bias for action
- Will meet with administration, instructional coaches and model teachers one time per month outside of contract hours
 - Will communicate and coordinate instructional needs
- Serve as a role model; acclimate beginning teachers to the new school; and advise teachers about instruction, curriculum, procedures, practices, and politics
- Model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve; align professional goals with those of the school: and share responsibility
- Mentors will record at least 9 learning focused conversations through the year. Learning focused conversations should be focused on the Iowa Teaching Standards and/or Iowa Core Standards.
- Mentors will observe beginning teachers at least 2 times throughout the year.
- Mentors will record at least 2 peer observations reflections following each observation cycle completed.

Model Teachers (7 positions)

Qualifications: A model teacher meets DCSD's requirements of a career teacher, actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement, possesses the skills and qualifications to assume this leadership role, and is evaluated by the school district as demonstrating the competencies of a model teacher.

Participation Percentage: The model teacher will spend 100% of the contract time engaged in student instruction. Plus up to 4 additional days outside of the regular teacher contract.

Length of Assignment: One year teaching contract

Salary Supplement: Model teachers shall receive annual teaching salary plus a stipend of \$850 for outside contract responsibilities.

Duties:

- Model teachers will contribute to professional growth by providing examples of high quality instruction for teachers to observe. They will be responsible for implementing district initiatives and demonstrating high levels of instructional expertise.
- Demonstrate a repertoire of instructional strategies that improve student achievement in the classroom
- Model effective teaching strategies; help colleagues implement effective teaching strategies (based on Iowa Core and Characteristics of Effective Instruction)
- Align instructional practices with the Iowa Core, Universal Constructs, 21 century skills, and Characteristics of Effective Instruction
- Serve as an exemplar with implementation of district initiatives: MTSS, PLCs, ELI, and Iowa Core
- Model deep understanding of Iowa CORE and how to use Iowa CORE in planning instruction and assessment; lead discussions, model instruction based on Iowa CORE, and develop shared assessments.
- Welcome visitors to the classroom during instructional and non-instructional times
- Meet regularly with administrator, instructional coaches, and mentors to communicate and coordinate instructional needs
- Facilitate professional learning opportunities among staff members
- Work with instructional coach to design research-based lessons to be observed
- Serve as instructional leader, collaborating coach, resident expert, and mentor of instructional strategies including integration of technology
- Model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve; align professional goals with those of the school: and share responsibility for the success of the school community
- Model teachers will also submit a reflection sheet two times per month following district professional development days.

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.

Description of how candidates will be determined and evaluated in the selection of teacher leaders (TL):

The instructional coaches, mentors, and model teachers will be selected through a performance-based selection process. These TL's will have a one year term, renewable based on positive formative and summative evaluations. A rigorous selection process for TLs must include detailed descriptions of how the Site Based Review Council (SBRC) will determine and evaluate measures of effectiveness and professional growth.

1. Clear and detailed job descriptions of the leadership roles will be sent electronically and posted internally to inform teachers of available positions. Interested applicants must have taught for 3 years and be members of the DCSD for at least 1 year.

2. The school board will appoint a SBRC, comprised of two administrators and two teachers who are not applying for a teacher leader role.

3. The SBRC will review and score written applications using a district developed rubric to measure effectiveness. The selection criteria will assess evidence of:

- a classroom management techniques
- positive collaboration skills
- effective teacher leadership experiences
- successful integration of technology
- ability to work with adult learners in a professional manner
- effective communication skills
- knowledge of current research in content and pedagogy
- continuous improvement (both required and not required by the district)
- mastery of Iowa Teaching Standards and Criteria (ITSC)

1. After approval of initial applications, the SBRC will conduct interviews with candidates who achieve the cut score on written applications. During the interview process, the TL candidate will:

- conduct model lessons for students and adults
- create a portfolio in which he/she has included artifacts that provide evidence of the ITSC. 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 professional learning
- demonstrate leadership in technology integration

5. The SBRC will review applications/interviews for each of the 3 teacher leadership roles. The recommendations of applicants for TL positions will be reviewed and approved by superintendent. The superintendent will take the recommendations to the Board for approval.

6. The SBRC's annual review of TL assignments will measure effectiveness of each TL and of the TLC program. The review shall include:

- Peer review and feedback through teacher satisfaction surveys
- Review of teacher interactions and time spent in leadership roles
- Administrative review and evaluation
- Self-Evaluation
- Opportunity to continue in the current role, pursue another leadership position or return to the classroom.

How leadership effectiveness and growth will be measured:

A 3-point rubric will be used to help the SBRC determine which applicants best fulfill the criteria for selection. The rubric based upon the Iowa Standards for School Leaders and will outline in detail the job criteria with candidates being measured as:

1 = not meeting the criteria 2 = meets criteria 3 = going beyond the criteria

1. Shared Vision: Measured through the TL's active participation in the district-wide and building initiatives, such as: PLC, 1:1 technology, curriculum and/or textbook selection, MTSS, Iowa Common Core Curriculum alignment and professional development preparation and presentation.

2. Culture of Learning: Measured through the TL's demonstration of the applicable ITSC. TLs should submit artifacts or evaluations that reveal the following: evidence of student learning and/or achievement data; the creation of a positive learning environment and/or contribution to school culture; constructive and timely feedback to students and parents; and the application of professional development opportunities to improve practice.

3. Management: Measured through the TL's demonstration of the applicable ITSC. TLs 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 achievement; and participation in a culture that focuses on student learning.

4. Family and Community: Will be measured through the TL's participation in school-related functions held outside of the school day (for example: tutoring, student activities, academic recognition). This area of leadership will also be measured by demonstration of the TLs demonstration of the applicable teaching standard.

5. Ethics: Measured through the TL's demonstration of the applicable ITSC. TLs 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.

6. Societal Context: Measured through the TL'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. TLs 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. In addition the building principals, whom are certified-licensed in teacher evaluation, will contribute to the measure of teacher growth.

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.](#)

One of the operating principles of the Iowa Professional Development Model (IPDM) is that *leadership must be distributed* if it is to be truly effective.

District goals

- Improve student achievement through improved instructional practices
- Improve collaboration & use of data to drive instructional decisions

District Initiatives

- Multi-tiered System of Supports (MTSS)
- Professional Learning Communities (PLC)
- Implementation and alignment of Iowa Core Standards
- Early Literacy Implementation (ELI)
- 1-1 technology in secondary

Our *design process* seeks to recognize that not all teachers learn in the same way. Our teacher leaders will provide differentiated levels 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.

Description of how the District's Professional Development aligns with the TLC and the Roles the Teacher Leaders will have in the PD Delivery:

Teacher leaders will meet weekly with administrators and the district leadership team to plan and implement professional development bi-monthly. Teacher Leaders will use the *IPDM Cycle of Professional Development* in their planning for professional development and as a guide for their work with teachers.

Teacher leaders will *collect and analyze data* on the current state of instructional practices in the district through teacher observations, data collected from walk-throughs and the feedback from teachers, and student achievement data. This data will then be used to set explicit goals for professional development. Data and individual teacher smart goals will direct the content for professional development.

A. Guiding principles of Professional Learning

- Maintains the focus of professional learning 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 schools.
- 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 site levels, and differentiated where appropriate.
- Utilizes best available research and data.

B. TLC Role Responsibilities:

1. The Instructional Coach, along with other teacher leaders, district leadership groups and administrators will be responsible for guiding the professional development of all teachers focusing on the district's initiatives mentioned above. The instructional coach will guide the planning, facilitation, and monitoring of professional development in the district. S/he will also provide one-on-one and small group coaching for teachers throughout the district that focuses on district initiatives, classroom practice, instructional dialogue, and reflection.

2. Mentor Teachers will facilitate and assist beginning teachers and new veteran teachers to the Dunkerton CSD acclimate to the procedures and practices utilized by the district to carry out district initiatives. They will provide ongoing support and reflective activities to assist the development of new district teachers through small group and individual activities.

3. Model Teachers will provide a venue where all teachers can observe high-quality instruction and the implementation of key district initiatives and instructional strategies. This will meet the mandate called for in the IPDM for all teachers to have multiple opportunities to see demonstrations.

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. This information will allow us to make both mid- and end-course adjustments to our professional development delivery.

Description of How the TLC Plan aligns with the Iowa Professional Development Model (IPDM):

Another vital role for teacher leaders is related to the IPDM's operating principle of *simultaneity*. In the past, it has been a challenge for the district to maintain previous initiatives while implementing 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 vetting both past and present initiatives to make sure they have a history of success in our current areas of need and are research based. They will also support teachers in making connections between initiatives and seeing how they build on and support one another. Finally, teacher leaders will work to ensure that past strategies and initiatives are maintained and strengthened over time.

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

Using Part 8 application narrative from previous submission? No

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

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

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

A) The short-term and long-term effectiveness of the TLC plan will be determined by evaluating the following areas:

- Improved student learning
 - measurements will include:
 - standardized test scores (the Iowa Tests and Measures of Academic Progress MAP)
 - college level entrance exam data
 - drop out/graduation rates
 - post-high school plans
- Increased consistency in the classroom resulting in improved student achievement
 - measurements will include:
 - (IPI) Instructional Practices Inventory data and study
- The number of initial teachers meeting the eight Iowa Teaching Standards
 - measurements will include:
 - teacher evaluation process
- The number of teachers recommended for full licensure as determined by their Comprehensive Evaluation
 - measurements will include:
 - teacher evaluation process
- Reduced teacher turnover/higher retention rate of teachers
 - measurements will include:
 - teacher evaluation process
- Success in meeting the district's CSIP short-term goals
 - measurements will include:
 - APR (Annual Progress Report) data
 - AYP (Adequate Yearly Progress) data
 - annual CSIP (Comprehensive School Improvement Plan) assurances update
- Success in meeting the district's CSIP long-term goals
 - measurements will include:
 - CSIP data
 - Iowa State Accreditation Visit findings
- Completion of PLC Committee SMART goals
 - measurements will include:
 - self-assessment rubric
- Increased community involvement with the school
 - measurements will include:
 - membership rosters for advisory committees
 - SIAC (School Improvement Advisory Committee)
 - CTE Advisory Committee (Career & Technical Education)
 - participation records for Volunteer Program
 - membership trends in PTO (Parent Teacher Organization)
 - parent/teacher conference attendance trend data
- Decrease in students open enrolling out of the district
 - measurements will include:
 - student enrollment trend data
 - open enrollment trend data
- Decrease in teacher turnover
 - measurements will include:
 - employment longevity trend data
- Increased number of applicants for leadership positions
 - measurements will include:
 - application trends

B) The TLC plan will be monitored by the following components. Each component will give insight into what changes are needed in that area.

- exit survey/interview for mentoring
 - effectiveness of training provided for mentors
 - additional training needed for mentors
 - adequacy of time for mentee collaboration and observation
 - resources available for mentors and mentees
- exit survey/interview for teachers who are leaving the district
 - reason(s) for leaving
 - feedback on district strengths and weaknesses
- evaluations of Teacher Leaders by the TLC Leadership Team
 - effectively communicated committee needs and progress to District
 - effective liaison between the PLC committees and administration
 - planned relevant professional development for the district
 - receptive to input from each PLC committee and administration
- evaluations of Teacher Leaders by administrators
 - effectively communicated needs and progress to District
 - effective liaison between the PLC and administration
 - maintained focus on district goals
 - planned relevant professional development for the district
 - receptive to input from each PLC committee
 - ability to establish and maintain group morale
 - maintained effective relationships with teachers and administrators
- reflections by teachers in leadership roles
 - accomplishments in their role
 - areas for improvement in self
 - areas for improvement in the system
 - obstacles faced
 - goals for the future
 - adequacy of training provided
- Padlet Wall (opportunity for staff to leave anonymous comments on the process)
 - informal feedback about the successes and weaknesses of the system

Using Part 9 application narrative from previous submission? **No**

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

Policy and Hiring:

The current starting salary at Dunkerton is \$31,180 which is below the state requirement of \$33,500. The Dunkerton CSD is committed to supporting a salary level that is competitive with other schools in the area so as to attract highly qualified teachers.

The TLC plan will provide enhance implementation of selected initiatives – RTI(MTSS),PLC, Iowa Core, ELI and 1:1 technology. Teacher leaders will receive compensation for increased responsibility and time. TLC funds will provide teacher leaders with stipends. Detailed job descriptions are written for each teacher leadership position. This gives stability and long term continuity to the TLC plan.

The Teacher Selection Committee (composed of two administrators and two teachers) will implement a fair and equitable procedure for selecting teacher leaders. Using a scoring rubric for evaluating the applicants, they will make recommendations to the superintendent for the ultimate selection of the teacher leaders.

The TLC plan will serve as policy for teacher leadership positions. The TLC plan will be placed in teacher handbooks and formally board approved.

Training and Support:

The TLC plan will support current initiatives- RTI(MTSS), PLC, 1:1 technology, Iowa Core and ELI. – by providing extended training to teacher leaders, who in turn will support all initial and career teachers through modeling, PD, data analysis and collaboration.

The teacher leaders will be supported by training from the AEA and the State, especially as it pertains to coaching and mentoring. Coaches from Dunkerton School will participate in training by the AEA. The AEA and the state will continue to provide specific training on our district initiatives. The Dunkerton Professional Development Committee has committed to providing funding and professional development to support our teacher leader positions.

Teacher leaders will be encouraged to continue their individual professional growth by seeking training that will increase their knowledge and skills.

Regularly scheduled opportunities for teacher leaders to collaborate as a group will provide support for the TLC program.

Feedback and Reporting:

Collecting feedback for the purpose of evaluation and modification is critical to sustaining any project or initiative over time. Feedback can include various types of data, collaborative discussion, survey results, and comments/suggestions from stakeholders.

Teachers are collecting and analyzing data for RTI (MTSS), ELI, and PLC.

With the TLC plan, teacher leaders will have the responsibility of ensuring that regular data is collected with fidelity. The coaches will take the lead in the analysis of the data within their PLC teams.

The Administration Team will oversee the analysis of district-wide student achievement data. The analysis is done by teacher leaders, the entire teaching staff and SIAC members (School Improvement Advisory Committee). Results of the data analysis will lead to development of district and TLC goals and modifications to the TLC plan.

The Administration Team will also meet regularly with the Instructional Coaches to analyze data from the various initiatives – RTI(MTSS),PLC, Iowa Core, ELI and 1:1 technology. Coaches will report back to their PLC teams for collaborative discussion on any modifications needed to improve student learning.

In sustaining the TLC plan, it is also important to involve other stakeholders in looking at the data to gather feedback. The Administration Team will present data from the initiatives to the SIAC at their regular meetings.

Annual surveys will be administered to initial and career teachers, mentors and mentees, administrators, and SIAC members for the purpose of collecting feedback on the success of the TCL plan. Teacher leaders and administrators will consider modifications to improve the plan.

The TLC selection committee will annually review data to determine the productivity of each coach, mentor, and teacher leader before recommending teachers for leadership positions for the next year. This includes but is not limited to:

- Data from RTI (MTSS), FAST, Iowa Assessments, Clarity survey, mentor surveys
- Trainings attended by teacher leaders.
- Logs of PLC team meetings held, along with what was accomplished at each meeting.
- Curriculum maps and alignment reports
- Logs of teacher observations; one-on-one teacher collaboration; and modeling strategies in classrooms.

Communication:

Upon approval by the state, an informational article about the plan will be placed in the school newsletter and the local newspaper to be able to communicate with families and community members. Monthly articles from teacher leaders will be placed in the school newsletter to also communicate with all stakeholders how the process is improving our district's goals and initiatives.

Teacher leaders will take turns reporting at SIAC and school board meetings.

The Administration Team will be responsible for communicating any specific information on concerns or decisions to the teachers. The instructional coaches will also be responsible for communicating with their teams.

Current Infrastructure Lending On-going Support to the TLC Plan

- 49% percent of the staff expressed a desire to become a teacher leader.
- 1/3 of our staff has a Master Degree, demonstrating a desire for continuous learning.
- District initiatives are researched based to improve student achievement, enhance teacher instruction, and place leadership roles in the hands of the teachers.
 - A mentoring program is in place.
 - PLC teams are in place for collaborative learning.
 - Teacher committees have been involved in shared decision making and planning.

Assurances

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

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

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

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

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

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

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$17,855.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$150,511.00
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).	\$0.00
Amount used to provide professional development related to the leadership pathways.	\$0.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$168,366.00

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	462.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$144,458.16
Total Allocation	\$144,458.16

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$168,366.00
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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	(\$23,907.84)
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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)

The following illustrates how we will use our funds to: (a) bring salaries to \$33,500; (b) supplement salaries for teachers in leadership roles; (c) cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom; and (d) provide professional development related to the leadership pathways.

(a) We will use \$22,349 to raise the minimum salary of all staff to \$33,500.

(b) \$26,115 are designated to fund the salary supplements for teachers in leadership roles. These TLs will complete all TL activities outside of classroom hours.

(c) \$139,045.52 of TLC funds will cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom.

(d) We will not use any TLC funds to cover other costs associated with the approved TLC plan.

Connections between costs, roles, and goals—With TLC funds, our Instructional Coaches will provide coaching around classroom management, reflective and formative assessments, instructional practices and technology integration. Coaches will observe all staff 1 time every month and provide constructive feedback through a debriefing session following the observation. Through the coaching support, teachers will have access to model lessons, planning assistance, co-teaching, and one-on-one collaboration. Instructional coaches will have joint planning time every day to share insights and to align their work across the district. This position will support our district's initiatives of MTSS, ELI, PLCs and implementation of the Iowa Core and help us achieve our district goals of improving student achievement, collaboration and use of data to drive instruction, ensuring new teachers are effective, and retaining effective teachers by providing enhanced career opportunities.

TL funds will support 2 Mentor Teachers to work outside of class time to mentor the growth and development of all 1st and 2nd year (new or recently returning) PK-12 teachers. Mentors will act as models and guides to help new teachers develop competence and confidence more quickly. They will provide opportunities for new teachers to observe, discuss and practice quality instruction. In addition to mentoring, coaches will provide PD in areas such as classroom management, instructional strategies, and supporting students with special needs. This position will support our district's initiatives of MTSS, ELI, PLCs and implementation of the Iowa Core and help us achieve our district goals of improving student achievement, collaboration and use of data to drive instruction, ensuring new teachers are effective, and retaining effective teachers by providing enhanced career opportunities.

TLC funds will support 7 Model Classroom Teachers to have others observe them as they demonstrate best teaching practices related to content, assessment, and instruction through videotaped lessons or in person observations. The Dunkerton Professional Development Committee has committed to providing funding and professional development to support our teacher leader positions. This position will support our district's initiatives of MTSS, ELI, PLCs and implementation of the Iowa Core and help us achieve our district goals of improving student achievement, collaboration and use of data to drive instruction, ensuring new teachers are effective, and retaining effective teachers by providing enhanced career opportunities.