



Application

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

96131 - Durant CSD Teacher Leadership Compensation Plan

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/30/2014 11:23 AM

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## Primary Contact

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Program Area of Interest

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

Fax:

Agency

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## Organization Information

Organization Name:

Durant Community School District

Organization Type:

Public

Tax ID:

16-003037

**DUNS:**

**Organization Website:**

www.durant.k12.ia.us

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408 7th Street

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52747

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**Benefactor**

**Vendor Number**

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## Recipient Information

**District**

Durant Community School District

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

**County-District Number**

16-1926

*This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.*

**Honorific**

Mr.

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**City**

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**State**

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**Zip Code**

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## TLC Application Contact

**Honorific**

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## Narrative

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

## Summary/Abstract

The Durant Community School District created a team of six teachers – each with various experience and certified in different subject areas - and three administrators to develop our Teacher Leadership and Compensation (TLC) plan. In order to get a more well-rounded perspective, a parent committee was set up to inform parents of the plan, encourage them to have input, and review the final TLC plan that is set forth.

A summary of the meetings include: 1) setting the district's vision and goals to increase student achievement, 2) realized the needs of the district to reach the vision and goals, 3) creating positions to meet those needs, 4) creating job descriptions/duties for those positions, 5) met with AEA expert (Tom Micek) for review of the proposal, 6) finalized job descriptions, 7) created a rigorous application process and promotion of the positions, and 8) created a grant application as a team.

The TLC team based decisions on various data from students, staff, and parents. This data included the ACT, Plan/Explore tests, Iowa Assessments, local district assessments, and D/F lists, amount of "new to profession" staff trends, mentor program feedback, feedback from AEA coaching experiences, experiences of Iowa Common Core workshops, and the need for more in-house intensive assistance. All decisions were made with the need to improve student achievement, as well as integrating new staff, implementing the Iowa Core Curriculum, and assimilating technology into the curriculum for all staff. Lastly, decisions were based on financial feasibility and sustainability.

The goals for the TLC plan are based on Durant School's mission and goals, as well as:

1. **Student achievement** (i.e. Iowa Assessments, ACT, Adequate Yearly Progress, School Improvement Advisory Committee, and the Comprehensive School Improvement Plan)
2. **Staff support** (i.e. attending Iowa Core Curriculum workshops, teacher feedback on needs for instruction and curriculum)
3. **Professional development** (i.e. resources currently available, resources needed by staff for the Iowa Core Curriculum, for instruction, by the district for effective use of the 1:1 initiative, and the need for models/examples in the building)
4. **Teacher retention** (i.e. retirement trends, turnover trends, and the average experience of the staff)

Analyzing the data from the above goals, it was determined that plateauing scores lead to being on the watch list. In addition, more instructional coaches have been requested from the Mississippi Bend AEA, the resources needed to update the curriculum have lessened, the average age of teachers in the district dropped significantly in the last six years, and the mentor program for new staff needs to be improved.

The Durant CSD proposed teacher leadership plan incorporates eleven leadership positions into our district. The roles of our plan are a Director of Instruction, an Instructional Coach, an Instructional Technology Facilitator and eight Instructional Facilitators.

The proposed Director of Instruction position would be heavily involved with our district's Professional Development. The Director of Instruction would be charged with the planning, preparation and presentation of various topics during our district Professional Development time. The Director of Instruction will serve as the head of our Mentor and Induction program. The Director of Instruction position would also work intensely with curriculum for all areas of our district. Working in conjunction with the administration, the Director of Instruction will analyze, evaluate, and recommend curriculum practices and changes at all levels in our district.

The proposed Instructional Coach will be a PreK-12 position. The Instructional Coach will help facilitate our Professional Development, but will focus on instruction within all classrooms. The emphasis for the Instructional Coach will vary from teacher to teacher, but the demonstrative teaching will focus on the Characteristics of Effective Instruction, as well as the Iowa Common Core. The Instructional Coach will also work with the AEA instructional coaches already in our building to increase the contact time our staff has with an instructional coach.

The Instructional Technology Facilitator and Instructional Facilitators positions are similar in most aspects with the exception of compensation and contract days. All of the positions will still have a full teaching load.

The majority of the leadership responsibilities will be serving as a model classroom for all teachers to observe. These individuals will be our local experts in classroom management, effective instructional strategies, content knowledge, technology, and other aspects of teaching. While the individual may not encompass all of the areas of expertise for teaching, they will have multiple characteristics desired by our district. These positions will also help plan and lead the new to district professional development at the beginning of each school year. The Instructional Coach will also link teachers to these Facilitators to see strategies being implemented in our building. The Instructional Facilitators will be the resources our Instructional Coach and Director of Instruction can use to give all staff members concrete examples.

All of these positions will work together to form a series of resources all of our staff members can use to increase Student Achievement through improving curriculum and instruction. These eleven positions will have input into professional development initiatives in our district, work with teachers to improve daily instruction, work with administration to analyze and evaluate curriculum, and improve school culture and climate through their leadership and guidance.

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

TLC Model Number

Model 3 Comparable Plan

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## **Narrative**

Using Part 1 application narrative from Year 1?

No

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

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

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

The Durant Community School District created a team of six teachers – each with varied experiences and certifications in different subject areas - and three administrators to develop our Teacher Leadership and Compensation (TLC) plan. Also included in the TLC team was a group of parents of varied aged school children.

The parent committee met three times. The first meeting was to educate all stakeholders on the TLC program, the state options provided, review school district data (Student Achievement, current staff years of experience, hiring trends, student enrollment trends, staff survey data, etc.), and finally a collaborative discussion on which option to use. At this first meeting the decision to develop our own plan was made. The first meeting also then involved brainstorming ideas in conjunction with the TLC team. The second meeting was used to review progress of the plan, review data used to support the decision on our plan, and gain input on the progress of the proposed plan. The third meeting was to review the plan, offer any final suggestions and gain approval from the stakeholders.

Grant planning funds were used for substitute teachers (5 ½ days spent developing the plan), parent-meeting expenses (3 meetings), and for administrators to attend workshops on Employee Relations/TLC plan. The district spent a total \$5,998.69 on the costs of substitutes for teachers attending workshops (AEA9 2013-14 TLC presentation, AEA9 2014 Workshop #1, AEA9 2014 Workshop #2), substitutes for teachers during grant writing days, costs of workshops attended by Administrators, travel costs of TLC team members, and various supplies for all meetings.

A summary of the meetings include: 1) setting the district's vision and goals to increase student achievement, 2) realized the needs of the district to reach the vision and goals, 3) creating positions to meet those needs, 4) creating job descriptions/duties for those positions, 5) met with AEA expert (Tom Micek) for review of the proposal, 6) finalized job descriptions, 7) created a rigorous application process and promotion of the positions, and 8) created a grant application as a team.

The TLC team based decisions on various data from students, staff, and parents. This data included the ACT, Plan/Explore tests, Iowa Assessments, local district assessments, and D/F lists, amount of “new to profession” staff trends, mentor program feedback, feedback from AEA coaching experiences, experiences of Iowa Common Core workshops, and the need for more in-house intensive assistance. All decisions were made with the need to improve student achievement, as well as integrating new staff, implementing the Iowa Core Curriculum, and assimilating technology into the curriculum for all staff. Lastly, decisions were based on financial feasibility and sustainability.

The stakeholders that were engaged in the process and contributed to the development of the plan are listed below:

- TLC Committee
- Jill Gerdts, Kindergarten, Durant Education Association Union President, 19 years experience (14 in district)
- Tricia Bullard, 1<sup>st</sup>/2<sup>nd</sup> Reading, 19 years experience (15 in district), parent, union member, mentor
- Kevin Mundt, 5-12 Band, 19 years experience (10 in district), lead mentor, union member, parent
- Matt Straube, 8-12 Social Studies, 5 years experience (3 in district), coach, mentee, union member
- Jamie Mueller, 9-12 ELA, At Risk interventionist, 5 years experience (3 in district, mentee, non-union member
- Jenny Dittmer, Student Service Coordinator (TAG, At Risk, etc.), 12 years experience (all in district), non-union member, parent
- Tony Neumann, 9-12 Principal, 14 years experience (all in district), parent
- Rebecca Stineman, PreK-8 Principal, 20 years experience (all in district), parent
- Duane Bennett, Superintendent, 16 years in administration (4 in district, 6 as superintendent)
  
- Parent Committee
- Duane Bennett, Tony Neumann, Rebecca Stineman
- Barb Reasoner, Durant School Board President
- Tricia Bullard, Elementary/Middle School Parent/Elementary Teacher
- Ross DeLong – Elementary/Middle School parent/Non-staff member
- Dan Alpen – Elementary parent/Non-staff member

- Jim Weisrock – Middle School teacher
- Kristina Gast – Elementary parent/Non-staff member
- Dawn Lafrenz – Middle School/High School parent/Non-staff member
- Monica Wulf – Elementary parent/Non-staff member
- Brooke Thoma – Elementary parent/Non-staff member

The final TLC plan, including job description and application process, was presented to all staff members as part of their Professional Development. The teachers were unanimous in support of the district's plan. The TLC plan was also presented to the school board in both the 2013-14 and 2014-15 school years with a 5-0 approval each year. Stakeholder from all groups were excited about the opportunity our plan presents for the district to improve teacher leadership and student achievement.

In order for this plan to be successful, the TLC team will need to create readiness for change by fitting the needs/wants to the vision and goals of the district. The TLC team will also need to facilitate consistent and accurate information by holding formal and informal meetings, sharing concerns, and keeping the community updated.

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## **Narrative**

Using Part 2 application narrative from Year 1?

No

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

**State Goals:**

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

Durant Mission Statement: It is the mission of the Durant Community School District, as an innovative leader in education, to prepare lifelong learners to use their unique potentials to benefit themselves, their community, and to adapt to an ever-changing global society.

Long Range Goals:

The Durant Community School’s long-range goals define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs goals and 2) address state and federal student accountability.

Long Range Goal 1: All students will demonstrate proficiency in literacy, mathematics, science, social studies, technology and college and career readiness.

Long Range Goal 2: All students will engage in rigorous and relevant learning to meet college and career readiness standards.

Long Range Goal 3: All students will experience supportive relationships, feel a sense of security and belonging and be motivated to learn.

Long Range Goal 4: All students will demonstrate positive, social, service and leadership skills.

The goals for the TLC plan are based on Durant School’s mission and goals, as well as:

1. **Student achievement** (i.e. Iowa Assessments, ACT, Adequate Yearly Progress, School Improvement Advisory Committee, and the Comprehensive School Improvement Plan)
2. **Staff support** (i.e. attending Iowa Core Curriculum workshops, teacher feedback on needs for instruction and curriculum)
3. **Professional development** (i.e. resources currently available, resources needed by staff for the Iowa Core Curriculum, for instruction, by the district for effective use of the 1:1 initiative, and the need for models/examples in the building)
4. **Teacher retention** (i.e. retirement trends, turnover trends, and the average experience of the staff)

Analyzing the data from the above goals, it was determined that plateauing scores lead to being on the watch list. In addition, more instructional coaches have been requested from the Mississippi Bend AEA, the resources needed to update the curriculum have lessened, the average age of teachers in the district dropped significantly in the last six years, and the mentor program for new staff needs to be improved.

School Year	4 <sup>th</sup> Grade Reading	4 <sup>th</sup> Grade Math	8 <sup>th</sup> Grade Reading	8 <sup>th</sup> Grade Math	11 <sup>th</sup> Grade Reading	11 <sup>th</sup> Grade Math
2012-13	73.33%	66.67%	58.93%	69.64%	76.67%	70.00%
2013-14	77.78%	85.19%	65.38%	50.98%	72.55%	84.31%

There are teacher leadership roles available in the district, such as the mentor program and limited professional development involvement with the Iowa Core Curriculum; however, there is a need for more opportunities for teacher leadership roles in instructional coaching, professional development, classroom management skills, Iowa Core Curriculum and support, technology integration, and the implementation of Science, Technology, Engineering, Math (STEM).

Durant’s vision aligns with the Iowa Task Force on Teacher Leadership and Compensation Theory of Action in that we will recruit, promote, and compensate excellent teachers by providing support as they collaborate reflectively to refine their practice. To do this, the district will provide rigorous and engaging instructional coaching (and improve reflective practices) by having weekly meetings between new educators and Instructional Advisors (model teachers).

Durant’s TLC vision gives highly effective teachers opportunities to grow, refine, and share their expertise by observing, collaborating with, and mentoring other teachers. The Director of Instruction will oversee the planning, development, and implementation of curriculum and professional development. The Instructional Coach will be observing teachers, collaborating during lesson planning, and mentoring teachers on a regular basis.

These goals tie into the Iowa Task Force on Teacher Leadership and Compensation Goals by offering a competitive salary, while at the same time establishing leadership roles, offering ongoing professional development support, providing for professional growth pathways (Director of Instruction, Instructional Coach, and Instructional Facilitator), and promoting collaboration. By strengthening these areas, student achievement will improve.

In summary, our vision and goals are intended to:

- Attract able and promising new teachers to our district by providing multiple tiers of support, engaging in effective and meaningful professional development, providing leadership pathways, and improving student achievement scores.
- Retain current effective staff members by providing meaningful professional development, teacher specific professional growth plans, and a pathway of leadership.
- Promote collaboration among teachers by providing common planning time and resources through instructional coaches and model teachers.
- Reward demonstrated professional growth by collaboration in professional development to improve instructional practices of all.
- Reward demonstrated effective teaching by providing a pathway of leadership for staff members to engage in.
- Improve student achievement across the district by strengthening instruction through collaboration and professional development.

Using Part 3 application narrative from Year 1?

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)**

Current significant improvement structures, processes, and initiatives within the Durant Community School District include the following programs that will be improved from our TLC plan include:

1. **1:1 technology for all students within district.** Our TLC plan will enhance 1:1 technology by providing teachers with professional development opportunities and new learning that they can integrate into classroom instruction.
2. **Multi-Tiered System of Support (MTSS):** The newly created leadership positions can help to implement effective strategies to improve our MTSS instructional time. They will facilitate using the assessment data to guide instructional for all levels of support.
3. **Iowa Common Core Standards:** The newly created positions will work with current instructional coaches from the AEA to improve effective instruction in all content areas.
4. **Data Teams:** The TLC positions will be available as a resource to our data teams to provide instructional and behavioral strategies.
5. **Mentor Program:** The TLC plan will provide a new model for our mentor program that will focus on building relationships, providing instructional and emotional support, and being a building resource through weekly meetings, multiple observations, and collaboration.
6. **Recruitment/Retention:** The leadership pathways created by the TLC plan will provide teacher leadership opportunities that will aid in the recruitment and retention of effective teachers.
7. **Defined STEM:** The newly created positions from the TLC plan will help implement STEM through instructional technology support, modeling exemplar lessons, and enhance core instruction.
8. **Building Leadership Team:** The newly created positions from the TLC will collaborate with the BLT to plan appropriate PD, discuss instructional initiatives, and help the implementation of various instructional strategies.
9. **Student Service Team:** The newly created positions will work with the Student Service Team in identifying specific students and strategies to implement with all teachers in the district.

With the enactment of the TLC, Durant will be able to create more positions, provide additional professional development time for teachers within our district, offer extra resources inside our building, and allow for more positive, professional, contact time between teachers and leadership roles, therefore resulting in higher academic achievement on local and state assessments for our students.

All efforts of the newly created positions and the TLC will be coordinated with the Building Leadership Teams, the Students Service Teams, and Administrative Teams to keep a clear and concise communication of the district's vision.

Using Part 4 application narrative from Year 1? Yes

**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)**

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## Narrative

Using Part 5 application narrative from Year 1? Yes

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

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

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

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

Using Part 6 application narrative from Year 1?

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.

### Application

Our selection process will begin with teacher applications for TLC teacher leadership positions. The application will ask for the following information:

- Advanced degree in curriculum and instruction
- At least three years of teaching experience and one year in the district
- A thorough understanding of the Iowa Common Core Curriculum Standards
- A thorough understanding of evidence based instructional strategies
- Previous experience in teacher leadership positions: mentor teachers, Building Leadership Team members, Teacher Quality Committee member.
- Participation and implementation of professional development.
- Proven history of successful classroom teaching experience.

### Interview

Candidates will be asked to attend an interview for the position desired. A selection rubric will be used to score the following criteria determined by the TLC committee:

1. Demonstrates an understanding of the Iowa Common Core, pedagogical knowledge, subject content, and MTSS;
2. Plans using state and local curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students;
3. Promotes student learning by using research based instructional strategies relevant to the content area to engage students in active learning and to promote key skills;
4. Challenges students by providing appropriate content and developing skills which address individual learning differences;
5. Demonstrates a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population;
6. Gathers and analyzes relevant data to measure student progress, and to provide timely and constructive feedback to both students and parents;
7. Provides a well-managed, safe and orderly environment conducive to learning and encourages respect for all;
8. Creates a student-centered learning environment in which teaching and self-directed learning occurs at high levels;
9. Demonstrates a commitment to professional ethics and the school's mission participates in professional growth opportunities, and contributes to the profession; and,
10. Communicates effectively with students, parents, and school personnel, as well as other stakeholders in ways that enhance student learning.

A site-based review committee consisting of Administration and teachers will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates. This will be a tiered process, with the Director of Instruction being selected first so that he/she can be part of the review committee.

All positions are to be evaluated and/or applied for annually. The site-based review committee will also use peer feedback on the effectiveness of leadership duties demonstrated by candidates seeking to renew their position.

### Steps to Selection and Hiring of Teacher Leaders

1. Establish an site-based interview committee (to be made up of administration and teachers)
2. Review applications
3. Determine interview format
4. Develop interview questions and scoring rubric
5. Establish an interview schedule
6. Conduct interviews

7. Identify and select candidates (based on the scoring rubric)
8. Interview committee will make recommendations to the superintendent.
9. Notify candidates and announce selections.

### Professional Growth

Candidates for teacher leadership roles will be asked to show evidence of professional growth and development. These criteria will be included in the interview rubric:

- Official transcripts from accredited colleges/universities showing training received in the past two years, as well as endorsements and additional training.
- Individual Teacher Career Development Plan (ITCDP) required by the district.
- Effective facilitation and modeling of professional development within the classroom through implementation logs, video-taped lessons, classroom evaluations, peer reviews, or other methods as appropriate.
- Show student growth through the use of a Multi-Tiered System of Supports (MTSS) with implementation logs, assessment analysis, data team notes, district assessments, or other method as appropriate.
- Show documentation of student achievement data in the classrooms, administrator/instructional coach feedback, and a compilation of artifacts displayed in a teaching portfolio document.

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## **Narrative**

Using Part 7 application narrative from Year 1?

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.*

All teacher leader positions will play a role in professional development. The **Director of Innovation and Instruction** will be charged with the planning, preparation, and presentation of the Professional Development. The **Instructional Coach** will be a co-facilitator for our Professional Development. The **Instructional Technology Facilitator** will be charged with enhancing and modeling the use of effective instructional technology strategies and tools within Professional Development. The **Instructional Facilitators** will be charged with the planning, preparation, and presentation of New Staff Induction.

We will utilize the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The teacher leaders will focus on:

**1. Collecting and analyzing student data**

Teacher leaders will be collecting and analyzing student data on an ongoing basis. This will allow the teacher leaders to identify student needs and identify gaps in instruction. This will allow the teacher leaders to determine where to focus professional development in alignment with student need.

**2. Goal setting and student learning**

Analysis of data and determination of the professional development focus will then allow the teacher leaders to set explicit and concrete goals for student improvement through learning in professional development initiative(s).

**3. Selecting content**

Based on both data and goals, content will be selected that utilizes the best available research and data and is ongoing and sustainable.

**4. Designing the process for professional development**

The teacher leaders will design different vehicles of professional development, acknowledging that not all teachers learn in the same way. There will be opportunities for whole staff (group), one-on-one, small group, workshop and virtual settings.

**5. Ongoing learning opportunities, collaboration, implementation and data collection.**

Teacher leaders will facilitate ongoing learning opportunities through vehicles such as common planning times, peer coaching, development of materials, co-teaching and peer observations. Teachers will be held accountable of implementation of new learning as they will collect data on the initiative. Collaboration will be conducted with the teacher leaders to reflect on the learning opportunities and impact of student learning through data evaluation.

**6. Evaluation**

The teacher leaders will evaluate the implemented professional development focus through creation of a summative program evaluation. By utilizing multiple pieces of data (student assessments, teacher surveys, etc.) this will show the overall results of improved student performance of the TLC system.

Using our teacher leaders, we will be able to provide coherent, coordinated, high-quality professional development in a variety of settings with varying levels of support to meet the needs of our teachers and impacting student achievement through the use of the Iowa Professional Development Model.

Using Part 8 application narrative from Year 1?

No

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

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

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

## Durant's TLC Plan Vision and Goals

The vision of Durant's TLC plan is to recruit, promote, and compensate excellent teachers by providing support as they collaborate reflectively to refine their practice. Rewarding teacher leadership and competence through enhanced career opportunities will lead to increased student achievement, which will in turn, prepare our students use their unique potential to benefit themselves, the community, and to adapt to an ever-changing global society. Our goals are:

1. All students will demonstrate proficiency in literacy, mathematics, science, social studies, technology, and college and career readiness.
2. All students will engage in rigorous and relevant learning to meet college and career readiness standards.
3. All students will experience supportive relationships, feel a sense of security and belonging, and be motivated to learn.
4. All students will demonstrate positive, social, and service and leadership skills.

The goals for the TLC plan are based on Durant School's mission and goals, as well as:

- **Student achievement** (Using data to gauge instructional effectiveness using the Iowa Assessments, ACT, MAP testing, AYP, School Improvement Advisory Committee, and the CSIP)
- **Staff Support** (Attending Iowa Core Curriculum workshops, teacher feedback on needs for instruction and curriculum, monthly feedback concerning professional development, and rewarding professional growth)
- **Professional Development** (Ensuring at least 25% of the teachers in the district have a teacher leadership role)
- **Teacher Retention** (Receiving feedback from exit interviews, as well as feedback concerning the rigorous process for selecting teachers)

## Measuring the impact and effectiveness in achieving goals described in the TLC plan

- Self-reflection and assessment of the TLC plan will allow us to monitor our efforts and determine our plan of action for the future. Measures used to monitor the progress of the TLC plan are number of team meetings, number of coaching contracts, number of demonstrations delivered by teacher leaders, and other appropriate data sources.
- District analysis and adjustment of our Comprehensive School Improvement Plan (CSIP) on a yearly basis.
- Data analysis following the Iowa Professional Development Model (IPDM) will help us monitor efforts and determine actions to be taken, based upon student data.
- Yearly survey results from all teachers will help identify strengths, as well as areas for improvement, to help provide optimal support for our teachers.
- Exit surveys/interviews for teachers who are leaving the district (reasons for leaving, feedback on strengths and weaknesses, etc.)
- Peer reviews of TLC leadership positions to gather feedback.

**All of the efforts made by the Durant Community School District are designed to improve student achievement.**

Using Part 9 application narrative from Year 1?

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)**

The infrastructure for implementing the TLC plan is already in place. We are a PreK-12 building, with a calendar in place that lays out a yearly, rigorous and relevant, professional development plan, which is based on teacher and student needs. Scheduled, weekly meetings are in place for collaboration amongst teachers to discuss curriculum, technology, and student concerns. The **School Improvement Advisory Committee** meets on a yearly basis to review our **Comprehensive School Improvement Plan** and make any changes needed. Our **Parent/Community Committee** meets twice a year to review TLC plan and other curriculum concerns. In addition, an effort is made to send teachers to relevant conferences and professional development seminars.

This TLC plan will allow for constant improvement in instruction and student achievement, as well as providing a way to expedite the implementation of the Iowa Core Curriculum, enhance the teacher mentoring program, provide opportunities for leadership roles to better utilize talent and leadership potential.

Several variables will help the adoption of the TLC plan. This includes having a relatively young staff, which is willing to try new ideas. Being **departmentalized in the elementary**, teachers are better able to focus on becoming expert teachers in a specific subject area. Lastly, being a 1:1 school we are able to be innovative and provide technology that will enhance learning for every child.

In order to keep all stakeholders informed in our small district, the TLC goal is to communicate in a variety of ways. **Weekly staff meetings** and professional development will be held to discuss any ongoing issues with the TLC plan. The **school's website** and a **monthly newsletter** will keep the community informed of any relevant or important issues regarding the TLC plan. The **Parent/Community** team will also review the impact of the TLC plan during it's **bi-annual meetings**. It is imperative that the TLC plan is as transparent as possible to minimize any misinformation or misconceptions.

Teachers will be prepared for their new roles by receiving leadership training prior to the new school year (through the AEA and other coaching/mentoring workshops), as well as ongoing training throughout the year. Administrators working with teachers to development leadership skills as well as teacher leaders attending conferences/workshops will support training throughout the year.

In looking at long-term sustainability, the superintendent will look at continuing **sharing opportunities** with neighboring school districts to **maximize the efficiency** of our resources. We are currently sharing a transportation director, maintenance director, and guidance counselor with Wilton Community School District. Other opportunities can be explored to help sustain this leadership program.

In addition to grant money received from the state for the development of this plan, we will also be using other resources. Teacher Quality Committee funds will be used for highly rigorous professional development to help improve student achievement and teacher retention. We will apply for additional grant opportunities when available.

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## Grant Allocation

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

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

**Certified Enrollment Number** 565.56

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

**District Enrollment-Based Allocation** \$174,656.24

Total Allocation

\$174,656.24

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## 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.	\$48,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$94,000.00
Amount used to provide professional development related to the leadership pathways.	\$12,000.00
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>	\$38,066.00
<b>Totals</b>	<b>\$192,066.00</b>

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## Other Budgeted Uses - Description

Item description	Amount budgeted
Insurance/IPERS/FICA total for all positions	\$38,066.00
	<b>\$38,066.00</b>

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$192,066.00

*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 (\$17,409.76)

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## Budget Alignment

Using Part 10 application narrative from Year 1? 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)

Our TLC plan includes spending of the allotted funding to allow us to fully implement the plan with fidelity as created by all stakeholders. Without the added resource of the TLC Grant, the Durant Community School District would not be able to fund these additional teacher leadership roles and resources. With recent declining enrollment, these additional funds are critical to allow us an opportunity that has not been financially possible in years past. With the current drive for accountability in education, these leadership roles will be an invaluable resource for us. Although the Durant School District has made a commitment to this plan by using all of the grant money to add leadership positions, the district plans on enhancing the TLC plan by using district dollars to support the implementation and continued success outlined in our proposal.

Our plan for the budget of 579 students (district enrollment) multiplied by \$308.82 per student, equaling \$178,806.78 for our teacher leadership program, would be the following:

Currently our salary schedule has a beginning teacher salary above \$ 33,500 required by the grant.

We would hire a full time Director of Instruction and Innovation Coach who would be involved with our district's Professional Development. The Director of Instruction would be responsible for the planning, preparation and presentation of various topics during our district's Professional Development Time. The Director of Instruction position would also work intensely with curriculum for all areas of our district working in conjunction with the administration. Continued implementation of the Iowa Core Curriculum would be a large part of this position.

The Director of Instruction will have 0% teaching load and have 15 extra contract days and receive \$12,000 in compensation.

We have also allocated \$3,500 for Professional Development and supplies for this position.

\$	79,543	Director of Innovation and Instruction
\$	47,000	Teacher Salary
\$	12,000	15 additional days
\$	4,514	FICA
\$	5,269	IPERS
\$	80	LTD
\$	7,000	Health Ins
\$	180	Dental Ins
\$	3,500	Professional Development

The Instructional Coaches will be a PreK-12 position and have 0% assigned teaching load with the expectation that a minimum of 10% of their time be spent demonstrative teaching. Demonstrative teaching will focus on the Characteristics of Effective Instruction and Iowa Common Core. The Instructional Coach will also work with the AEA instructional coaches in our building to increase the contact time our staff has with an instructional coach.

\$	73,214	Instructional Coach (+10 days & \$7,000)
\$	47,000	Teacher Salary
\$	7,000	10 additional days
\$	4,132	FICA
\$	4,822	IPERS
\$	80	LTD
\$	7,000	Health Ins
\$	180	Dental Ins
\$	3,000	Professional Development

The Instructional Technology Facilitator will receive \$5,000 in compensation and have 7 extra contract days. This position will be our model teacher for infusing technology in the classroom. The Instructional Technology Facilitator will attend professional development activities with the goal of being highly certified in technology with the long term goal of making this position a Google Certified teacher. The expectation of this position will be to venture into instructional technology practices such as a blended learning environment, a flipped classroom, or other learning environments that best utilize our district's 1:1 initiative. This position will be responsible for educating all staff in technology with the goal of incorporating technology into their daily instruction.

\$	7,330	Instructional Tech Facilitator
\$	5,000	7 additional days
\$	383	FICA
\$	447	IPERS
\$	1,500	Professional Development

The 8 Instructional Facilitators will receive \$3,000 in compensation and have 5 extra contract days. These positions will be divided into four Pre-6 positions and four 7-12 positions. They will be assigned new-to-district staff members to be their mentor with strong emphasis on incorporating the Iowa Core Curriculum. Each Instructional Coach should only be assigned 1 new-to-district staff member, and many times we will have 2 Facilitators for each new staff member.

\$	31,979	8 Instructional Facilitators (+ 5 days each & \$3,000 each)
\$	24,000	40 additional days
\$	1,836	FICA
\$	2,143	IPERS
\$	4,000	Professional Development
\$	192,066	Total Projected Cost

Projected end balance (\$13,259.22)

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## 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