



Application

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

116301 - Teacher Leadership Compensation Grant, April 13, 2015

Teacher Leadership and Compensation System

Status: Under Review  
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## Primary Contact

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**Program Area of Interest** Teacher Leadership and Compensation System

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**Agency** Administrative Services, Iowa Department of

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## Organization Information

**Organization Name:** Eagle Grove Community School District

**Organization Type:** K-12 Education

**Tax ID:**

**DUNS:**

**Organization Website:**

**Address:** 325 N. Commercial Ave

Eagle Grove      Iowa      50533  
City                      State/Province                      Postal Code/Zip

**Phone:** 515-448-4749  
Ext.

**Fax:**

**Benefactor**

**Vendor Number**

## Recipient Information

**District** Eagle Grove Community School District

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

**County-District Number** 99-1944

*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** Jess Toliver

**Telephone Number** 515-448-4749

**E-mail Address** jtoliver@eagle-grove.k12.ia.us

**Street Address** 425 N Commercial

**City** Eagle Grove

**State** Iowa

*Use the drop-down menu to select the state.*

**Zip Code** 50533

## TLC Application Contact

**Honorific** Mr.

**Name of TLC Contact** Jess Toliver

**Telephone Number** 515-448-4749

**E-mail Address** jtoliver@eagle-grove.k12.ia.us

**Street Address** 425 N Commercial

**City** Eagle Grove

**State**

Iowa

*Use the drop-down menu to select the state.*

**Zip Code**

50533

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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)**

The Eagle Grove Community School District will implement a cohesive and comprehensive system that will offer opportunities for career teachers to engage in leadership roles within their district. The district's efforts to support educational leaders will be funded through the Teacher Leadership and Compensation (TLC) grant. The money available from the grant will be used to help the district identify and select personnel, provide training opportunities, and stipend salaries. The grant-supported positions will include:

- Full time Curriculum/Professional Development/TLC Director
- Full time Instructional Strategist/Mentor Program Coordinator
- 6 Instructional Coaches (2 Elem, 2 MS and 2 HS)  
20 Model Teachers (8 Elem, 6 MS and 6 HS)

Implementation will help Eagle Grove Community Schools meet and exceed the following goals and objectives:

- Goal 1: Attract promising teachers through competitive salaries.
- EGCS D starting salary already exceeds the state minimum or \$33,500. In addition, many teachers are paid more through compensation of educational advancement, professional development, and collaboration beyond contract hours.
- Goal 2: To hire, develop, and retain effective teachers and allow for leadership opportunities
- EGCS D's starting salary exceeds the state minimum or \$33,500 so we will be able to use all of our resources to develop career advancement opportunities in 6 different areas. New teachers coming to EGCS D will be compensated for hard work as well as be a part of an educational team. Systems exist to allow for assistance and collaboration along with the opportunity to have leadership roles and advancement opportunities. Teachers are skilled in a number of areas and feel that teaching is their passion. Our system will allow for 38% of our staff the opportunity to coach, mentor, lead, and offer feedback to their colleagues in a variety of different ways:
  - Curriculum/Professional Development/TLC Director
  - Instructional Strategist/Mentor Program Coordinator
  - Instructional Coaches
  - Model Teachers
- Goal 3: Creating collaboration among all grade/content area teachers within the district.
- Our system has a team-oriented structure to impact student achievement data on instruments such as Iowa Assessments and local formative tools. Model Teachers will work with all members of the staff to analyze formative and summative data to determine the needs under the guidance of the instructional coach and the mentor teachers. These plans will be executed during weekly professional development and then monitored and adjusted according to common formative assessment data. The data for these adjustments will be communicated through team meetings. All of these positions will work together to adjust the plan in accordance to maximize student achievement.
- Goal 4: Enhancing professional development in the district to include research based teaching styles.
- Our professional development process is aligned with the IPDM and begins with the curriculum developer and the instructional coaches guiding teachers in collecting and analyzing screening data. These individuals will look for data trends and discuss them with the model teachers to develop student-learning goals. The model teachers use the data and additional formative assessments during weekly professional development to make instructional decisions within their PLCs. The curriculum director will collaborate with these individuals to select content and design the process for professional development that will impact the goal areas and align with the current focus of the departments and the district. The instructional strategists will guide teachers in selecting and implementing appropriate instructional strategies based on student data. Teachers will be trained and then implement under the guidance of the mentor teachers and the model teachers. A leadership team of all the positions will review achievement and implementation data semi-annually to make adjustments and continue the improvement cycle.
- Goal 5: Strengthening student achievement
- Data indicates the need to increase student proficiency in ELA, math, and science. As the quality of instruction increases, student achievement will improve. Leadership team will work with teachers to determine what students need to know, how we will assess their knowledge, what we will do if they need additional supports, and how we will offer them so that all children can be successful. Eagle Grove CSD will continue to use MTSS as well as implement research based instructional strategies

and interventions. The impact of these changes will be monitored through scheduled assessments throughout the year and through common formative assessments. Intervention plans will be monitored through progress monitoring assessments that align with the universal tier we are attempting to impact. The combination of these efforts to improve our universal tier will build proficiency levels over the next four years.

EGCSD will distribute compensation incentives to selected teachers who accept additional instructional and leadership roles designed to fulfill the goals of the Teacher Leadership Grant. In addition, TLC funds will be used to provide leadership training for instructional coach/mentor training as well as the development of model teachers to support the achievement of the project goals.

Eagle Grove Community School District will use the Teacher Leadership Selection Committee to conduct a thorough assessment of all projects. The Selection Committee will use data to determine the success of individual initiatives as well as the overall impact.

Eagle Grove School District believes that authentic instruction is the most powerful tool schools have to influence student learning. School leadership is the strongest influencing factor to authentic instruction. Therefore, effective school leaders improve learning indirectly through their influence on staff motivation and commitment.

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

**TLC Model Number**

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## **Narrative**

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

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

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

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

The Eagle Grove CSD was informed of the Teacher Leadership and Compensation grant opportunities in Fall of 2013. An informational meeting was held and a TLC Planning Committee composed of teachers, administrators, parents and representation from the Eagle Grove Education Association. Information on the TLC Grant was shared and interest was gauged. With 98% in strong support, it was determined that we would proceed to form a TLC committee to further explore our options as a district.

A follow up meeting was held in January, which included over 20% of district staff members, parents, and the Area Education Agency. This group reviewed district needs and aligned them with the three models of the TLC grant to determine which model best fit the needs of the Eagle Grove Community School District. The planning grant money was used to hire substitute teachers so that interested participants could meet to create the best plan possible to meet the needs of the students.

The teachers on the committee completed the research on what roles needed to be created within this plan to improve student achievement. This information was collected from building teams, PLC's and leadership teams. Administration made state and district documents available to the committee to be used for reference, for example, the Iowa Model of Professional Development and Adequate Yearly Progress Report, to make sure the vision of the TLC plan met that requirement. Parents on the committee researched what a quality teacher looks like and presented material on how leaders are chosen and evaluated. TLC committee stakeholders visited with other stakeholder to gain insight of district needs and create a list detailing what the district needed to do to meet the vision of the Teacher Leadership and Compensation Plan. From the suggestions gathered, the TLC committee was able to create the roles of Curriculum/Professional Development/TLC Director, Instructional Strategist/Mentor Program Coordinator, Instructional Coaches, and Model Teachers. A committee of teachers participated in the writing process of the grant with input of the local Area Education Agency. Board members and Association members showed support and excitement for the project. This plan was also shared with community organizations, including Eagle Grove Rotary.

The Eagle Grove Community School District knows that this leadership structure can achieve our vision of a system that supports a culture of learning and collaboration; one that builds upon teacher strengths and improving student performance. To accomplish this vision, we must attain the following measurable goals:

- Goal 1: Attract promising teachers through competitive salaries.
- Goal 2: To hire, develop, and retain effective teachers and allow for leadership opportunities.
- Goal 3: Creating collaboration among all grade/content area teachers within the district.
- Goal 4: Enhancing professional development in the district to include research based teaching styles.
- Goal 5: Strengthening student achievement.

The missing component to executing this plan has been having the financial resources to place staff in the positions where they can create the level of change that will be necessary to make our goals a reality. This grant application will show how we have strategically created positions that will improve the system's ability to determine what students need to be successful and how to meet those needs.

There is support for this grant from teachers, administrators, and the school board. Teachers are excited about the vision for our district created by the TLC plan and the opportunities it provides for staff and students. Teachers, administrators, and the school board see the value in leadership opportunities and the positive impact this program will have on student achievement.

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## Narrative

Using Part 2 application narrative from previous submission? No

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

**State Goals:**

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

Increased expectations on our teachers and our school district in a global economy helped us create our vision of our Teacher Leadership (TL) program. This will build a system of collaboration fostering teacher conversations regarding student status in living, learning, and working, as well as enjoying and embracing the challenges of education.

The goal of Eagle Grove's TL program is to positively impact student learning utilizing a multi-tiered system of learning and implementing instructional strategies that reach all students (low SES, talented and gifted, ELL, special education, etc.)

- Goal 1: Attract promising teachers through competitive salaries.
- EGCSD starting salary already exceeds the state minimum or \$33,500. In addition, many teachers are paid more through compensation of educational advancement, professional development, and collaboration beyond contract hours.
- Goal 2: To hire, develop, and retain effective teachers and allow for leadership opportunities
- EGCSD's starting salary exceeds the state minimum or \$33,500 so we will be able to use all of our resources to develop career advancement opportunities in 6 different areas. New teachers coming to EGCSD will be compensated for hard work as well as be a part of an educational team. Systems exist to allow for assistance and collaboration along with the opportunity to have leadership roles and advancement opportunities. Teachers are skilled in a number of areas and feel that teaching is their passion. Our system will allow for 38% of our staff the opportunity to coach, mentor, lead, and offer feedback to their colleagues in a variety of different ways:
- Curriculum Development
- Professional Development Coordinator
- TLC Director
- Instructional Strategist
- Instructional Coach
- Mentor Coordinator
- Model Teacher

These positions will allow teachers to advance the skills of their colleagues as well as their own. The promise of this collaboratively and financially supported career path will aid in retaining our best and brightest teachers.

- Goal 3: Creating collaboration among all grade/content area teachers within the district.
- Our system has a team-oriented structure to impact student achievement data on instruments such as Iowa Assessments and local formative tools. Model Teachers will work with all members of the staff to analyze formative and summative data to determine the needs under the guidance of the instructional coach and the mentor teachers. These plans will be executed during weekly professional development and then monitored and adjusted according to common formative assessment data. The data for these adjustments will be communicated through team meetings. All of these positions will work together to adjust the plan in accordance to maximize student achievement.
- Goal 4: Enhancing professional development in the district to include research based teaching styles.
- Our professional development process is aligned with the IPDM and begins with the curriculum developer and the instructional coaches guiding teachers in collecting and analyzing screening data. These individuals will look for data trends and discuss them with the model teachers to develop student learning goals. The model teachers use the data and additional formative assessments during weekly professional development to make instructional decisions within their PLCs. The curriculum director will collaborate with these individuals to select content and design the process for professional development that will impact the goal areas and align with the current focus of the departments and the district. The instructional strategists will guide teachers in selecting and implementing appropriate instructional strategies based on student data. Teachers will be trained and then implement under the guidance of the mentor teachers and the model teachers. A leadership team of all the positions will review achievement and implementation data semi-annually to make adjustments and continue the improvement cycle.
- Goal 5: Strengthening student achievement
- Data indicates the need to increase student proficiency in ELA, math, and science. As the quality of instruction increases, student achievement will improve. Leadership team will work with teachers to determine what students need to know, how we will assess their knowledge, what we will do if they need additional supports, and how we will offer them so that all children can be successful. Eagle Grove CSD will continue to use MTSS as well as implement research based instructional strategies

and interventions. The impact of these changes will be monitored through scheduled assessments throughout the year and through common formative assessments. Intervention plans will be monitored through progress monitoring assessments that align with the universal tier we are attempting to impact. The combination of these efforts to improve our universal tier will build proficiency levels over the next four years.

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

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

The Eagle Grove CSD TLC plan will connect to, support, and strengthen the district's key school improvement structures, processes, and initiatives in a variety of ways. The main way will be to integrate teacher leaders into deeper reading and Multi-Tiered Support Systems (MTSS). New grant positions will include a Curriculum/Professional Development Director in conjunction with the TLC Coordinator (1 FTE), Instructional Strategist/Mentor Program Coordinator (1FTE), 6 Instructional Coaches (2 elementary, 2 middle School, 2 high school), and 20 Model Teachers (8 elementary, 6 middle school, 6 high school). This initiative will allow these leaders to create a MTSS in each building to identify students at risk, alter teaching strategies, and collect data on improvement. Through professional development, teachers are learning research-based strategies to guide instruction and to ensure consistency. PLC work is being done to align assessments to the Iowa Core. The alignment is intended to allow teachers to make instructional decisions based on the data. The data will be used in a multi tiered intervention process to direct the core curriculum into identify groups needing varied levels of support. Our PLC implementation varies greatly throughout the district depending on the grade level. The value of the PLC time is still being built. Some grade levels are meeting to fill requirements while others are beginning to discuss practice. Most of our grade levels have recognized that there's a need for leadership within PLCs, which will be provided by our Model Teacher position.

The curriculum/professional development teacher leader is primarily responsible for ensuring that 1) the K-12 curriculum is articulated and implemented, 2) student needs are being met through the MTSS, 3) teacher professional development needs are identified and met, and 4) interface with building and district administration to problem solve and make decisions. The curriculum leader will provide needed consistency for all subject areas. The instructional coach/mentor teacher along with the model teacher can ensure fidelity of implementation of district wide incentives. Model teachers can organize groups to monitor the impact of their initiatives that the analysis of student achievement results. These groups will enhance our current process of developing common assessments for learning and collaboratively developing a model of effective teaching. Secondly, we will increase peer collaboration around student achievement by negotiating which instructional practices are most effective. Finally, we will improve the PLC time through analysis of data from common formative and summative assessments. The PLC conversations with then be driven by all guiding questions of the MTSS process, which starts with analyzing the core and moving into tiered interventions to ensure learning for all students.

The instructional coach/mentor teacher leaders are primarily responsible for assisting teachers, including new teachers to the profession or the district with implementing the Iowa Core, analyzing and using data to make instructional decisions, and collaborates with the curriculum/professional development teacher leader to ensure a multi-tiered system of support is utilized to meet the learning needs of all students. As the Instructional Coach, this individual will provide one-on-one instructional support determined by the teachers needs. The Instructional Coach will model research-based strategies alongside classroom teachers, facilitate common goals of instructional practices, and model and coach effective instruction. The Instructional Coach and Curriculum Director will also provide the needed research to promote continuous learning. These coaches will spend most of their time networking with teachers and providing opportunities for continuous professional learning. Both coaches will equip model teachers by setting a necessary agenda, interpreting the approved data and determine trends over time, and recognizing alignment of instruction to the Iowa Core to district approved data. As the mentor teachers, they will play a key role by increasing teacher effectiveness and helping with the retention of new talent. This leadership role will help to facilitate a common vision of student success. Mentors will ask guiding questions to encourage reflection. Mentor teachers will help develop confidence to become teacher leaders. This model will be aligned and monitored by the curriculum leader who seeks to tie the vertical connections of the district together.

The model teacher leaders are primarily responsible for providing an authentic environment for their peers to observe and learn about different instructional strategies. These areas will include but are not limited to reading strategies, ELL, formative assessments, technology, and grade level philosophies.

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)**

Our current mentoring program features initially licensed teachers being assigned a mentor teacher. The mentor teacher works with the initial teacher through a mentoring program developed by the Eagle Grove CSD. Surveys of current mentor teachers as well as teachers graduating from a teacher mentor program were used to identify the strengths and areas of improvement for our current program. Strengths include 100% of our mentors and mentees feel the program was a valuable and collective experience. 94% indicated that model value in continuous improvement. 78% of mentors and mentees also stated that our districts actively encourage and enable our teachers to step into leadership roles. Although 100% of mentors thought they received adequate training to support their mentees, only 50% of mentees feel they received much guidance or support in the area of the Iowa Core. Another weakness included 89% of our mentors or mentees found it difficult to observe one another.

Initial teachers need and want more time working with a mentor teacher. Our professional development initiatives require more time spent with the mentor teacher. While we believe that we have a good mentoring program, our district needs to provide teachers with more time to work with a mentor to support them in their new roles. This time would be used to develop and implement school improvement strategies employed by the district including: release time for mentors to observe new teachers, for new teachers to observe mentors, and for both mentors and new teachers to engage in specific instructional discussions to establish targets for improvement. The district provides two extended contract days for initial licensed teachers in their first year, as well as licensed teachers new to the district, to learn in greater depth, including: the instructional expectations that the school district has for teachers, the operational expectations, and in-depth professional development of school improvement initiatives.

District surveys have identified a need for mentoring other teachers beyond the new, initial licensed teachers. Licensed teachers who are new to our district often struggle to implement the district's school improvement strategies with fidelity. In addition, some career teachers, on occasion, need mentoring assistance to successfully implement a specific school improvement strategy.

Based on this information, we have set goals for how the TLC system would improve our mentoring and induction program to benefit new teachers as well as teachers that are new to our buildings.

- Goal 1: Established time for mentors and mentees to collaborate within the school day on a more consistent basis to improve instruction and student learning.
- The TLC funding will support new teachers, with the expectation during their first two years to learn in greater depth, including: the instructional expectations the school district has for teachers, operational expectations, and in-depth professional development of key school improvement initiatives. The Curriculum/Professional Development/TLC Director will ensure accountability and provide professional development for mentors to assist new initial, new to district, and selected teachers.
- Goal 2: Ensure observations of mentees by mentors as well as mentees given the opportunity to observe teachers within the district.
- In addition to the increased opportunity for collaborative time, release time would also be given to observe exemplary teachers as well as release time for mentors to observe new teachers and provide ongoing feedback to them. This could also be an opportunity for the mentor and mentee to co-teach in the mentees classroom, or for the mentor teacher to model lessons.
- Goal 3: Provide support with the Iowa Core Curriculum for new mentees within the induction program, utilizing experts from their content area to help build a network of support.
- Based upon survey data, teachers new to the profession were not confident in their knowledge of the ICC. Therefore, the Instructional Strategist/Mentor Coordinator will have training based on the Iowa Core and Characteristics of Effective Instruction to ensure learning opportunities for all the teachers. Further, new teachers will have opportunities to learn, in-depth, with experts from the AEA or neighboring schools to build their knowledge.
- Goal 4: Extend mentoring opportunities to teachers that are new to the district, yet past two years experience in the teaching field.
- Eagle Grove CSD is using research-based, quality professional development. New teachers to our school districts typically have new learning to acquire which can only be supported with the appropriate time and resources needed. New teachers would be supported throughout the school year with extra opportunities to learn and practice professional development initiatives.

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## **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 roles created with the TLC grant will place 28 teachers in some leadership capacity, making up of over 35% of the district's teachers. The highest capacity for EGCSd is the role of Instructional Coaches, whose primary duty will be to teach alongside colleagues by modeling research-based strategies. In addition, these coaches will guide professional development, assure the integrity of curriculum implementation, and work collaboratively with all leaders and staff. The Instructional Coaches will work to make PLC's a unified and structured process using data as the focus. Another role, Curriculum Director, will assist in assuring that the Iowa Core is being implemented with integrity. The Instructional Strategist will be responsible for assisting teachers and students with effective technology strategies and resources as well as providing guidance for professional development. Model Teachers' roles are to continue the current work of district initiatives and to lead professional development. Through this plan, EGCSd will continue a mentorship program to help retain and support beginning teachers. Teaching teams will help coordinate peer evaluations and help teachers evaluate the use of effective instruction. The roles are summarized below:

Role	Duty	Percentage of time and Stipend
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**Curriculum/  
Professional Development/TLC  
Director**

The Curriculum/Professional Development/TLC Director will:

- Ensure integrity of curriculum
- Evaluate curriculum continuously
- Align curriculum, Iowa Professional Development Model and Iowa Core
- Purchasing, organizing and rotating curriculum
- Responsible for CSIP and CPLAN
- Graduation tracking
- Participation in professional teams K-12 (BLT, DLT)
- Provide professional development opportunities for the staff in high priority areas.
- Coordinate with building and district administrators in order to identify the professional needs of the teachers.
- Serve as a liaison and resource to identify training needs and/or coordinating professional development services within the district.
- Work within a budget to provide the professional development services needed.
- Maintaining manual and electronic files and/or records for the purpose of providing up-to-date reference and complying with regulatory requirements and established guidelines
- Have the ability to monitor professional development services (e.g. consultant's course outcomes, training staff, etc.) for the purpose of ensuring that performance outcomes are achieved within budget, department, and district objectives.
- Be able to respond to inquiries for the purpose of resolving problems, providing information and/or referring to appropriate personnel.
- Coach teachers with guided reflection
- Work on universal tier
- Strong working knowledge of the 8 Iowa Teaching Standards

- 1 FTE
- 10 day extended contract
- One extended contract day per week
- \$7500 stipend

Instructional Strategist/  
Mentor Program Coordinator

- Ensure integrity of curriculum
  - research/share instructional resources
  - Work on universal tier
  - Guide implementation of district incentives
  - assist in coordinating the work of committees in the district
  - Acclimate new teachers to school environment
  - Advise new teachers on instruction, curriculum, procedures, practices, and school culture
  - Contribute time and expertise to make significant contributions to the development of the new professionals.
  - Research effective technology strategies and resources for student learning
  - Guide implementation of technology strategies and resources for teachers and students
  - Guide/facilitate professional development
  - provide training and guidance/support on district technology resources
  - Work and collaborate with district Technology Director
- 1 FTE  
•10 day extended contract  
•One extended contract day per week  
•\$7500 stipend

Instructional Coach

- Work in classrooms to help teachers implement research-based strategies, demonstrate lessons engage in co-teaching, observe, and give feedback.
  - Provide ideas to differentiate instruction
  - Organize and facilitate non-evaluative teacher peer observations
  - Create common formative assessments
  - Coach teachers to use guided self reflection
  - Work on universal tier
  - Facilitate/lead professional development teams
  - Facilitate/coordinate cross curricular opportunities
  - Facilitate collaboration between general education and at-risk populations including special education services and extended learning
  - Coach teachers on reading strategies
  - Coach teachers on technology strategies
  - Strong working knowledge of the 8 Iowa Teaching Standards
- Classroom instructor 100% of the time  
•6 staff  
•Six day extended contract  
•One extended contract day per week  
•\$5000 stipend

Model Teacher

- Facilitate team meetings to identify student needs, teacher's level of knowledge, and skills in priority areas, and types of learning opportunities teachers need
  - Facilitate/lead collaborative PD teams
  - Lead conversations to engage peers in analyzing and using data to strengthen instruction
  - Collaborate to create common assessments
  - Use current data to develop student interventions
  - Serve as a role model teacher
  - collect progress monitoring data on research-based strategies
  - Support on-going collective learning
  - Help teachers select and implement effective strategies through peer reviews
  - Strong working knowledge of the 8 Iowa Teaching Standards
- Classroom instructor 100% of the time
  - 20 staff
  - Two day extended contract
  - One extended contract day per week
  - \$2000 stipend

Research suggests that teachers learn from other effective teachers in their schools and are more likely to raise student achievement when surrounded by effective colleagues.

Our Instructional Leadership Team creates multiple entry points for teachers, ranging from those with relatively few leadership responsibilities to those with significant leadership duties. This will allow teachers an opportunity to enter the system at the level they feel most comfortable and best matches their current skills and abilities. It will also provide them with time to develop leadership skills. Due to positions reopening at the end of each year, teachers will be able to decide if they want to continue, take on additional leadership responsibilities, or return to the classroom.

For the plan to be effective, the roles listed must work together to improve instruction and student learning. it is also imperative that the roles communicate effectively to break isolation, cultivate trust, and create a collaborative culture within a coherent system. The district's administration will help support and guide our CUrriculum Director, Instructional Strategist, and our Instructional Coaches. The Instructional Strategist will play a vital role in ensuring a seamless delivery to other levels of the system. Since Instructional Strategist/mentor Program Coordinator is not a full time teacher, they will have time to meet with other leadership components as well as collaborate and teach alongside classroom teachers. In addition, they will utilize their previous training to support beginning and career teachers. The administration will work with Instructional Coaches and Model Teachers to support beginning and career teachers. Instructional Coaches will also work with Model Teachers to collect and analyze student data to determine if student success is improving. Data will be collected to evaluate student outcomes and teacher effectiveness to determine whether the plan is sufficient in meeting the goals chosen by the district.

Using Part 6 application narrative from previous submission? No

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

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

**a) Prior demonstrated measures of effectiveness.**

**b) Prior demonstrated professional growth.**

## The Application Process

### 1. Written response and letter of application.

All applicants will be asked to write a paragraph response to each characteristic listed for their desired jobs. They will be given a copy of the rubric the committee will use for scoring.

The eight teacher leader qualities include the ability to

1. Work with adult learners and foster a collaborative culture to support educator development and student learning
2. Work collaboratively with others to facilitate improvements in instruction and student learning
3. Demonstrate knowledge of content and pedagogy and the ability to combine outcomes, core- friendly teaching strategies, and assessments into excellent units of instruction
4. Access and use research to improve practice and student learning
5. Promote professional learning for continuous improvement
6. Communicate effectively within the school and in outreach and collaboration with families and the community
7. Promote the use of assessments and data for school and district improvement
8. Practice systems thinking and a strong advocate for student learning and the profession. The district learning coordinator will be asked to demonstrate all eight. The learning coaches will be asked to demonstrate the first seven. The model teachers will be asked to demonstrate the first five.

In addition, letters of recommendation will be required for the learning coaches and the district learning coordinator. The rubric for these written documents will include a category for each quality and one for writing ability.

### 2. Professional Growth

In order to prove professional growth, applicants will be asked to create a portfolio demonstrating three levels of growth:

#### **Efficacy**

1. Education of self
2. Education of others
3. Outreach and multidisciplinary work

Applicants will be given a rubric before applying.

Continued professional growth could include work toward a master's degree; courses taken for professional development; participation in workshops, building committees, of work with colleagues; technology training; help with professional development; participation in optional in-service work, leadership in committees; leadership in student events; mentoring of new teachers; building a student- teacher; and organization or assistance with school/community events.

Note: Due to privacy issues, no teacher will be required to provide information that violates privacy, such as evaluation documents or student data changes from their own classroom. However, they may provide them if they choose.

### 3. Professional Effectiveness

All candidates will demonstrate professional effectiveness by creating a lesson plan based on a task, which the evaluation team presents the night before their interview. Candidates will prepare a lesson overnight and perform it for the committee. After the lesson plan, they will stand ready to answer questions. A scoring rubric, adapted from the Teacherpreneur Rubric (Center for Teaching Quality 2012), will be shared before the application. Some headings include

- A well-crafted lesson plan
- Engagement of the audience
- Clear communication skills
- Strong questioning and discussion techniques
- Effective use of research to guide decisions
- Effective assessment choices to guide instruction
- Articulation of effective teaching

- Ability to synthesize and use evidence
- Articulation of expertise

### **Selection Teams**

The TLC team chose a tiered hiring process: beginning with the district Curriculum/PD/TCL Director, then Instructional Strategist/Mentor Program Coordinator, followed by the Instructional Coach, and finally Model Teachers. Each committee will contain equal numbers of administrators and teachers. One teacher on each committee will be chosen by the education association.

First, the school will hire the district's Curriculum/PD/TCL Director. The team will include 4 administrators (1 superintendent and 3 principals), 4 teachers (1 chosen by each building principal and 1 chosen by the education association). None of the teacher members can be applying for the position.

After hiring the director, the Instructional Strategist hiring team will include 3 administrators and 3 teachers (the newly chosen district Curriculum/PD/TCL Director, one teacher chosen by the education association, one by the district).

After the Instructional Strategist/Mentor Program Coordinator is hired, the Instructional Coach hiring team will include 1 administrator, the building principal, the Curriculum/PD/TCL Director and 2 teachers (one teacher chosen by the education association and one by the principal)

After the Instructional Coach is hired, the model teacher hiring team will include 1 administrator, the building principal, the Curriculum/PD/TCL Director and 2 teachers (one teacher chosen by the education association and one by the principal).

### **Selection Process**

Each committee member will use the rubric to score

1. The written application and letter of recommendation.
2. Proof of professional growth shown in a portfolio.
3. Evidence of effectiveness on an instructional task.

The superintendent will organize the scores and the committee will then discuss the top candidates and reach consensus on a choice for each position.

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## **Narrative**

Using Part 7 application narrative from previous submission?      No

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

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

**a) A description of the role teacher leaders will play in the creation and delivery of professional development.**

**b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).**

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

Our TLC plan will provide the district with the capacity to coach more teachers in learning and implementing research based instructional strategies that ultimately lead to increased student achievement. Teacher leaders will play an integral part in the design and delivery of our professional development including data analysis, progress monitoring, and feedback. Our plan aligns with the Iowa Professional Development Model (IPDM) and is delivered through eight full days of professional development, monthly two-hour early outs, and daily team meetings. The professional development focus includes:

- K-12 MTSS
- K-12 Technology Integration
- K-5 Literacy and Reading strategies
- 5-12 Instructional Strategies

IPDM Component	Teacher Leader Roles
Professional Development Leadership Team	The team consists of the Curriculum Leader, Instructional Strategist, Instructional Coaches, Model Teachers, and administration.
Collect and Analyze Data	The Instructional Strategist collects formative student data and Model Teachers and Instructional Coaches guide teachers in analyzing the data to make instructional decisions with support from the Instructional Strategies
Set Goals	Instructional Coaches and the Model Teachers guide teachers in using the student formative data to develop student-learning goals and make instructional decisions during PLC meetings. The Curriculum Leader assists in this process to ensure the goals align with the Iowa Core.
Select Content	The Curriculum Leader collaborates with the Instructional Strategies to select content aligned with the district student learning goals and the current focus of the district. (System Level) Instructional Coaches and Model Teachers select research based strategies aligned with the student district learning goals and student needs. (Student and Building Level)
Design Process	The Curriculum Leader collaborates with the Instructional Strategist, Instructional Coaches and Model Teachers to design professional development for the eight district days.
Train and Learn	Teachers receive ongoing, job-embedded training from Instructional Coaches and Model Teachers (co-teaching and modeling strategies that are being studied).
Collaborate and Implement	Teachers implement strategies with guidance from the Instructional Coaches and Model Teachers. Instructional Coaches and Model Teachers will engage in reflective conversations with teachers to address questions, provide feedback, and determine next steps for implementing strategies.
Formative Evaluation	Through the PLC structure, the Instructional Strategist, Instructional Coaches, and Model Teachers will facilitate the ongoing analysis of teacher implementation data and student data to monitor progress and make adjustments to implementation.
<b>Using Part 8 application narrative from previous submission?</b>	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.**

The EGCS D's TLC plan identifies and supports short-term and long-term goals, progress monitoring, and evaluation procedures.

**Goal 1:** Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

- Beginning August 2015, when hiring for open/new teaching positions, the TLC plan will provide funding for an instructional Strategist/mentoring Program Coordinator, as well as professional development in high need areas identified by mentor feedback, in order to attract able and promising new teachers.
- By August 2018, as a result of a high quality mentoring programs and teacher leadership opportunities, a minimum of 3 high quality applicants will be available for review when hiring for new positions, in order to ensure that able and promising new teachers are brought into the district.
- Baseline application status as of 2014-2015 school year is 1-2 quality applications for review per hiring position. Successful implementation of the TLC plan will result in a minimum of 3 high quality applications per hiring position.
- Adjustments to the plan will be made if 3 quality applications are not available per position by August 2018. Evaluations will be conducted annually by the administrative team in collaboration with the selection committee.

**Goal 2:** Hire, develop, and retain effective teachers by providing enhanced career opportunities.

- By August 2015, the TLC plan will fund 28 leadership positions, to be hired within the district, for career teachers in the area of leadership, using clearly defined job descriptions and competitive salaries in order to attract able and promising new teachers.
- By August 2018, the TLC plan will fund 28 leadership positions, allowing leadership positions to continued to be offered to career teachers, using clearly defined job descriptions and competitive salaries in order to retain talented and committed professionals
- Baseline retention rate as of 2013-2014 school year is 90%. Providing enhanced career opportunities will decrease turnover rates by 5%, leaving a retention rate to 95% per school year.
- Adjustments to the goal will be made if retention rates are below the aim line. Evaluations will be conducted annually by the administrative team in collaboration with the selection committee.

**Goal 3:** Encourage collaboration by developing and supporting opportunities for teachers in schools and school districts region wide to learn from each other.

- By August 2015, the TLC plan will fund positions responsible for coordinating and promoting collaboration between departments, school buildings, and the district in order to allow opportunities for teacher to learn from each other.
- By August 2018, the TLC plan will support and maintain ongoing relationships that allow teachers to work together and move forward to meet the challenges of education through school level and district wide activities that will serve as learning resources for the district in order to support opportunities for teachers to learn and grow from one another.
- Yearly baseline collaboration is, on average, as follows: department wide - 15% of contract per year, building wide - 7% of contract time per year, district wide - 2% of contract time per year. TLC plan will close the gap between the three areas, making collaboration unified between departments, buildings and districts.
- Adjustments to the goal will be made if collaboration gaps maintain below the aim line. Evaluations will be conducted annually by the administrative team in collaboration with the selection committee.

**Goal 4:** Promote professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

- Beginning August 2015, the TLC plan will provide career opportunities in the form of increased leadership with salary compensation in order to promote professional growth and effective teaching in all Eagle Grove school buildings.
- By August 2018, the TLC plan will support an established leadership teacher team, which has demonstrated competency in their ability to promote professional growth and effective teaching, using clearly defined job descriptions and competitive salaries, in order to maintain effective teaching environment for all students.
- Progress Monitoring will be based on the number on the applications we have for Model teachers on a yearly basis and the longevity of Instructional Coaches/Mentor Teachers and their job satisfaction. If quality positions are available with increased responsibility, leadership opportunities and salaries, teachers should desire to fill these positions.
- Adjustments to the goal will be made if a stable and effective leadership team fails to be established within the designated timeline and/or the leadership fails to promote professional growth, which results in effective teaching as evidence by improved student achievement data. Evaluations will be conducted annually by the administrative team in collaboration with the selection committee.

**Goal 5:** Strengthen student achievement by strengthening instruction.

- By May 2016, the TLC plan will strengthen instruction as a result of the 15 leadership positions, each focusing on a designated area of improvement, in order to improve student achievement so that all students are given an equal opportunity to be successful in the classroom.
- By May 20, 2021, the TLC plan will strengthen our instruction resulting in 80% of our students being proficient in the areas of math, reading and science in grades 4, 8 and 11. Of those, 25% of our students will score at or above the 75th percentile.
- Adjustments to the goal will be made based on the annual progress report. Evaluations will be conducted annually by the administrative team in collaboration with the selection committee.

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)**

Eagle Grove Community School District has designed a comprehensive plan to assure that correct supports are in place by day one of this implementation and will be sustainable over an extended period. These supports include:

- AEA partnership to provide training on coaching skills, research-based strategies, and literacy skills.
- Feedback data on an individual and group basis
- Accountability to the 5 goals being completed with fidelity
- Policies, including standard hiring and evaluation, to assure fairness to the positions and treatment of staff that step into those roles.
- An organized communication system to assure that everyone involved understands their roles and how the system is processing.

Each role in the TLC plan supports our district goals and initiatives in slightly different ways. The **Curriculum/PD/TLC Director** will be well versed in MTSS, progress monitoring, and curriculum mapping/Iowa Core alignment. This individual will also oversee the analysis of district-wide student achievement data. Results of the data analysis will lead to development of district and TLC goals and modifications to the TLC plan. This individual will meet regularly with the Instructional Strategist and Instructional Coaches to analyze data from the various initiatives and implement additional professional development. Coaches will report back to their PLC teams for collaborative discussion on any modifications needed to improve student learning. The Curriculum/PD/TLC Director will be responsible for communicating any specific information on concerns or decisions to the teachers.

The **Instructional Strategist** will be able to improve student learning through integration of research based instructional strategies while collecting and working with student data. This individual will be available to work collaboratively with the Curriculum/PD/TLC Director as well as the Instructional Coaches to provide staff with professional development regarding current trends and trainings.

**Mentor teacher** will be a critical component as our district continues to see growth and hires new staff. Although this role is already in place in the district, the TLC plan calls for additional responsibilities like establishing time for mentees to collaborate with in the school day on a more consistent basis to improve instruction and student learning, ensuring mentees are given the opportunity to observe teachers within the district, provide support with the Iowa Core Curriculum for new mentees within the induction program, utilizing experts from their content area to help build a network of support, and extend mentoring opportunities to teachers that are new to the district with at least two years experience in the teaching field.

**Instructional Coaches** will still be able to work with model teachers and classroom teachers around identifying and addressing individual student needs while also working directly with students. These roles support district initiatives around MTSS, technology integration, and Iowa Core implementation and also serve as a resource for the personalized learning approach the district believes is at the heart of its work.

**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 plan allows us to create several leadership positions, and it supports the hiring of staff to replace the direct instructional time we are currently using general fund dollars to support. Though we would envision our district maintaining what we currently have for the foreseeable future, the Teacher Leadership Supplement will allow us to hire 2 full time teachers. The leadership positions along with the full and stipend positions added, enable us to impact the quality of support for teachers, which enhances instruction, improves student learning, and increases opportunities for teachers and students alike. Because much of the foundational work of this plan is already in place and supported by general education funds, Eagle Grove Schools is well positioned to sustain the implementation of this TLC plan and the additional roles and responsibilities it outlines.

Ultimately, the EGCSB Board of Directors, district administration, the Eagle Grove Education Association, and the people hired for the leadership positions will be responsible for the success of the plan. We believe we have a staff of high quality individuals willing to work together to continue to improve learning opportunities for students. Regularly scheduled opportunities for teacher

leaders to collaborate as a group will provide support for the TLC program.

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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.	\$100,300.00
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).	\$140,000.00
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>	\$5,000.00
<b>Totals</b>	<b>\$257,300.00</b>

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## 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.*

<b>Certified Enrollment Number</b>	<b>833.3</b>
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	<b>\$257,339.71</b>
<b>Total Allocation</b>	<b>\$257,339.71</b>

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## Other Budgeted Uses - Description

Item description	Amount budgeted
	<b>\$0.00</b>

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$257,300.00

*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 \$39.71

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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)

Grant Award: \$257,340

Use of TLC Funds

Amount Used to raise the minimum salary to \$33,500      Amount Budgeted: \$0

The Eagle Grove Community School District has a minimum starting salary above the \$33,500 requirement, so no money will have to be allocated for this purpose.

Approximate amount designated to fund salary supplements for teachers in leadership roles including benefits.  
\$100,300

This includes the following stipends

Full-time Curriculum/PD/TLC Director	\$7,500
Full-time Instructional Strategist/Mentor Program Coordinator	\$5,000
6 Instructional Coaches, \$5,000 per Position	\$30,000
20 Model Teacher Positions \$2000 per position	\$40,000
IPERS, SS and Med 16.58%	\$14,100
Substitutes, 10 days	\$1,200

Amount to cover the cost for the time teachers in leadership roles are not providing direct instruction in a classroom. The average teacher costs around \$70,000 with benefits. The district would need to hire an additional 2 FTE's to support the program.      \$140000

Amount used to provide professional development related to leadership pathways: \$12,000

This includes substitute teachers and registration fees and related expenses for Teacher Leaders.

Amount used to cover unforeseen costs associated with the approved Teacher Leadership and Compensation Plan.  
\$5000

Other Budget Uses: Description

We have a more students leaving the district because of Open Enrollment then entering, resulting in a negative number of **16 students for the 2013-2014** school year: \$4960

Total Budget: \$257,300

The Eagle Grove Community School District knows that this leadership structure can achieve our vision of a system that supports a culture of learning and collaboration; one that builds upon teacher strengths and improving student performance. To accomplish this vision, we must attain the following measurable goals:

- Goal 1: Attract promising teachers through competitive salaries.
- Goal 2: To hire, develop, and retain effective teachers and allow for leadership opportunities.
- Goal 3: Creating collaboration among all grade/content area teachers within the district.
- Goal 4: Enhancing professional development in the district to include research based teaching strategies.
- Goal 5: Strengthening student achievement.

Full-time Curriculum/PD/TLC Director: 1FTE \$70,000(Salary and Benefits) and \$7,500 Stipend (10 Additional Contract Days and One Extended Contract Day per Week)

The **Curriculum/PD/TLC Director** will be well versed in MTSS, progress monitoring, and curriculum mapping/Iowa Core alignment. This individual will also oversee the analysis of district-wide student achievement data. Results of the data analysis will lead to development of district and TLC goals and modifications to the TLC plan. This individual will meet regularly with the Instructional Strategist and Instructional Coaches to analyze data from the various initiatives and implement additional professional development. Coaches will report back to their PLC teams for collaborative discussion on any modifications needed to improve student learning. The Curriculum/PD/TLC Director will be responsible for communicating any specific information, concerns or decisions to the teachers.

Full-time Instructional Strategist/Mentor Program Coordinator: 1FTE \$70,000(Salary and Benefits) and \$7,500 Stipend (10 Additional Contract Days and One Extended Contract Day per Week)

The **Instructional Strategist** will be able to improve student learning through integration of research based instructional strategies while collecting and working with student data. This individual will be available to work collaboratively with the Curriculum/PD/TLC Director as well as the Instructional Coaches to provide staff with professional development regarding current trends and trainings.

**Mentor teacher** will be a critical component as our district continues to see growth and hires new staff. Although this role is already in place in the district, the TLC plan calls for additional responsibilities like establishing time for mentees to collaborate with in the school day on a more consistent basis to improve instruction and student learning, ensuring mentees are given the opportunity to observe teachers within the district, provide support with the Iowa Core Curriculum for new mentees within the induction program, utilizing experts from their content area to help build a network of support, and extend mentoring opportunities to teachers that are new to the district with less than two years experience in the teaching field.

6 Instructional Coaches: \$5,000 Stipend (6 Additional Contract Days and One Extended Contract Day per Week)

**Instructional Coaches** will still be able to work with model teachers and classroom teachers around identifying and addressing individual student needs while also working directly with students. These roles support district initiatives around MTSS, technology integration, and Iowa Core implementation and also serve as a resource for the personalized learning approach the district believes is at the heart of its work.

20 Model Teachers: \$2,000 Stipend (2 Additional Contract Days and One Extended Contract Day per Week)

**Model Teachers** will provide a venue where all teachers can observe high-quality instruction and the implementation of key district initiatives and instructional strategies.

The Eagle Grove Community School District provides a minimum salary of \$33,500 so we can direct all TLC Grant money to other areas. Because two new positions will be created, miscellaneous expenses including office furniture and technology used solely for the purpose of implementing the TLC plan will be paid for out of TLC funds. Any additional materials will be provided by the school district. We have also allocated funds to support the professional growth of all of our teachers.

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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