



Application

70554 - Teacher Leadership and Compensation (TLC) System

73094 - ECSD TLC Plan Proposal

Teacher Leadership and Compensation System

Status: Under Review

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Program Area of Interest	Teacher Leadership and Compensation System		
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Organization Information

Organization Name:	Earlham Community School District
Organization Type:	K-12 Education
Tax ID:	
DUNS:	

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Recipient Information

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Use the drop-down menu to select the district name.
County-District Number 61-1953
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.
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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (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 Earlham Community School District is an unconsolidated school located approximately 20 minutes west of Des Moines in Earlham, Iowa. Our mission is to develop responsible, independent, productive citizens. Currently, the district is fiscally sound and educates 646 students in one PK-12 building, with 22% of the student body qualifying for free/reduced lunch. Enrollment has been relatively stable over the past five years, and the district's standardized test scores are near or above the state average in all subject areas. There are currently 60 highly-qualified teachers in the building, with 17% of the teachers employed at ECSD for fewer than five years.

The School Board has proven their commitment to a high-quality education by implementing an Instructional Support Levy to fund a 1:1 Macbook initiative for grades 7-12, SMART Boards and document cameras in every PK-12 classroom, and mobile labs and iPads in classrooms at the elementary level, as well as purchasing new curriculum materials for all PK-6 reading and math classes and all 7-12 English and science classes in the past four years. The community is supportive of the school, passing a bond issue for an elementary classroom, auditorium, practice gym, music rooms and office addition. Upon the recommendation of the district's Facilities Committee, which is comprised of community members, the School Board secured Revenue Bonds for the construction of an all-weather track and turf football field in 2013. Additionally, the extra-curricular programs in the high school are successful across the board; the music, speech and FFA programs have each earned several honors, and the softball, baseball, boys' and girls' track, girls' basketball, and girls cross country teams have all made at least one state tournament appearance in the past five years.

The district is cognizant of the need to improve instruction and student achievement across all content areas and has made concerted efforts to provide resources towards making academic gains. Unfortunately, as a small district, these resources, especially in terms of staffing, are limited and additional leadership and focus is needed to continue to make academic improvement. The Teacher Leadership & Compensation (TLC) Grant will allow opportunities for 30% of our teaching staff to grow professionally as leaders and educators and provide support for academic initiatives through reflective collaboration with colleagues.

The mission of our plan is to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe that if we:

- recruit, develop, and promote excellent teachers,
- give highly effective teachers opportunities to grow,
- provide focused leadership and supports for providing differentiated, meaningful professional development,
- improve instructional practices grounded in the Iowa Core through collaboration and feedback,
- and support new teachers in our district,

then student learning will increase and students will develop into responsible, independent and productive citizens.

Through careful consideration of input garnered from a variety of stakeholders, research of existing compensation models, and analysis of our district's needs, we have developed a plan that follows the comparable model and includes four leadership roles and responsibilities:

- Collaborative Learning Team (CLT) Facilitator** (10): Enhance peer collaboration to raise levels of student achievement by leading discussions and actions centered on determining what students should learn based on the Iowa Core, assessing the students' learning, and responding appropriately to students' learning needs after assessment.
- Mentor Teacher** (5): Contribute time and expertise to make significant contributions to the development of new professionals in the district through discussion and collaboration.
- Technology Integrationist** (1): Enhance the integration of technology into instruction to increase student engagement by providing technology training and collaborating with classroom teachers in individual, small group, and whole group settings.
- Instructional Coach** (2): Enhance instructional practices at the classroom level and raise the level of student achievement through collaboration, coaching conversations, analysis of data, and facilitating professional learning.

Each leadership position collaborates directly with the Curriculum Director and Building Principals to enhance the district's professional development plan, respond to the needs of our students and teaching staff, and provide leadership opportunities for exemplary educators to bolster current initiatives focused on academic improvements. Additionally, our plan includes the following components, outlined in more detail throughout the application:

- Rigorous selection process, including application, portfolios, and interviews, with selection committees that include teachers and administrators,
- Clear outline of requirements, qualifications, preferred qualifications, and responsibilities for each role, and
- Evaluation system with peer reviews and rubrics that directly correspond to role responsibilities, expectations and

effectiveness.

Ultimately, this plan will increase teacher capacity and collaboration and positively influence student achievement. The estimated budget for funding this plan is \$199,105.52 and will be used to cover compensation and additional contract days for 18 leadership roles, training costs for these leadership roles, hiring 2.5 full-time employees to fill positions vacated by teachers taking leadership positions, and raising our minimum salary to \$33,500.

We are excited about the opportunities the TLC Grant presents our district and we appreciate your consideration.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan

- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan

- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

The TLC committee, comprised of the superintendent/principal, curriculum director, and one elementary, one middle and one high school teacher, worked to develop a TLC plan that aligns with our district’s mission and meets the needs of our staff and students. Funds from the TLC planning grant paid for transportation costs, substitutes for the classroom teachers during meetings, and stipends for teachers serving on the committee for plan development outside contract hours. One-third of the planning grant has been reserved to cover planning costs for making revisions to the plan after implementation or revising the application for submission next year.

Timeline of Plan Development		
Date	Group(s)	Agenda
9/18	District Leadership Team (DLT)	Discussed TLC reform; agreed to submit grant
10/14	DLT	Discussed TLC plan; assigned TLC Committee Members
10/30	TLC Comm.	AEA TLC Workshop
11/4	TLC Comm.	Refine TLC mission & vision
11/12	TLC Comm., Admin Team	Overview of plan, timeline for application completion, plan implementation
11/13	TLC Comm.	AEA TLC Workshop
11/14	All Teaching Staff	Assess interest in teacher leadership
11/18	TLC Comm., Community Stakeholders	Introduce TLC purpose and requirements, discussed questions, ideas, and concerns
11/20	TLC Comm., Teachers	Solicited input on leadership roles
12/2	TLC Comm.	AEA TLC Workshop
12/3	TLC Comm., Admin Team	Determine compensation for roles, raising base salary, offering in-house mentoring
12/5	TLC Comm., Community Stakeholders	Share initial roles & responsibilities, rationale for role selection; solicit feedback
12/9	TLC Comm.	Develop job descriptions, application requirements, evaluation tools
12/10	TLC Comm., Admin Team	Finalize compensation and contract terms
12/11	TLC Comm., Teachers	Solicited input on leadership roles
12/17	DLT	Examination of leadership roles and responsibilities
12/18	TLC Comm., School Board	Overview of TLC plan requirements, purpose, roles and responsibilities
12/20	TLC Comm.	Begin writing formal grant application
1/7	TLC Comm., Admin Team	Review TLC grant application

1/13	TLC Comm.	AEA TLC Workshop; Peer review of grant application
1/14	TLC Comm., DLT	Analyze written grant and provide feedback on revisions
1/15	TLC Comm., Community Stakeholders	Analyze written grant and provide feedback on revisions
1/22	TLC Comm., School Board	Approval of grant application submission
1/22	TLC Comm., Teachers	Overview of leadership roles
2/3, 2/10	TLC Comm., Admin Team	Refinement of application, evaluation and measurement tools

To develop the plan, the TLC team examined district needs, analyzed assessment data, evaluated areas of greatest impact to teacher leadership capacity and student achievement, and determined leadership roles including qualifications, responsibilities, selection, evaluation, and monitoring processes. A comprehensive examination of Q-Comp, TAP, and other comparable models was performed to determine which model would best meet the needs of our students, staff and community.

The key to developing a high quality, cohesive plan was soliciting input from stakeholder groups. The DLT consists of teacher leaders who analyze data, assist with planning professional development and provide input on district goals. Their input centered on the impact of a TLC system and a scrutiny of roles and responsibilities. The administrative team and DLT provided input on our leadership needs based on student achievement data and teacher walk-through data. The administrative team crunched numbers to help determine how many leadership roles could be offered and at what compensation levels, commensurate with the job responsibilities created by the TLC committee. Both groups were in favor of this system to improve supports for achieving district and building goals.

Teacher feedback showed strong support for a TLC plan and a desire not only for leadership roles, but for the collaboration and support those roles would provide teachers. 52 of 60 teachers completed a survey with 75% expressing an interest in a TL role, and 72% being comfortable or highly comfortable with peer coaching. Subsequent teachers interviews resulted in input such as:

- “I want someone to observe me and provide personalized feedback.”
- “Please model or show me how to teach EDM with my students in my room.”
- “I am excited at the opportunity to work with my colleagues sharing my passion to improve my teaching craft.”
- “Will we have a role dedicated to just assisting technology integration to enhance lessons?”
- “Why do we have to go out of district for mentor training instead of having one of our qualified teachers provide it?”

The community stakeholder group consisted of people representing the parent, grandparent, business, alumni, School Board, AEA, city government, farmer, teacher, student, athletic booster, ministry, and community member perspectives. This group provided feedback that guided the TLC team in the plan development, including:

- “Who fills classrooms of teachers who are teaching teachers?”
- “This would mean the good/best teachers are leaving the classroom...”
- “We do not want part -time teachers so make the roles full time.”
- “How will the TLC plan make our district mission a reality? And, how will this help students truly achieve more?”

These groups' feedback drove the development and refinement of the plan. Instead of adopting a Model 1 or 2 plan, new leadership roles evolved that are personalized to our district, align with our building goals and professional development plans, and meet the needs of the staff and student. Full-time teachers are in the classroom and a technology integrationist role was added. Each stakeholder group is excited about the opportunity to enhance the current structures in our district and to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement.

Narrative

Part 2) Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. (5,000 characters maximum)

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

Our TLC vision closely aligns with the state Theory of Action and incorporates our district's mission "to develop students into responsible, independent, productive citizens". The TLC mission is to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement.

We believe that if we:

- recruit, develop, and promote excellent teachers,
- give highly effective teachers opportunities to grow,
- provide focused leadership and supports for providing differentiated, meaningful professional development,
- improve instructional practices grounded in the Iowa Core through collaboration and feedback,
- and support new teachers in our district,

then student learning will increase and students will develop into responsible, independent and productive citizens.

Essentially, the TLC team wanted to develop a plan that would truly enhance the district's current professional development focus, respond to the needs of the students and teaching staff, and provide leadership opportunities for exemplary educators to improve instructional practices and increase student achievement through increased teacher capacity and collaboration.

Currently, teacher leadership opportunities consist of volunteering as the grade level/content team spokesperson, facilitating Collaborative Learning Teams (CLTs), and being a member of the District Leadership Team (DLT) that meets monthly. All of the preceding are unpaid, additional duties beyond full-time classroom instruction. Offering a plan with compensation, training, and additional contract time would not only be more appealing to teacher leaders, but truly demonstrate the importance these roles have on district initiatives.

The DLT works closely with the Curriculum Director to identify staff needs for professional development by analyzing student achievement data, monthly staff survey data, walk-through data, and conversations with staff. However, DLT members are also all full-time teachers who find it difficult to impossible to get coverage for their classes in order to observe colleagues, perform walk-throughs and interviews and work with staff members on feedback to fully support change. The administrative team uses eWalk to gather classroom walk-through data but often, more immediate action-required items fill their days preventing them from providing regular feedback to teachers. Adding specific leadership roles among the existing staff would not only fill the gap in providing teacher-requested feedback, but also ensure that PD initiatives are being enacted with fidelity. Teacher leaders' time, exemplary skills and collaborative efforts could target specifically identified district, building and individual needs. This would extend the reach and impact that our lone curriculum director and the harried administrative team have on teachers and positively impact student learning and achievement.

We are a technology-infused school, so it will be highly beneficial to have a **Technology Integrationist** facilitate whole and small group PD with technology themes and provide 1:1 personalized instruction in technology, including co-teaching and modeling lessons and sharing ideas about incorporating technology within a unit. Technology training has been a part of professional development plans for three years, but teachers consistently request more training and/or individualized assistance for their content area, grade level, or unit plans. The use of technology enhances lessons and further engages students while allowing options for students to demonstrate mastery of content, leading to increased student achievement and development of 21st century skills.

Due to the elementary school's Delay-1 SINA status for math, the elementary building goals have centered around the Iowa Core Standards of Mathematical Practice and the implementation of Everyday Math. Secondary assessment data analysis led to a focus on improving student writing. While the curriculum director has provided extensive training and assistance on PD days with AEA assistance, there is still a deep need for additional coaching and training on an individual level. **Instructional Coaches** would enable teacher leaders to co-teach, model, and offer non-evaluative, confidential and collaborative opportunities in relation to these job-embedded initiatives. Research confirms that coaching can affect student achievement (Allen, et al., 2011; Biancarosa, Bryk and Dexter, 2010; Dempsey, 2007; Redell, 2004). Instructional coaching is an effective, efficient alternative to mass PD and would provide staff with double-dips of training. With one curriculum director for the district, our "coach" to teacher ratio is 1:60. Adding two instructional coaches will improve the ratio to 1:20.

Teacher leaders will be able to grow professionally when given formal opportunities to learn more and share their learning, training and ideas with colleagues so that everyone can improve their teaching craft and positively impact student learning.

Adding compensation to the plan provides affirmation and recognition for exemplary educators who are giving extra time, skills and supports to benefit our students and staff. Having an in-house mentoring program that not only supports teachers new to the profession, but also those new to the district, aids in recruitment and retention of quality teachers. **CLT Facilitators** and **Mentors** will be able to remain in their classrooms while expanding their impact by sharing their expertise and experience with

their colleagues. This plan will enhance the current structures in our district and provide leadership opportunities for exemplary educators that will improve instructional practices and student achievement.

Part 3) Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.). (5,000 characters maximum)

Our district has many significant initiatives that would greatly benefit from additional support provided by teacher leaders serving as Instructional Coaches, Technology Integrationists, Mentor Teachers and Collaborative Learning Team (CLT) Facilitators. Exemplary teachers in leadership roles collaborating with their colleagues will strengthen the district's key initiatives by providing supports for teachers before, during and after implementation.

Key initiatives at the district level include:

- Iowa Core standards and benchmarks (designing lessons and assessments, posting objectives, Atlas curriculum mapping)
- Technology Integration (1:1 laptops, iPads, SmartBoards, Smart Tables, document cameras)
- PBIS: Positive Behavior Interventions and Supports (PK-8 focus)
- Mentoring, Induction and Retention
- Collaborative Learning Teams

Key initiatives at the elementary building level include:

- Everyday Math
- Standards-based grading
- Phonics (PK-2)
- Multi-Tier Support Systems

Key initiatives at the secondary building level include:

- Writing across the content areas
- Student engagement and achievement
- Competency-based education

Because there are multiple initiatives, additional supports are necessary to ensure proper focus and resources are allocated to each initiative. New teacher leadership roles will provide the additional time, resources and focus necessary to make progress in these areas.

Ten CLT Facilitators will enhance peer collaboration to raise levels of student achievement as related to building and district initiatives. Our district has used CLTs for four years, and the protocol for meetings follows the DuFour's PLC model. Therefore, these leaders will lead bi-weekly meetings, in which the focus is on ensuring instruction is aligned to the Iowa Core (what is taught), assessments measure student progress toward stated objectives (how do we know they learned it), and instruction is guided by student need (how do we respond to assessment data). Facilitators will also support professional development for CLT groups based on this data analysis by collaborating with the Curriculum Director to find and facilitate appropriate readings and/or trainings personalized to the CLT's needs.

Five Mentor Teachers will contribute time and expertise to make significant contributions to the development of new professionals in the district, acclimating them to district and building initiatives and provide supports as necessary to ensure new teachers understand the materials and resources available, as well as the expectations, in the district. Mentors will meet weekly with mentees to discuss instruction, classroom management, climate and culture. Conducting peer observations and providing feedback will be a part of the mentor's role. Mentor teachers will also assist in the creation of an in-house mentoring course, facilitated by the Curriculum Director and Building Principal, for first- and second-year teachers. By extending supports to not only new teachers but also those new to the district, we are ensuring a smooth transition to working in our district. This should help educators put more focus on instruction and building goals and lessen the stress that accompanies learning a new system.

One Technology Integrationist will enhance technology integration and instruction by providing job-embedded training in whole group, small group, and individual settings. By collaborating with classroom teachers to co-teach and model uses of instructional technology, s/he will help teachers effectively use the technology resources that are abundant in our district with the intention of boosting student engagement. This will support the technology initiative as well as the technology components of the Everyday Math, standards-based grading, and the Iowa Core. Currently, technology supports are provided by the Curriculum Director, Technology Director, and teachers who volunteer time to facilitate technology trainings during PD. Adding this role will provide more consistent and focused support for instructional technology integration.

Two Instructional Coaches will enhance teachers' instructional practices at the classroom level and raise the level of student achievement by focusing on effective instructional practices, implementation of curriculum, and analyzing student data, which directly supports the building initiatives listed above. Research shows that instructional coaches provide an effective, efficient addition to mass PD by offering non-evaluative, confidential and collaborative opportunities including modeling and co-teaching for teachers. Additionally, coaches will assist in evaluating the fidelity of implementation for these initiatives and provide input

on professional development based on staff needs.

Rather than one Curriculum Director trying to provide district-wide, building level, and content area/grade level PD, as well as addressing individual requests for assistance, providing curriculum supports and data analysis for the entire district, these teacher leaders can use their expertise to provide specialized and focused supports throughout the implementation process for these initiatives by distributing leadership closer to the actions being taken to meet our school's goals.

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, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Our district currently utilizes the AEA mentoring program for first- and second-year teachers. These classes are taught off-site by non-district personnel in a district 25 minutes from our school. New teachers are also assigned a district-employed mentor, a veteran teacher to help the new teacher as they enter the profession.

Our new teachers' frequent laments are that the program seems to be filled with hoops that they must jump through, it takes them away from planning and reflection of lessons in our district, and it provides an additional time burden when traveling to a different location. In the words of one new teacher interviewed, "Why can't we have a mentoring program in our own district that would not only be taught by our own quality staff but would actually be tailored to our district procedures and PD and be meaningful rather than meaningless? The existing system wastes my precious time. I cannot believe we have two years of mentoring. At least we get an in-district mentor that provides me with guidance and information that I truly need such as how to motivate a disengaged student."

Mentors and mentees alike have stated that the most valuable part of the mentoring program is the time they get to collaborate and discuss issues and concerns. Mentees feel validated when their concerns are addressed by someone who is a respected, veteran colleague. Additionally, they feel they are gaining the information, skills and tools they need to be successful as teachers within the district with a specific community and set of students. Likewise, mentors feel affirmation when they take on a leadership role and help guide a new teacher using their past experiences. They act as a sounding board while helping new teachers develop the skills necessary thrive as an educator. Not only do mentors provide "nuts and bolts" information such as which paperwork to complete and how to use the online JMC system and copiers within the district, but they also provide key instruction in district initiatives and insights into the students and parents that comprise the rest of the team needed for student achievement.

In the past fifteen years, the district has had anywhere from one to eighteen teaching positions open each year. Raising the base salary is one incentive to attract teachers to joining our small, rural district that is competing with much larger neighboring districts who are able to provide higher compensation for entry-level teachers.

Currently, 17% of our teacher staff has been employed in the district for fewer than five years. Last year, 10 teachers, (or 12% of the staff) were new to the district, but only four of those teachers were first- or second-year teachers. Veteran teachers who are new to our district in the past three years indicated they still faced the challenges of acclimating themselves to district initiatives, policies and procedures. The District Leadership Team suggested that in addition to supporting teachers who are new to the profession, we also need to provide transition support for experienced teachers who are new to our district to ensure we retain these teachers who often feel, as one new veteran teacher stated, "lost in the shuffle".

Our TLC plan includes the role of a Mentor Teacher for new-to-the profession and new-to-the-district teachers to allow for a positive and supportive transition to teaching in our schools. During their first and second year in the profession, new teachers will be matched with a mentor who will provide the following individualized and focused supports through weekly collaboration sessions:

- Share instructional and professional resources with mentee
- Assist mentees in selecting and implementing effective teaching and classroom management strategies and differentiate instruction for student engagement.
- Work inside the mentee's classroom to help implement new ideas, demonstrate lessons, or engage in co-teaching, observing, and giving feedback
- Serve as a role model for mentee
- Explain district procedures, climate and culture
- Conduct preservice training prior to school starting
- Advise mentee about instruction, curriculum, procedures, and practices

These teachers will also be provided with targeted training during professional development days that is focused on the needs and challenges of being a first- or second-year teacher. This training will be provided by the district's Curriculum Director, and will be modeled after the Heartland AEA's mentoring courses, but personalized to provide district-specific information as well.

Content will center on helping teachers develop and refine their teaching practices and build teaching portfolios required for recommendation for standard licensure.

Teachers who are experienced but new to our district will be paired with a mentor for one year who will provide the following individualized supports through weekly collaboration sessions:

- Acclimate the mentee to the processes, climate and culture of the district
- Advise the mentee about instruction, curriculum, procedures, practices

- Assist the mentee in effectively building relationships with staff and students
- Serve as the “go-to” for mentee’s questions and concerns

By providing these personalized supports, our goal is to better prepare, support and retain teachers in not only the teaching profession, but also in our district.

Narrative

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)Description of the responsibilities and duties for each 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)Description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

As the committee worked to define teacher leadership roles, the plan evolved from following the model/mentor/lead teacher option to tailoring roles to match our district's needs and better align with current initiatives and professional development plans. Feedback garnered from teaching staff, students and other school community stakeholders indicated that the majority of staff was comfortable with, and greatly desired, peer feedback on classroom practices, wanted more individualized assistance with technology integration, and felt that classroom teachers should be full-time teachers rather than splitting time in the classroom with a leadership position. This alleviates probable issues with filling difficult-to-fill part-time positions in our small district and provides more consistency for students in the classroom.

Therefore, the following leadership roles were selected and defined to match our plan's mission to develop leadership opportunities for exemplary educators to improve instructional practices and that will increase student achievement. These roles will provide our district with the opportunity to recruit, develop and promote excellent teachers, give 18 highly effective teachers (out of our teaching staff of 60) opportunities to grow and provide leadership for their colleagues, and provide support for teachers as they collaborate reflectively with their colleagues to refine their collective practice. As a result, student learning will increase and students will develop into responsible, independent, productive citizens, which is the mission of our school district.

Teacher Leadership Roles Descriptions

Teacher Leadership Role	Est. # of Roles	Job Goal	Leadership Role Description/Performance Responsibilities	Reports to	% of time with student instruction	% of time with teacher leadership role
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CLT Facilitator 10

To enhance peer collaboration to raise levels of student achievement

1. Helps CLT team members by sharing instructional and professional resources relating to CLT goals (websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools, etc.) that will directly impact student learning
2. Facilitates CLT meetings by developing agendas, leading meetings, creating processes for analyzing & reporting data, and reporting progress to the Curriculum Director (two meetings/month)
3. Leads conversations to engage peers in analyzing and using data to

Curriculum Director

90

10

- strengthen
instruction
4. Facilitates regular, ongoing discussions to help teachers to agree on standards, follow the district's curriculum and priority goals, and develop shared assessments
 5. Utilizes processes to cultivate a collaborative culture within the CLT
 6. Helps administrators and teachers to keep the focus on teaching, learning, and continuous improvement

Mentor Teacher 5

Contributes time and expertise to make significant contributions to the development of new professionals in the district

1. Helps mentees by sharing instructional and professional resources (websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools, etc.)
2. Helps mentees select and implement effective teaching/classroom management strategies and differentiate instruction for student engagement
3. Works inside classrooms to help teachers implement new ideas, demonstrates lessons (invite into mentor's class or model in mentee's class), engages in co-teaching, observing, and giving feedback
4. Serves as a

Bldg Principal

80

20

role model for
mentees;
acclimates
new teachers
to the
profession
and/or to the
district to the
processes,
climate and
culture of the
building; and
advises
teachers
about
instruction,
curriculum,
procedures,
and practices

5. Helps
administrator
s and
teachers to
keep the
focus on
teaching,
learning, and
continuous
improvement
6. Conduct pre-
service
training in
late July/early
August
and/or
throughout
the year
training for
new teachers
7. Maintain a
log of
mentor/ment
ee meetings
(minimum 20
hours/semest
er)

Technology Integrationist	1	Enhances technology integration instruction by providing technology training and collaborating with classroom teachers	<ol style="list-style-type: none"> 1. Helps colleagues by sharing instructional and professional resources, relating to technology (websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools, etc.) 2. Provides ideas for differentiating instruction and planning lessons in partnership with fellow teachers 3. Provides job-embedded technology integration opportunities for teachers through training, modeling, practice, observation and feedback 4. Plans and engages in co-teaching opportunities 5. Supports ongoing collective learning so teachers focus on technology 	Curriculum Director	50	50
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tools and
practices that
directly
improves
student
learning

6. Serves on
Technology
Committee
7. Helps
administrator
s and
teachers to
keep the
focus on
teaching,
learning, and
continuous
improvement
8. Facilitates/lea
ds PD and
instructional
supports to
accomplish
district
technology
initiatives
including
conducting
technology
training for
staff outside
contract
hours/days
(this includes
coordinating
all technology
PD).

Instructional Coach	1 elementary and 1 secondary	To enhance instructional practices at the classroom level and raise the level of student achievement	<ol style="list-style-type: none"> 1. Work with teachers in the development of daily, weekly, and unit lesson plans aligned to the Iowa Core 2. Work with teachers in the development of effective classroom management strategies and motivation techniques 3. Work with teachers to provide assistance in researching instructional and/or curriculum issues 4. Work with teachers in assessing problem areas in curriculum and instruction and in finding and implementing appropriate solutions 5. Introduce teachers to new methods, materials, and instructional 	Bldg Principal & Curriculum Director	10	90
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strategies
that through
research,
have proven
to increase
student
achievement

6. Model best instructional practices through actual classroom demonstrations
7. Make informal classroom observations and provide immediate non-evaluative feedback for the purpose of instructional support and program improvement
8. Use technology to disaggregate assessment data to inform instruction at the classroom level
9. Assist teachers in developing sound, defensible procedures for assessing student progress and for reporting that progress

to students
and parents
in a timely
manner

10. Work collaboratively and communicate effectively with administrators, teachers, and staff to strengthen all aspects of the instructional program
11. Work collaboratively with building CLTs to develop and implement goals related to continuous professional growth and improved student achievement
12. Assist in the development, implementation, and evaluation of a building's professional development plan
13. Assist with staff development

- nt at the building level
- 14. Attend district level instructional coach training
- 15. Attend District Leadership Team meetings

Compensation for Teacher Leadership Positions

Role	Additional Contract Day(s) (paid per diem average = \$200/day)	Compensation	Estimated Total Compensation/Person
CLT Facilitator	1	\$1800	\$2000
Mentor Teacher	2	\$1500	\$2000
Technology Integrationist	10	\$3500	\$5500
Instructional Coach	10	\$10,000	\$12,000

b) These roles were identified as leadership positions that would better support existing systems and/or expectations in our district. Currently, our district's administrative team consists of a superintendent, a secondary principal, an elementary principal, a curriculum director, and a technology director. The district also has an active District Leadership Team (DLT) that includes the administrative team, eight teachers, and two guidance counselors. Teacher leaders will further support and develop the work of these existing teams by providing focused leadership at the classroom and building level. This will help ensure that professional development goals are achieved and instructional practices are aligned horizontally and vertically throughout our district.

In the past three years, the district has invested many resources into technology tools and training for all PK-12 classrooms and teachers. Continued training and support is needed to help veteran and new teachers effectively use these tools. **Technology Integrationists** will support teachers in effectively integrating technology into classroom instruction to increase student engagement. Because the integrationist will be able to assist with the planning and using of technology in the classroom, the classroom teacher will be able to put more focus, time and energy into designing relevant and rigorous lessons that are aligned to the Iowa Core. The integrationist will also collaborate with the Curriculum Director, Technology Director and the Instructional Coaches at least twice a month in the planning, and facilitating of technology-related professional development.

The School Board has identified the areas of reading and math in the school improvement goals, so leadership focused on these areas is essential. The **CLT Facilitator** would further support the protocols and processes the district is using during collaboration time, which will keep the focus on analyzing student data to guide instructional decisions in the classroom. Additionally, the CLT facilitator would collaborate with the Curriculum Director to help her identify professional growth needs of staff members as well as student achievement levels.

By providing consistent and ongoing feedback to teachers regarding instruction, **Instructional Coaches** will help teachers improve their classroom practices. Additionally, coaches will frequently collaborate with CLT facilitators and teams, the technology integrationist, the curriculum director, and building principal, to conduct data analysis and research at the classroom and building level to guide the planning of professional development.

The **Mentor Teachers** are the underlying support system for all three teacher leadership roles in the district in that their role is to efficiently acclimate new teachers to the climate, culture and protocols in the building. When providing consistent one-on-

one support for new teachers, they are helping to eliminate the learning curve of being new to the system. The Mentor Teachers will essentially allow more time for new teachers to focus on instruction and student learning. During each year this compensation system is in place, frequent efficacy checks will be required to ensure that the teacher leadership roles are effectively utilized and positively perceived by the staff as assets to obtaining our district goals. The DLT will oversee the monitoring of the plan and rely on formal and informal feedback from staff (such as conversations, staff surveys, and formal evaluations of teacher leaders by those the leaders serve), CLT agendas, time logs of teacher leaders, and student achievement data. Should these reference points indicate a change in the type or numbers of teacher leaders necessary, or the job descriptions of the teacher leader, the committee will revise the teacher leadership plan after soliciting ideas from stakeholders and re-evaluating the district's needs based on improvement goals.

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)Measures of effectiveness

b)Professional growth

Role	Qualifications, Application and Selection			Anticipated Deadline	Selection Committee
	Preferred Qualifications	Required Qualifications	Application Requirements		

Instructional Coach

Strong understanding and experience implementing LEAD 21 and Everyday Math at the elementary level
OR
Strong understanding and experience of writing and instructional practices at the secondary level

Evidence of strong student growth as seen through standardized, summative and formative assessments

- Possess three or more years teaching experience at multiple grade levels; 1 year experience @ ECSD
- Demonstrate strong communication skills
- Demonstrate skills using student work and performance data to make informed instructional decisions
- Demonstrate collaborative skills in co-teaching situations
- Demonstrate the ability to modify/enhance curriculum to meet diverse needs of all students
- Demonstrate a receptiveness to learning and implementing new ideas and strategies
- Demonstrate a commitment to ongoing professional growth
- Demonstrate the ability to reflect on own practice
- Demonstrate interpersonal, problem solving and organizational skills required to effectively facilitate coaching

- Huminex Teaching Survey Completion March 13, 2014
- Portfolio of evidence of desired qualifications
- 5-10 minute video of "coaching" another teacher on a curriculum-related topic

Building Principal, Curriculum Director, and 3 teachers at desired building level

		strategies and staff development initiatives			
Technology Integrationist	Evidence of attending and/or presenting at technology conferences	<ul style="list-style-type: none"> • Standard or Master teaching license • Three years teaching experience; one year teaching experience in the district • Strong communication and organizational skills • Evidence of strong instructional practices and integrating technology into instruction 	Application with evidence of preferred qualifications, including electronic portfolio of technology integration	March 20, 2014	Building Principal, Curriculum Director, (1) PK-6 teacher, (1) 7-8 teacher, (1) 9-12 teacher
Mentor Teacher		<ul style="list-style-type: none"> • Standard or Master teaching license • Three years teaching experience; one year teaching experience in the district • Strong communication skills • Evidence of strong instructional practices • Strong understanding of district policies, procedures, protocols, culture and climate • Complete mentor training 	Application with evidence of preferred qualifications and completion of Humanex teaching profile	April 4, 2014	Building Principal, Curriculum Director, 2 Instructional Coaches, 3 teachers

CLT Facilitator	<ul style="list-style-type: none"> •Three years teaching experience; one year teaching experience in the district •Understanding and use of technology tools to gather resources and disseminate information •Strong communication and organizational skills •Strong understanding of DuFour's Professional Learning Communities 	Application with evidence of preferred qualifications	September 1, 2014	Building Principal, Curriculum Director, 2 Instructional Coaches, 3 teachers
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a) Because our leadership roles are tiered and require collaboration between positions, stakeholders believed that a selection committee consisting of administrators, teachers, and instructional coaches (once selected) be utilized during the selection process. Teachers will be asked to volunteer to sit on selection committees if the leadership role affects their building. Positions will be posted internally via the school website and in the district office. They will be filled in the order listed in the chart above. This will allow any applicants not selected for a leadership position to submit application materials for a different leadership position, should they desire to do so. Roles will be filled on a yearly basis based on district need on a yearly basis, with candidates' job performance and effectiveness evaluated.

Currently, formal teacher evaluations based on the Iowa Teaching Standards are completed every three years following a formal observation. While these evaluations have some benefit for improving classroom instruction, they do not provide a complete picture of a teacher's leadership capacity with their peers, nor are they completed frequently enough to provide current evidence of effectiveness. Therefore, applications and interviews for each leadership position will be tailored to the job description and qualifications of each position. Applicants will be required to show evidence of both classroom effectiveness, professional growth, and their ability to lead as the position requires. The selection committee will use evaluation rubrics to measure whether or not the applicant possesses the knowledge, skills and disposition necessary for the leadership role. This rubric will include criteria specific to the preferred qualifications for the teacher leadership role. A review of application materials required for the position, along with an interview, will be the measures of effectiveness.

b) The evaluation rubric to determine professional growth is not based on years of experience. Rather it includes items relating to the individual's participation in both individual, building, and district professional development. For example, evidence of an educator participating in a personal learning network, either face-to-face or through social media, participating in building professional development and showing evidence of improving his or her practice would be indicators of professional growth.

Serving as a facilitator during district professional development sessions, attending or presenting at professional conferences, earning license renewal or graduate credits beyond a Bachelor's degree, and serving on building or district committees relating to the position will also be considered as professional growth indicators.

Narrative

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)Description of the role teacher leaders will play in the creation and delivery of professional development.

b)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.

a) The following chart outlines how teacher leaders will be utilized to improve our current professional development program at the individual, building and district level. We believe that if our educators focus on collecting and analyzing student data to guide instructional decisions, then student engagement, college and career readiness, and achievement will increase.

Therefore, our professional development plan is focused on collaboratively strengthening instructional practices grounded in the Iowa Core, integrating technology into instruction, and meeting district, building, and individual goals. Because leadership will be distributed through the building with these roles, we will be able to provide more widespread and targeted supports while working toward goals.

Role	PD Content Creation & Delivery Responsibilities	Target Audience
CLT Facilitator (10)	<ul style="list-style-type: none"> • Assist instructional coach and curriculum director in finding content that directly relates to classroom instructional goals and needs • Facilitate discussions of professional development content within CLTs • Collaborate with peers to design lessons CLT members and practice new strategies • Organize classroom student data for analysis • Facilitate analysis of classroom data to determine learning needs and instruction goals • Collaborate with curriculum director and building principals to develop content for an on-site mentee course • Share instructional and professional resources with mentees 	CLT members
Mentor Teacher (5)	<ul style="list-style-type: none"> • Collaborate with mentees to select and implement effective instructional strategies to increase student engagement and learning • Work inside classrooms to help teachers implement new ideas, demonstrate lessons, engage in co-teaching, observing, and giving feedback 	Mentees

Technology Integrationist (1)

- Collaborate with curriculum director and instructional coaches to select technology tools and strategies that align with the instructional goals and needs of the building
 - Design and facilitate technology training sessions tailored to individual teachers' needs and building and district goals
 - Collaborate with peers to design lessons and practice new strategies integrating technology into instruction
 - Help colleagues by sharing instructional and professional resources, relating to technology
 - Provide technology integration opportunities for teachers through training, modeling, practice, observation and feedback
 - Plan and engage in co-teaching opportunities
- All teachers

Instructional Coach (2)	<ul style="list-style-type: none"> •Collaborate with curriculum director and/or building principal to develop and implement building professional development plans 	All teachers in assigned building
	<ul style="list-style-type: none"> •Work with teachers in the development of lesson plans aligned to the Iowa Core 	
	<ul style="list-style-type: none"> •Work with teachers to provide assistance in researching instructional and/or curriculum issues 	
	<ul style="list-style-type: none"> •Work with teachers in assessing problem areas in curriculum and instruction and in finding and implementing appropriate solutions 	
	<ul style="list-style-type: none"> •Introduce teachers to new methods, materials, and instructional strategies that through research, have proven to increase student achievement 	
	<ul style="list-style-type: none"> •Model best instructional practices through actual classroom demonstrations 	
	<ul style="list-style-type: none"> •Make informal classroom observations and provide immediate non-evaluative feedback for the purpose of instructional support and program improvement 	
	<ul style="list-style-type: none"> •Use technology to disaggregate assessment data to inform instruction at the classroom level 	
	<ul style="list-style-type: none"> •Work collaboratively with building CLTs to develop and implement goals related to continuous professional growth and improved student achievement 	
	<ul style="list-style-type: none"> •Assist in the development, implementation, and evaluation of a building's professional development plan 	

b) This TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model in the following ways:

- All teacher leaders are expected to collect, analyze and discuss district, building and classroom data to determine student needs, which will drive professional development.
- Teacher leaders collaborate with administrators and teachers to define professional development targets through the analysis of student and teacher data.
- Content for professional development is selected by teacher leaders in collaboration with administrators and teachers to address the defined professional development target.
- Research-based training/learning opportunities are provided at the individual, team, building and district level by teacher leaders and administrators. This training/learning is differentiated based on teaching assignment and teacher need. Teacher leaders provide demonstration and practice opportunities for others to improve their instructional practices.
- Collaboration is a constant in this plan. Teacher leaders regularly collaborate with individuals and teams within the building to discuss, plan, analyze and reflect on instructional practices, student achievement, and professional development.
- Formative evaluation data is a key component in the TLC plan as monthly surveys completed by staff members provide the District Leadership Team with feedback on the effectiveness of professional development. Classroom walkthrough and

observation data collected by teacher leaders and administrators are also formative evaluation tools to monitor the effectiveness and implementation of professional development. Finally, formative data gathered from classrooms informs instruction and the professional development cycle.

- Summative evaluation pieces are also present in the TLC plan as standardized assessment data will be analyzed to measure the effectiveness of professional development and increase in student achievement.

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

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

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

a) We will use the mission and vision of the grant, as described in the Executive Summary of this application, as guideposts when evaluating the impact and effectiveness of our TLC plan. The district will use multiple short- and long-term measures as tools to evaluate the success of this plan and determine if adjustments are necessary.

Student Performance Measures

Standardized testing results for Skills Iowa, MAP and Iowa Assessments will be monitored after each testing season to ensure that student growth toward district goals is evident. Student performance on common formative assessments developed by Collaborative Learning Teams (CLTs) and data from classroom assessments will also be evaluated during CLT meetings for progress monitoring and to guide instruction. Classroom assessment performance and growth between standardized testing periods will be one indicator to show whether or not teachers are receiving effective professional development and that instructional practices grounded in the Iowa Core are improving. The Curriculum Director will collaborate with Instructional Coaches to find correlations between professional development, the enacted curriculum, and student performance.

Teacher Performance Measures

Classroom observations and feedback from instructional coaches, along with walk-through and evaluation data from informal walk-throughs by the Curriculum Director and Building Principal will be another data point analyzed to measure improvement in instructional practices grounded in the Iowa Core. Building Principals will also conduct formal teacher evaluations yearly, using a new evaluation instrument based on the work of Kim Marshall to gauge teacher effectiveness. These data points will also help measure the effectiveness of professional development as well as the impact of the leadership roles as individual positions and as a part of a comprehensive plan.

Feedback

Staff members impacted by the leadership roles and teacher leaders will be asked to complete anonymous surveys quarterly in which they will evaluate both the performance of the teacher leader and their perception of the effectiveness and impact of the leadership role as part of the larger school improvement plan. Teacher leaders will also evaluate the training they receive to see if it fits their learning needs. In addition to the student performance measures described above, student perception will also be solicited to see if they believe their educational experience is both effective and improving.

Teacher Recruitment & Development

In this plan, 18 teacher leadership roles are being offered to 60 staff members, which is 30% of our teaching staff. If we are able to fill these positions each year, it is indicative that the leadership positions are meaningful, the compensation is appropriate for the duties assigned to the role, and we are supporting the leaders for the role appropriately. If exceptional teachers (as measured through evaluations and application materials) continue to apply for these positions, we are developing and promoting excellent teachers. If we retain a majority of our excellent teachers and improve the practices of the staff as a whole from year to year, it is indicative that we are creating a positive, supportive, and professional working environment for our staff, which meets the goals of our plan.

b) Data will be analyzed from the sources mentioned above to monitor and adjust the TLC plan in the following ways:

- The District Leadership Team (DLT) will bi-annually review the implementation of the TLC plan with the TLC Stakeholder Committee, TLC team, Administrative Team and PK-12 teachers through informational presentations and discussions.
- The administrative team will quarterly review the assessment of people filling the leadership positions, providing additional training, resources and supports as necessary for teachers to grow as teacher leaders.
- The DLT will complete an annual review to determine the appropriateness of resource allocation. Funding allocated to each role will be reviewed to see if teachers are properly compensated for the level of responsibility and amount of time devoted to the leadership position. Training amounts and types and funding allocated to teacher leader training will also be examined to determine if compensation changes and/or leader preparation needs adjustment.
- The DLT will complete an annual review of leadership roles offered as part of a coherent instructional improvement strategy to determine if other roles are needed to advance district initiatives and increase leadership capacity among staff or to more directly impact student learning and achievement. The number and types of roles offered will also be analyzed to see if the number of positions are in line with district needs. The cohesiveness of the leadership roles will also be examined to ensure that the collaboration between leadership positions is effectively moving the district toward reaching student achievement goals. Rubrics from SAI and the Center for Strengthening the Teaching Profession will be utilized to measure effectiveness.
- The DLT will analyze feedback obtained from monthly PD surveys completed by staff to determine effectiveness of the delivery and content of professional development and the collaborative efforts of CLT Facilitators, Technology Integrationist and

Instructional Coaches.

- The administrative team will review monthly logs of meetings that detail staff contact by mentor leaders, CLT Facilitators, Instructional Coaches and Technology Integrationists, along with agendas/minutes from CLT Facilitators to determine if leadership roles are being implemented with integrity and being fully utilized.
- The administrative team will utilize the Woodruff Scale for Coaching Interactions as a tool to monitor the effectiveness of Instructional Coaching and Technology Integrationists.

Part 9) Describe the school districts capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section. (5,000 characters maximum)

a) The TLC team has created a plan to implement the Teacher Leadership and Compensation system with integrity for the 2014-15 school year. The plan includes:

- Rigorous selection process with selection committees in place that include teachers and administrators
- Clear outline of requirements, qualifications, preferred qualifications, and responsibilities for each role
- Evaluation system with rubrics created that directly correspond to role responsibilities, expectations and effectiveness
- Peer reviews
- Compensation that is enticing and warranted for increased leadership duties and time commitments
- Variety of leadership roles and levels of leadership

Our district has a very active District Leadership Team (DLT) whose members take a leading role in planning and facilitating professional development, conducting peer observations and providing feedback to colleagues on their teaching practices, and analyzing building and district professional development with the IPDM profile rubric. Teachers have been collaborating in CLTs for the past four years. Additionally, our district has several other active committees, such as PBIS, SIAC, and a Technology Committee, on which our teachers have active roles in making decisions that impact our building and district.

Adopting a Teacher Leadership Compensation System will be a smooth transition because our teaching staff is very comfortable with the idea of distributive leadership.

Teacher support of the plan and built-in checks and balances will aid the sustainability of the TLC plan. Checks and balances are included to assess and evaluate the effectiveness of the plan. This will allow for system changes, should the following measures warrant it:

- The DLT will facilitate a bi-annual review of the implementation of TLC Plan with the Community TLC Stakeholder Committee, TLC team, Administrative Team and PK-12 teachers through informational presentations and discussions.
- The administrative team will facilitate a quarterly review and assessment of people filling the leadership positions, and recommend additional training, resources and supports as necessary for teachers to grow as teacher leaders.
- The DLT will complete an annual review to determine the appropriateness of resource allocation. Funding allocated to each role will be reviewed to see if teachers are properly compensated for the level of responsibility and amount of time devoted to the leadership position. Resources allocated to teacher leader training, including additional contract days and the amount and types of professional learning offered to teacher leaders, will also be examined to determine if changes need to be made to better compensate and/or prepare teacher leaders for their roles.
- The DLT will complete an annual review of leadership roles as part of a coherent instructional improvement strategy. During this review, the team will look at data to determine if other roles are needed to advance district initiatives and increase leadership capacity among staff or to more directly impact student learning and achievement. The number and types of roles offered will also be analyzed to see if staffing is commensurate with district needs. The cohesiveness of the leadership roles will also be examined to ensure that the collaboration between leadership positions is effectively moving the district toward reaching student achievement goals.
- The DLT will analyze feedback obtained from monthly professional development surveys completed by staff to determine effectiveness of the delivery of professional development, the content of professional development, and the collaborative efforts of CLT Facilitators, Technology Integrationist and Instructional Coaches.
- The administrative team will review monthly logs of staff interactions by Mentor Teachers, CLT Facilitators, Instructional Coaches and the Technology Integrationist along with agendas/minutes from CLT Facilitators to determine if leadership roles are being implemented with integrity and being fully utilized.

The monitoring and evaluation process described above will be a transparent process overseen by our administrative team, consisting of the curriculum director, two building principals, and superintendent. Our district also plans to seek assistance from the Heartland AEA when necessary to improve or provide professional development for our teacher leaders. Communication with stakeholders is a vital piece to sustainability; therefore, the district has plans to communicate regularly through the school website, district newsletter, local newspaper, and public forums to keep all stakeholders informed about plan implementation and effectiveness.

b) After careful consideration and feedback from the administrative team, DLT, and Community TLC stakeholder committee, the TLC team decided against partnering with another district within the Heartland AEA to implement our TLC plan.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. 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	644.73
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$199,105.52
Total Allocation	\$199,105.52

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$10,000.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$59,500.00
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)	\$125,000.00
Amount used to provide professional development related to the leadership pathways	\$4,605.52
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$199,105.52

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$199,105.52
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted

\$0.00

Budget Alignment

Describe how the TLC Budget is aligned to the school districts goals for the proposed teacher leadership and compensation system. (5,000 characters maximum)

The chart above outlines an estimated budget for the use of Teacher Leadership Supplement Funds to support our TLC plan. We have allotted \$10,000 to raising the minimum salary to \$33,500. There are ten teachers currently below this level, and it will cost \$1000/teacher to raise their salary. This increase will be another incentive for new teachers to join our district. \$59,500 covers compensation and additional contract days for 18 leadership roles in the district as described in the chart below. Leadership duties are fulfilled during professional development time, before, during or after school hours, or during prep periods. The salary supplements cover the additional leadership responsibilities leaders will be undertaking. The additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities.

Compensation for Teacher Leadership

Role	Additional Contract Day(s) (paid per diem=average of \$200/day)	Compensation	Estimated Total Compensation/Person	Number of Positions	Total
CLT Facilitator	1	\$1800	\$2000	10	\$20,000
Mentor Teacher	2	\$1500	\$2000	5	\$10,000
Technology Integrationist	10	\$3500	\$5500	1	\$5,500
Instructional Coach	10	\$10,000	\$12,000	2	\$24,000

In order to allow the Instructional Coaches and Technology Integrationist the time necessary to fulfill their job responsibilities, the district will need to hire 2.5 full-time employees to fill positions vacated by teachers taking the Instructional Coach and Technology Integrationist positions. We estimate a \$50,000 salary for each full-time teacher and \$25,000 for the half-time position.

The remaining \$4605.52 is reserved to cover costs associated with training teachers for the leadership roles. This could include covering transportation costs to attend off-site trainings, registration fees for role-specific training, such as a cognitive coaching class for Instructional Coaches, or paying for substitutes if Mentors or CLT Facilitators need coverage for their classes in order to attend necessary trainings.

Distributing compensation in this manner will allow us to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe that if we recruit, develop, and promote excellent teachers and support new teachers in our district by raising the minimum salary, providing supports and professional growth opportunities for new and veteran teachers, then professional satisfaction and student learning will increase.

The budget reflects the commitment we have to structuring time for collaborative work between teachers and teacher leaders to positively impact student achievement. We also believe that we are giving highly effective teachers opportunities to grow by offering 18 meaningful, differentiated leadership roles to 60 teachers, which provides opportunities for 30% of our staff and comprises just under 30% of our budget for compensation.

Teachers leaders will contribute focused leadership and supports for providing differentiated, meaningful professional development for all staff both during and outside contract hours. Increasing the amount of staff access to the assistance provided by these teachers was a priority; therefore, it was vital we budget a portion of the funds to cover the hiring of new teachers so Instructional Coaches and the Technology Integrationist would not be tied to their own classrooms in terms of time and responsibility.

The budget also reflects our commitment to improving instructional practices grounded in the Iowa Core through collaboration and feedback by allocating resources to CLT Facilitators and Instructional Coaches.

Our budget reflects our goal of allowing teachers to receive more frequent training, collaboration and feedback opportunities in order to grow professionally. We accomplish this through providing resources in areas that we believe will positively impact student learning and achieve the mission of our plan.



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