



Application

70554 - Teacher Leadership and Compensation (TLC) System

72993 - East Marshall's Teacher Leadership and Compensation Program

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:	East Marshall Community School District
Organization Type:	K-12 Education
Tax ID:	42-1376420
DUNS:	

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Benefactor

Vendor Number

Recipient Information

District

East Marshall Community School District

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

County-District Number

64-1968

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)

East Marshall Community School District's Teacher Leadership and Compensation (TLC) Committee has created the following vision for their TLC Plan: East Marshall's Teacher Leadership and Compensation plan will instill a passion for learning, a desire to improve and an ambition to succeed at high levels. The district will accomplish this through recruiting and promoting highly effective teachers and provide collaboration to refine their teaching craft. Highly effective teachers will have opportunities to grow, refine, and share their expertise with students and teachers to inspire and prepare all learners to achieve.

This vision will direct the work of our district leaders and teachers in our East Marshall Teacher Leadership and Compensation Plan which is encompassed by the following goals and the district's reading goal.

1. Attract able and promising new teachers by offering quality professional development and leadership opportunities which will also retain these effective teachers.

The teacher leaders consist of: master, model, mentor, and emeritus leaders. The teacher leaders will collaboratively plan the professional development and the mentoring program each year to meet the needs of these new professionals and career teachers. After the new teacher receives training from the master teacher in the weekly cluster group, the teacher leaders will model what has been taught, observe the new professional implementing the skill, and provide feedback conferences with the new professionals and career teachers to follow-through on the training.

The mentor teacher is mainly responsible for the new professionals. The model teacher supports the mentor teacher's responsibilities. The master teacher is highly involved in the teacher training of his/her building's professional development. The two emeriti are supportive to district teacher leaders, one in PreK-6 and the other in 7-12 grades.

2. Promote collaboration by developing schedules that support opportunities for teachers in the building and the district as a whole.

Collaboration among the teachers will be supported by the principals' creative scheduling so teachers are involved in a weekly Professional Learning Communities group (PLC group) and a weekly cluster group. The weekly PLC group of teachers is led by the model teacher through the RtI/MTSS method. The weekly cluster group meeting, led by the master teacher, is the time teachers learn from the teacher leaders and receive professional development training.

3. Reward professional growth and effective teaching by providing pathways for career opportunities that develop with increased leadership responsibilities.

Through the duties and support of the teacher leaders, the career teachers and new professionals will implement new strategies, teach more effectively, and increase student achievement. They will be provided opportunities to advance into teacher leader roles and receive a monetary compensation for the work involved in those teacher leader positions.

4. Improve student achievement by strengthening instruction through collaboration and professional development, using highly qualified staff selected through a rigorous process.

The teacher leaders will be teaching and modeling best practices, giving constructive feedback, collaborating and conferencing to improve teacher instruction to our students. This professional development of continual improvement aligns with the Iowa Professional Development Model.

The selection process is highly structured to hire the highest quality teachers on staff to lead others to improve. The district selection committee will consist of three teachers and the three building principals. The selection committee will observe the teacher teaching and collaborating in groups of teachers, and will also ask critical interview questions established to align to the criteria. The committee will recommend to the superintendent the candidates that most closely meet the district's teacher leader criteria.

The East Marshall District's main goal and focus for professional development is to improve reading achievement.

District Goal: For the 2013-2014 school year, 80% or more of East Marshall students will achieve typical growth on one of the district wide assessments in Reading.

The reading goal will be met through the leadership of our teacher leaders through the teaching of research-based reading strategies, the alignment of reading curriculum and assessments, and supporting the Second Chance Reading program and the state-sponsored K-3 Early Literacy training conducted in the elementary.

The East Marshall District has been chosen by the state to participate in their Phase One early literacy training with follow-through guidance that is focused on **reading instruction and assessment, the RtI/MTSS and the implementation of the Iowa Core**. The training and experience the teachers are receiving in this program will ideally support the TLC Plan in our district.

The East Marshall TLC Plan will be monitored based on the goals of the plan throughout the year with surveys of all stakeholder groups, discussions at staff meetings and monthly leadership meetings, and through the collection and analysis of

student and staff data. Changes will be made immediately by administrators to solve any problems that could deter the success of the TLC Plan.

The East Marshall School District has had teacher leaders in the past and present and is very devoted and dedicated to implementing a more thorough TLC Plan. With the continual monitoring, evaluating of the program, very strong support from the parents, community, teachers, administrators and school board, the East Marshall TLC Plan will be sustained for years and years. They have seen it work, and through the work of the TLC Committee, they have constructed a thorough plan to implement for both teacher and student success.

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 East Marshall Teacher Leadership and Compensation Committee (TLC), was composed of representatives from the elementary, middle school, and high school located in three separate towns. We had devoted parents, interested teachers, and innovative principals from each building. In addition, we had our teacher emeriti, a board member, the business manager and the superintendent as part of our committee. The superintendent planned, organized, and facilitated each meeting.

- Visited the TAP, the teacher leader program from the National Institute of Excellence in Teaching, in Saydel Community School
- Attended a statewide workshop established to assist the TLC Committee in developing their planning grant
- Assigned reading of several articles pertaining to teacher leadership issues
- Met in small and large groups to process within the facilitated meetings
- Committee members served on subcommittees

At the beginning of our TLC Committee planning, there were questions from teachers as to how this could work in our district. After the visit to Saydel to see the TAP Program in action, our committee members understood what the legislation was expecting and were in favor of it. Committee members from each building took the TLC legislation to their prospective building staff meetings and explained it to their faculty. It was decided it would be a good program for the district and especially for student achievement.

The School Administrators of Iowa (SAI) offered a workshop about writing the TLC Grant. They brought in critical information and experienced, informed presenters. Our TLC Committee attended this workshop and referred to several documents and workshop information that was shared that day.

The following subcommittees were developed: Vision and Goals, Teacher Leadership Roles, Job Descriptions with Compensation, and Selection Criteria and Process. Since many of the subcommittees depended on decisions from other committees, the entire TLC Committee was called back into session several times for decision-making, before the subcommittees could go back to the drawing board. The subcommittees brought their work back to the TLC Committee in January to develop the final parts of the grant.

Parents participated in the entire process and offered valuable input in each TLC Committee meeting. They attended a building staff meeting, visitation at a district with a TAP program, and the SAI workshop. The feedback from parents kept the committee focused on student achievement.

Building Administrators served key roles in the committee development of the grant. Principals' knowledge of staff scheduling, current professional development, and student data was crucial to guide committee planning.

Teacher Emeriti, who currently assist with professional development, contributed ideas on how teacher leaders could be used to strengthen professional development learning, follow-up and accountability.

The School Board's support is vital. Having the input from a school board member in the planning process was essential. Her support and knowledge of the plan will be beneficial as she reports to the School Board.

The Superintendent and Business Manager have a global perspective of the district. They helped the committee understand how the available finances could be distributed to pay teacher leader salary supplements and the costs of hiring additional staff to cover the time that teacher leaders are not in their classrooms.

Teachers, with Building Principals, met with staff in their respective buildings to discuss how a teacher leadership plan might work in the East Marshall District. They brought teachers' concerns and questions back to the committee. They surveyed the faculty to learn of their interest in the teacher leader positions. Because of the content area of teacher licenses, they discussed how teacher leaders might look different at the high school, at the middle school, and at the elementary levels. Teachers consulted their ISEA representatives to learn more about how the Teacher Leadership Compensation Plan would work. Teachers served on subcommittees and were directly involved in developing all facets of the plan.

The high attendance record for every TLC Committee meeting and the involvement in the visitation of the TAP district and SAI workshop demonstrated the commitment of our members to developing a teacher leadership program at East Marshall.

When staff was polled in staff meetings, the East Marshall High School staff was 90% in support of the TLC Plan, the Middle School staff support was 92%, and the Elementary staff support was 88% in support of this plan.

Parents and community were surveyed and asked to rate the following questions from "not important" to "very important."
How important is it that effective teachers are leaders to other teachers to assist them in implementing the most effective teaching strategies in

the classrooms for students?

83% responded "very important."

How important is it for effective teachers to model effective teaching in beginning teachers' classrooms?

87% responded "very important"

How important is it for high standards to be used in the selection process to choose the teacher leaders?

88% responded "very important"

The last question was rated from "strongly disagree" to "strongly agree."

Would you agree that continual training of teachers and the collaboration between teachers to improve effective instruction would increase student achievement? (This would not reduce the instructional time for our students.)

81% responded "strongly agree."

The four administrators are highly supportive of the TLC Plan. The principals have created time in their building schedules for next year to accommodate the cluster groups where teachers will receive weekly professional development sessions. All administrators committed themselves to the TLC Committee and assisted in guiding the committee through the process.

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).

The following is the East Marshall’s Vision Statement for the Teacher Leadership and Compensation Plan:

The East Marshall Community School District instills a passion for learning, a desire to improve and an ambition to succeed at high levels. The district will accomplish this through recruiting and promoting highly effective teachers and providing collaboration to refine their teaching craft. Highly effective teachers will have opportunities to grow, refine, and share their expertise with students and teachers to inspire and prepare all learners to achieve.

One of the East Marshall District’s main goals and focus is to improve reading achievement.

The following are the East Marshall Reading Goals which is the 2013-14 professional development focus for our district.

District Goal: For the 2013-2014 school year, 80% or more of East Marshall students will achieve typical growth on one of the district wide assessments in Reading.

The following table presents the grade level reading achievement scores in the Measures of Academic Performance (MAP) against the norms and the Iowa Assessment (IA) differences between two years of scores. The following table shows the kindergarten and 5th through 8th grade has much work to do to improve in reading achievement from the MAP scores. The IA Assessments show little growth in reading achievement from one year to the next. The teacher leaders will work with the teachers in their collaborative groups and training groups as they collaborate weekly to analyze student data, change instruction with research-based strategies, post-test, analyze the data and reflect on the practices and their effects on reading achievement. Data will be collected using Collaborating for Kids (C4K) and Multi-Tiered System of Supports (MTSS) in the teacher groups.

Grade Level	Fall MAP Normed Average	Fall 2013 Reading Scores in MAP (RIT Scores)	Spring of 2012 Reading Proficiency in Iowa Assessments (%)	Spring of 2013 Reading Proficiency in Iowa Assessments (%)
K	142.5	140.2	-	-
1	160.3	162.9	-	-
2	175.9	176.3	67.61%	77.42%
3	189.9	190.9	78.18%	81.33%
4	199.8	199.8	77.55%	71.43%
5	207.1	205.5	67.69%	78.57%
6	212.3	207.0	68.49%	61.33%
7	216.3	211.7	64.29%	70.00%
8	219.3	218.7	61.29%	64.29%
9	221.4	222.4	84.29%	74.67%
10	223.2	229.7	82.14%	86.30%
11	223.4	229.4	77.08%	83.95%
12	-	228.6	-	-

With the use of teacher leaders we will not only exceed goals in reading but achieve student improvement in all areas.

This vision will direct the work of our district leaders and teachers in our East Marshall Teacher Leadership and Compensation Plan which is encompassed by the following goal:

opportunities which will also retain these effective teachers.

The master, model and mentor teachers will provide support and guidance to the new professionals to become a mentor/model teacher. All three types of teacher leaders will plan the professional development and the mentoring program each year to meet the needs of these new professionals.

Mentors will work one to one with new professionals. After the mentors model and observe in the new teachers classrooms, they will have individual conferences with them giving them more insight into the teaching profession and feedback on improving their teaching skills.

Model teacher leaders will be available to schedule additional work beyond the mentor leader in the new professional's classroom through modeling, observing, and conducting feedback conferences.

The master teacher leader will be conducting professional development every week in the cluster groups for the new professional and all teachers in their building.

This professional development will align with the district goals, the building goals and the goals found in the new professional's Individual Career Development Plan (ICDP). The new professional will receive assistance from all of teacher leader positions in their building. The teacher leader collaboration used to plan the professional development together for these new professionals strengthens the instruction for the new teacher to develop quality teaching skills. This climate of continuous learning and improving will establish the stage for the quality teachers to move to their next level of accomplishment.

2. Promote collaboration by developing schedules that support opportunities for teachers in the building and the district as a whole.

Through creative scheduling and use of technology, time will be available within the structure of the day to collaborate, share, observe, co-teach, and provide feedback on a weekly basis. A collaborative effort was made to create common planning time, cluster group time, and time to implement the new strategies and get feedback from the leaders at all levels. All levels have provided time for cluster groups as well as Professional Learning Communities (PLC) weekly.

3. Reward professional growth and effective teaching by providing pathways for career opportunities that develop with increased leadership responsibilities.

Teacher leaders will receive monetary compensation and/or perks for the additional hours and days they will spend dedicated to assisting colleagues in strengthening their teaching skills. In order to model new strategies and best teaching practices, professional development will be ongoing for teacher leaders. At each level, pay will increase in relation to the extra hours for extra responsibilities. As a perk, teacher leaders will have fewer extra duty assignments and more flex time available.

As the career teachers and new professionals implement new strategies and teach more effectively, teacher leaders will see the data showing predicted achievement scores and a sense of accomplishment.

4. Improve student achievement by strengthening instruction through collaboration and professional development.

The teacher leaders will be teaching and modeling best practices, giving constructive feedback, collaborating and conferencing to improve teacher instruction for the students.

This was explained in more detail under the other goals.

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)

Collaborating For Kids (C4K): The goal of the initiative is to have all students proficient in reading by third grade. In the spring of 2013, the state sent out surveys to be completed by any districts interested in improving their literacy proficiency scores. All within the East Marshall district completed the survey. The questions focused on educational beliefs, teaching practices, and infrastructures.

Mentor leaders in elementary would provide direct support primarily to first year teachers to assist in analyzing data. Buildings participating in the C4K initiative have been training in the specific use of the FAST formative assessment. The mentor would assist in the implementation of practices or teaching strategies to increase student learning.

Model and master teachers would serve a similar purpose by supporting staff involved in C4K. If their expertise is not needed for new staff, model and master teachers would devote their time to career teachers. . Model teachers will be responsible to organize cluster groups and supply suggestions. Master teachers will be involved in cluster groups, setting goals, providing research based recommendations for improved instruction.

Multi-Tiered System of Supports (MTSS): A special data system which allows staff to use this data to make instructional decisions to impact student learning. MTSS is an educational decision making framework that uses data analysis to provide evidence-based instruction. MTSS allows educators to judge the overall health of their educational system by examining data on all students as well as identifying students who need additional supports.

The content learned in the elementary in Phase One C4K, will be brought to all three buildings to improve their methods of MTSS. Having the teacher leaders in all three buildings to support all teachers in implementing the Iowa Core with MTSS, will help East Marshall reach their reading goals and their PLC goals. Through the field testing and researching of practices and strategies, the teacher leaders will be confident of the research-based strategies they are teaching and sharing with new professionals and career teachers to improve the instruction for our East Marshall students.

Implementation of the Iowa MTSS framework will be brought to reality in East Marshall through our TLC teacher leaders. They will be training other teachers about the similarities of the MTSS our teachers conduct already in their Professional Learning Communities (PLC).

Mentor leaders in elementary would provide direct support primarily to first year teachers to assist in analyzing data. In addition, after the needs are identified, the mentor would assist in the implementation of practices or teaching strategies to increase student learning. This could be done by providing research material, modeling or observing the mentee.

Model and master teachers would serve a similar purpose by supporting staff involved in MTSS. If their expertise is not needed for new staff, model and master teachers would devote their time to career teachers. Model teachers will be responsible to organize cluster groups and supply suggestions. Master teachers will be involved in cluster groups, setting goals, providing research based recommendations for improved instruction.

RATE: Read, Annotate, Think, Encode: A new reading strategy in the High School that will improve student vocabulary and understanding of content in the materials being covered by the various subjects.

All three teacher leader roles in that building will teach and support RATE.

CRISS Strategies, Creating Independence through Student-owned Strategies: The Middle School staff was so successful at implementing CRISS strategies that the Elementary teachers were interested in learning more about CRISS. A few teachers had taken the class during the summer of 2012 and taught several of the strategies to their staff through professional development early dismissals in the Professional Learning Communities (PLC).

The master teacher will teach research-based strategies that will need to be field tested by the master teacher so they have the exact experience with the strategy before teaching it to others.

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Professional Learning Communities (PLC): PLC groups will continue using continuous school improvement process of analyzing the student data, defining the problem, developing a plan of instruction, implementing the strategy, and evaluating the results of plan implementation before the cycle begins to repeat the process but with different strategies.

Mentor teachers would be members of the PLC's.

Model teachers would be leaders of a grade level PLC.

Master teachers would be responsible for coordinating the PLC groups within each building.

TEAM meetings/Cluster groups: This consistent weekly training of teachers during the school day by the master teacher will encourage the new and career teachers to move beyond minimal gains and to thrive deeply to expand the breadth and depth of the training and supports they are providing.

Master and model teachers would give follow through and support after research based instructional strategies have been taught.

All three should be reviewing data, interacting with teachers, and demonstrating differentiated instruction for struggling students and at-risk students.

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)

A survey was distributed to all first and second year teachers, to their mentor teachers, and to the district's mentor coordinator on the effectiveness of the mentoring program.

The following are pertinent results from the survey:

- After the two-year mentoring program, 38% of the mentors and new professionals "somewhat agreed" that our new professionals are better prepared to meet the demands of a classroom teacher.
- 14% of our mentors and new professionals indicated the mentoring program needs more training and classroom support for the new professionals.
- 33% of the first and second year teachers indicated they could use more time with their mentor in observation and constructive feedback.
- 33% of the first and second year teachers indicated they needed more modeling of strategies and more teaching in their classrooms.
- 33% indicated they would like more time at the monthly district meetings with the mentor coordinator and mentors.
- When mentors were asked how much more time they needed during the year with their new professionals, 25% answered "very much."
- The last response of the survey asked for ways to improve the mentoring program. It was clear that the first year teachers need more time with their mentor teachers in and out of the classroom with modeling, observation, and immediate feedback. Another request mentioned several times was to have the new professionals meet in monthly building-level meetings with their mentors in addition to the monthly district-wide mentoring meeting with the present mentor coordinator.

The new professionals and even the mentors have mentioned to administrators that the mentor coordinator has organized very good monthly sessions to help prepare the first and second year teachers for the classroom. They would like to see more of this time available to them.

The following are areas written into the TLC Plan to improve entry into the teaching profession:

1. From this survey information and visiting with administrators, the TLC Committee chose to expand the number of teacher leaders in the TLC Plan. Instead of following the TAP guidelines of master and mentor teachers, East Marshall's TLC Committee chose to add "model" teacher leaders. Therefore, by adding model teachers, the mentor teachers would have more time with their new professionals. Also, the new professionals would not only receive time from their mentors but would also receive time from the model teacher leaders.
2. Mentors and new professionals wanted more time within the school day to work with each other. The TLC Plan with guidance from the building principal provides extra time within the school day for the two educators to work together since we have more teacher leaders to assist with the new professionals.
3. The master teacher leader will be available to coordinate with the mentor and model teacher specific professional development that will meet the needs of these new teachers to East Marshall Schools.
4. The model and mentor teachers will have specific times to meet with the building level group of new professionals. With the new professionals being served by both mentor leaders and model leaders, they will receive additional time in: modeling, observing, giving feedback, and the like than first planned.

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.

The proposed teacher leadership roles in East Marshall TLC Plan are the mentor teacher leader, the model teacher leader, the master teacher leader and the teacher emeritus. East Marshall already has mentor teachers and teacher emeriti that lead other teachers in improving instruction for increased student achievement. The TLC Plan will add the model teachers and the master teachers. East Marshall is very proud of their teacher emeriti and mentor program including their mentor coordinator.

TLC Leadership Roles

Requirements for ALL Teacher Leaders in the East Marshall Plan:

1. Must have taught for one school year in our East Marshall Community School District.
2. Must have teaching experience for three school years
3. Demonstrates effective teaching skills
4. Good leadership skills
5. Demonstrates continual individual professional growth

Mentor Teachers (\$1000: 6 distributed to buildings based on need from new professionals and up to 4 additional days)

95% of time engaged in student instruction

5% of time performing teacher leader duties

1. Meet with master teacher, model teacher, and new professionals for 1 day before school year starts.
2. Plan with model teachers and master teachers up to two hours a month to plan for district-wide support for new professionals.
3. Meet with new professionals building-wide for two hours a month.
4. Meet with new professionals district-wide for two hours a month.
5. Meet with new professionals/colleagues minimum of 5 hours a month. This will include observing evidence-based instructional practices of the new professional and giving feedback.
6. Reflect with new professional/colleagues two times during the year after he/she has observed a model or mentor teacher. This observation will be of evidence-based instructional practices.

Model Teachers (\$3000: 9 model teachers/3 per building: up to additional 10 days)

85% of time engaged in student instruction

15% of time performing teacher leader duties

1. Meet with mentor teachers, master teacher, and new professionals for 1 day before school year starts.
2. Plan with mentor teachers and master teachers up to two hours a month to plan for district-wide support for new professionals.
3. Meet with new professionals building-wide for two hours a month.
4. Meet with new professionals district wide for two hours a month (if also mentoring due to high number of new professionals in the district)
5. Conduct two observations a week with follow-up conferences. These observations will be of evidence-based instructional practices and can be for all teachers.
6. Model exceptional teaching practices for all teachers.
7. Professional Learning Communities (PLC) leader to lead discussion of best teaching practices and analyzing student data with their PLC.

8. Serve on the monthly Building Leadership Team (BLT) and attend meetings up to 1 hour a month
8. Attend conferences and other professional development that will advance instruction and raise student achievement.

Master Teachers (\$8500 : 3 master teachers/1 per building: up to additional 20 days)

5% of time engaged in student instruction

95% of time performing teacher leader duties

1. Meet with mentor teachers, model teachers, and new professionals for 1 day before school year starts to help prepare the new professionals for the year.
2. Plan with mentor teachers and model teachers up to two hours a month to plan for district-wide support for new professionals.
3. The master teacher will facilitate a monthly two-hour meeting of professional development for new professionals and their mentors.
4. Plan, organize and facilitate the Cluster Groups of teachers in their professional development.
5. Plan the Building Leadership Team (BLT) meetings with the principal and send out agendas and minutes.
6. Plan, organize, and co-facilitate professional development for all teachers (e.g. cluster groups, new professionals, PLC groups,) with other master teachers, teacher emeriti, and administrators up to two hours a month. This would include the planning of the agenda and writing the minutes for the District Leadership Team (DLT), and co-facilitating the reporting of celebrations, areas for improvement, and areas of interest at the meeting. This is a monthly DLT meeting and could take up to 2 hours a month.
7. Facilitate the writing of the district's professional development plan and school improvement plan with administrators, teacher emeriti, and other master teachers (The District Leadership Team – includes all of these people). This could take several hours and more than one meeting time.
8. Attend conferences and other professional development that will advance instruction and raise student achievement in curricular areas. (Example: PLC Summer Institute)
9. Keep abreast of research-based strategies/practices by researching and reading what is available to teachers and support staff to help student achievement. Communicate specifically with model teachers so they can use and share this research in their PLCs as leaders.
10. Conduct at least 14 observations and follow-up conferences a week. These observations will be of evidence-based instructional practices.
11. Assist in analyzing student data with all teachers to identify student needs, but specifically, to identify teacher needs to aid in planning professional development. This analysis includes data to be reported to the District Leadership Team (DLT) monthly.
12. Support and coach teachers with their Individual Career Plans each quarter.
13. Cover model teacher's classroom if needed for observations

Teacher Emeritus – (not funded through the TLC Grant but is an important part of it)

100% of time performing teacher leader duties as Teacher Emeritus.

- Contract not to exceed 60 days over 10 months at \$200 per day. (Day constitutes 8 hours)
- Part-Time Position
- Work schedule is flexible and to be determined based on current professional development needs of

district.

Basic Function: Guide, support, and encourage teaching staff in the area of professional development.

1. Acts as a resource for locating and presenting best practices for instruction
2. Plans, organizes, and facilitates professional development with DLT & Administrators
3. Attends and participates as a contributing team member at District Leadership Team (DLT) meetings and support the DLT professional development goals.
4. Attends the PLCs assigned to him/her and supports the PLC process and teachers' growth in PLCs.
5. Be knowledgeable on how the teachers analyze student data and aware of the current assessment results of MAP and Iowa Assessments for the grade levels he/she is covering.
6. Attend conferences and other professional development that will advance instruction and raise student achievement. They will share specifically with the DLT and apply with the teaching staff.
7. Plan, organize, and facilitate curriculum alignment and articulation among the assigned curricular areas for the monthly vertical team meetings.
8. Assist the Administrative Team in revising the C-Plan annually.
9. Reports to the District Leadership Team on what activities and work are in progress in their PLCs and Vertical teams.
10. Keeps abreast of best practices by researching and reading about what is available to teachers and school districts.
11. Maintains a working knowledge of Iowa Core/Common Core and the C-Plan
12. Other duties as assigned.

We Added to the Teacher Emeritus From the TLC Plan:

13. Through attendance at the District Leadership Team (DLT), teacher meetings and inservice sessions, the Teacher Emeritus will collaborate with mentor, model and master teachers to assist new professionals and career teachers in growing in their teacher pathways.

In the East Marshall's proposed TLC Plan, the mentor leaders, model leaders, master leaders and our teacher emeriti will act unified and consistently in the instruction our new professionals and career teachers. These groups are able to do this since many of their duties mentioned above are conducted jointly with collaborative meetings. They have the same district goals and similar building goals. The professional development plans come from the individual teacher, Individual Career Development Plan (ICDP) written for professional growth from knowing their students' needs. The ICDPs are combined with the building-level plans to strengthen and focus instruction. The building level plans are supported by the Building Leadership Team at each of the three school buildings. Their building action plans with goals to achieve are assisted by the mentor, model and master teacher in that specific building. These action plans must align and coordinate with the District Professional Development Plan that is created and supervised by the District Leadership Team. The fact that the mentor leaders, model leaders, master leaders, and teacher emeriti collaborate for several meetings a month to keep their focus as one. This is the comprehensive plan at East Marshall that takes the data from the student performance and changes instruction in the classrooms to meet the district goals as the final goal.

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

East Marshall’s Site-based Review Council (Selection Council) and Selection Process of Teacher Leaders:

The East Marshall School Board will appoint one Selection Council to select the teacher leaders for the Elementary Building, Middle School Building, and the High School Building. This Selection Council will be comprised of three principals and three teachers, one from each of the three school buildings or attendance centers. The Selection Council will screen applications, interview, and observe candidates in their classrooms and teacher collaborative groups. The council will make recommendations regarding the applications to the superintendent of the school district.

The teacher leader candidates will initially send the following items to administration in the East Marshall District Office:

1. Two letters of recommendation, one from a colleague and the other one is candidate’s choice
2. A letter of application or cover letter highlighting candidate’s accomplishments with teaching and stating why they are seeking this position
3. A current resume
4. The last three years of candidate’s Individual Career Develop Plan (ICDP)
5. Most recent evaluative summary based on the Iowa Teaching Standards completed by the building principal
6. Explain in an essay how the candidate’s performance demonstrates effective teaching.
7. Explain in an essay how the candidate demonstrates continual professional development in their career.

Selection Criteria for TEACHER EFFECTIVENESS

Well-designed lesson planning:

- Discussion techniques
- Strategies to engage students
- Use of formative assessment
- Flexibility
- Responsiveness
- Lesson has a beginning, middle and end
- Use of scaffolding
- Provides appropriate level of cognitive challeng

Engagement of students:

- Challenging content
- Well-designed learning tasks
- Suitable scaffolding
- Aligned with instructional outcomes
- Students can articulate what they are learning and why
- Uses differences of students to engage, rather than divide

Responsive and flexible teaching strategies:

- Seizes opportunity to enhance learning
- Builds on spontaneous event/interests
- Seeks effective, individualized approaches for students
- Uses many instructional strategies and resources

Student learning assessed/monitored:

- Extensive use of formative assessment
- Students contribute to assessment criteria
- Questions/prompts/assessments are used regularly
- Instruction is adjusted and differentiated when needed
- Promotes the use of assessments and data for school and district improvement

Clear communication

- Instruction is linked to student interest
- Directions and procedures are clear
- Teacher's explanation of content is clear
- Teacher finds ways to extend student's vocabularies

Strong questioning/discussion techniques

- Questions/prompts are of high quality and support learning outcomes
- Uses a variety of questions/prompts
- Questions/prompts challenge students cognitively
- Students initiate topics and ensure all voices are heard in discussion

b) The plan includes a detailed description of how Professional Growth will be determined and evaluated in the selection of teacher leaders.

Selection Criteria for PROFESSIONAL GROWTH

Professional Development Experience

- Candidate's history is laden with continuous professional development, such as, webinars, on-line courses, AEA courses, workshops, etc.
- Sought out new courses of professional development that meets teacher's classroom needs
- Researched new initiatives
- Has evidence of innovative approach to student achievement
- Makes Significant Contributions of Professional Development to staff several times
- Individual Career Development Plan or growth plan demonstrated continual professional development involving new research-based strategies, methods, and/or programs.

Characteristics of Continual Professional Development

- Always seeking out more effective strategies to improve student performance
- Reflective practitioner
- Strong Ability to Use and Analyze Data
- Accesses and uses research consistently to improve student achievement
- Open to Solutions for Improvement Outside the Current Structure
- Promotes professional learning for continuous improvement
- Willingness and interest in strengthening a wide variety of skills
- Responds positively to feedback and constructive criticism
- Highly conscious of the steep learning curve for this new role

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.

Mentor Teacher

The mentor teacher begins the professional development work at the beginning with student data and the new professional in the classroom. The classroom teachers analyze their assessment data and begin collaborating at the Professional Learning Communities (PLC) groups about what the data is telling them and how can they change instruction to meet the needs of the students.

The mentor teacher leader will observe the new professional and provide constructive feedback.

The mentor plans professional development for the new professionals. This involves the collaboration of the master teacher leader, the model teacher and the mentor teacher on a monthly basis. This is important to have all three teacher leader positions meeting together so their annual goal and focus is repeatedly discussed at their monthly meetings for planning the professional development meetings for the new teachers.

Model Teacher

The **model** teacher is a leader on a PLC group and guides the teachers into research-based instructional strategies that may help the teachers with struggling students. The model teacher will help the teachers implement the strategy in their classrooms through observation and feedback, modeling, and conferencing. The mentor and model teachers work together to give the new teachers guidance and solutions with their students. The model teacher does collaborate with the mentor and master teachers as mentioned before with planning the professional development for new teachers and career teachers. The model teacher leader has more time than the mentor teacher leader, and therefore, has additional time as they serve the new professional and the career teacher. The model teacher will also assist the master teacher in helping all teachers implement the teaching strategies in the classroom.

Master Teacher Leader

The master teacher leader takes the information about the new professionals from the mentors and model leaders and determines the needs for the teachers' Cluster Group instruction that he/she teaches weekly. The master leader will also take information about career teachers and observe, give feedback, and model practices in their classroom. Along with this information, the master teacher will be a full-time teacher leader to schedule him/her for teacher needs.

The master teacher leader meets with other master teachers, teacher emeriti and administrators in the District Leadership Team and plans the professional development for the entire district. Much of the information and data the team uses to develop and plan the professional development is generated by the data and instructional experiences from the mentor and model observations and daily assistance to teachers in classrooms.

The master teachers (facilitator), teacher emeriti, building principals and superintendent all discuss the school building goals, teacher ICDP goals and check the alignment of those goals with the district goals. There will be district professional development documents and reports that must be completed by the people closely associated with the district's professional development.

The master teacher, just like the mentor and model teacher will be expected to keep their own training current with the DE and AEA professional development beside the district's professional development. Along with their own training, they will be keeping abreast of research-based strategies/practices.

Teacher Emeritus

The teacher emeritus will attend the teachers' PLC groups about all students' data and research-based instructional strategies. The teacher emeritus is also responsible for facilitating the curriculum committees and aligning the curriculum with the Iowa Core. The teacher emeritus coordinate their role with the master teachers when they meet at the District Leadership Team and discuss student data, research-based strategies, Iowa Core implementation progress, and the district's professional development plan.

The key elements of the Iowa Professional Development Model are found in a cycle that is described below with the use of the process utilized in our East Marshall TLC Plan.

The Iowa Professional Development Model's key elements:

Collecting and Analyzing Student Data

The mentor and model teachers will be working with the teachers in their PLC groups to establish new student learning strategies to reach the goals established from the analyzed data.

Goal Setting and Student Learning

The model and master teachers in the Building Leadership Team will study the student data, determine student needs, and assign new strategies and methods to meet the students' instructional needs.

Selecting Content

The District Leadership Team (including master teachers) will collaborate over their information from the Building Leadership Teams and suggest planning of key learning in the professional development that will be taught in the cluster groups.

Planning Component:

Designing Process for Professional Development

In our East Marshall TLC Plan, the master teacher would teach the theory at cluster groups. The master, model, or mentor can demonstrate or model the new strategy for the teacher in the classroom. The new professional or career teacher would be provided time for training in their cluster groups, and they would collaborate in their PLC groups.

Training/Learning Opportunities

In our East Marshall TLC Plan, the teachers would have cluster groups reserved for teaching the career and new teachers. In addition to the cluster groups, the teachers collaborate in their PLC groups analyzing data, changing instruction, and reassessing in the early dismissals every Tuesday for about an hour.

The District Leadership Team, the teacher leaders, and the career and new professionals are responsible for their own training when the district has provided registration, time slots and locations staff can learn.

Summative Data

The summative data from the IA Assessment and program evaluation is used to plan the next cycle of professional development, and hence, we continue the professional development improvement.

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.

The following is the East Marshall's Vision Statement for the Teacher Leadership and Compensation Plan:

The East Marshall Community School District instills a passion for learning, a desire to improve and an ambition to succeed at high levels. The district will accomplish this through recruiting and promoting highly effective teachers and provide collaboration to refine their teaching craft. Highly effective teachers will have opportunities to grow, refine, and share their expertise with students and teachers to inspire and prepare all learners to achieve.

This vision will direct the work of our district leaders and teachers in our East Marshall Teacher Leadership and Compensation Plan which is encompassed by the following goals:

- 1. Attract able and promising new teachers by offering quality professional development and leadership opportunities which will also retain these effective teachers.**
- 2. Promote collaboration by developing schedules that support opportunities for teachers in the building and the district as a whole.**
- 3. Reward professional growth and effective teaching by providing pathways for career opportunities that develop with increased leadership responsibilities.**
- 4. Improve student achievement by strengthening instruction through collaboration and professional development.**

The East Marshall District's main goal and focus is to improve reading achievement.

The East Marshall Reading Goals which is the 2013-14 professional development focus for our district.

District Goal: For the 2013-2014 school year, 80% or more of East Marshall students (grade 1-11) will achieve typical growth on one of the district wide assessments in Reading. Measures of Academic Progress (MAP) or Iowa Assessment (IA)

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

Short-Term Measures

A variety of surveys will be used to measure the effectiveness of the Teacher Leadership and Compensation Plan at East Marshall.

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Teacher Surveys

The new professionals, career teachers, and teacher leaders will have three different surveys to complete. The students will complete a survey. The parents and community were surveyed which provided valuable data. The administrators will be surveyed as to the effectiveness of the TLC Plan.

The first staff survey would be taken by the **new professionals**. They will complete a survey at mid-year and another survey at the end of the school year. This would identify the support given and the needs yet to fulfill for the rest of the year to make it as successful as possible for the new professional.

The second survey would be for **all career teachers**. The impact/effectiveness TLC Plan would be partially rated by the number of trainings and assistance received from the model and the master teachers.

The third survey would be completed by all **teacher leaders**. The teacher leaders will be answering questions about the degree of changes they observe in the teachers classroom instruction. They will be using student data to answer some of the questions.

Other Important Surveys for Short-Term Results

4-12 Grade Student Survey:

Students will be questioned if multiple teachers and changes in strategies have improved the delivery of classroom instruction.

Administrators Survey

This survey will gauge the positive impact of TLC implementation and the schedule.

Parent and Community Survey

The parents and community were surveyed before the TLC Grant was submitted and some of the same questions will be asked as well as an addition of more specific questions.

Long-Term Measures

Individual Career Development Plan Measures Growth

-Achievement Data

-Curriculum Gap Data

-Technology Integration Data

2. Measureable outcomes of teacher leader effectiveness will be created with these criteria

- Well-designed Lessons for Cluster Groups
- Engagement of Staff Members
- Responsive and flexible teaching strategies
- Staff member learning assessed/monitored
- Clear communication
- Strong questioning/discussion techniques

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

Administrators will observe the teacher leaders quarterly in classrooms and cluster groups to monitor the TLC Plan based on the criteria listed above.

The teachers will complete a brief survey quarterly of the teacher leaders with a comment section for specific improvements needed. This data and the building schedule will be taken to the principal and the Building Leadership Team monthly for discussion and solutions.

The AEA consultant will assist the administrators to analyze the data collected from the above short-term and long-term measures.

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)

Past District Teacher Leaders

The East Marshall School District has implemented teacher leaders in their district over the last several years as curriculum coordinators and mentor teachers. There were some bumps along the road, but overall, the staff is accustomed to having teachers lead teachers. The use of curriculum coordinators and mentor teachers were not in a tightly structured plan as with this TLC Plan and weaknesses needed to be mended.

Support for the New Teacher Leader Plan

Staff

We are beginning our TLC Plan with more financial funding, stronger support and involvement from building administrators, a tighter structure, a detailed and aligned plan across the district attendance centers, expert training planned before the teacher leaders begin, and a staff that is familiar with teacher leaders and are strongly supporting this TLC Plan. All staff were polled and the High School staff was 90%, the Middle School was 92%, and the Elementary was 88% in support of this TLC plan.

School Board

The School Board assigned a board member to be an active member of the TLC Committee to show their interest and support in writing an excellent teacher leadership plan. The board was aware of the drawbacks of our previous teacher leader program, and realized it was not the personal teachers' abilities, but rather several roadblocks that could now be corrected in a new TLC Plan.

Administrators

The four administrators are highly supportive of the TLC Plan. Their support is so strong that the principals have created time in their building schedules for next year to accommodate the cluster groups where teachers will receive weekly professional development sessions. All administrators committed themselves to the TLC Committee and assisted in guiding the committee through the process.

Principals' key responsibilities include:

- conducting the TLC Plan
- sustaining it over time
- building schedules
- solving problems
- observing the teacher leaders
- conducting surveys
- reporting progress

The superintendent is responsible for:

- overall administration
- conduct monthly walkthroughs
- periodically attend cluster groups
- meet monthly with the principals
- collaboratively solve roadblocks
- oversee the communication to staff, parents and communities

Parents and Community

Results of parent and community survey:

How important is it that effective teachers are leaders to other teachers to assist them in implementing the most effective teaching strategies in the classrooms for students?

83% responded "very important."

How important is it for effective teachers to model effective teaching in beginning teachers' classrooms?

87% responded "very important"

How important is it for high standards to be used in the selection process to choose the teacher leaders?

88% responded "very important"

The last question was rated from "strongly disagree" to "strongly agree."

Would you agree that continual training of teachers and the collaboration between teachers to improve effective instruction would increase student achievement? (This would not reduce the instructional time for our students.)

81% responded "strongly agree."

District Calendar and Schedules

The school calendar has been established to bring continual professional development time throughout the year on Tuesday afternoon early dismissals for the collaboration of teachers in the Professional Learning Communities group work.

Continual Assessment of TLC Plan

All teacher leaders, teachers, parents/community people and administrators will help sustain the program by demonstrating the program is making a difference through surveys. The school personnel will be surveyed multiple times throughout the year, and the parents/community will be surveyed once a year.

Communication on Progress

Newsletter articles are written by administrators and placed on the school website about professional development in the district. Teachers will hear at staff meetings, through e-mails, and at professional development activities updates on the progress of their work and student work across the district.

Teacher Leader Preparation

The TAP teacher leader program from the National Institute of Excellence in Teaching will provide specific training for our teacher leaders and administrators before the program begins. The Area Education Agency 267 will provide teacher leader training to the district to prepare the teacher leaders and administrators for the TLC program. The district will continue to utilize the AEA267 for continual, supportive training for our teacher leaders throughout each year.

Partnering with Other Districts

Four districts in our area have also expressed the desire to work together in a loose consortium; allowing districts to become involved as they gain approval of their TLC plan. The consortium is not contingent upon all districts receiving approval at the same time. This will allow the teacher-leaders from those four districts (BCLUW, GMG, East Marshall, and West Marshall) to network and train with each other, and may allow for future opportunities for those individuals to work with staff from multiple districts.

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

609.3

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

District Enrollment-Based Allocation	\$188,164.03
Total Allocation	\$188,164.03

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$68,200.00
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)	\$114,550.00
Amount used to provide professional development related to the leadership pathways	\$0.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$5,414.00
Totals	\$188,164.00

Other Budgeted Uses - Description

Item description	Amount budgeted
Open Enrollment Out Payments	\$5,414.00
	\$5,414.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$188,164.00
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted	\$0.03
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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 following are East Marshall's version of the TLC Plan goals and under each goal you will read how the budget is aligned to these goals.

1. Attract able and promising new teachers by offering quality professional development and leadership opportunities which will also retain these effective teachers.

Each of our East Marshall mentors presently receives \$1,000 to conduct their duties as a mentor. The tremendous advantage of our TLC Plan is the addition of the model teachers and master teachers both conducting a variety of duties with the new professionals listed below that are not being conducted now. The East Marshall TLC Plan will provide over double the amount of professional development, observations, feedback conferences, and modeling the present new professionals have today! East Marshall TLC Plan will have three teacher leaders at \$8500 each, with a subtotal of \$25,500, nine model teachers at \$3,000 with a subtotal of \$27,000, and six mentor teachers at \$1,000 each with a subtotal of \$6,000. The subtotal to fund these 18 teacher leader positions is \$58,500 plus the FICA and IPERS will be a grant total of \$68,200. These 18 teacher leaders will be able to demonstrate to the new professionals how their new careers can also be elevated and compensated by their hard work and dedication to students and teachers.

2. Promote collaboration by developing schedules that support opportunities for teachers in the building and the district as a whole.

Schedules will be developed to replace the three full-time teachers hired to be master teacher leaders whom promote the collaboration of teachers. We understand these salaries will be a little more than \$114,550.00. The East Marshall District is willing to fund additional costs with their regular program costs because we are so dedicated to having this particular TLC Plan of teacher leaders in our district.

3. Reward professional growth and effective teaching by providing pathways for career opportunities that develop with increased leadership responsibilities.

As teachers increase their teaching effectiveness through professional development, they will be provided opportunities to advance to and through these teacher leader career pathways. They will receive monetary compensation with their leadership roles and responsibilities. The eighteen teacher leaders will receive monetary compensation of \$68,200, as explained above, for the additional hours and days they will spend dedicated to assisting colleagues in strengthening their teaching skills.

4. Improve student achievement by strengthening instruction through collaboration and professional development, using highly qualified staff selected through a rigorous process. (combining two of the state's goals)

The collaboration and professional development will be financially possible through the \$68,200 for the highly qualified staff. The cost to fund replacements in the classrooms will be about \$114,550. Because the district has a strong commitment to this TLC Plan, they will fund the master teacher replacements partly from their regular program costs since it will be over \$114,550. We do know that 300 of our enrolled students are open enrolled into our East Marshall School District and we will have those additional dollars in the future as the other districts are awarded their grant.

The master, model, mentor, and emeritus teaching positions will be hired following a rigorous selection process. While the teacher leaders positions will be funded through the TLC Grant, the two part-time teacher emeriti positions will be funded by the district's Iowa Core funds. The selection process will require a teacher leader candidate to submit several documents attesting to their quality teaching and will be observed teaching and collaborating. The Council will use their selection criteria rubric to measure three areas: effective teaching, professional growth, and leadership skills.

The TLC Grant money we receive will be far less than in most districts since about 300 students or one-third of our student enrollment is open enrolled into our district, and some of those districts are not applying for the TLC Grant this year. The district is deeply dedicated to educate all students and committed to this TLC Plan, so therefore, will make this plan work for all

students now.

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