



Application

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

153263 - East Mills CSD and Essex CSD Teacher Leadership Compensation Plan Application (Consortium)

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 02/04/2016 2:44 PM

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## Primary Contact

**AnA User Id** PAUL.CROGHAN@IOWAID

**First Name\*** Paul **Croghan**  
First Name Middle Name Last Name

**Title:**

**Email:** pcroghan@emschools.org

**Address:** 58962 380th Street

**City\*** Hastings **Iowa** **51540**  
City State/Province Postal Code/Zip

**Phone:\*** 712-624-8700  
Phone Ext.

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

**Fax:**

**Agency** Administrative Services, Iowa Department of

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## Organization Information

**Organization Name:** East Mills Community School District

**Organization Type:** K-12 Education

**DUNS:**

**Organization Website:** www.malvernschools.org

**Address:** 422 Main Street  
Malvern Iowa 51551  
City State/Province Postal Code/Zip  
**Phone:** 712-624-8700  
Ext.  
**Fax:** 712-624-8279  
**Benefactor**  
**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Paul Croghan  
**Title** Superintendent  
**Organization** East Mills CSD

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

**Address** 58962 380th Street

**City/State/Zip\*** Hastings Iowa 51540  
City State Zip

**Telephone Number** 712-624-8700

**E-Mail** pcroghan@emschools.org

### Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.  
If you are an individual, please provide your First and Last Name.*

**Name** Darla Hetzel  
**Title** School Business Officer  
**Organization** East Mills Schools

**Address** 58962 380th Street

**City/State/Zip** Hastings Iowa 51540  
City State Zip

**Telephone Number** 712-624-8700

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County(ies) Participating, Involved, or Affected by this Proposal	<b>Mills County, Montgomery County, Page County</b>
Congressional District(s) Involved or Affected by this Proposal	<b>3rd - Rep David Young (R)</b>
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	<b>3</b>
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	<b>23</b>
<i>District Map</i>	

## Minority Impact Statement

### Question # 1

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

**Not Applicable**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

### Question # 2

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

**Not Applicable**

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

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

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

Indicate the group(s) negatively impacted.

### Question # 3

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

**Not Applicable**

If YES, present the rationale for determining no impact.

### Certification

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

**Yes**

Name of Person Submitting Certification.

**Paul Croghan**

Title of Person Submitting Certification

**Superintendent**

## Recipient Information

District

**East Mills Community School District**

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

County-District Number 65-3978

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific Mr.  
Name of Superintendent Paul Croghan  
Telephone Number 712-624-8700  
E-mail Address pcroghan@emschools.org  
Street Address 58962 380th Street  
City Hastings  
State Iowa  
Use the drop-down menu to select the state.  
Zip Code 51540

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## TLC Application Contact

Honorific Mr.  
Name of TLC Contact James Dick  
Telephone Number 712-624-8696  
E-mail Address jdick@emschools.org  
Street Address 58962 380th Street  
City Hastings  
State Iowa  
Use the drop-down menu to select the state.  
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## Demographic Profile

October 2014 Certified Enrollment 766  
October 2014 Free/ Reduced Lunch % 46  
AEA Number 13

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

TLC Model Number Model 3 Comparable Plan

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## Narrative

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



**East Mills and Essex Community Schools  
Teacher Leadership and Compensation Plan Application**

The Districts are writing this grant in a consortium between the two districts. The districts will be addressed as EME throughout the plan.

**Abstract/Executive Summary**

EME’s vision is to enhance our system by utilizing Teacher Leaders who will have the ability to influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the goal of increased student learning and achievement. This Vision is congruent with the visions of East Mills, “Every One, Every Day, A Success,” and Essex, “The Essex Community School educates lifelong learners and leaders.” The combined EME vision is “Every One, Every Day, A Success in Educating lifelong learners and leaders.” The Teacher Leadership and Compensation (TLC) System rewards effective teachers with leadership opportunities and higher pay, attracts promising new teachers with competitive starting salaries and more support, and fosters greater collaboration for all teachers to learn from each other.

The overriding philosophy of the system is multi-pronged, but boils down to this: Improving student learning while improving the instruction they receive each day. There is no better way to do this than to empower our best teachers to lead the effort.

**Leadership positions that will be created are:**

Role	Number of Positions	Compensation	Percent out of Classroom	Total Cost	Additional Days
Base to \$35,000	7	\$1,165.92	Based on need	\$8,161.470	
HS Lead	1	\$11,500	100	\$11,500	20 Days
Elem Lead	1	\$11,500	100	\$11,500	20 Days
TLC Committee	6	\$200.000		\$1,200	2 meetings per year 2-3 hours each
Model Teacher	8	\$1,000		\$8,000	
Mentor	6	\$500	Based on need	\$3,000	2 Days
Building Leadership Team	9 3 EMHS 3 EM Elem. 3 Essex School	\$187.500 Per meeting		\$6,750.00	12 monthly meetings 2-3 hours each

The goals of the Teacher Leadership and Compensation System are:

- Attract able and promising new teachers
- Retain effective teachers by providing enhanced career opportunities
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction

EME’s Goals are to:

EME TLC Goal #1 (Aligned with State TLC System): Attract, develop, and retain educators, maintaining EME’s high level of expectation for quality education.

EME TLC Goal #2 (Aligned with State TLC System): To enhance EME’s professional learning and leadership opportunities for teachers to ensure that 25% of EME’s teaching staff are in teacher leadership roles.

EME TLC Goal #3 (Aligned with State TLC System): Increase collaborative learning opportunities for teachers, utilizing curriculum and professional development teams and TLC personnel.

EME TLC Goal #4 (Aligned with State TLC System): Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals.

EME’s Vision; of “Every One, Every Day, A Success in Educating lifelong learners and leaders,” will build a bridge with the TLC grant and allow EME to replicate success throughout the districts. Teachers will become more open to

modeling and demonstration within their classrooms. Common pacing will occur and data evaluation will no longer be an event, but a process that occurs on a continuous basis.

Our long-term vision and goals align to the statewide TLC goals.

- By designing a system in which PK-12 teachers are supported, have time to collaborate and have a clear understanding of what students are to know and perform, we will attract able and promising teachers to EME
- Although our teacher retention rate is high, we have lost highly effective teachers to larger districts for higher salaries. We believe with enhanced career opportunities and increased compensation EME will retain highly effective teachers
- Collaboration among teachers is supported by our focus on Professional Learning Communities, the significant systemic changes we have made and our expectations that we are a team. Expanding the opportunity for teacher leaders to model, demonstrate, guide and provide instant feedback will reduce isolationism and enhance collaboration
- Our PD plans are based on enhancing professional growth & effective teaching. The TLC grant will allow us to deeply support the PD plan and strengthen instruction across the system. Underlying all EME improvement efforts is the expectation that student achievement improves
- A more detailed description of each component of the plan will be described throughout the remaining grant. EME is committed to the TLC vision/goals & will work hard to ensure our Teacher Leadership plan supports improved student success.

EME Districts Learning Goals;

GOAL 1: ALL PK-12 students will achieve at high levels in reading comprehension.

GOAL 2: ALL PK-12 students will achieve at high levels in mathematics.

GOAL 3: ALL PK-12 students will achieve at high levels in science.

GOAL 4: ALL PK-12 students will become proficient in the use of technology by graduation.

GOAL 5: ALL PK-12 students will feel safe and connected to school through a strong sense of self.

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

TLC Model Number

Model 3 Comparable Plan

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## Narrative

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

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

Please include the following information in your narrative:

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

## **Grant Planning**

The Districts are writing this grant in a consortium between the two districts. The districts will be addressed as EME throughout the plan.

The East Mills and Essex TLC Committees first met in the Fall 2013 to begin planning for the TLC grant. A timeline was established to allow the committee to fully explore all TLC models, include all stakeholders, and submit a quality grant. At that time the respective district committees did not believe implementing the TLC grant was financially feasible.

In the subsequent years the Department of Education has encouraged developing consortiums to maximize financial incentives, teacher resources, and leadership positions.

February 25, 2015 - Corner Conference Superintendents with Ryan Wise

- Paul Croghan EM/Essex Superintendent
- Rob Brecht, Essex PK-12 Principal
- Jim Dick EM Elementary Principal
- Jacki Viner, EM Teacher

February 27, 2015 – GHAEA TLC Plan Review Corning (Southwest Valley)

- EME TLC Exploratory Committee
- Rob Brecht
- Jim Dick
- Rachel Cabeen

The consensus of the group believed it was in the best interest of the districts to establish a consortium to plan a grant after meetings on the 25th and 27th.

Timeline -

- February, 2015-May, 2015 - Tasks to assist schools in the planning, writing and review of the TLC Grant (Year 3)
  - August, 2015 - Cold read of all parts of the TLC draft at district level
  - September 1, 2015- Rob Brecht, Jim Dick
  - September 8, 2015- Rob Brecht, Jim Dick
  - September 9, 2015- Rob Brecht
  - September 10, 2015- Peer Review of TLC Grants (AEA Level)
  - Jacki Viner, Elementary Teacher, East Mills
  - Wendelin Miller, Elementary Teacher/EMA Association Co-President
  - Joe Wortman, HS Teacher, East Mills
  - Lindsey Sayers, HS Teacher, East Mills
  - Rachel Cabeen, K-12 Teacher, Essex
  - September 29, 2015- Rob Brecht, Jim Dick, Paul Croghan, Linda Rempe, Joe Wortman, Lindsey Sayers, Wendelin Miller, Rachel Cabeen, Cybill Kline, MS, Elementary Teacher, Essex.
  - October 7, 2015- Essex and East Mills Community Meeting.
  - October 16, 2015- TLC Year 3 Applications Due
  - January 14, 2015 EME TLC Planning Committee met to review the grant
- Committee Formation and Structure: (EME TLC Planning Committee)

A consortium committee of 16 stakeholders was formed to begin the process. The committee is a cross section of representation from both districts. This committee will be known as the EME TLC Planning Committee. Their charge is to develop a fiscally sustainable Teacher Leadership and Compensation (TLC) System that rewards effective teachers with leadership opportunities and higher pay, attracts promising new teachers with competitive starting salaries and provides support, and fosters collaboration for all teachers to learn from each other. The overriding philosophy is to improve student learning by improving the instruction received.

Teachers who represent elementary, middle school and high school

- East Mills
1. Jacki Viner, Elementary Teacher
  2. Wendelin Miller, Elementary Teacher/EMA Assn. President
  3. Joe Wortman, HS Teacher
  4. Lindsey Sayers, HS Teacher

•Essex

1. Rachel Cabeen, K-12 Teacher
2. Cybill Kline, MS/Elem Teacher

District and building level administrators

1. Paul Croghan, Superintendent, East Mills/Essex
2. Linda Rempe, HS Principal, East Mills
3. Jim Dick, Elementary Principal, East Mills
4. Rob Brecht, PK-12 Principal, Essex

School Board Member

1. April Scott, Essex CSD
2. Pete Franks, East Mills CSD

Parents/community members

- Greg Kline, Essex, Parent- 2nd, 6th, 7th, 9th, 11th
- Mike and Brandy Coates, East Mills, Parent - 4th, 6th, 7th, 10<sup>th</sup>, 12<sup>th</sup>
- Kendra Poorker 12<sup>th</sup> Student

Stakeholder Engagement, Involvement and Support

•Teacher and Administrative Involvement

EME PK-12 staff, administration, and education associations are represented on the TLC Committee giving voice to educator and administrative concerns, questions, and comments and more specifically to the proposed roles, duties, responsibilities, and potential impact on employment.

•Community Involvement

Throughout the planning process the TLC planning committee has been the central core for gathering information. Input from many sources voiced concerns from various stakeholders were taken into consideration to ensure an instructional leadership plan would be developed to truly benefit the learning of the students of EME. The grant was then presented to the boards to seek board approval both financially and educationally. Teacher leadership roles will; replicate excellence in every classroom by aligning clear standards, benchmarks, instructional strategies and assessment protocols; create collaboration within teachers, administration and community stakeholders; focus on accelerating student achievement for all by focusing on student learning styles and engagement; utilize formative assessment to guide instruction; and evaluate effective teaching strategies.

EME Community members are involved with the planning, revision, and review processes. The TLC committee met Wednesday 10/07/2015 at 6:00pm to review, revise and proof the EME TLC plan for its final submission. Community members included school board members and parents from both districts.

Planning Budget

Grant Supports the Plan: 12,861.52 Total TLCS

Team Meetings:

\$4653.24 grant writing salaries (subs)

\$927.03 for grant writing expenses (meeting outside of contracted hours, meals,)

\$567 for travel expenses

\$681 for unanticipated cost

Total: \$6828.27

\$6033.25 of remaining monies will be allocated to upcoming initial planning and implementation expenditures.

The EME TLC Planning Committee allocation of funds per child, feasibility, costs for leadership roles, subs for time out of the classroom, trainings and workshops. The committee also determined total staff FTE, leadership positions, staff interest to ensure coverage of (25%) mandate. Staff buy-in was also considered including time, commitment, and willingness to change. Finally, the master contract was analyzed for staff evaluation and RIF procedures.

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## Narrative

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

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

**State Goals:**

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

East Mills CSD and Essex CSD are writing this grant in a consortium between the two districts. The districts will be addressed as EME throughout the plan.

The EME TLC plan will provide a data-driven system to

1) support new and existing teachers through quality professional learning and leadership opportunities,  
2) develop and align instructional practices to meet student needs and curriculum standards, and  
3) increase student achievement while providing for competitive salaries and compensating teacher leaders. The district has utilized teacher leaders in numerous ways (ie. mentors, professional development leads, building and district leadership teams), but historically, the teacher leaders have received minimal compensation. TLC would allow the district to provide both time for the teacher leaders to support their peers and compensation for their leadership efforts.

EME's mission is to enhance our system by utilizing Teacher Leaders who have the ability to influence colleagues, principals, the teacher's association and members of the school community to improve teaching and learning practices with the goal of increased student learning and achievement. This supports the vision of the two districts "Every One, Every Day, A Success in Educating lifelong learners and leaders."

GOAL 1: ALL PK-12 students will achieve at high levels in reading comprehension.

GOAL 2: ALL PK-12 students will achieve at high levels in mathematics.

GOAL 3: ALL PK-12 students will achieve at high levels in science.

GOAL 4: ALL PK-12 students will become proficient in the use of technology by graduation.

GOAL 5: ALL PK-12 students will feel safe and connected to school through a strong sense of self.

These goals are based on a number of data sources.

- Iowa Assessments
- Formative Assessment Systems for Teachers (FAST)
- Measure of Academic Progress (MAP)
- Individual Growth & Development Indicators (IGDI)
- Gold Assessments

Data trends indicate a need for increased emphasis on reading comprehension, science, and math at all levels. While the District Leadership Team (DLT) has been a driving force behind most initiatives and data analysis, they meet only once per month. Enhanced teacher leadership would allow for daily evaluation, communication, and guidance on initiatives as well as deeper data evaluation.

EME Goal #1 (Aligned with State TLC System): Attract, develop, and retain educators, maintaining EME's high level of expectation for quality education.

- District Criteria
- Base salary at \$33,500.
- High quality mentoring program to support new teachers.
- Fill leadership positions with high quality lead educators.
- Compensate teacher leaders who take on additional leadership roles in the district.

- District/Student Learning Goals
- Attract and reward high quality educators who will help move student learning forward.

EME Goal #2 (Aligned with State TLC System): To enhance EME's professional learning and leadership opportunities for teachers to ensure that 25% of EME's teaching staff are in teacher leadership roles.

- District Criteria
- Align professional development with district initiatives, student achievement data, and research-based instructional strategies and provide multiple opportunities for educators to become collaborative leaders in the district.
- District/Student Learning Goals
- Increase student achievement in reading, math, and science through increased student competency in essential knowledge and skills.

EME TLC Goal #3 (Aligned with State TLC System): Increase collaborative learning opportunities for teachers, utilizing curriculum and professional development teams and TLC personnel.

- District Criteria

- Teachers will meet in teams to examine data, collaborate, participate in professional development and receive support from teacher leaders.
  - Teacher leaders will collaborate and network with others, both in and out of district.
  - District/Student Learning Goals
  - Educators will ensure each student learns by creating a culture of collaboration focused on student achievement.
- EME TLC Goal #4 (Aligned with State TLC System): Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals.**
- District Criteria
  - Implement TLC structures to coach and support teachers with the implementation of instructional strategies, Authentic Intellectual Work standards and criteria, curriculum alignment, and academic intervention.
  - District/Student Learning Goals
  - Provide high quality instruction, focusing on increased student achievement.

The district currently meets the TLC wage requirement for new teachers. All staff, including new staff members, are involved in quality professional development and district/building initiatives offered by the district: Authentic Intellectual Work, Multi-Tiered Systems of Support, and Technology Integration.

In addition to the TLC goals, the district is striving to meet its academic goals through targeted professional development for 2015-16 School Year. These goals are as follows:

**GOAL 1: ALL PK-12 students will achieve at high levels in reading comprehension.**

**GOAL 2: ALL PK-12 students will achieve at high levels in mathematics.**

**GOAL 3: ALL PK-12 students will achieve at high levels in science.**

**GOAL 4: ALL PK-12 students will become proficient in the use of technology by graduation.**

**GOAL 5: ALL PK-12 students will feel safe and connected to school through a strong sense of self.**

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

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

East Mills CSD and Essex CSD are writing this grant in a consortium between the two districts. The districts will be addressed as EME throughout the plan.

Key Initiatives at the elementary level are to continue Multi-Tier System of Support (MTSS) and Early Literacy Initiative (ELI) in which each building identifies students at risk, alters teaching strategies, and collects data on improvement.

Participants will:

1. Develop an understanding of highly effective PK-2nd grade Tier 2 literacy strategies and interventions.
2. Implement Tier 2 literacy strategies and interventions.
3. Deepen their expertise in research based curriculum, instruction and assessment.
4. Reflect on Iowa Core ELA standards and their implications for instruction.
5. Analyze student data and make instructional changes based on results.

Key Initiatives for the secondary include Authentic Intellectual Work (AIW), Project Based Learning (PBL), and Iowa Core implementation. We are using PBL to increase student and teacher knowledge of collaboration, critical thinking, creativity, and communication.

Our Teacher Leadership Compensation (TLC) plan allows for Instructional Coaches (ICs) to work with model teachers to develop sample PBL units. These units will then be used to educate teachers on the process of implementation and model the process. The ICs will then work with teachers to build their own PBL units to be submitted for peer review.

District Leadership Teams (DLT) will then plan professional development (PD) to allow for all teachers to successfully plan and implement two PBL units, one each semester.

Key Structures are DLT, TLC, Student Assistance team (SAT), and the School Improvement Advisory Committee (SIAC).

The School Improvement Advisory Committee (SIAC ) includes teachers, community members, students, and administrative staff. This group reviews student achievement data, school climate, and bullying.

- The TLC plan will improve this process by having the ICs as part of the committee to act as a liaison between the school and community.

District Leadership Teams (DLT) consist of administrators and teachers. This team is responsible for reviewing achievement data and designing and coordinating PD.

- The TLC plan will include adding a member from the teacher's association. This will help to ensure the overall success of our school system.

- The TLC plan will allow this team to create model lessons to be shared with all teachers and help them to create their own lessons following the provided format.

Using Part 4 application narrative from previous submission?      **No**

**Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

East Mills CSD and Essex CSD are writing this grant in a consortium between the two districts. The districts will be addressed as EME throughout the plan.

For many years EME had educators vested in our school district. As these individuals retired, the school filled their positions with beginning teachers. Although these teachers have stated that their experience at EME was positive, their need for relocation pushed them into searching for positions in different districts. It is our intent, with this grant, to provide beginning teachers with a collaborative and supportive environment.

This plan enhances the mentoring and induction program for new teachers with the addition of instructional mentors, creates new curriculum leadership roles to support implementation of the Iowa Core, and expands the existing instructional coaching program. The three teacher leadership opportunities outlined in the plan include:

- TLC Lead
- Instructional Mentors
- Model teachers

These roles allow an increasing number of teachers to utilize and develop leadership skills as they build capacity collaboratively with peers, plan and deliver professional learning, and promote student learning across the district. Currently the mentoring program is established and guided by the GHAEA. Mentors and mentees are matched according to their teaching assignment whenever possible. This is done to encourage growth through collaboration and co-teaching. New teachers gain classroom management tips, lesson ideas, essentials to the profession through their mentor. There is currently a gap in the collaboration time spent between mentors and mentees. Specifically, there is very minimal time spent co-teaching and very little time for observation.

Presently mentors receive minimal support and the TLC grant would help us in maximizing our impact on new staff. In order to make the most of our mentoring program we are proposing that our mentors build their knowledge of current research-based instructional practices, increase leadership capacity through training and by attending Journey to Excellence program. Mentors will also build skills in coaching mentees through observations and reflective conversations.

#### **New Mentoring Timeline-Year 1**

##### **Mentor/Mentee Roles Program Facilitator Role**

##### **Summer/Teacher**

##### **In-Service Requirements**

- Mentor makes initial contact with mentee
- Mentor is available to answer mentee's questions
- Communicates with the administration about new teachers hired
- Gives mentee the beginning teacher needs survey
- Deliberately pairs mentors/mentees
- Assists in enrolling mentees/mentors in GHAEA Journey to Excellence
- Plans and attends "new teacher workshop day"

##### **Semester 1**

- Mentor guides mentee in creating professional goals (PLP)
- Mentor follows up after staff meetings
- Mentor helps mentee prepare for open house and conferences
- Mentor helps mentee with data collection and analysis
- Mentor helps explain the grading program and report card process
- Meet weekly maintaining logs of meeting hours
- Mentor guides mentee in document collection for professional teaching portfolio
- Mentor guides mentee in preparation for student assessments
- Mentor helps prepare for conferences/IEP meetings
- Plans for a meeting with veteran teachers that are in the district
- Plans formal meetings for mentors and mentees to meet separately
- Introduces mentors/mentees to the school board

##### **Semester 2**

- The above (Semester 1) with the addition of:

- Mentor guides mentee in preparation for end of the year assessments for cumulative folders
- Mentor assists mentee in classroom inventory, order of instructional materials and completing end of the year check-out.
- Both complete survey for Mentor/Mentee program success with the Mentor coordinator and building principal
- Plans a meeting for veteran teachers that are new to the district
- Collects Mentor/mentee meeting logs
- Conducts survey with mentor/mentee pertaining to program effectiveness
- Meets with administrator to discuss recommendations for program changes

#### Year 2

Repeat requirements from year 1 as applicable. Additional requirements for the mentee include the completion of the professional teacher portfolio by March. The mentor facilitator will also meet with the mentor/mentee pairs upon completion of the program to discuss future changes and needs. If an additional year of mentoring is required, the district will extend the mentoring requirements to 3 years.

Additional coaching, mentoring, and opportunities for observing exceptional instructional practice for new teachers (and veteran teachers where and when appropriate). The TLC Lead will cover the mentor's classroom while the mentor observes the mentee's classroom.

Teachers interested may go through application and interview processes with the building administrator. Our plan is to incorporate the key components of the Mentoring and Induction Journey to Excellence Program.

#### Key Components:

- A clear focus on effective teaching using the Iowa Teaching Standards as defined in
- A Framework for Understanding the Iowa Teaching Standards and Criteria
- Preparation of experienced educators to serve as mentors
- Learning opportunities for mentors to use commensurate with the growth of beginning educators
- Meaningful formative assessment of the performance of beginning educators
- Time and support for the mentor and beginning educator to work together
- Understanding the relationship between the Iowa Teaching Standards and comprehensive evaluation
- Establishing the firewall between mentor and evaluator and acknowledging confidential relationship between the beginning educator and mentor annual verification of program completion

Our TLC plan will allow new teachers four days of professional development through the Journey of Excellence provided by the GHAEA. This release time is for beginning teachers to observe, Model Teachers, that display effective instruction and to work with their mentors to receive effective instructional coaching.

## Narrative

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

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

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

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

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

East Mills CSD and Essex CSD are writing this grant in a consortium between the two districts. The districts will be addressed as EME throughout the plan.

**Leads: 2 Total**

**1 Elementary TLC Lead -100% out of classroom**

**1 Secondary TLC Lead - 100% out of classroom**

**TIME in each district: 60% in East Mills District/40% in Essex District**

**The TLC Lead will be in East Mills 3 days per week and in Essex 2 days per week.**

**Qualifications: A Teacher Leadership Compensation (TLC) Lead shall meet East Mills/Essex (EME's) requirements of a career teacher, actively participates in and implements professional development (PD) with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement, and demonstrates skill to fulfill the duties for this position.**

**Salary - Each TLC Lead shall receive \$11,500 in addition to his/her contracted teacher salary**

**Extended Contract - The TLC Lead shall have an extended contract of twenty days in addition to the master teacher contract. These days shall be used to fulfill the duties of this position.**

**Duties**

- Partner with administration, model educators, mentors, district leadership teams, and the other TLC lead to create action plans for educational implementation.
- Co-facilitate and co-plan training, implementation, and monitoring of the instructional elements of the district's PD initiatives and adopted curricula with administration and DLT on a weekly basis.
- Attend, observe, and provide feedback to other teacher leaders in PD procedures, coaching skills, and instructional best practices.
- Assist with using summative and formative assessment data to refine PD and assist educators in making data-driven instructional decisions.
- Provide/Assist in the long-range planning of curriculum, PD, and coordination of PD procedures and program evaluation.
- Coordinate curriculum and measures of student assessment at the elementary or secondary grade levels.
- Assign new teachers to mentor teachers
- Co-facilitate and co-plan, with the other TLC Lead, to demonstrate lessons that apply to best practices, educational innovations, and Iowa Core/national standards to improve instruction.
- Facilitate the creation and maintenance of a repository of lessons and classroom-instruction videos.
- Participate in leadership and content-specific PD training as needed, including evaluator training.
- Lead program evaluation of the TLC grant, which includes the collection of all documentation and data related to TLC program.
- Serve as a liaison to promote and support the TLC vision and goals to all EME stakeholders.
- Engage in coaching duties on a weekly basis depending on their building needs, initiatives, and enrollment.
- Provide and model researched-based instructional practices on a weekly basis that promote authentic, rigorous classroom instruction.
- Assist and monitor educators in gathering, analyzing, and sharing data that will drive decision-making.
- Plan, facilitate, and analyze professional learning for all staff on a monthly basis with the DLT.
- Work with TLC personnel and district leadership to plan, promote, and assess TLC work.
- Promote positive interactions with all stakeholders to improve student achievement.
- Coordinate opportunities for staff to observe and interact with model teachers (cover classrooms for teachers who are observing model teachers according to teacher's needs).
- Support and monitor effectiveness of curriculum, instruction, and assessment including data collection, assessment, and review.
- Monthly participation in district leadership team meetings in both districts (Positional requirement- no stipend paid)
- Complete classroom walk-throughs on a biweekly basis for beginning teachers and those new to the districts (Tier 1) and monthly for career teachers (Tier 2).
- Data collector: Leads conversations to engage peers in analyzing and using data to strengthen instruction to make decisions pertaining to professional growth and school wide action research.

**Model Teacher- 0% out of classroom**

**8 total**

**Qualifications:**

**Model Teachers shall meet the district and state requirements for teacher leadership roles, which includes at least three years of teaching experience with at least one year of teaching experience within the district.**

**Model Teachers need to actively participate in PD with fidelity, demonstrate learning and continuous improvement in teaching, demonstrate gains in student achievement and demonstrate skills needed to fulfill duties as listed for this position.**

**Salary**

**\$1,000 Per Model Teacher**

**Extended Contract**

**Model teachers shall not have an extended contract.**

**Duties**

- Possess expertise in district/building initiatives and are willing to share expertise with peers.
- Observe and be observed by colleagues
- Develop and implement lessons that target one or more of the district initiatives and provide artifacts -- examples of student work/student learning as a result of model lessons.
- Model, record, and share a minimum of two authentic, rigorous lessons per quarter that apply best practices, connect district initiatives, and implement Iowa Core/national standards to improve instruction.
- Model differentiated instructional strategies on a weekly basis during weekly professional development.
- Participate in leadership and weekly content-specific professional development training of staff as needed.
- Serve as models for best practices for specific needs of new teachers.
- Serve as a liaison to TLC personnel to personalize PD for staff.
- Serve on one or more committee such as technology, SIAC (School Improvement Advisory Committee), TAT (Teacher Assistance Team), SAT (Student Assistance Team), etc.
- Facilitate reflection on classroom practice
- Network across districts
- Support staff with implementation of instructional strategies including effective use of technology to facilitate student learning.
- Collaborate with staff to analyze student data and select instructional strategies
- Engage in continuous growth opportunities
- Maintain confidentiality with professional relationships

**Mentor- 0% out of the classroom-**

**6 total (Number in each district may vary depending on beginning educators hired)**

**Qualifications: Mentor Teachers shall meet the district and state requirements for teacher leadership roles which includes at least three years of teaching experience with at least one year of teaching experience within the district.**

**They will need to actively participate in PD with fidelity, demonstrate learning and continuous improvement in teaching, demonstrate gains in student achievement and demonstrate skills needed to fulfill duties as listed for this position.**

**Salary - \$500 per mentee in addition to \$1000 from Journey to Excellent professional development funds**

**Extended Contract - Mentor Teachers shall be issued a standard teacher contract with two additional days past the Essex and East Mills Master Contracts. These days shall be used to fulfill the duties of this defined position.**

**Duties**

- Serve as a mentor to new teachers, using the current (Area Education Agency) AEA mentoring program.
- Work with other mentors/TLC Leads during the first year of TLC implementation to determine if the current program meets all the needs of the district. If gaps are identified, mentors will identify an alternate program and/or develop a mentor program specific to our district.
- Support new teachers in the development and implementation of Individualized Career Development Plans.
- Partner with the TLC personnel and leadership to plan, promote, and assess TLC work, analyze and share assessment data and personnel data that will help in the adoption of a rigorous mentoring program, if determined by

the mentors.

- Participate in leadership and content-specific professional development training as needed.
- Serve on at least one committee such as technology, SIAC (School Improvement Advisory Committee), TAT (Teacher Assistance Team), SAT (Student Assistance Team), etc.

District Leadership Team DLT- 0% out of classroom

9 total (6 East Mills, 3 Essex)

Qualifications: DLT Members shall meet the district and state requirements for teacher leadership roles, which includes at least three years of teaching experience with at least one year of teaching experience within the district. DLT Members will actively participate in professional development with fidelity, demonstrate learning and continuous improvement in teaching, demonstrate gains in student achievement and demonstrate skills needed to fulfill duties as listed for this position.

Salary - \$750 per year for meetings beyond teacher contract time (typically 2-3 hours per month after school) One meeting per month is required (12 months).

Extended Contract - DLT members shall be issued a standard teacher contract with no additional days past the master teacher contract.

Duties

- Attend monthly meetings after school to discuss, determine, and monitor TLC initiatives
- Develop a district wide professional development plan through the Iowa Professional Development Model
- Be a voice for communication between classroom teachers, TLC Leads and the administration
- Determining the needs of PD by communicating directly with TLC Leads, teacher representatives, and administration.
- Analysis of student assessment data to determine if TLC initiatives are impacting student achievement.
- Communication with parents/community through (School Improvement Advisory Committee) SIAC
- Making Recommendations for PD to the TLC Leads, principal, superintendent, and School Board.

The goal the EME plan is for all the leadership role to work in a coordinated effort to strengthen instruction and student achievement while selecting content that supports and creates growth and achievement opportunities for learners at EME schools. Our plan incorporates the TLC roles into the current administrative and building/district leadership teams. Both TLC Leads will ensure that the curriculum is aligned with Iowa Core/National Standards while promoting authentic tasks, student work, and instruction. Model Educators will coordinate their efforts with the other TLC personnel to blend best practices in the classroom within district and building initiatives while providing exemplar tasks and instruction for beginning and other educators. Mentors will help train and retain beginning educators to our school systems. TLC Leads will coordinate teacher leadership as they support peers and promote student achievement. TLC committee, TLC Leaders and administration will analyze all data points documented in the plan to determine if the measures are appropriate for meeting the EME Districts and TLC goals of improving student achievement.

EME Districts Learning Goals;

GOAL 1: ALL PK-12 students will achieve at high levels in reading comprehension.

GOAL 2: ALL PK-12 students will achieve at high levels in mathematics.

GOAL 3: ALL PK-12 students will achieve at high levels in science.

GOAL 4: ALL PK-12 students will become proficient in the use of technology by graduation.

GOAL 5: ALL PK-12 students will feel safe and connected to school through a strong sense of self.

Using Part 6 application narrative from previous submission? No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

East Mills CSD and Essex CSD are writing this grant in a consortium between the two districts. The districts will be addressed as EME throughout the plan.

The East Mills/Essex (EME) Teacher Leadership Compensation (TLC) committee has designed a rigorous selection process for teacher leadership roles that mirrors the rigorous hiring process already in place in our districts. The TLC committee personnel will ensure that chosen teacher leaders are committed to improving instruction, supporting both new and established fellow educators, and moving student achievement forward. The selection team will have equal representation numbers of teachers and administrators. The TLC committee and stakeholders designed the selection process to be transparent.

#### **Experience**

To begin the application process, prospective instructional coaches and model teachers will have taught for three years and be members of the EME School Districts for at least one year.

#### **Application Process**

TLC Lead candidates will provide the following to administration of the EME School Districts.

- Two letters of recommendation from teaching colleagues (for full-time positions) addressing the applicant's leadership, abilities and commitment to professional growth.
- A letter of inquiry highlighting candidate's accomplishments and stating why they desire this position.
- Current resume
- Observe another teacher's lesson and record the feedback/peer coaching with that teacher regarding the lesson.
- Provide artifacts that show evidence of exemplary performance of the leadership duties
- Prepare and present a 20-minute PD lesson to the selection team.

#### **Model Teacher**

- Provide a video of classroom instruction
- Letter of inquiry to the administration

#### **Mentor teacher/District Leadership Teams**

- Letter of inquiry to the administration

#### **Selection Process**

Candidates will be selected by the spring of the previous school year to ensure selected candidates are able to participate in summer workshops and trainings for the new positions. Each position will have a one-year renewable term based on positive peer evaluations, performance evaluation with the principal, and document compliance to job responsibilities.

Each committee member will use a rubric created by the selection teams to score all initial application materials and interview performance for the following criteria:

- excellent communication skills
- understanding of how to facilitate growth in adults
- expertise in content & in curriculum development
- instructional expertise
- commitment to professional growth
- disposition to be an effective leader

Selection Teams for each position will conduct interviews with applicants for full-time positions, review materials from all applicants, select candidates, and give recommendations for selection to the superintendent for approval. They may recommend a position other than the one the applicant applies for if they may be better suited for another position. The intent of the TLC Committee is that the TLC Leads be hired first to assist with the remaining TLC selections. Lead teachers will be added to the selection committee after hire.

#### **Candidate Effectiveness**

Criteria provided in *Teacher Leadership Skills Framework* will serve as the district's *Teacher Leaders Measures of Effectiveness* to select select teacher leaders.

#### **Professional Growth**

To demonstrate professional growth candidates will provide evidence of the following:

- education and training
- participation in district initiatives

- leadership

- growth mindset

**Selection Committee:**

**TLC Lead**

Team of three administrators, four teachers (1 Essex Education Association, 1 East Mills Education Association, and 2 other classroom teachers.) None of the teacher members can be applying for the position.

**Model Teacher**

The respective building administrator, TLC Lead, 1 teacher chosen by the principal, and 1 teacher from the district's education associations.

**Mentor Teacher/District Lead Team**

Respective building principal and TLC Lead will interview interested and qualified applicants.

Following confirmation of the TLC award, district leadership will post the positions and details of each position, including the following:

- Role and responsibilities associated positions

- Application process

- Compensation, stipend, and time allotted for the leadership position

- Assurances for continued educator positions after TLC

- All application materials will be submitted to the Selection Team, which will determine if the applicant has supplied all required materials.

**Interview Process**

Candidates will have an opportunity to provide evidence of leadership roles, speak to their additional educational growth, and address the characteristics of the Teacher Leadership Skills Framework:

- Working with adult learners

- Communication

- Collaboration

- Knowledge of district goals, curriculum, and PD initiatives

- Systems thinking

**Annual Review of Assignment:**

The TLC Committee will annually review the educators currently serving in TLC leadership roles. In addition, TLC teacher-leaders must demonstrate competence in the Teacher Leadership Skills Framework to continue in their teacher leadership role for the following year by completing a renewal process.

To ensure success and monitor implementation, the TLC Committee will conduct an annual evaluation of:

- Reading teacher-leader reflections

- Documented compliance with job responsibilities

- Peer evaluations through staff feedback, interviews, and surveys

- Observation data

- Student achievement data

- Performance evaluations with lead teachers and/or administration

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## **Narrative**

Using Part 7 application narrative from previous submission?      **No**

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

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

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

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

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

East Mills CSD and Essex CSD are writing this grant in a consortium between the two districts. The districts will be addressed as EME throughout the plan.

The goal of professional development is strengthening instruction and student achievement while selecting content that supports and creates growth and achievement opportunities for learners at EME schools. Our plan incorporates the TLC roles into the current administrative and building/district leadership teams. Both TLC Leads will ensure that the curriculum is aligned with Iowa Core/National Standards while promoting authentic tasks, student work, and instruction. Model Educators will coordinate their efforts with the other TLC personnel to blend best practices in the classroom with district and building initiatives to provide exemplar tasks and instruction for other educators. Mentors will help train and retain new educators to our school systems. TLC Leads will coordinate teacher leadership as they support peers and promote student achievement. TLC personnel and administration will analyze all data points documented in the plan to determine if the measures are appropriate for meeting the district and TLC goals of improving student achievement.

One of the operating principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be truly effective. Our TLC plan emphasizes that teacher leaders are the backbone of our professional development (PD) system.

Teacher leaders, with guidance from administrators, will be primarily responsible for planning and implementing PD. Although not all teacher leaders will be responsible for the delivery of PD, their input and expertise will be utilized. They will use the IPDM Cycle of Professional Development in their planning for PD and as a guide for their work with teachers.

**IPDM Cycle of Professional Development:**

- Collecting and analyzing student data
- Goal setting
- Selecting content
- Designing the process for improving instruction
- Ongoing cycle continues
- Evaluation

Teachers will collect data of students from state and district approved screeners. The DLT will analyze data on the current state of instructional practices in the district through teacher observations, data from walk-throughs, feedback from teachers, and student achievement data for purpose of goal setting. This data will then be used to set explicit goals for PD. Based on both data and goals, content for PD will be selected based on the district's guiding principles of professional learning as well as our TLC goals.

IPDM will guide the work teacher leaders do in all settings. The elementary staff has implemented a 30-45 minute block in addition to their Literacy time as a result of their professional development in Multi-Tiered Systems of Support. This is used to target specific needs of individual students. AIW has guided PD at the secondary level. Teachers have developed at least one Project Based Learning unit to utilize in their classrooms.

The TLC Leads will provide support at two levels:

1. Responsibility to guide the PD of teacher leaders and will lead planning, facilitation, and monitoring of professional development in the district;
2. Lead meetings with Model Teachers and administrators. S/he will use analyze data (student test scores, classroom walk-throughs, etc.) to lead conversations to engage peers in analyzing and use of data to strengthen instruction, make decisions pertaining to professional growth, and school-wide action research. The TLC Leads will implement PD with fidelity, demonstrate learning and continuous improvement in teaching, and provide data on student achievement. They will also provide one-on-one and small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, and reflection that is based on classroom observations, student data and teachers' goals.

**EME TLC Goal #4:** Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals.

The Model Teachers will actively participate in an ongoing cycle of PD with fidelity, demonstrate learning and continuous improvement in teaching, and provide data on student achievement. They will provide a venue where all teachers can observe high-quality instruction and the implementation of key district initiatives and instructional

strategies. This will meet the mandate for all teachers to have multiple opportunities to see demonstrations.

**EME TLC Goal #1:** Attract, develop, and retain educators, maintaining EME's high level of expectation for quality education.

The District Leadership Team (DLT) will collaborate with TLC Leads to develop a district wide professional development plan through the IPDM. The DLT will evaluate the needs of PD by communicating directly with TLC Leads, teacher representatives, and administration. Student assessment data will be analyzed to determine if TLC initiatives are impacting student achievement and recommendations for PD will be communicated to stakeholders.

**EME TLC Goal #3:** Increase collaborative learning opportunities for teachers, utilizing curriculum and professional development teams and TLC personnel.

PD will be evaluated to measure its effectiveness. This will take the form of observations, direct feedback from staff, monitoring the level of teacher implementation, and the resulting impact on student achievement.

Teacher leaders will work to ensure that past strategies and initiatives are maintained and strengthened over time; enable the district to provide coherent, coordinated, high-quality PD in a variety of settings; and give varying levels of support to meet the needs of teachers and the high standards laid out in the IPDM.

**EME TLC Goal #2:** To enhance EME's professional learning and leadership opportunities for teachers to ensure that 25% of EME's teaching staff are in teacher leadership roles.

Using Part 8 application narrative from previous submission?      **Yes**

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

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

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

East Mills CSD and Essex CSD are writing this grant in a consortium between the two districts. The districts will be addressed as EME throughout the plan.

Goal	Short-Term Measures of Effectiveness	Long-Term Measures of Effectiveness
<p>By March 2016 East Mills/Essex CSD will offer enhanced career opportunities to all eligible teachers, and 25% of teaching staff (13.9) will be selected to serve in teacher leader roles using stakeholder-generated criteria and processes.</p>	<ul style="list-style-type: none"> <li>• Training plan for positions in place</li> <li>• Selection Team appointed</li> <li>• Leader positions posted</li> <li>• Application process in place</li> <li>• Interviews scheduled</li> <li>• Hiring process completed</li> <li>• Teacher leaders hired</li> </ul>	<ul style="list-style-type: none"> <li>• # of teachers serving in a leader role each year</li> <li>• Type of leader training provided based on identified prof growth needs</li> <li>• Job descriptions &amp; selection criteria revised based on feedback</li> <li>• Salaries paid at intended levels</li> </ul>
<p>During 2016-17 East Mills/Essex will have 25 teacher leaders in place trained in role responsibilities and supporting teachers' professional growth:</p> <ul style="list-style-type: none"> <li>• 9 District Leadership Members</li> <li>• 2 TLC Leads</li> <li>• 8 Model Educator</li> <li>• 6 Mentor Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Leader (TL) trainings completed</li> <li>• Minutes from PD planning and teacher leader meetings</li> <li>• PD designed to meet learning needs based on data</li> <li>• Frequency and type of collaboration with teacher &amp; mentees using Woodruff Instructional Coaching Scale</li> </ul>	<ul style="list-style-type: none"> <li>• Peer feedback on the effectiveness of the teachers' performance of duties specific to the TL's role</li> <li>• Performance evaluation with principal, including review of Complete Teacher Leadership Skills Self-Assessment</li> <li>• Documented compliance with job responsibilities</li> </ul>
<p>During 2016-17 all career teachers and mentees will receive ongoing feedback and meaningful support through the TLC system</p>	<ul style="list-style-type: none"> <li>• Frequency &amp; type of collaboration with teachers &amp; mentees using Woodruff Instructional Coaching Scale</li> </ul>	<ul style="list-style-type: none"> <li>• Mentee survey data on perception of effectiveness of mentoring</li> <li>• Teacher survey data on perception of effectiveness of TLC program</li> </ul>
<p>Teachers' implementation of training components of PD plan will increase from Fall 2016 to Spring 2017.</p>	<ul style="list-style-type: none"> <li>• Teacher participation in Group Processing Summary during PD</li> <li>• Frequency &amp; type of collaboration with teachers &amp; mentees using Woodruff Instructional Coaching Scale</li> </ul>	<ul style="list-style-type: none"> <li>• # of teachers creating &amp; assessing AIW units that bundle teacher tasks, instruction, student performance</li> <li>• # of teachers increasing type of collaboration with coach using Woodruff's Instructional Coaching Scale</li> <li>• Teacher survey data on perception of effectiveness of PD</li> </ul>

Annual performance evaluations will measure teacher leaders' effectiveness and growth. Monthly and bimonthly meetings and ongoing data collection ensure TLC goals are aligned with changing needs. TLC system goals will be revised annually based on data gathered from student achievement results, self-assessments, implementation walkthroughs, surveys, and minutes from meetings with stakeholders. Annually the district leadership team (DLT), consisting of the district learning coordinator, learning coaches, model teachers, teachers association, and administrators, will revise job descriptions and responsibilities for teacher leader roles based on identified needs. Teacher surveys on the effectiveness of the leader positions and teacher leaders' feedback on School and District Capacity to Support Teacher Leadership Assessment (CSTP) will inform DLT on needed changes as system grows and develops. The DLT will facilitate an annual review of the implementation of the 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 an annual 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, and to review leadership

roles as part of a coherent instructional improvement strategy. The DLT will analyze feedback obtained from PD surveys completed by staff to determine effectiveness of the delivery of PD, the content of PD, and the collaborative efforts of the teacher leader positions as assigned by the EME TLC grant proposal. The DLT and administrators will meet to review data gathered to determine teacher leaders' effectiveness and growth.

Feedback received from informal conversations, surveys, and scheduled meetings with teachers and stakeholders will help to measure the impact and effectiveness of the TLC program. Changes will be made by teacher leaders, principals, each building's leadership team, and the School Improvement Advisory Council.

Using Part 9 application narrative from previous submission?      **Yes**

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

East Mills CSD and Essex CSD are writing this grant in a consortium between the two districts. The districts will be addressed as EME throughout the plan.

#### **Implementation**

The Teacher Leadership Compensation (TLC) team has created a plan to implement the TLC system with integrity for the 2016-2017 school year. Listed below are the measures that will be used to determine the impact and effectiveness of each goal. 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

East Mills and Essex (EME) Community School Districts have active District Lead Teams in all three buildings whose members take a leading role in planning and facilitating professional development and analyzing building and district professional development with the Iowa Professional Development Model (IPDM) profile rubric. Adopting a TLC System will be a smooth transition because our teaching staff is very comfortable with the idea of distributive leadership.

Teachers have also been collaborating in professional teams since the Authentic Intellectual Work (AIW) initiative. Teachers have also implemented the Multi-Tier System of Support (MTSS) model in Literacy. In the future, teachers will be using the the TLC goals to also implement MTSS in Math.

The TLC Committee, teacher leaders and administration will monitor the data from student achievement and to determine if each goal and learning has been met. The leadership will make adjustments to the plan increasing interaction expectations if goal objectives are not being met.

#### **Sustainability**

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 TLC will facilitate an annual review of the implementation of the TLC Plan with Community TLC Stakeholder Committee, District Leadership Team (DLT), Administrative Team and PK-12 teachers through information presentations and discussions.
- The administrative team will facilitate an annual 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 EME educational environments and school cultures will ensure the capacity to implement and sustain the TLC initiative over time. Past initiatives, current practices, and stakeholder support all lead to success for the TLC program.

In addition to support from the administration and Board, sustainability of the TLC plan will be achieved through implementation of the TLC leadership roles. The Mentors, Model Teachers, TLC Leads and District Leadership Team will be held accountable to the duties and roles as outlined in the plan and for the working with administration to determine the effectiveness of the plan in impacting student achievement and educator instruction. The administrative team and the TLC committee will provide the support and oversight needed to sustain and refine teacher leadership and the newly created TLC roles at East Mills and Essex.

The district administration and the TLC Committee will determine the viability of the newly-created teacher leader positions. Data will be used to determine successful components of the TLC. The TLC committee and district leadership will determine how to align district resources to maintain the gains made through the TLC grant.

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## Assurances

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

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

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

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

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

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

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## Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$8,161.47
Amount designated to fund the salary supplements for teachers in leadership roles.	\$107,838.53
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).	\$73,022.71
Amount used to provide professional development related to the leadership pathways.	\$22,824.24

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>	\$27,515.84
<b>Totals</b>	<b>\$239,362.79</b>

## Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

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

Certified Enrollment Number	765.52
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$239,362.79
Total Allocation	\$239,362.79

## Other Budgeted Uses - Description

Item description	Amount budgeted
Open enrollment out deficit to other districts	\$27,515.84
	\$27,515.84

## Total Allocation Budgeted

Total Projected Amount to be Expended	\$239,362.79
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

## Budget Alignment

Using Part 10 application narrative from previous application? **No**

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

East Mills CSD and Essex CSD are writing this grant in a consortium between the two districts. The districts will be addressed as EME throughout the plan.

EME Revenue	312.68	Enrollment 7	Amount
EME Enrollment		765.52	\$239,362.79
EME Open Enrollment difference		-88	-\$27,515.84
Total		677.52	\$211,846.55

EME TLC Goal #1: Attract, develop, and retain educators, maintaining EME's high level of expectation for quality education.

- East Mills CSD is currently above the \$33,500 base salary and Essex CSD is below the \$33,500 base salary. We estimate a cost of \$8,161.47 to raise all teacher salaries to the \$33,500 base.
- Mentor Teachers shall meet the district and state requirements for teacher leadership roles, which includes at least three years of teaching experience with at least one year of teaching experience within the district. Mentors will be paid \$500 per mentee in addition to the \$1000 paid by the Journey to Excellent funds provided by professional development fund. We have budgeted \$3000 for mentors.
- Compensate teacher leaders who take on additional leadership roles in the district. DLT Members will actively participate in professional development with fidelity, demonstrate learning and continuous improvement in teaching, and demonstrating gains in student achievement. – \$750 per year for meetings beyond teacher contract time (typically 2-3 hours per month after school) 1 meeting per month is required (12 months). EME TLC budgeted \$6750.00 for leadership positions.

EME TLC Goal #2: To enhance EME's professional learning and leadership opportunities for teachers to ensure that 25% of EME's teaching staff are in teacher leadership roles.

- Elementary TLC Lead - \$11,500
- Secondary TLC Lead - \$11,500
- 6 - Mentors Teachers – \$500 each = \$3000
- 8 - Model Educators - \$1000 each = \$8,000
- 9 - District Leadership Team - \$750 each = \$6750

The EME committee sent a Google Survey to all teachers with Leadership roles, descriptions and pay levels to glean interest and viability. Based on the Google interest survey and leadership positions EME will exceed the goal of 25% of the district's teachers in leadership roles.

EME Google Doc Survey

- Elementary TLC Lead - 100% out of classroom (7 interested)
- Secondary TLC Lead - 100% out of classroom (9 interested)
- Mentors Teachers- 0% out of classroom (33 interested)
- Model Educators - 0% out of classroom (20 interested)
- District Leadership Team - 0% out of classroom (25 interested)
- TLC Grant application Committee - (17 interested)

EME TLC Goal #3: Increase collaborative learning opportunities for teachers, utilizing curriculum and professional development teams and TLC personnel.

Teacher leaders, with guidance from administrators, will be primarily responsible for planning and implementing PD. Although not all teacher leaders will be responsible for the delivery of PD, their input and expertise will be utilized. They will use the IPDM Cycle of Professional Development in their planning for PD and as a guide for their work with teachers.

Teacher leaders, mentors, and model teachers along with the TLC will collect and analyze data on the current state of instructional practices in the district through teacher observations, data from walk-throughs, feedback from teachers, and student achievement data. This data will then be used to set explicit goals for PD. Based on both data and goals, content for PD will be selected based on the district's guiding principles of professional learning as well as our TLC goals.

A Teacher Leadership Compensation (TLC) Lead shall meet East Mills/Essex (EME's) requirements of a career teacher, actively participates in and implements professional development (PD) with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement. EME budgeted \$11,500 for each, 1

Elementary TLC Lead and 1 Secondary TLC Lead (\$23,000).

EME TLC Goal #4: Increase student achievement by strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level student achievement goals.

Teacher leaders, mentors, and model teachers along with the TLC will collect and analyze data on the current state of instructional practices in the district through teacher observations, data from walk-throughs, feedback from teachers, and student achievement data. This data will then be used to set explicit goals for PD. Based on both data and goals, content for PD will be selected based on the district's guiding principles of professional learning, District Goals, as well as our TLC goals.

- DLT - 9 - District Leadership Team - \$750 each = \$6750
- HS Lead -1- \$11,500
- Elem Lead-1- \$11,500
- TLC Committee -6- \$200
- Model Teacher -8- \$1,000
- Mentor -6- \$500 + \$1000 from Journey to Excellent professional development funds

East Mills and Essex Expenditures EME

East Mills Essex Combined Staff Total 55.625

Role	Number of Positions	Compensation	Percent out of Classroom	Total Cost	Additional Days
Base to \$35,000	7	\$1,165.92	Based on need	\$8,161.47	0
HS Lead	1	\$11,500	100	\$11,500	20 Days
Elem Lead	1	\$11,500	100	\$11,500	20 Days
TLC Committee	6	\$200.00	0	\$1,200	2-meetings per year 2-3 hours each
Model Teacher	8	\$1,000	0	\$8,000	0
Mentor	6	\$500	Based on need	\$3,000	2 Days
Building Leadership Team	9	\$187.50	0	\$6,750.00	12-monthly meetings 2-3 hours each
	3 EMHS 3 EM Elem. 3 Essex School	Per meeting			
Substitutes	Estimated need 54	129.63	Based on need	\$7000.00	0
		Per day			
Replacement teachers for TLC Leads	2	45,000	Based on need	\$90,000	0
		Based on Average teacher salary of EME			
FICA and IPERS	Based on above total costs			\$24,072.71	
Insurance for 2 replacement teachers				\$20,000.00	
Total Cost on Salary				\$189,022.71	
Professional Development and Supplies				\$22,824.74	
Grand Total Expenditures				\$211,846.55	
Balance				\$0.00	