



Application

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

95310 - Eastern Allamakee TLC Grant Fall 2015

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

AnA User Id

DALE.CROZIER@IOWAID

First Name*

Dale	R	Crozier
<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>

Title:

Email:

crozierdr@mflmarmac.k12.ia.us

Address:

108 Eagle Drive

City*

McGregor	Iowa	52157
<small>City</small>	<small>State/Province</small>	<small>Postal Code/Zip</small>

Phone:*

563-880-2772	
<small>Phone</small>	<small>Ext.</small>

Program Area of Interest

Teacher Leadership and Compensation System

Fax:

Agency

Administrative Services, Iowa Department of

Organization Information

Organization Name:

Eastern Allamakee Community School District

Organization Type:

K-12 Education

Tax ID:

42-6036650

DUNS:

Organization Website:

e-allamakee.k12.ia.us

Address:

Lansing

Iowa

52151

City

State/Province

Postal Code/Zip

Phone:

563-538-4201

Ext.

Fax:

Benefactor

Vendor Number

Recipient Information

District

Eastern Allamakee Community School District

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

County-District Number

03-1972

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

Honorific

Dr.

Name of Superintendent

Dale R. Crozier

Telephone Number

563-538-4201

E-mail Address

crozierdr@mflmarmac.k12.ia.us

Street Address

569 Center Street

City

Lansing

State

Iowa

Use the drop-down menu to select the state.

Zip Code

52151

TLC Application Contact

Honorific

Dr.

Name of TLC Contact

Dale R Crozier

Telephone Number

563-538-4201

E-mail Address

crozierdr@mflmarmac.k12.ia.us

Street Address

569 Center Street

City

Lansing

State

Iowa

Use the drop-down menu to select the state.

Zip Code

52151

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)

Eastern Allamakee Community School District's (EACS) Teacher Leadership and Compensation Program is crafted to enhance the overall educational experience of its students. With an enrollment of less than 400 students, our district has avoided the negative designations associated with No Child Left Behind, enjoyed the impact of a facilities referendum in 2004, embraced Project Lead the Way's STEM curricula since 2009, and celebrated our high school's designation as a Blue Ribbon school in 2010. While mired in a period of declining enrollment throughout that period of time, our entire staff has made numerous professional sacrifices in order to preserve our "students first" modus operandi. We are anxious to see the heights our students can reach in an articulated system of professional collaboration.

EACS's vision for the Teacher Leadership Compensation System is to provide a means for teachers to perfect and model their areas of strengths, while working with colleagues in a collaborative effort to improve student learning and to reward and recognize effective teaching. The goals for our plan are:

- Improve student achievement
- Offer a competitive starting salary
- Retain and reward effective teachers
- Allow the most effective teachers an opportunity to work with colleagues
- Promote extensive collaboration among all staff
- Have teachers take a more active role in professional development planning and implementation
- Provide compensation for teachers in leadership roles

The TLC grant will provide a welcome addition to our district's goals by addressing our current needs while solidifying our successes. The current needs and positive attributes of our district directly relate to the statewide goals of the TLC system.

Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities: Due to our school district's geographical location bordering both Wisconsin and Minnesota, EACS is fully aware of the need for competitive salaries and a positive environment to secure the best and brightest new teachers. We view the TLC plan as an opportunity to give our district the necessary edge up on the competition of salaries in neighboring states. It is crucial to maintain a competitive wage and opportunities for advancement in EACS teacher careers by allowing effective teachers a chance to showcase their knowledge and skills in leadership positions.

Retain effective teachers by providing enhanced career opportunities: The TLC plan would allow us to retain our most effective teachers by providing leadership opportunities outside of their own classroom. Between 25%-30% of the teaching staff will have a leadership role which includes model, mentor, and lead teachers. Teachers in leadership roles will enhance their opportunities while sharing expertise with colleagues. This is vital for our district to maintain the positive, supportive environment that currently exists.

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other: EACS has a culture of collaboration. We have a dedicated staff who values the importance of each member, regardless of years of teaching experience. We are one of the few districts in the state who uses a salary formula rather than a traditional salary schedule. Contract negotiations have led to equal dollar amount increases amongst the certified staff and equal distribution of the Teacher Supplemental Salary. Lead, mentor, and model teachers will provide additional opportunities for building and district-wide collaboration. Their expertise will be available in every classroom, having greater impact on student achievement. Our ability and opportunities to collaborate will be enhanced by the TLC grant.

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation: Teachers in the EACS district are currently involved in professional development by presenting their expertise in areas such as technology, instructional practices, and assessments. The administration and teachers have worked together to determine the content of professional development. The TLC grant will provide more opportunities for teachers to lead our professional development, while providing compensation for their extra time. Through teacher leadership, the TLC plan will foster more buy-in for the need and focus of professional development.

Improve student achievement by strengthening instruction: Our desire and commitment to our students is unwavering.

We envision the TLC grant propelling our district into the 21st century with continued effective instruction. We fully intend to continue our positive impact on student achievement with effective instruction and ongoing data analysis. Our TLC Plan will enhance EACS's initiatives in PK-12 literacy, implementation of Iowa Core, and Multi-Tiered Systems of Supports, which align with state goals and our district's vision and goals.

EACS is willing and able to implement our TLC plan. We have invested time and effort in developing a unique plan that meets the goals of both the state and our district, while creating a support system from our stakeholders.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

The planning team created, developed, and organized a high quality plan with goals to increase student achievement and maximize the quality of education for our students. We began with what we wanted our program to end with, and moved forward from that point (Covey). Stakeholders were engaged in the planning process by contributing ideas and made a commitment to support the consensus.

Use of Planning Grant and Planning Time:

Our initial introduction to the planning process began with West Wind Education Policy, Inc. presentations at Keystone AEA. At these meetings, our team:

- gathered information and identified stakeholders
- learned about the planning process and timelines
- discussed collection and analysis of necessary data
- reviewed teacher leadership roles
- selected and applied criteria for an effective program
- crafted goals
- aligned our plan to the Iowa Professional Development Model (IPDM).

Since we share a superintendent with MFL-MarMac, we decided to draw from the strengths of both staffs in an effort to increase stakeholder buy-in. We met and shared ideas monthly. However, the Eastern Allamakee Community School District (EACS) and MFL-MarMac planning teams developed separate plans. The EACS committee met weekly beyond the contract day, including evenings and snow days, both in person and via Google Docs, to write and revise our plan. Finally, our group reviewed and reached consensus for the submission of the TLC plan.

Throughout the process, we surveyed mentees, mentors, teaching staff, administration, and school board members; then evaluated responses. The TLC committee presented an outline of the proposed plan with Powerpoint presentations to the school board and all teaching staff followed by question/answer sessions. During the second year, our team met weekly to revise our plan. We continued to inform our stakeholders on the progress. Stakeholders were asked to read the plan and give their comments and suggestions. We used the feedback collected from the surveys and questions that arose to adjust our plan.

Grant funds allowed our team to attend various AEA sessions as well as our own team planning meetings. Partial grant funds remained during the second year which provided opportunities for substitute coverage and compensation for research and collaboration within our team during the past two years. Over 250 hours have been devoted to writing our plan.

Stakeholder Engagement and Contributions:

The stakeholder group consists of, and represents a variety of organizations, including:

- 1 elementary, 1 middle school, and 1 high school teacher (teacher's union, Teacher Quality, mentors, School Wellness, Professional Development (PD) Leadership)
- 3 administrators
- 5 school board members (2 retired community members and 3 parents representing PK-12)
- School Improvement Advisory (5 parents, including 3 business owners, 1 student)

The diversity of stakeholders contributes to the wide range of opinions necessary for the implementation, support, and sustainability of this plan.

We used the existing EACS Teacher Quality Team as a starting point for the grant writing team selection and initial feedback. Throughout the process we:

- e-mailed all staff, board members, and administration
- published articles in "Schoolhouse Scribbles," our school to community connection
- held staff meetings to keep teachers abreast of the process and kept the board, media, and other publics informed

- continued to encourage participation from anyone who wanted to be involved

Anecdotal records and ethnographic accounts of gathered data are paramount to the culture, history, and understanding of our school district. We used Survey Monkey software and performed internal assessments of our staff on mentoring, data-gathering, and overall opinions of our TLC plan.

The planning team sought input from the teaching staff. PD is an area where we envision change, as 59% believe teachers have limited role in determining the content of PD. Currently, the administration primarily determines the focus of PD. Teacher leaders and administrators will collaborate to analyze data for planning PD. This is a more teacher-driven component which highlights improving student achievement.

A consensus building process achieved 100% agreement on the plan. We fully support HF 215 and work to gain the acceptance of the multiple socioeconomic and demographic publics in our district. We adopted and endorsed further basic overriding goals to attract and retain quality teachers by offering competitive pay, provide quality PD/leadership opportunities, increase current collaboration, reward professional growth and effective teaching, and improve student achievement (HF 215).

Stakeholder Support and Commitment:

The collective soul of the stakeholders contributed to the final plan. A presentation describing the TLC plan was presented to school board members, administration, and teachers on separate occasions. The planning team surveyed stakeholders on the TLC plan:

- 5 out of 5 school board members responded: 100% support
- 3 out of 3 administrators responded: 100% support
- 35 of 38 teachers responded: 71% support, 29% unsure, (no teacher disagreed)

Current mentors in our district provided feedback on the existing mentoring program and suggestions for improvements. All mentors expressed the need for more specific guidelines in the mentoring program. 100% of the mentors felt the TLC plan would improve our present program. The benefits mentioned included having more time for mentors to work with mentees and a documented system with clear expectations for both the mentor and the mentee. The grant allows our district to initiate change in these areas.

Throughout the planning process, our team continually sought the support of our stakeholders and used their feedback to write and revise our TLC plan. We were then able to tailor our plan to the direct needs of all stakeholders involved.

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

Eastern Allamakee's (EACS) vision is to **provide a means for teachers to perfect and model their areas of strengths, while working with colleagues in a collaborative effort to improve student learning and to reward and recognize effective teaching.** The goals for our plan are:

- Improve student achievement**
- Offer a competitive starting salary**
- Allow the most effective teachers opportunities to work with colleagues**
- Provide compensation for teachers in leadership roles**
- Have teachers take a more active role in professional development planning and implementation**
- Retain and reward effective teachers**
- Promote extensive collaboration among all staff**

Our stakeholders first looked at our district's mission: *EACS is dedicated to providing a quality educational service to all students by providing a student-centered learning environment, a results-based staff, and a positive community relationship.*

We reviewed our district goals which were a collaboration between staff, administration, community input, and the board. Kee High School was named a Blue Ribbon School in 2010, and our Iowa Assessments and ACT scores are consistently higher than the state average. Our Department of Education Site Visit in 2014 resulted in zero citations and noted academic rigor. We continue to use the Iowa Core to increase rigor through all demographic sections of our student body. Our objectives which directly correlate with the state and local goals of our TLC plan include:

1. Continue the academic variety necessary to thrive as a small school, including college-level courses, special needs programs, early childhood programs, and a wide variety of academic-oriented activities
2. Increase our focus on technology and 21st Century Skills
3. Increase focus on our Career and Technical Education program
4. Continue to be a high achieving school with high levels of academic achievement, and high levels of post-high school education

First and foremost, we want to improve student achievement as the cornerstone of this entire endeavor. The local context of the plan was designed within the framework of our existing district goals. District and building goals for 2014-15 are:

- All students will achieve at high levels in reading comprehension, preparing for success beyond high school
- All students will achieve at high levels in mathematics, preparing for success beyond high school
- All students will achieve at high levels in science, preparing for success beyond high school
- All students will use technology in developing proficiency in reading, mathematics, and science
- Our students will feel connected to a safe student-centered school

Secondly, we want to offer a competitive starting salary and retain and reward effective teachers. We have success attracting quality first-year teachers and have been able to retain a core of quality content-area teachers. This is a great strength for us, and we credit a strong dedication to hiring, our mentoring program, use of interview committees, and significant collaboration along all lines of this process. These attributes for hiring and retention will be further developed by the TLC program, as well as the enhancement of further connection to district and state goals.

Next, we want to allow the most effective teachers opportunities to work with colleagues and promote extensive collaboration among all staff. New Albin and Lansing make up the EACS district. The New Albin center serves grades PK-5, and grades 6-12 are housed 12 miles South in Lansing. Teachers with multiple certifications wear many hats during the course of a school day. These factors create barriers to collaboration that will be eliminated with the TLC program. In 2012 we began regular PLC meeting times in conjunction with consistent data-based topics. These changes increased our collaboration significantly, and the TLC program will support extensive teacher collaboration. This will be especially true with the ability to have non-teaching time for our lead and mentor teachers, as they can collaborate within and between buildings. Therefore, our vision is to continue this collaboration and make it a primary condition of our culture to the point that it becomes systemic in nature.

Finally, we want teachers to take a more active role in professional development planning and implementation, and

provide compensation for teachers in leadership roles. Our plan closely correlates with the Theory of Action where we find in order to promote and create progress we must:

“...effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice”

In addition to providing this underpinning we will,

“...give highly effective teachers opportunities to grow, refine and share their expertise.”

Our TLC plan is designed to develop a clear system with attainable outcomes. The TLC plan will provide a student-centered environment, allow for more collaboration between teachers and the community, and keep our district on the cutting-edge, which directly relate back to our school mission.

Our tailored TLC plan will enhance these academic goals. Our goals are based on the following 2014 data sources after a review of TLC objectives from the first writing:

- Iowa Assessments
- ACT
- STAR and STAR Early Literacy
- MAP
- Trimester test results
- GPA and Class Rank
- Participation and attendance
- Graduation rate
- Discipline data
- MTSS
- Clarity Survey
- Iowa Youth Survey
- Stakeholders Needs Assessment data

The TLC program will cause our current system of goals and objectives to increase for the betterment of student achievement. In this perspective the TLC Plan, District Mission, and Goals are aligned.

Using Part 3 application narrative from Year 1?

No

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

Eastern Allamakee Community School District (EACS) has well established Professional Learning Communities (PLCs), Professional Development Leadership Committee, School Improvement Advisory Committee, At-Risk Program, and Induction program. Our teacher leaders will participate in each of these existing structures to improve communication between members of these groups and the teaching staff. These structures will support our district's initiatives:

Mentoring/Instructional Coaching

Instructional coaching is a key component of our TLC plan. Mentor teachers will have opportunities to assist and guide their mentees and career teachers requesting their expertise. Teacher leaders will have opportunities to make connections with their expertise in content areas and collaborate with individual teachers and PLC groups. Content area knowledge will drive the teacher leaders to select and collect the best research-based ideas for teachers contingent upon individual needs and requests. Instructional coaches will drive instructional decisions based off of formative assessments. Teacher leaders will also have opportunities to share their experience to infuse technology into the curriculum to improve instruction. Time is currently built in daily teaching schedules for collaboration; however, teacher leaders will be able to better facilitate the use of this time as it relates to improving student achievement in a more direct manner.

Literacy

Our district's literacy focus will enable teachers to observe and demonstrate best teaching practices to improve literacy. The high school has enacted more writing across the curriculum, particularly in science and math, to improve students' writing skills. Reading skills such as vocabulary, comprehension, and retention are significant areas in which model teachers will provide leadership, and lead teachers will provide insight to the district-wide curriculum to enhance best teaching practices. Our current teachers trained in interventions, such as Fusion Reading, will have opportunities to model strategies that improve comprehension and word recognition. Keystone AEA will continue presenting researched-based teaching strategies in connection to the 5 Pillars of Reading Instruction. Teacher leaders will model these strategies in the large group setting and meet with PLCs to plan implementation of these strategies. Through the TLC plan, teacher leaders will have a greater impact on student achievement as their expertise and modeling will expand outside of their own classrooms and enhance student achievement across the district.

Iowa Core Implementation

Teachers in the classroom on a daily basis have an understanding which standards are, and are not being met, and what it will take to make the necessary changes to meet all standards of the Iowa Core. The teacher leaders will be role models for implementing the Iowa Core and take an active part in participating in PLCs to make sure that the PLCs are connecting and implementing the school's improvement plan to all facets of Iowa Core. We have used Curriculum Mapper and the Iowa Curriculum Alignment Toolkit (I-CAT) to identify gaps and overlaps in our curriculum. Teacher leaders will continue to collect school-wide data to assist teachers in tailoring their teaching to meet Iowa Core standards and have a more direct impact on individual student achievement.

Multi-Tiered Systems of Supports

The TLC plan will provide teacher leaders time to become part of a data team. This team will organize and analyze data from Iowa Assessments and MAP testing, work with PLCs to establish SMART goals based on the data, and select strategies to implement to improve student achievement. The teacher leaders in the data team will monitor and evaluate the results of the implementation of the strategies to determine effectiveness. In an effort to better align teaching with Iowa Core, teacher leaders will have the time and expertise to review results and understand the impact across grade levels and throughout the curriculum. The strength of our TLC plan lies in the fact that teachers will have an active role in the decision-making process. Classroom teachers will have an immediate impact on improving student achievement, by evaluating not only the summative assessments listed above, but more importantly, through more timely formative assessments. This has the potential to directly impact student achievement district-wide.

Administrators and teachers participated in Keystone AEA's School Improvement Symposium. This symposium provided foundation and tools for instructional coaching practices, development of data teams, and implementation of Iowa Core and

MTSS. Our teacher leaders will continue involvement with Keystone's symposium and attend additional trainings.

Using Part 4 application narrative from Year 1?

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)

The Eastern Allamakee Community School District (EACS) provides mentoring for first and second year teachers, but the current mentoring and induction plan lacks concrete guidelines and consistency. **Limited training and time, financial constraints, and lack of accountability** inhibit the effectiveness of the current program.

To determine the needs of our induction program, our team began by sending a questionnaire to the entire teaching staff regarding their beginning years as a teacher. Teachers felt they needed the most support during their first years of teaching in the areas of administrative support, peer coaching, guidance in classroom management, curriculum, and instructional strategies. Some of our present staff had mentors, while many career teachers did not. We used this data as well as the results of surveys of our trained mentors and mentees to give us direction on improving entry into the profession.

Current State of Mentoring and Induction

We conducted a computer survey of the most recent mentees. Results showed mentees felt their mentor was **most helpful with implementing instructional strategies, improving classroom management, and getting to know building procedures**. However, the areas of **meeting other staff members and getting to know the community were gaps** in the mentoring program.

Our current trained mentors were given a free response survey on their opinions of the strengths and gaps within the mentoring program at EACS. Currently, our mentoring program has a **strong emphasis on the classroom management and peer observation** areas. **Supportive teachers and administration**, when scheduling peer observations, was noted as an area of strength. **Lack of common planning time and specific guidelines** were found as areas most challenging. Results also showed the **need for accountability of both the mentor and mentee**. Having **no trained mentors in our PK-5 building** 12 miles away is a concern due to travel time and limited opportunities for face-to-face meetings. All mentors believe the program is valuable, but has room for improvement.

The results of the surveys were shared with mentors in the spring of 2014. In the fall of 2014, mentors began monthly meetings with all new staff members, regardless of years of experience, to provide an opportunity for the new staff to ask questions, develop a sense of belonging, and to respond to the need for all to work together cohesively.

Mentees need timely support, numerous occasions to observe their colleagues, opportunities to become part of the staff community, and assistance in learning school policies and practices. Mentors need structured guidelines to ensure accountability, support and training, and time to work closely with their mentees.

Strategies to Address Gaps

When teacher leaders become more involved, new teachers will have more opportunities to observe and learn about instructional strategies, curriculum, and gain more support from their peers.

Mentors will work meticulously to assist their mentees in organizing **multiple and varied peer observations**, and embrace the mentees as a vital part of the school community. Lead teachers will take on the role of instructional coaches and work in tandem with mentors to provide support and peer observation time for career teachers. With 25% of our staff in leadership positions and more time in their schedules, **the needs of the PK-5 building will be met on a more timely manner**.

Collaboration among all staff is a key component to the success of our new mentoring and induction program .

TLC funds will be used to compensate additional contract days for the model, mentor, and lead teachers. Our district currently invites new staff to arrive one day prior to the beginning inservice days of the new school year. One of the requirements of the leadership positions will be to attend this orientation day with the teachers who are new to the district. This day will be spent **familiarizing the new staff with the culture and climate of the school district, district policies and procedures, and developing camaraderie and collaboration between new and career teachers**. We feel it is important for our new teachers

to have a sense of belonging from day one. Mentors and mentees will continue to meet in a large group monthly to provide support for all involved.

With TLC resources, the district will implement a mentoring program that provides qualified mentors with **tangible, uniform, mentoring procedures to follow**. Common planning time for mentors and mentees will be used to build classroom management skills and expand teaching strategies for the mentees. The district will **provide mentors with tools and resources**, such as *Mentoring Matters: A Practical Guide to Learning-Focused Relationships*. Additional professional development opportunities and training will be offered through our AEA, such as the new mentoring program, Journey to Excellence, that has recently become available.

Semi-annually, the mentor teachers will survey the staff and administration to **evaluate the effectiveness of the TLC initiative** as it relates to mentoring. Annually, mentors and mentees will meet to discuss needs of the program. Additional contract days will be needed to develop surveys, analyze data, and address any concerns or gaps in the program. Teachers in the leadership positions will receive compensation for time beyond the contract day to attend trainings and committee meetings, meet administrative directives, and coordinate collaborative endeavors.

The needs of the mentors and mentees must be addressed in order to improve entry into the teaching profession. The TLC plan will provide the means to better meet these concerns.

Narrative

Using Part 5 application narrative from Year 1?

Yes

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

Please include the following information in your narrative:

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

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

Eastern Allamakee Community School District (EACS) will have three distinct teacher leadership roles: Model Teachers, Mentor Teachers, and Lead Teachers. The term length for each of these positions and the responsibilities each position entails is described below.

Model Teacher: Term Limits

- This is a one year position.
- Teachers may apply for this position each year up to three consecutive years.

Model Teacher: Roles and Responsibilities

- 100% of the Model teacher's day will be spent in the classroom
- Required to work an additional 5 extra contract days. One of these contract days must be the first "new teacher" day, and one day must be prior to the start of the school year to collaborate with the mentor and lead teachers. One day must be spent mid-year to evaluate the progress to date and make needed adjustments for the remaining year.
- Be a role model for the implementation of the Iowa Core in their particular curricular area
- Facilitate professional development and share knowledge on incorporating technology, Iowa Core, research-based teaching strategies, and how to implement these strategies in the classroom
- Serve on one or more committees (PLC, school improvement, professional development, etc)
- Model leadership and commitment to continuously improve instruction
- Collaborate with colleagues through training, demonstration, and practice
- Model how to plan instruction from data gathered through formative and summative assessment and continuously assess progress
- Evaluated by peers and administration semi-annually
- Work to establish a collaborative culture in the school

Mentor Teacher: Term Limits

- This is up to a two year position, pending satisfactory performance.
- Teachers may apply for this position multiple times, not necessarily consecutively.

Mentor Teacher: Roles and Responsibilities

- 75% of the mentor teacher's day will be spent in the classroom, with the remaining 25% of the day spent fulfilling mentor teacher responsibilities
- Required to work an additional 10 extra contract days. One of these contract days must be the first "new teacher" day, and one day must be prior to the start of the school year to collaborate with the model and lead teachers. One day must be spent mid-year to evaluate the progress to date and make needed adjustments for the remaining year.
- Survey the staff at the beginning of the school year to find needs of new and career teachers (technology, Iowa Core implementation, teaching strategies, etc.)
- Arrange peer observations for all new teachers (at least 3 per semester) and for career teachers (at least 1 per semester)
- Serve on one or more committees (school improvement, professional development, PLC)
- Research and share resources for new and career teachers (articles, research-based teaching strategies, websites) to improve student achievement
- Required to go through the mentoring training offered by Keystone AEA
- Be a role model and first contact for mentees to obtain information and skills, including general classroom procedures, building procedures, meeting colleagues, learning about the community, and classroom management
- Observe mentees at least 2 times per semester and give feedback (coaching dialogue)
- Help colleagues implement differentiated instruction, new research-based teaching techniques, and co-teaching opportunities
- Work to establish a collaborative culture in the school
- Help teachers assess and evaluate their effectiveness and make improvements to improve student achievement
- Evaluated by peers and administration semi-annually

Lead Teachers: Term Limits

- This is up to a three year position, pending satisfactory performance.
- Teachers may be awarded this position one time.

Lead Teachers: Responsibilities

- 50% of the lead teacher's time will be spent in the classroom, with the remaining 50% of the day spent fulfilling lead teacher responsibilities
- Required to work an additional 15 contract days per year. One day must be the first "new teacher day" and one day before school starts to collaborate with model and mentor teachers, and at least one day mid-year to evaluate progress
- Work with administration to establish professional development based on district and teacher needs
- Coordinate PLCs and create schedule for PLC meetings throughout the year
- Attend each PLC at least twice throughout the year
- Collect data from PLCs - notes, goals, etc.
- Analyze data to search for areas of focus for improved student achievement
- Serve on one or more committees
- Involved actively in implementing Iowa Core
- Work with mentor and model teachers to evaluate progress, assess needs, etc.
- Evaluated by peers and administration semi-annually
- Coordinate communication and planning among all learning communities
- Plan and manage the development of standards-based curriculum, instruction, and assessment plans and strategies
- Assist with identifying the curriculum needs of the faculty
- Assist in the coordination of all school based professional development opportunities linked to individual professional development plans and job competencies
- Observe and provide peer assistance for colleagues
- Work to establish a collaborative culture in the school

The purpose of the model, mentor, and lead teacher positions will be to establish a community of professionals who work together to raise student achievement. The teachers chosen for the leadership positions will be expected to continuously collaborate with each other and evaluate the progress of their particular job expectations as well as the progress on improving student achievement throughout the district. Although each category of teacher leaders will have their own responsibilities, all of the teacher leaders will be integral to reaching the goal of improved student achievement through constant collaboration and re-evaluation.

The mentor teachers will work directly with the new teachers to provide support and guidance in their beginning teaching years. This support will consist of getting to know the building, the community, the staff, and general procedures, as well as developing classroom management skills. Mentors will also work with new teachers to provide opportunities to observe other teachers and teaching styles. In addition, mentors will observe the mentees and provide feedback through constructive dialogue. The mentors will also work with career teachers to provide opportunities to observe other teachers and effective teaching strategies, as well as to provide resources for effective teaching such as websites, journal articles, books, and assessment tools.

The model teacher will work with all staff to improve teaching and therefore, student achievement. The model teacher will be responsible for demonstrating new teaching strategies, helping implement technology into the curriculum, planning professional development to meet the needs of the staff, and providing in-service opportunities to showcase best teaching practices.

The lead teachers will be responsible for working directly with the model and mentor teachers to raise student achievement through developing a culture of collaboration among the teachers to implement effective teaching techniques. The lead teacher

will also be responsible for collecting and analyzing data and constant evaluation of the implementation of the teacher leadership program. If improvements are not being seen in the classroom, the lead teacher will be responsible for working with the other teacher leaders to develop a different course of action.

All teachers, new and career, will be given the opportunity for additional professional development days, at a per diem rate, and this money may be allocated from district money, rather than the grant money. The additional professional development days will be focused on ways to implement the Iowa Core into particular content areas and implementing research-based teaching strategies to increase student achievement.

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

The goal of selection of the model, mentor, and lead teachers will be to make this teacher-initiated and teacher-driven to the highest degree possible. Teachers will be chosen through a rigorous selection process based on stated measures of effectiveness and demonstrated professional growth.

Selection Criteria/Experience:

Our selection process ensures the following:

- teacher meets the Iowa Teaching Standards
- teacher has a minimum of three years of teacher experience, with at least one year of experience in the district
- evidence of professional development that meets teacher's classroom needs
- evidence of professional growth
- evidence of current research and best practice in the classroom
- increasing content knowledge and pedagogy
- evidence of taking additional responsibilities
- evidence of self-reflection on instructional practices in the classroom
- evidence of willingness to grow and learn while in the teacher leadership position

Selection Process:

1. **Postings:** Postings for mentor, model, and lead teacher will include job description, additional salary, additional contract days required and deadline to apply
 - Emailed to all teaching staff who meet the requirements of at least 3 years teaching experience, including 1 year in the district
 - Posted on the website and in the school

1. **Application:** The application and application process shall be sent to all teachers in the district and updated, evaluated, and reviewed annually. All qualified teachers will have equal access and applicability. Between 25% and 30% of all teaching staff will be hired for a leadership position. Candidates will be required to submit:
 - cover letter stating position(s) applying for
 - resume
 - evidence of professional growth including:
 - advanced degrees
 - coursework and workshops
 - involvement in leadership roles
 - involvement in professional organizations

1. **Teacher feedback:** Once applications are received, selection of teacher leaders will begin with an anonymous survey given to all teachers to provide feedback as to each candidate's collaboration, communication skills, professionalism, and ability to take on additional responsibilities. Our team recognizes it is critical to the success of our program to have teacher support, thus the need to start with teacher recommendations.

1. **Interviews:** A selection committee will be formed consisting of 2 teachers and 2 administrators. The administration will choose the initial teachers on the selection committee. The selection committee will interview each candidate and evaluate based on measures of professional growth and professional effectiveness.

Our team believes that teacher leaders should not only be **effective teachers** but also have qualities that will make them an **effective leader**. With this mindset, our team based professional effectiveness on The System for Teacher and Student Advancement's (TAP) teacher effectiveness standards, as well as the Boston Teacher Leadership Certificate Program's teacher leader standards. Each candidate will be provided a list of the following standards and will be asked to expand on each during the interview process:

- Fostering a collaborative culture

- work with colleagues
- involvement in community
- Designing and Planning Instruction
- implementation of research-based teaching strategies
- meeting Iowa Core standards and objectives
- lesson structure and pacing
- knowledge of content and student learning
- use of formative assessments
- evidence of student achievement
- Promoting professional learning for continuous improvement
- professional growth (included in application)
- specific involvement in PLCs
- Learning environment
- expectations
- creating a culture of respect
- Communication
- evidence of communication with parents and students
- evidence of communication with colleagues and administration
- evidence of communication with community
- Responsibilities
- additional roles and responsibilities in the district
- community involvement

1. Selection of Teacher Leaders: The selection committee will use a rubric to assign points on the main components: professional growth, self-reflection, teacher feedback, and professional effectiveness. The selection committee will make recommendations to the superintendent based on this selection process and the superintendent will select the teacher leaders.

Annual Review:

All teacher leadership roles will have an annual review. The review shall include anonymous peer feedback on the effectiveness of the teacher’s performance of duties specific to the teacher’s leadership role. All teachers in leadership positions will submit an annual self-reflection for review. A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role, or for reassignment to the same role.

Narrative

Using Part 7 application narrative from Year 1? No

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

The TLC plan will allow teachers a more active role in the planning and implementing of professional development (PD) in accordance with the Iowa Professional Development Model (IPDM). Eastern Allamakee Community School District (EACS) currently uses PD to analyze achievement data at the district level, building levels, grade levels, and content areas. From these data, we made overall district and building level goals, as well as established SMART goals within each individual Professional Learning Community (PLC). Within the past two years, the district has formed a Professional Development Leadership Team. This provided a greater voice for teachers and more positive involvement in professional development. A survey was conducted on November 18, 2013 where 32% of the current teaching staff does not believe teachers have an appropriate level of influence on decision making at our school, while 60% believe teachers have a small role or no role at all in determining the content of professional development. The TLC plan will provide the teaching staff with more opportunities to contribute to professional development.

Roles and responsibilities teacher leaders play in developing and delivering PD:

1) identifying teacher leadership roles

Lead teachers will

- work with administration to analyze student achievement data
- collaborate with individual PLC groups
- share expertise in the content areas and knowledge of Iowa Core
- consult with PD team in identifying the needs of students and district goals
- consult with teachers on formative assessments, data progress, and district testing data
- demonstrate effective classroom strategies
- provide opportunities to co-teach

Mentor teachers will

- organize meetings with mentees on a regular basis
- introduce and support effective research-based teaching strategies
- share expertise for mentees, and peers, seeking more effective teaching techniques

Model teachers will

- introduce and support effective research-based teaching strategies
- organize peer observations
- share expertise for peers seeking more effective teaching techniques

2) aligning teacher leadership roles with identified goals

Teacher leaders will collaborate to provide focus for district-wide literacy and technology identified goals set for PD during the 2014-2015 school year. The literacy goals include:

- collaboration across the content areas
- technology-infused literacy lessons
- learning systems for teacher use
- continue with formative assessment
- continue with Keystone AEA in-service presentation: Pillars of Literacy

3) describing responsibilities of teacher leadership roles in planning PD

- semi-annually, teacher leaders will survey staff about the progress of the TLC plan. This data will be used to make any necessary adjustments to PD planning
- teacher leaders will gather and analyze student achievement data to effectively guide PD and used effectively to establish student learning goals
- collaborate with Keystone AEA to glean expertise from them and to bring Keystone in as professional development presenters when appropriate

4) *describing responsibilities of teacher leadership roles in delivering PD*

- facilitate PLCs
- conduct workshops
- collaborate to deliver PD which is based on evaluation of student achievement data
- present and deliver PD based on their skill sets

EACS's TLC Plan aligns with the IPDM by providing evidence of teacher leadership roles in:

1) *collecting and analyzing student data*

- work with teachers on formative assessments
- take data by content to create PD that will address areas of need to raise student achievement

2) *using student data to establish goals and select content*

- look at data, Iowa Assessments, DIBELS, and MAP testing results, which will be used effectively to establish student learning goals
- take data by content to adjust current curriculum planning, instruction, and PD
- use "Clarity Features" to measure technology utilization of students, parents, and teachers as a basis for further PD in an interest to raise student achievement

3) *ensuring an ongoing PD cycle*

- frequent formative assessments and analysis of student achievement will require teacher leaders to reassess the necessary PD
- checking data progress towards district's student achievement goals will cause continuous change of focus as the goals will also continually change
- create a customized implementation plan from Clarity Software that will allow our district to measure technology skills and usage over time

4) *coordinating periodic synthesis of summative evaluation data*

- meet with PLCs which meet weekly to review summative evaluation data
- meet with individual teachers monthly to review summative evaluation data

The IPDM was designed with its focus on student achievement where all personnel are responsible for instruction. This was designed to be a long-term process where continued collaboration, evaluation and analysis of data, reassessment of curriculum and instruction are perpetual. EACS has begun the process of leadership distribution with the PLC groups meeting weekly in each education center, and district inservice monthly where students are dismissed 2 hours early. These PD sessions have already incorporated the expertise of Keystone AEA staff, as well as provided opportunities for teacher-led presentations. We recognize that positive changes will continue to occur and PD will be successful. The TLC plan provides our district this opportunity. In keeping with the IPDM, leadership must be distributed to be successful; therefore, EACS's PD team attended the School Improvement Symposium in the summer of 2014 at Keystone AEA.

Using Part 8 application narrative from Year 1?

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.

According to Michael Scriven (2007), evaluation is the determination of merit, worth, or significance. In order to determine the actual significance of the Teacher Learning and Compensation plans at Eastern Allamakee this process will first include both regular and formative “in-the-moment” reflections of methodology, pedagogy, curricular understanding and instructional best-practice. Secondly, it will include a summative annual outcome-based evaluation of the total program. According to the Iowa Professional Development Model (2009), as stated by Hertling and Yap, a formative evaluation provides educational data that is regular and systemic. This idea needs to be loosely-coupled with the concept of student achievement evaluated by student outcomes. Neither method nor outcome is the primary indicator, but a constant look between the two can provide a long-term picture of total program performance.

Teacher leaders will be evaluated by their content knowledge within their established area of expertise. We are developing a program that provides different objectives for each teacher leader. These areas will include, but not limited to, creativity, instruction, instructional strategies, content knowledge and pedagogy, curriculum development, curriculum alignment, management, organizational skills, school climate awareness, teamwork, dedication, and openness to change. We will use daily artifacts, appropriate surveys, line item analysis of test scores, and data-driven professional development goals. We will attempt to provide an ethnographic component in terms of action-research, anecdotal observations, and an assessment of the school climate and culture.

We will measure student outcomes by the achievement gaps between socioeconomic groups, special education and regular education, overall student engagement, standardized test scores, and ACT/SAT scores of college-bound high school students. We will also measure the effectiveness of student engagement by anecdotal records, surveys, and observations by teacher leaders and administrators.

We will monitor and adjust the TLC process with an in-house variation of the nationally established KEY (formally KEC) evaluation checklist that was developed to consider evaluations of any major program effort in a broad sense (Scriven, 2007). This system is not meant to be used strictly, and we rearranged its points specifically for the TLC program. The checklist has fifteen considerations, however many of these are already covered, and we have determined that we will use the following components:

- Background and context: Who are our stakeholders, and how do we continuously evaluate and determine these people?
- Who is impacted in terms of teachers and students, and what resources are available?
- What are the standards used for converting TLC goals and facts into conclusions?
- What do our students get from the TLC process?
- What are the psychological, time, opportunity, and situational costs? What collateral damages are possible, if any, and what unexpected positive outcomes may be incurred?
- How will we perform a meta-evaluation or “evaluate the evaluation” and then make necessary changes to it?

In this process we will include a neutral description of what matters most in the TLC process. This description will encompass the overall nature and operation, boundaries, and components of TLC, in terms of what defines a proper and effective TLC program. We will evaluate the parts, functions, delivery systems and support systems of both the cognitive and cultural perspective of the program (Kirkhart, 2001). All teachers and stakeholders in the district will have opportunities to give feedback both formally and informally. This will be done with a survey tool that will be annually completed and reviewed. Also, teachers can informally evaluate the program through their own initiative to the administration. These informal comments and evaluations will all be considered as part of the evaluation process. The board of education will be updated and provided with an annual review of the program. The board will have the ability to make adjustments, as provided under the legislation and the scope of the board of education.

Using Part 9 application narrative from Year 1?

No

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

Capacity/Current Infrastructure:

Our current infrastructure includes high student achievement, a culture of collaboration, existing partnerships, and an established mentoring program. EACS has the capacity to implement the plan systemically now and into the future. These practices highlight EACS's ongoing commitment to raising student achievement.

First, and foremost, our district's primary emphasis on **student achievement** has a proven record that is evidenced by:

- Designation as a Blue Ribbon School and as a Bronze school in US News and World Report multiple years
- ACT and Iowa Assessments scores
- Project Lead the Way High School and Gateway to Technology Middle School to promote STEM careers
- Well-established Professional Learning Communities (PLCs) have set SMART goals based on data analysis and meet regularly

Our emphasis on improving student achievement will be enhanced by the TLC program with our most effective teachers having greater impact on the entire student population, rather than just within their own classrooms.

EACS has a history of a **collaborative culture** as evidenced by:

- Partnership with Keystone AEA to provide trainings on technology, improving literacy, IEP development, Iowa Core, distributive leadership, and mentoring
- Community involvement
- passed a \$5.32 million bond to improve facilities with 69.8% support in 2004
- Administrator on Main Street Matters Board
- Administrator on Northeast Iowa Community College Advisory Board
- Career and Technical Education Board and Project Lead the Way Board consists of teachers and representatives from area businesses
- "Schoolhouse Scribblings" newsletter goes to all members of community
- Kee Club and National Honor Society donate time and talent through outreach programs
- Peer observations occur on a regular basis
- Mentors work with mentees to focus on classroom management and instructional practices
- Professional Development Leadership team consisting of administrators and teachers
- PLCs work within content areas and cross-curricular

Our TLC plan will expand our opportunities for collaboration by providing more time for teachers to work together with the overriding goal of improved student achievement.

Sustainability

EACS has shown resiliency through difficult times of continual declining enrollment. With less than 400 students, our district has an unspent budget of \$1.7 million which depicts our district's fiscal responsibility and the ability to adapt to changing times.

Should funding for the TLC plan be reduced in future years, EACS is well-suited to make adjustments to maintain the validity of the program. If the need arises, the opportunity for sharing teacher leaders will be an easy transition for our district as we already share a superintendent, nurse, and maintenance director with neighboring districts.

With a decrease in administrative positions, our district welcomes the opportunity for distributive leadership. Our principals anticipate greater involvement in professional development planning and implementation through teacher leaders. This will become a necessity regardless of TLC funding. Our professional development team already participated in Keystone's School Improvement Symposium to begin this process.

Our current mentors are looking forward to having more concrete guidelines and have made changes to the mentoring program

in anticipation of the TLC program. Mentors have listened to their former mentees and all teachers, to determine areas of improvement and have made adjustments based on these results. Our mentors have adapted their program, based on peer feedback, prior to the TLC initiative. Mentors meet monthly as a group to better serve the needs of mentees and provide support for mentors. Our teacher leaders will ensure the sustainability of the program through their commitment to address gaps as they occur during implementation.

Our partnership with Keystone AEA will be a valuable asset to the sustainability of our plan. Keystone AEA will provide the necessary training for our teacher leaders as well as opportunities for continuous improvement for our entire staff.

Role Responsibilities of personnel and Proof of Support:

Teachers:

Support:

- Support the TLC plan: 71% support, 29% unsure
- Unsure comments – concern about returning to classroom full-time after fulfilling a leadership position; adjusted plan accordingly

Responsibilities:

- Work collaboratively with teacher leaders
- Serve on selection committee for teacher leaders, as needed
- Complete feedback on the progress of TLC implementation

Teacher Leaders:

Support:

- 63% of current staff are interested in teacher leadership position
- 100% of mentors believe the TLC plan will enhance the program

Responsibilities:

- Create a collaborative environment
- Meet monthly as a group
- Create and administer surveys and analyze results to evaluate the progress and needs of the TLC implementation
- Meet periodically with School Board and School Improvement Advisory Committee to report on progress of plan

Administrators:

Support:

- 100% support the plan

Responsibilities:

- Initiate application process, interview, and select teacher leaders
- Allow time for teachers to fulfill leadership obligations with adjustment in teaching assignment
- Provide opportunities for training of teacher leaders
- Align professional development based on student data
- Accommodate transition needs for teachers in/out of leadership positions
- Ongoing communication with teacher leaders
- Provide an evaluation system for teacher leaders
- Allocate funding for leadership positions

School Board:

Support:

- 100% support the plan

Responsibilities:

- Keep abreast of progress of TLC plan through periodic meetings with teacher leaders and administration

Eastern Allamakee Education Association (EAEA):

Support:

- EAEA president, chief negotiator, treasurer, secretary, and membership chairperson are members of the TLC planning committee

Responsibilities:

- Ensure master contract and TLC language coordinate
- Through contract negotiations, provide a smooth transition in/out of leadership positions

Grant Allocation

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

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

Certified Enrollment Number	364.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$112,410.48
Total Allocation	\$112,410.48

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$18,250.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$36,410.00
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).	\$47,190.00
Amount used to provide professional development related to the leadership pathways.	\$6,855.00
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>	\$0.00
Totals	\$108,705.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$108,705.00

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$3,705.48

Budget Alignment

Using Part 10 application narrative from Year 1? Yes

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)

The primary goal of Eastern Allamakee's TLC grant is to increase student achievement through quality instruction. All other goals and objectives shall follow from our main objective. Our additional goals and objectives include the task of empowering the most effective teachers to become teacher leaders among their peers, and henceforth increase the effectiveness of everyone in the district. Eastern Allamakee has a strong academic culture, and we believe that the TLC program can build on that. We will empower our teachers by creating an opportunity to work with colleagues to improve district instruction. We will further enhance this instructional focus by providing compensation for teachers to take on leadership roles, rewarding effective teachers with additional compensation, and offering a competitive starting salary.

We desire to keep the excellent teachers we have at EACS, plus provide maximum opportunity to attract quality teachers when we have a vacancy. Our specific objectives for teachers include increasing rigor, providing professional collaboration, and establishing on-going peer mentoring and observation. Professional development will be focused on increasing the overall utilization of the Iowa Core, and continuation of our professional development plan. The budget will support these goals by retaining and rewarding the most effective teachers.

The budget will specifically bring teachers to \$33,500.00 which is significant for EACS. Due to our extreme rural and isolated context, this starting salary increase will greatly improve our ability to hire and retain teachers from out of the geographical area which will in turn increase diversity, creativity, and rigor. We have budgeted \$19,250.00 to cover this need. We realize that this will be a significant increase in salary to some of our newest staff members; however we feel this is necessary. In no instance shall any teacher receive a lower salary than earned prior to the implementation of the TLC plan. We will also increase research-based professional development through the three leadership roles, as well as continue best-practice methods as part of our regular professional development program. These enhancements will be possible even though the district has been experiencing declining enrollment. It is a long-term financial goal for the district to stay solvent and viable, while continuing to provide a broad-based array of instruction and programming. The TLC plan will certainly assure this to continue, as we will be able to provide competitive salaries to our best and brightest new teachers who are entering education.

To further use the budget to support our goals, the professional development program will include one additional day, for all teachers, estimated at \$4755.00 (FICA and IPERS included). We will use this day to solidify our leadership pathway training, and continue to infuse the Iowa Core to our TLC program. We will also use professional development money to train mentors, and enrich the three leadership roles. We are expecting continued support from Keystone AEA, and we expect that most of this additional TLC training cost will be deferred in that perspective.

Finally, our budget will compensate the three leadership roles as well as cover the cost for the lead and mentor teachers while they are out of the classroom. Our group collectively decided to raise the total participation to approximately 30%, while lowering the stipend levels to \$6000 for Lead Teachers, \$3500 for Mentor Teachers, and \$1750 for Model Teachers. We have surveyed the staff, and communicated with the board and community concerning these limits. We believe that these adjustments will allow our program to be affordable, as well as help us to create a fair system that creates both competition and compensation, while being accepted by our staff and community culture.

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