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Application

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Application Details

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

94998 - Emmetsburg Community Schools' Teacher Leadership Grant

Teacher Leadership and Compensation System

Status: Under Review
 Submitted Date: 2014-10-28 02:13:44
 Signature: Amanda Schmidt
 Submitted By: Gary Richardson

Applicant Information

Project Officer

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Organization Information

Organization Name*: Emmetsburg Community Schools
 Organization Type*: K-12 Education
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Program Area of Interest*: Early Literacy Implementation

Fax:
 Agency

Fax:
 Benefactor
 Vendor
 Number

Recipient Information

District* Emmetsburg Community School District
Use the drop-down menu to select the district name.

County-District Number* 74-2088
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 Mr.

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Zip Code* 50536

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)

Abstract/Executive Summary

The Emmetsburg Community School District is applying for the Teacher Leadership and Compensation (TLC) grant to further enhance teaching and curriculum to continue to provide a quality educational experience for all of our students. This grant would allow for the creation of **Model Teachers, Technology Integrationist, Instructional Coaches, and a Curriculum Leader** to work with students, teachers, staff, and administration to collaborate and strengthen learning for all. The district plan would create two **Instructional Coach** positions (.50 FTE each), one **K-12 Curriculum Leader** (.50 FTE), and one **Technology Integrationist** (.50 FTE). These positions would best meet the needs of the district while maintaining financial responsibility. The vision of the district is to recognize effective teacher's already on staff and allow those teachers leadership opportunities. These leaders would be current teachers who have shown a desire to work with teachers and administration to meet the goals of the TLC plan. They would receive an annual maximum stipend and have an increased workload of ten equivalent contract days with the possibility of more if needed. The **Instructional Coaches** would be assigned a variety of tasks including; analyzing data, leading professional development, assisting with the implementation of the Iowa Core curriculum, and creating more communication and collaboration among all teachers, grade levels, and departments in the district. Along with the **Instructional Coaches** would be the appointment of twelve (12) current teachers on staff to be recognized as **Model Teachers**. These twelve teachers would also receive an annual maximum stipend and have an increased workload to the equivalent of five contract days. They would work with and lead the **Professional Learning Communities (PLC)** and also work closely with the **Instructional Coach and Curriculum Leader**. The two **Instructional Coaches, Curriculum Leader, Technology Integrationist** and twelve **Model Teachers** combine to represent 28% of the current teaching staff in the district. They will be chosen through a rigorous selection process which would include input from teachers, staff, and administration. The plan will allow additional contract days to all new teachers to the district to work with **Mentors and Instructional Leaders**. The district wants to create an atmosphere of collaboration among all grades and content areas to emphasize and encourage learning from one another. The two **Instructional Coaches, Curriculum Leader, Technology Integrationist and Model Teachers** would play a large role in this goal. Teachers who are looking to explore new instructional strategies and best practices could feel safe to seek out assistance from a **Model Teacher** who work with the **Instructional Coaches**. Professional Development (PD) within the district can become much more effective with the implementation of the TLC plan. Professional Development can be organized by the **Instructional Coaches, Curriculum Leader, Technology Integrationist and Model Teachers**, to address what the PLC has identified as areas of development. The **Instructional Coaches, Curriculum Leader, Technology Integrationist and Model Teachers** will work together to address the areas needing additional support. The **Instructional Coach and Curriculum Leader** will provide PD opportunities for the district's staff based on need shown in current data. An improved structure of culture and climate will be achieved from Professional Development opportunities provided from the TLC plan. Students and student achievement are the district's primary focus. Through the outlined TLC plan, the Iowa Core essential skills and concepts can be used to strengthen instruction to improve student achievement. The district has invested significant time into the Iowa Core Curriculum and wants to utilize the TLC plan to enhance further implementation. The **Instructional Coaches, Curriculum Leader, Technology Integrationist and Model Teachers** would be great assets at this time as they can help all teachers fully align their curriculum and discuss ways to assess student achievement. The **Instructional Coaches and Curriculum Coach** will review student data and present it to the PLCs to determine the level of learning of the essential skills. After data is reviewed the **Instructional Coaches and Curriculum Coach** will work with teachers to coordinate multi-tiered support systems (MTSS) to make certain all students are successful within the Universal Tier.

The Emmetsburg Community School District is confident that the implementation of this plan will further enhance the experience of their professionals and the learning opportunities for all of their students.

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 description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- 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 Emmetsburg Community School district was informed of the Teacher Leadership and Compensation grant opportunities in Fall of 2013. At that time, the superintendent met with administration and discussed the process and if it was something they felt would be a benefit for the district. Upon agreement, the administration contacted teachers on the building leadership teams asking for staff members they felt would be a good part of the planning and writing of this grant. Through those discussions, two teachers from the elementary, representing lower and upper grades, one teacher from the middle school, and one teacher from the high school were asked to be part of the TLC planning team. Also, a parent with children in all three buildings was invited to join the team, along with all three building principals and the superintendent. By November of 2013, a TLC committee was created with representation from all three buildings, administrators, and a parent. Weekly meetings were set up to discuss the planning process through the months of November and December. The planning grant money was used as a stipend to pay these employees for the extra time and research put into the grant. Additional money was used to pay for substitute teachers so that the planning committee could meet and collaborate to create the best plan possible to meet the needs of the students.

Each stakeholder was committed to the plan, evident through 100% attendance at all meetings and designated tasks completed in a timely fashion. The teachers on the committee did the majority of the research on what roles needed to be created within this plan to improve student achievement. This came in the form of attending PLC and asking input from the group. The administrators did much of the budgeting of the plan along with what the selection process of the leadership roles would look like. The administrators also made state and district documents available to the committee to be used as references, for example, the Iowa Model of Professional Development, to make sure the vision of the TLC plan met that requirement. The parent on the committee researched what a quality teacher looks like and provided material from her career about how leaders are chosen and evaluated. She was also very useful in making sure the plan stayed focused on student achievement and success. Each stakeholder had a very important role in the planning and writing process. The teachers on the committee were asked to introduce this idea to the teachers they worked with to gather suggestions as to what the staff would like to see. The administration then facilitated a meeting to gain the insight of all the teachers and create a list detailing what the district needed to do to meet the vision of Teacher Leadership and Compensation plan. From the suggestions gathered, the TLC committee was able to create the roles of Instructional Coaches, Curriculum Leader, Technology Integrationist, Model Teachers, and Peer Review Facilitators.

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

Goal 1: Hire, develop, and retain effective teachers and allow for leadership opportunities.

Goal 2: Create a collaboration among all grade and content area teachers within the District.

Goal 3: Enhance the professional development in the District to include research based and effective teaching styles.

Goal 4: Strengthen the instruction within the universal tier to improve student achievement; including and enforcing the importance of the Iowa Core essential skills and concepts.

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

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

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.

The Emmetsburg Community School District has a vision for a system that strengthens student performance through teachers collaborating to improve practice. This is an opportunity to adopt a new paradigm of how our district can operate to maximize opportunities for every child. Our vision for the system is as follows:

Vision Statement:

- A system of shared leadership that supports a culture of learning and collaboration building upon teacher strengths and improving student performance.

To accomplish this vision, we must reach the following goals:

Goal Statements:

- Hire, develop, and retain effective teachers and allow for leadership opportunities
- Creating a collaboration among all grade and content area teachers within the District
- Enhancing the professional development in the District to include research based and effective teaching styles
- Strengthening the instruction within the universal tier to improve student achievement; including and enforcing the importance of the Iowa Core essential skills and concepts

These goals align with the state goals in a context of how our system will operate. Our system will accomplish state goals for this program in the following ways:

Emmetsburg Goal 1: Hire, develop, and retain effective teachers and allow for leadership opportunities.

The Emmetsburg CSD starting salary already exceeds the state minimum of \$33,500. We will, therefore, be able to use all of our resources to develop career advancement opportunities in six different areas. New teachers coming to the Emmetsburg School District will be compensated well for the work they do and they will not feel like they are working alone; there is a system in place to allow for assistance and collaboration along with the opportunity to have leadership roles and advancement opportunities. Our teachers are skilled in a number of areas and feel that teaching is still their passion. Our system will allow 28% of our staff the opportunity to coach, mentor, lead, and offer feedback to their colleagues in a variety of different ways:

1. Instructional Coaches
2. Technology Integrationist
3. Model Teachers
4. Mentor Teachers
5. Curriculum Leaders
6. Peer Review facilitator

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

Emmetsburg Goal 2: Creating a collaboration among all grade and content area teachers within the District. Our system has a team-oriented structure to impact student achievement data on instruments such as Iowa Assessments and local formative tools. Model Teachers will work with all members of the staff to analyze formative and summative data to determine the needs under the guidance of the Instructional Coaches, Curriculum Leader, and Technology Integrationist. These plans will be executed during weekly professional development and then monitored and adjusted according to the common formative assessment data. The data for these adjustments will be

communicated through Peer Reviewer Facilitators, Mentors, and the Model Teachers. All of these positions will work together to adjust the plan in accordance to maximize student achievement.

Emmetsburg Goal 3: Enhancing the professional development in the District to include research based and effective teaching styles.

Our professional development process is aligned with the IPDM and begins with the Instructional Coaches and Curriculum Leader guiding teachers in collecting and analyzing screening data. These individuals will look for data trends and discuss them with the Model Teachers to develop student learning goals. The Model Teachers will use the data and additional formative assessments during weekly professional development to make instructional decisions with their PLCs. The Curriculum Leader will collaborate with these individuals to select content and design the process for professional development that will impact the goal areas and align with the current focus of the departments and the district. The Technology Integrationist will guide teachers in selecting and implementing appropriate instructional strategies based on student data. Teachers will be trained and then implement under the guidance of Instructional Coaches, the Technology Integrationist, and Model Teachers. This will occur in a collaborative environment led by Model Teachers and Mentor Teachers. Peer Review Facilitators also provide additional implementation feedback. A leadership team of all of the positions will review the student achievement and implementation data semi-annually to make adjustments and to continue the improvement cycle.

Emmetsburg Goal 4: Strengthening the instruction within the universal tier to improve student achievement; including and enforcing the importance of the Iowa Core essential skills and concepts.

The leadership team will work with teachers to help us answer the four constant conversation questions:

- What do we want all students to know?
- How will we know if they know it?
- What will we do for those who don't yet get it?
- How will we extend those who need it?

Thinking at highly rigorous levels requires basic proficiency. Data shows that our achievement has been flat in basic proficiency areas for the past few years. We will be able to change this trend through implementation of research based instructional strategies and intervention planning. The impact of these changes will be monitored through scheduled assessments throughout the year and through common formative assessments. Intervention plans will be established in collaborative teams or PLCs with the help and guidance of Instructional Coaches and Mentors. Success of these interventions will be monitored through progress monitoring assessments that align with the universal tier we are attempting to impact. The combination of these efforts to improve our Universal Tier will build our proficiency levels to over the next four years.

Using Part 3 application narrative from Year 1? No

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

The Emmetsburg Community School District Teacher Leadership Compensation (TLC) plan will connect to, support, and strengthen the district's key school improvement structures, processes, and initiatives in a variety of ways. The main way will be to integrate teacher leaders into our C4K and K-4 literacy focus and our district wide Multi-Tiered systems (MTSS). New grant positions will include an Elementary Instructional Coach (.5 FTE), Middle School and High school Instructional Coach (.5 FTE), K-12 Curriculum Leader (.5 FTE), Middle School and High School Tech Integrationist (.5 FTE), 3 Peer Facilitators, 6 Mentor Teachers, and 12 Model Teachers. The State led C4K initiative has the intent for buildings to work more effectively and efficiently as a full educational system to accomplish a few agreed upon priorities. The Instructional Coach and Curriculum Leader will be a vital part of this initiative. This initiative will allow these leaders to create MTSS in each building to identify students at risk, alter teaching strategies, and collect data on improvement. Through professional development, teachers are learning research-based instructional routines and strategies to guide instruction and to ensure consistency. PLC work is being done to align assessments to the Iowa Core. The alignment is intended to allow teachers to make instructional decisions based on the data. The data will be used in a Response to Intervention process to direct the core curriculum and to identify groups needing varied levels of support. Our PLC implementation varies greatly throughout the district depending on the grade level. The value of the PLC time is still being built. Some grade level spans are meeting to fill requirements while others are beginning to discuss practice. Most of our grade level spans have recognized that there is a need for leadership within PLCs which will be provided by our Model Teacher position.

Our PLC structures are disjointed so this is how these leaders will assist with that. The K-12 Curriculum Leader will provide needed consistency for all subject areas. The Model Teacher along with the Instructional Coach can ensure fidelity of implementation of district wide initiatives. Model Teachers can organize groups to monitor the impact of our initiatives through the analysis of student achievement results. These groups will enhance our current process by developing common assessments for learning and collaboratively developing a model of effective teaching. Secondly, we will increase peer collaboration around student achievement by negotiating which instructional practices are most effective. Finally, we will improve the PLC time through analysis of data from common formative and summative assessments. The PLC conversations would then be driven by all guiding questions of the MTSS process, which starts with analyzing the core and moving into tiered interventions to ensure learning for all students.

One of the major roles in the development of the district's initiatives is the Instructional Coach. This coach will provide instructional support through increased one-on-one support based on teachers' needs. The Instructional Coach will model research based strategies alongside classroom teachers, facilitate common goals of instructional practices, and model and coach effective instruction. The Instructional Coach and Curriculum Leader will also provide the needed research to promote continuous learning. These coaches will probably spend most of their time networking with teachers and providing opportunities for continuous professional learning. Both coaches will equip Model Teachers by setting a necessary agenda, interpreting the approved data and determine trends over time, and recognizing alignment of instruction to the Iowa Core to district approved data. Mentor Teachers play a key role by increasing teacher effectiveness and helping with the retention of new talent. This leadership role will help to facilitate a common vision of student success. Mentors will ask guiding questions to encourage reflection. Mentor teachers will help develop confidence to become teacher leaders. This model will be aligned and monitored by the Curriculum Leader who seeks to tie the vertical connections of the district together.

Peer review allows for reflection on teaching practice and the Peer Review Facilitator will encourage and promote others to engage in professional conversations and create a culture for collaborative learning. This process will allow us to help support our district's four goal areas:

1. Hire, develop, and retain effective teachers and allow for leadership opportunities.
2. Creating a collaboration among all grade and content area teachers within the District to learn from each other.
3. Enhancing the professional development in the District to include research based and effective teaching styles.
4. Strengthening the instruction within the universal tier to improve student achievement; including and enforcing the importance of the Iowa Core essential skills and concepts.

All these leaders will work together to create a district-wide MTSS system.

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)

Current Mentoring and Induction Program

The Emmetsburg Community School District will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. The Emmetsburg Community School District currently has a mentoring program where new teachers are paired one to one with veteran teachers who share the same discipline and have a talent or innate gift for working with new teachers. Mentors receive a stipend to work with a mentee for two years. Mentors are also assigned to support informally with teachers who have experience but are new to the district.

Our current program utilizes the Journey to Excellence Program developed by the Prairie Lakes AEA. New teachers are given an orientation to the school district and time to work with their Mentors on logistical procedures.

Program Changes

The mentoring program at Emmetsburg Community Schools needs some changes to prepare new teachers for the initiatives of our district. The Emmetsburg CSD has had a tremendously high turnover rate in our staff in the past year, with 25% of the staff being new to the district, with that high of a number, it is imperative that we improve our mentoring program to better meet the needs of these young educators. Education in our district and across Iowa requires an immense knowledge base that we cannot take for granted. With 25% of the staff at Emmetsburg Community Schools being new to our district, we feel that it is important to have a systematic method to prepare our staff members to be successful professionals within our school district. Mentors of first and second year teachers will be taken out of the classroom for at least half a day each quarter to learn how to have effective conversations and provide guidance to their mentees. Mentors and new teachers are required to do an observation of each other's classrooms where the existence of the conditions for complex thinking can be observed and enhanced.

It will also require that Mentors meet with their mentee weekly.

Those meetings will address:

- assistance in classroom management stresses, lesson plans, and reflection on instruction.
- planning and reflection with mentors about their school day
- a need to increase the opportunities for observation and feedback
- a need for more focus on the universal tier and Iowa Teaching Standards

The Peer Review Facilitator will also help the new employees out by helping organize opportunities for peer reviews and reflections. This will allow the new employees to view others teach besides their Mentor to see a variety of teaching styles and lessons.

Enhancements

The mentoring program at Emmetsburg Community Schools needs some enhancements to better prepare new teachers for the initiatives of our district. Mentoring program enhancements will have a focus on four areas.

Assistance in classroom management - We have observed that new teachers to the district often struggle with classroom management. Our Mentors will be trained in effective classroom management systems. Initial mentoring sessions will focus on these areas to help the transition into their career and district. The development of a positive classroom culture will improve the odds of success in other classroom endeavors.

Planning and reflecting on practice. - Everyday issues come up that need to be addressed by a veteran teacher. These weekly meetings will allow those questions to be answered and reflected upon. It will also allow the mentee to become aware of school wide and district procedures.

Opportunities for observation and feedback. - Our observations will move from two to eight with four of these happenings in the first 12 weeks. The positions of Instructional Coach, and Curriculum Leader will offer additional feedback in targeted areas of practice. These targeted areas can include district initiatives that are new as well as ones that occurred prior to the staff member's hiring. Guidance can be offered in these areas through implementation, integrity checklists that define elements of high quality implementation.

More focus on the universal tier and Iowa Teaching Standards. - We have realized that much of the training for our current staff is not repeated or coached for new staff. We will use our Instructional Coach, Curriculum Leader and Model Teachers to build these skills with new staff members. We will also rely on our Curriculum Leader to put together the overall training plans for these needs. To help to ensure successful relationship foundations and integration in Emmetsburg CSD's initiatives, Mentors will initially meet with their mentees in July for a friendly introductory meeting.

To ensure that these improvements and changes are taking place, administration will collect and analysis weekly meeting notes and a new teacher survey will be collected to ensure that staff members are receiving the mentoring that they need to be successful in the Emmetsburg CSD.

Narrative

Using Part 5 application narrative from Year 1?*

No

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

Please include the following information in your narrative:

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.
- b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The teacher leadership model created by Emmetsburg Community School District includes differentiated roles which fit together in a coherent plan to improve instruction and student learning. This plan will allow us to realize our four TLC plan goals:

- Hire, develop, and retain effective teachers and allow for leadership opportunities
- Create a collaboration among all grade and content areas within the district
- Enhance the professional development in the district to include research based and effective teaching styles
- Strengthen the instruction within the universal tier to improve student achievement, including and enforcing the importance of the Iowa Core essential skills and concepts

The roles created place over 20 teachers in some leadership capacity, making up over 25 percent of the district's teachers. The highest priority for ECSD is the role of Instructional Coaches whose primary duty will be to teach alongside colleagues by modeling research-based strategies. In addition, these coaches will guide professional development, assure the integrity of curriculum implementation, and work collaboratively with all leaders and staff. PLCs are currently taking place. The Instructional Coach will work to make this be more of a unified and structured process using data as a focus. Another role, Curriculum Leader, will assist in coordinating the work of the curriculum committee and ensure that the Iowa Core is being implemented with integrity. A Technology Integrationist will be responsible for assisting teachers and students with effective technology strategies and resources and guiding professional development and PLC collaboration. Model Teachers' roles are to continue the current work of district initiatives and to lead professional development and PLC meetings. Through this plan, Emmetsburg Schools will continue a mentorship program to help retain and support beginning teachers and utilize Mentor Teachers. Peer Review Facilitators will help coordinate peer evaluations and help teachers evaluate the use of effective instruction. The roles are summarized in the table below.

Role	Duty	Percentage of Time and Stipend
Instructional Coach - Elementary	<ul style="list-style-type: none"> • Ensure integrity of curriculum • Research/share instructional resources • Work on universal tier • Guide implementation of district initiatives • Assist in coordinating the work of committees in the district/building • Work in classrooms to help teachers implement research-based strategies, demonstrate lessons, engage in co-teaching, observe, and give feedback • Provide ideas to differentiate instruction • Coach teachers with guided reflection • Build congruence among professional development, district/building goals, school system initiatives, and teacher leadership 	<ul style="list-style-type: none"> • .5 FTE • 10 day extended contract • Classroom instructor 50% or less • \$6,000 stipend
Curriculum Leader K-12	<ul style="list-style-type: none"> • Ensure integrity of curriculum and enactment • Work on universal tier • Guide implementation of district/building initiatives • Align curriculum, Iowa Professional Development Model and Iowa Core • Evaluate data and provide insight to PLC Leaders • Build congruence among professional development, district/building goals, school system initiatives, and teacher leadership • Build and understand content standards • Assist in coordinating the work of committees in the district/buildings • Facilitate vertical articulation collaborations between K-6 and 7-12 	<ul style="list-style-type: none"> • .5 FTE • 10 day extended contract • Classroom instructor 50% or less • \$6,000 stipend
Instructional Coach - MS/HS	<ul style="list-style-type: none"> • Coach teachers with guided reflection • Work in classrooms to implement research-based strategies, demonstrate lessons, engage in co-teaching, observing and giving feedback • Work on universal tier • Facilitate/lead collaborative professional development teams • Facilitate/coordinate cross-curricular opportunities • Facilitate collaboration between General Ed and At-Risk/Special Ed and Extended Learning • Builds congruence among professional development, district/building goals, school system initiatives, and teacher leadership • Coach teachers on reading strategies 	<ul style="list-style-type: none"> • .5 FTE • 10 day extended contract • Classroom instructor up to 50% of time • \$6,000 stipend
Tech Integrationist - MS/HS	<ul style="list-style-type: none"> • Research effective technology strategies and resources for student learning • Guide implementation of technology strategies and resources for teachers and students • Guide/facilitate professional development • Provide training and guidance/support on district technology resources • Plan, develop, and implement district electronic device initiatives • Work and collaborate with district technology coordinator • Use PD, PLC, and class time for instruction 	<ul style="list-style-type: none"> • .5 FTE • 10 day extended contract • Classroom instructor up to 50% of time • \$6,000 stipend
Model Teachers	<ul style="list-style-type: none"> • Facilitate PLCs to identify student learning needs, teacher's level of knowledge and skills in priority areas, and types of learning opportunities teachers need • Facilitate/lead collaborative PD teams • Lead conversations to engage peers in analyzing and using data to strengthen instruction • Collaborate to create common assessments • Use current data to develop student interventions 	<ul style="list-style-type: none"> • Classroom instructor 100% time • 12 staff • \$3,000 stipend • No extended contract
Mentor Teacher	<ul style="list-style-type: none"> • Serve as a role model for mentees • Acclimate new teachers to school environment • Advise new teachers on instruction, curriculum, procedures, practices, and school culture • Contribute time and expertise to make significant contributions to the development of the new professionals 	<ul style="list-style-type: none"> • Classroom instructor 100% time • 6 staff • No extended contract
Peer Review Facilitator	<ul style="list-style-type: none"> • Help teachers select and implement effective strategies through peer reviews • Support ongoing collective learning • Organize and facilitate non-evaluative teacher peer observations 	<ul style="list-style-type: none"> • Classroom instruction 100% of the time • 3 staff • \$1,500 stipend • No extended contract

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

Using Part 6 application narrative from 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 selection process will consist of an application process that will allow teacher candidates to highlight how they meet the selection criteria and measures of effectiveness established by the school district. Candidates will need to demonstrate how their effectiveness in the classroom aligns with district goals.

Emmetsburg District Goals

- Hire, develop, and retain effective teachers and allow for leadership opportunities.
- Creating a collaboration among all grade and content area teachers within the District to learn from each other.
- Enhancing the professional development in the District to include research based and effective teaching styles.
- Strengthening the instruction within the universal tier to improve student achievement; including and enforcing the importance of the Iowa Core essential skills and concepts.

The district is looking for teachers who are effectively demonstrating continuous improvement toward these district goals. Evidence such as documentation of success in the candidates' individual professional development plan will be reviewed as part of this application. Candidates for the teacher leader positions will need to demonstrate effectiveness in their current roles.

Each committee member will score the individual criteria separately on the rubric after reviewing the written application and a personal interview when appropriate. If interviews are deemed necessary, a standard question set that is aligned with the selection criteria will be used.

The above selection process will look like the following in the experience, selection process, and annual review categories for each position:

Experience:

- Impacted student growth in their current role
- Impacted collaborative teams
- Supported the district's vision of student success as defined by increasing proficiency and improving complex thinking skills
- Articulated his/her vision, goals, and specific ideas for the position
- Understood the Iowa Core and the Iowa Professional Development Model
- Resolved conflict and reached productive solutions
- Used constructive criticism
- Demonstrated strong communication skills

Selection Process:

A selection committee made up of an equal number of teachers and administrators will review all applicants. This process will include the use of a standard scoring rubric consisting of the following criteria:

- Knowledge of research-supported instructional practices
- Proven ability to collaborate with diverse groups
- Expertise in data driven decision making
- Ability to provide teacher professional development in instructional skills and strategies
- Desire to continue to grow and develop professionally, especially in content area(s) and/or instructional approaches
- Ability in position selection criteria

Annual Review:

--Professional growth will be represented through successful completion of Track Two evaluation. Track Two is a three year process in which teachers reflect on the Iowa Teacher Standards and how they can develop individualized goals that result in a two year professional growth plan. At the conclusion of each year, the teacher reflects on the effectiveness of his/her plan with the building principal.

The selection criteria will differ for each position as listed below:

Instructional Coaches

Selection Criteria--This will be based on:

- Specific training or certification in instructional strategies and/or professional development
- Ability to use results and data to measure the effectiveness of instruction on student learning

- Capacity to collaborate with PLC leaders using student data
- Ability to be objective, fair, and completely honest about teaching and learning based on data and observations

Curriculum Leaders

Selection Criteria--This will be based on:

- Knowledge of how to best implement the curriculum
- Interest in staying current in trends and strategies
- Comfort in working with data and using it to support student learning

Technology Integrationist

Selection Criteria--This will be based on:

- Specific training and knowledge on effective uses of technology strategies and professional development
- Capacity to collaborate with PLC teams and leaders on effective uses of technology
- Ability to be objective, fair, and completely honest about technology integration with teachers

Model Teachers

Selection Criteria--This will be based on:

- Interest/passion that aligns with current district or building focus
- Willingness to share instructional strategies and be observed while instructing

Mentor Teachers

Peer Review Facilitator

Selection Criteria--This will be based on:

- Ability to facilitate and coordinate peer review opportunities for teachers
- Ability and willingness to coach and collaborate with teachers on the peer review process

The committee will then tabulate the scores and enter into a consensus building process using the following definition: "A decision collectively reached after all have had the opportunity to influence the decision and are ready to support it without sabotage." This will lead to a collaborative decision of who to hire for each respective position.

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

- A description of the role teacher leaders will play in the creation and delivery of professional development.
- A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Our teacher leadership plan will be integral in design and delivery of our professional development system which aligns with the Iowa Professional Development Model (IPDM). The system is delivered through weekly one hour early outs in a building level format focused on the following areas:

- K-6 Literacy Framework including Routines and Strategies
- 7-12 Technology/MTSS/Differentiation

In alignment with the IPDM, the **Instructional Coaches** will guide teachers in collecting and analyzing screening data and discuss with the **Model Teachers** to develop student learning goals. The **Model Teachers** will use this data and additional assessments during weekly professional development to make instructional decisions with their PLCs. The **Curriculum Leader** will collaborate with these individuals to select content and design PD that will impact the goal areas and align with the current focus of the departments and district. The **Technology Integrationist** will guide teachers in selecting and implementing appropriate instructional strategies based on student data. Teachers will be trained and then implement under the guidance of **Instructional Coaches**, the **Technology Integrationist**, and **Model Teachers**. This will occur in a collaborative environment led by **Model Teachers** and **Mentor Teachers**. **Peer Review Facilitators** also provide additional implementation feedback. A leadership team of all positions will review the student achievement and implementation data to make adjustments and to continue the improvement cycle.

IPDM Component	District Utilization of Teacher Leaders
Collecting/Analyzing Student Data (Formative Assessment)	Instructional Coaches will gather data from assessments to identify student need, analyze and share this data with Model Teachers. Model Teachers and Mentor Teachers will use assessment data to make instructional decisions. All data will be used to drive the district's professional development plan.
Goal Setting & Student Learning	Instructional Coaches will lead the goal-setting process based on system data. The Curriculum Leader will work to assure the goals support the attainment of the Iowa Core. Model Teachers will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen the instructional work.

	The work of Peer Review Facilitators is non-evaluative, but offers an important opportunity to support learning and implementing effective teaching strategies. In this way, the peer reviewers work with teachers to select goals.
Selecting Content	The Curriculum Leader, Instructional Coaches, and Technology Integrationist will study potential professional development content to offer feedback on the best way to achieve all of the elements of the Iowa Core. Model Teachers and the Technology Integrationist will help identify and select learning strategies that will be helpful for teachers. They will provide learning opportunities for staff members and be involved in demonstrating requested strategies.
Designing Process for PD	Instructional Coaches, Model Teachers, Curriculum Leaders, and the Technology Integrationist all play integral roles in this process. These leaders will work together as a team to design the delivery system for PD. The Curriculum Leader will work to assure the vertical articulation of instructional strategies in K-6 or 7-12 and provide input on district initiatives and how PD aligns with Iowa Core. The Instructional Coaches and Technology Integrationist fit into this process through their oversight of the best instructional practices and integration with Model Teachers and Peer Review Facilitators.
Training/Learning Opportunities	Instructional Coaches and Model Teachers will co-teach and model learning strategies being studied in PD. Model Teachers will work with all teachers to field questions on implementation. Peer Review Facilitators will provide feedback on implementation of PD content.
Collaboration/Implementation	Instructional Coaches will work with Model Leaders to determine next steps for each group. Model Teachers and Curriculum Leaders will work with PLCs and curriculum groups to make changes to implementation based on feedback from observations and weekly PD discussions. Model Teachers will demonstrate and discuss implementation of strategies and techniques with teachers. All leadership positions will serve on a district leadership team to analyze impact of PD.
Ongoing Data Collection (Formative Evaluation)	Instructional Coaches, Model Teachers, and Peer Review Facilitators will collect progress data on PD implementation. These leaders will present an assessment data set based on this information at our District Leadership Team meetings.
Program Evaluation (Summative)	Our team of all Leadership Positions will use the ongoing data collected about PD and align the data elements with the program goals. Summative evaluation will be an annual process to help inform needs, adjustments and new goals for the upcoming year.

Using Part 8 application narrative from Year 1?

No

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

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The district will use clear descriptions and measures to determine the effectiveness of the TLC plan and make adjustments over time. The following chart highlights these descriptions.

District Program Goals	Short Term Measures of Impact/Effectiveness	Long Term Measures of Impact/Effectiveness
Goal 1: Hire, develop, and retain effective teachers and allow for leadership opportunities.	<ul style="list-style-type: none"> • Job descriptions compiled • Selection criteria established • Training plan for positions in place • Application process in place • Leader positions posted • Interviews scheduled • Hiring process completed 	<ul style="list-style-type: none"> • Maintain the number of teachers serving in a leader role each year. • Leader training provided based on identifies professional growth needs • Job descriptions and selection criteria revised based on feedback • Salaries paid at intended levels
Goal 2: Creating a collaboration among all grade and content area teachers within the District to learn from each other.	<ul style="list-style-type: none"> • Curriculum Leader will administer Professional Development surveys at the end of each semester that analyzes the impact of our PD on classroom practice 	<ul style="list-style-type: none"> • PLC's evaluations will have a continuous feedback loop from their Model Teachers and the Instructional Coach to evaluate the group's effectiveness at helping professionals grow in their skill base
Goal 3: Enhancing the professional development in the District to include research based and effective teaching styles.	<ul style="list-style-type: none"> • The Instructional Coach and Curriculum Leader will provide PD opportunities for the district's staff based on need shown in current data. 	<ul style="list-style-type: none"> • Instructional strategies supplied by the Instructional Coach will have an effect on student learning. • An increased percentage of teachers and administrators reported an improved structure of culture and climate
Goal 4: Strengthening the instruction within the universal tier to improve student achievement, including and enforcing the importance of the Iowa Core essential skills and concepts.	<ul style="list-style-type: none"> • Classroom level data will indicate the percentage of our students achieving a score that indicates the students are secure in the Iowa Core skills at each level 	<ul style="list-style-type: none"> • The IA Assessments and their replacement will be used to look for growth in proficiency. We will also analyze additional screening data from STAR Early Literacy, STAR Math and reading, FAST assessment, and ACT testing.

Annual performance evaluations will measure Instructional Coach, Curriculum Leader, Technology Integrationist and Model Teachers effectiveness and growth. Monthly meetings and ongoing data collection will 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, building walkthroughs, recruitment and retention information, surveys, and minutes from meetings with stakeholders.

Annually the District Leadership Team (DLT) which is composed of teachers from the elementary, middle school, and high school, including administration, will revise job descriptions and responsibilities for teacher leader roles based on identified needs. Teacher surveys on the effectiveness of the lead positions and teacher leaders feedback will inform DLT on needed changes as the system grows and develops.

Monitoring will take place through ongoing communication between teacher leaders and administrators. District administrators will monitor the needs of teacher leaders and provide supports to ensure their success. Documentation of the frequency and type of collaboration with teachers and mentees will drive these data-based conversations along with reflection, observation, and a continuous dialogue regarding the effectiveness of the TLC plan.

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.

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 district's 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)

Systems are sustainable only when the correct supports are in place. We have a comprehensive plan to assure that these are fully developed on day one of this implementation and will be sustained over an extended period. These supports include the following:

- AEA partnership to provide training on coaching skills, research-based strategies, and literacy routines
- Feedback data on an individual and group basis
- Metrics on each of the four goals to add accountability to the work being done
- Policies, including standard hiring and evaluation, to assure fair access to the positions and treatment of the staff who step into these roles
- An organized communication system to assure that everyone involved understands their roles and how the system is progressing. This includes external and internal stakeholders who have knowledge of the program and what will cause it to succeed.

Process and Sustainability Management

The Superintendent and building Principals will have the following roles to create a sustainable plan:

- Monitoring the timeline for internal leadership hires and external replacement teachers
- Training for new leadership positions supported through AEA or additional outside sources
- Mobilize new leadership team with regular collaborative meetings to support implementation
- Create and implement surveys for needed data elements
- Plan and facilitate leadership meetings
- Facilitate the system of evaluation for each leadership position
- Allocate and adjust funding with changes in leadership roles

Hiring

In year one, our process for hiring the teacher leadership positions will begin by clearly defining the roles and job descriptions for all leadership positions to all certified staff members. Staff will then have the option to apply to be an **Instructional Coach, Curriculum Leader, Technology Integrationist, Model Teacher, Mentor Teacher, and/or Peer Review Facilitator**. After allowing staff to apply for those positions, a building level selection committee, including an equal number of administrators and staff members, will be assembled to interview applicants when necessary.

Annual applications for all roles will allow all staff members an equal opportunity to participate. The staff members on the selection committee will be responsible for modifying interview questions annually as we learn the specifics of each role. Staff members who accept full-time positions, will have their teaching position filled by an interim teacher. This will allow leaders to choose to go back to their previous position in subsequent years. New teachers hired to fill these roles will be informed of this prior to accepting the positions.

Our timeline for year-to-year hiring of instructional coaches will begin in March with appropriate staff and administration evaluations. The hiring of a new **Instructional Coach** will take place in April. Staff members currently serving as **Peer Review Facilitators, Mentor Teachers, Curriculum Leaders, Technology Integrationist, and Model Teachers** are all evaluated by appropriate staff members and building administration in May. The hiring of those roles will be done in June so staff members have the time to receive appropriate training prior to the start of the new school year.

Responsibility for the Success of the Plan

A **Curriculum Instruction and Assessment Team** will consist of the **Instructional Coaches, Model Teachers, Technology Integrationist, and Curriculum Leaders**. Once a semester, staff members will meet in a focus group with the **Principals and Superintendent** to discuss the effectiveness of the teacher leaders and to offer suggestions to increase their success. The **Teacher Development Group**, consisting of **Mentor Teachers and Peer Review Facilitators**, will meet together along with the mentee being observed where the mentee will be able to discuss needs with them. This will be organized by the building Principal who will facilitate said meeting.

Each of our four goals will have metrics that are reported twice per year to the staff, **School Improvement Advisory Committee** and the school board. These metrics provide the feedback needed to see if quantitative evidence of our impact exists. It will allow for adjustments to be made in programming and role execution.

Staff members will be asked to answer survey questions regarding their teacher leaders in order to collect data on their needs, effectiveness of teacher leaders, and general comments about the teacher leadership process. The teacher leaders will look over the data together to determine steps needed to modify their current practices in order to be more impactful. Positions will also be evaluated by building Principals and the Superintendent as an extension of the teacher evaluation system that is currently in place.

Communication

Building leadership and district leadership committees will continually communicate with staff. This communication and collaboration will be important due to the changing roles of colleagues. Administration will also update and inform staff members during our professional development time on Wednesday afternoons. These groups have existing communication tools and protocols to be certain that everyone is up-to-date on what is taking place in the district. This plan will use those tools on an on-going basis.

Progress toward district goal attainment will be communicated with parents and community members through board meetings, building level newsletters, and the **School Improvement Advisory Committee**. This will allow us to determine the public perception of how our resources are being allocated and to explain the difference that we are making.

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* 668.75

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

District Enrollment-Based Allocation \$206,523.38

Total Allocation \$206,523.38

Part 10 - Budget Items

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$40,500.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$140,000.00
Amount used to provide professional development related to the leadership pathways.	\$15,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$5,000.00
Totals	\$200,500.00

Other Budgeted Uses - Description

Item description	Amount budgeted
Unforeseen costs associated with TLC plan	\$5,000.00
	\$5,000.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$200,500.00

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 \$6,023.38

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

Emmetsburg CSD has established the following goal areas for the TLC plan:

- Hire, develop, and retain effective teachers and allow for leadership opportunities
- Create a collaboration among all grade and content areas within the district
- Enhance the professional development in the district to include research based and effective teaching styles
- Strengthen the instruction within the universal tier to improve student achievement, including and enforcing the importance of the Iowa Core essential skills and concepts

The many parts of our district's Teacher Leadership and Compensation plan are accomplished by having the new TLC funding source. The goal of the district's TLC plan is to make sure each part is fully funded. Current new teacher salary is \$33,672. The TLC grant will not have to be used to increase teacher salary to meet the expectation of the state's \$33,500 teacher salary goal.

To make our TLC goals a reality, new teacher leadership roles will be created. They are listed below:

- Elementary Instructional Coach
- MS/HS Instructional Coach
- K-12 Curriculum Leader
- MS/HS Technology Integrationist
- Model Teachers
- Mentor Teachers
- Peer Review Facilitator

The following is a brief description of the new roles and how each of them will be supported through the TLC funding.

Role	Duty	Percentage of Time and Stipend
Instructional Coach - Elementary	<ul style="list-style-type: none"> • Ensure integrity of curriculum • Research/share instructional resources • Work on universal tier • Guide implementation of district initiatives • Assist in coordinating the work of committees in the district/building • Work in classrooms to help teachers implement research-based strategies, demonstrate lessons, engage in co-teaching, observe, and give feedback • Provide ideas to differentiate instruction • Coach teachers with guided reflection • Build congruence among professional development, district/building goals, school system initiatives, and teacher leadership 	<ul style="list-style-type: none"> • .5 FTE • 10 day extended contract • Classroom instructor 50% or less • \$6,000 stipend
Curriculum Leader K-12	<ul style="list-style-type: none"> • Ensure integrity of curriculum and enactment • Work on universal tier • Guide implementation of district/building initiatives • Align curriculum, Iowa Professional Development Model and Iowa Core • Evaluate data and provide insight to PLC Leaders • Build congruence among professional development, district/building goals, school system initiatives, and teacher leadership • Build and understand content standards • Assist in coordinating the work of committees in the district/buildings • Facilitate vertical articulation collaborations between K-6 and 7-12 	<ul style="list-style-type: none"> • .5 FTE • 10 day extended contract • Classroom instructor 50% or less • \$6,000 stipend
Instructional Coach - MS/HS	<ul style="list-style-type: none"> • Coach teachers with guided reflection • Work in classrooms to implement research-based strategies, demonstrate lessons, engage in co-teaching, observing and giving feedback • Work on universal tier • Facilitate/lead collaborative professional development teams • Facilitate/coordinate cross-curricular opportunities • Facilitate collaboration between General Ed and At-Risk/Special Ed and Extended Learning • Builds congruence among professional development, district/building goals, school system initiatives, and teacher leadership • Coach teachers on reading strategies 	<ul style="list-style-type: none"> • .5 FTE • 10 day extended contract • Classroom instructor up to 50% of time • \$6,000 stipend
Tech Integrationist - MS/HS	<ul style="list-style-type: none"> • Research effective technology strategies and resources for student learning • Guide implementation of technology strategies and resources for teachers and students • Guide/facilitate professional development • Provide training and guidance/support on district technology resources • Plan, develop, and implement district electronic device initiatives • Work and collaborate with district technology coordinator • Use PD, PLC, and class time for instruction 	<ul style="list-style-type: none"> • .5 FTE • 10 day extended contract • Classroom instructor up to 50% of time • \$6,000 stipend
Model Teachers	<ul style="list-style-type: none"> • Facilitate PLCs to identify student learning needs, teacher's level of knowledge and skills in priority areas, and types of learning opportunities teachers need • Facilitate/lead collaborative PD teams • Lead conversations to engage peers in analyzing and using data to strengthen instruction • Collaborate to create common assessments • Use current data to develop student interventions 	<ul style="list-style-type: none"> • Classroom instructor 100% time • 12 staff • \$3,000 stipend
Mentor Teacher	<ul style="list-style-type: none"> • Serve as a role model for mentees • Acclimate new teachers to school environment • Advise new teachers on instruction, curriculum, procedures, practices, and school culture • Contribute time and expertise to make significant contributions to the development of the new professionals 	<ul style="list-style-type: none"> • Classroom instructor 100% time • 6 staff
Peer Review Facilitator	<ul style="list-style-type: none"> • Help teachers select and implement effective strategies through peer reviews • Support ongoing collective learning • Organize and facilitate non-evaluative teacher peer observations 	<ul style="list-style-type: none"> • Classroom instruction 100% of the time • 3 staff • \$1,500 stipend

Miscellaneous Costs:

We have estimated \$15,000 for training including substitutes and \$5,000 for any unforeseen costs including extra substitutes, more trainings, a change in FICA or IPERS, or health insurance costs. Professional development money will be used to purchase books for book study groups in the areas of instructional coaching and peer review. The professional development money could also be used to go visit other school districts where the TLC grant is up and running. This would allow us an opportunity to see it at work.

Estimated Total Costs: \$200,500.00

We are leaving \$6,023.38 remaining in our budget because it appears that we will lose funding due to our decline in enrollment in our 2014 Certified Enrollment calculations. We do not want to overspend our allocation for the 2014 Teacher Leadership and Compensation Grant.

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 district's 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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