



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

138593 - Estherville Lincoln Central Teacher Leadership & Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/05/2015 12:22 PM

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## Primary Contact

AnA User Id

FRANK.CHRISTENSON@IOWAID

First Name\*

Frank

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First Name

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Title:

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1520 Central Ave

City\*

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51360

City

State/Province

Postal Code/Zip

Phone:\*

712-362-2659

Phone

Ext.

Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006  
(P.L. 109-270)

Fax:

Agency

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## Organization Information

Organization Name:

Estherville Lincoln Central CSD

Organization Type:

K-12 Education

DUNS:

**Organization Website:** <http://www.estherville.k12.ia.us/>  
**Address:** 315 North 6th Street  
Estherville Iowa 51334  
City State/Province Postal Code/Zip  
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Ext.  
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**Benefactor**  
**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Frank Christenson  
**Title** Director of Curriculum  
**Organization** Estherville Lincoln Central

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

**Address** 1814 7th Ave. S

**City/State/Zip\*** Estherville Iowa 51334  
City State Zip

**Telephone Number** 712-380-0016

**E-Mail** frank.christenson@elc-csd.org

### Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.*

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

**Name** Tara Paul  
**Title** Superintendent  
**Organization** Estherville Lincoln Central

**Address** 1814 7th Ave. S

**City/State/Zip** Estherville Iowa 51334  
City State Zip

**Telephone Number** 712-380-2334

|   |                       |
|---|-----------------------|
| E-Mail  | tara.paul@elc-csd.org |
| County(ies) Participating, Involved, or Affected by this Proposal | Statewide             |
| Congressional District(s) Involved or Affected by this Proposal   | Statewide             |
| <i>Congressional Map</i>  |                       |
| Iowa Senate District(s) Involved or Affected by this Proposal     | Statewide             |
| <i>District Map</i>   |                       |
| Iowa House District(s) Involved or Affected by this Proposal      | Statewide             |
| <i>District Map</i>   |                       |

## Minority Impact Statement

### Question # 1

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

Not Applicable

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

### Question # 2

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

No

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

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

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

Indicate the group(s) negatively impacted.

### Question # 3

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

Yes

If YES, present the rationale for determining no impact.

**We are working with our current staff and the makeup of that staff. We keep these minority hiring practices in mind during ALL selection processes.**

### Certification

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

Yes

Name of Person Submitting Certification.

Frank Christenson

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## Recipient Information

|  |   |
|--|---|
| District   | Estherville Lincoln Central Community School District |
| <i>Use the drop-down menu to select the district name.</i>   |   |
| County-District Number   | 32-2124   |
| <i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i> |   |
| Honorific  | Mrs.  |
| Name of Superintendent   | Tara Paul   |
| Telephone Number   | 712-362-2692  |
| E-mail Address   | tara.paul@elc-csd.org                                 |
| Street Address   | 1814 7th Ave. S                                       |
| City   | Estherville   |
| State  | Iowa  |
| <i>Use the drop-down menu to select the state.</i>   |   |
| Zip Code   | 51334   |

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## TLC Application Contact

|  |                               |
|--|-------------------------------|
| Honorific  | Mr.                           |
| Name of TLC Contact                                | Frank Christenson             |
| Telephone Number                                   | 712-362-8475                  |
| E-mail Address                                     | frank.christenson@elc-csd.org |
| Street Address                                     | 1814 7th Ave. S               |
| City   | Estherville                   |
| State  | Iowa                          |
| <i>Use the drop-down menu to select the state.</i> |                               |
| Zip Code   | 51334                         |

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## Demographic Profile

|                                    |      |
|------------------------------------|------|
| October 2014 Certified Enrollment  | 1391 |
| October 2014 Free/ Reduced Lunch % | 45   |
| AEA Number                         | 8    |

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

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## Narrative

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

Student achievement is the number one concern of the Estherville Lincoln Central School District. In just recent years, we have made a significant commitment to them by building a new middle school and remodelling the elementary in 2008, adding on to the elementary again in 2015-16, and moving to a 1:1 district by starting at the high school in the 2015, with the goal of expanding that each year to additional grade levels. We started preparing our staff for that move by creating a position of technology integrationist two years prior to that and worked with staff with the expectation that it would be a much smoother move integrating technology into the curriculum.

The one piece of the puzzle that we felt was a weakness of ours, however, was the staff collaboration which we are confident that the TLC grant will allow us to improve upon. The connections between staff members is an important one that can only improve the teaching strategies, that staff is either already working with or wanting to implement.

Our TLC goals are to 1) Increase student achievement through improved instructional practices, 2) Promote collaboration and increased collegiality by developing and supporting teacher networking, 3) Attract and retain able and new teachers and ensure they are effective, 4) Retain effective teachers by providing enhanced career (leadership) opportunities, and 5) Reward professional growth and effective teaching providing pathways for career opportunities that come with increased leadership responsibilities and compensation.

Our TLC plan calls for the establishment of a number of instructional coaches, model teachers, PLC leaders and mentor teachers, all working in a cohesive manner to provide leadership in a way that is above and beyond what administrators, the district leadership team and AEA personnel currently provide.

Instructional coaches will work directly with staff to provide direct support to teachers in terms of strategies, evaluation of data and management techniques.

Model teachers will open their classrooms to their peers so that they may see exemplars of effective strategies and also volunteer to model new strategies or curricular products as they become available.

Mentor teachers will provide a seamless transition for new teachers to the district and the profession as they integrate themselves into the ELC culture.

PLC leaders will share strategies and other professional learning that they have a passion for with the rest of the staff in a series of before or after school training sessions.

The District Leadership Team will continue to provide professional development opportunities by not only driving the district calendar, but by over-seeing the TLC program itself.

Through the use of the teacher leaders and the dedicated administrators already in place, ELC hopes that by working collaboratively, we will only become stronger in our commitment to the initiatives such as PBIS, MTSS, 1:1, etc. and most importantly, to the increased achievement of our students.

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

## Narrative

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

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

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

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

This is the first application by the district for the Teacher Leadership and Compensation grant. We chose to wait to ensure that sufficient and proven supports were in place, through training and input from both the Department of Education as well as Prairie Lakes AEA. At the same time, we were building our current district leadership team and were confident that our mentor/leaders were providing excellent guidance as we created our own program bring us to the point where we were confident that our mentor plan, included in this grant proposal was delivering the results that we had hoped.

Estherville Lincoln Central is a district that is well supported by its residents, having approved major building and remodeling efforts over the past 8 years. They also support the mission of the district which is to ensure that all students maximize their learning potential in becoming confident, productive citizens with good character.

The district sought input from a variety of sources. The district's leadership team, made up of staff members from every level as well as administrators were consulted. Representatives from both were selected to make up the team to write the plan. Along the way, the rest of the staff as well as the school board was updated and asked for input as progress was made. Finally, through the building site councils, made up of representatives from the community as well as staff, presentations were made and input sought as well. Finally, as mentioned before, the district took advantage of training opportunities presented by Prairie Lakes AEA and actively sought out their input and editing expertise.

The district was frugal with the money spent in preparing for the grant proposal. Two individuals were sent to Storm Lake to meet and work with Jaymie Randel and some of those same dollars were spent bringing the District Leadership Team in to work on the plan during the summer as well as helping to defray the costs of DLT meetings spent on the task during the school year (sub costs).

Among the questions or concerns that seemed to be most important to the various groups were both ones that we could answer and others that will have to take a wait and see approach. Among those of the former were:

- How will teachers be informed of and chosen for the various positions?
- What will the job descriptions look like?
- How will they be "evaluated"?

Among the questions and concerns that are likely to linger for the duration of the grant were:

- What will happen when the funding for the grant disappears?
- How will adjustments be made to the plan to ensure student achievement remains at the forefront?

The goals that we have set for this plan are very similar to that of the state.

1. First and foremost, increase student achievement through improved instructional practices.
2. Attract able and promising new teachers by offering competitive starting salaries as well as professional development and mentoring services that provide opportunities for learning and advancement.
3. Retain effective teachers by providing opportunities to enhance their own learning and careers.
4. Promote collaborative efforts to allow teachers to learn from each other.
5. Reward professional growth and effective teaching by providing new career pathways that come with leadership responsibilities and along with it, increased compensation.

We did have retention issues centered around compensation for new teachers. This was addressed by raising starting salaries to the state designated minimum of \$33,500.

Retention also calls for a well thought out and rigorous mentoring program for probationary teachers. As you will see later in the application, our retention rate over the past five years is not as bad as other districts. However, we want to make sure that we are not losing staff members because of lack of communication with, inclusion and preparation of new staff. We are in the process of strengthening these areas by creating an in-house mentoring program. Only weeks into the 2015-16 school year, high school principal, Brad Leonard, commented that it was "...nice to have a system in place that had a set framework for consistency throughout the district." and mentor, middle school teacher, Josh Schaben wondered, "...why we didn't have something like this in place when he was new just five years ago." TLC will allow us to create 33 teacher leader positions. Eight will be at the high school level, nine at the middle school and sixteen at the elementary level. These 33 will provide the leadership for the other 82 certified staff members.

Our current professional development plan calls for teachers to create their own Individual Teacher Professional Development Plans (ITPDPs) based on our district and building level goals. TLC will provide an excellent support

mechanism to ensure that these are carried out on a week to week basis (Professional Development is conducted each Wednesday afternoon). We also believe that TLC will only enhance our efforts at collaboration amongst our staff. We have been moving towards that already with our professional development calendar as well as instituting scheduled team time in the middle school daily schedule. We aim to take better advantage of the expertise of some of our more veteran staff. In most cases, they are already providing tremendous leadership without the deserving compensation that should accompany it.

Finally, and most importantly, we expect to see student achievement rise as a result of this effort. We want students to see the benefits of exceptional formative and summative assessments, use technology proficiently and in ways other than merely an online textbook (After making the the move to 1:1 in the fall of 2015), feel that they are part of a safe and inviting community by building positive relationships with the staff and each other, and provide for them the experiences and background knowledge that they will need as they enter an uncertain future.

It will be our intention to evaluate this program annually to ensure that these goals are being addressed.

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## Narrative

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

Estherville Lincoln Central's TLC vision clearly aligns with the state's vision: Increase student achievement and encourage professional growth for each instructor by providing the support and tools needed to maximize effectiveness.

**ELC TLC Goal 1: Increase student achievement through improved instructional practices. (Aligned to State goal 5)**

Preparing our students to meet the challenges in our world is ELC's top goal. We have work to do in reading, math, and science as our district has been slightly under the state averages in student achievement in these areas. We have taken initial steps towards improving and this TLC grant will allow us to enhance ongoing efforts to provide researched based practices as guided by data-driven decision making.

**District Goal:** The goal of ELC is that of all schools - to assure that all students are proficient in reading, math and science.

**Evaluation of Goal:**

- Comparison of gains in student achievement before the TLC plan and each following year
- Successfully meeting C-Plan goals

**ELC TLC Goal 2: Promote collaboration and increased collegiality by developing and supporting teacher networking. (Aligned to state goal 3)**

Develop a system of professional learning teams and related supports empowering teachers to learn/innovate together as they work to achieve individual and collective goals. The goal of these groups would be to create a climate of continuous improvement by encouraging peer assessment, sharing, learning and leadership. It is expected that students and the community would recognize the results from the professional growth and pride in the culture of the entire district.

**District Goal:** By August of 2016, Instructional Coaches will use district data to identify priority student needs and develop a menu of learning opportunities for staff aligned to the needs, with implementation to begin approximately September 15th. Our goal is to have a better than 50% participation rate of teachers taking part in these before or after school opportunities.

**Evaluation of Goal:**

- Analysis of ITPDP
- Analysis of PLT Surveys

**ELC TLC Goal 3: Attract and retain able and new teachers and ensure they are effective. (Aligned to state goals 1 & 2)**

Develop a district-based mentoring and induction program through a system of supports including our new teacher leaders roles: Instructional Coaches, Model Teachers, and Mentor Teachers. New teachers already receive a competitive starting salary of \$33,500.

**District Goal:** Have 100% of vacancies filled by highly qualified teachers. Also, we aim to have 100% of beginning teachers successfully complete the requirements for gaining a Standard License.

**Evaluation of Goal:**

- Analysis of retention rate over five years
- Teacher Evaluation & Licensure Process
- Iowa Teaching Standards Self-Assessment (pre/post) - trends over time
- Annual survey of district developed Mentoring and Induction program

**ELC TLC Goal 4: Retain effective teachers by providing enhanced career (Leadership) opportunities. (Aligned to state goal 2)**

**Develop a system of leadership roles to improve professional practices resulting in increased student achievement. Approximately 25% (33/115) of teachers could fill leadership positions with additional contract days, responsibilities and compensation. Teachers will undergo a rigorous selection process to ensure that we have the highest quality teacher leaders mentoring, coaching and modeling effective instructional practices in order to fulfill these goals.**

**District Goal: By the fall of 2016, implement the new teacher leadership roles. The following will be in place for each role: job descriptions with role functions and criteria for evaluation, completed Individual Professional Development plans, orientation to new role, training for administrators in supporting teacher leaders, and orientation to full staff about the Teacher Leadership System.**

**Evaluation of Goal:**

- Review of HR documents and data
- Review and analysis of Individual Professional Development Plans
- Evaluation or review of designated leadership positions

**ELC TLC Goal 5: Reward professional growth and effective teaching providing pathways for career opportunities that come with increased leadership responsibilities and compensation (Aligned to State goal 4)**

**The ELC TLC plan recognizes that leadership takes many forms in a successful collaborative school community. Leadership positions will be designed to provide complementary supports for district efforts to ensure high quality instruction in every classroom and to build a cadre of knowledgeable and skilled professionals.**

**District Goal: To include at least 25% of teachers in leadership roles leading to the fulfillment of individual and collective goals. Beginning in 2016, fill 100% of the identified teacher leader roles.**

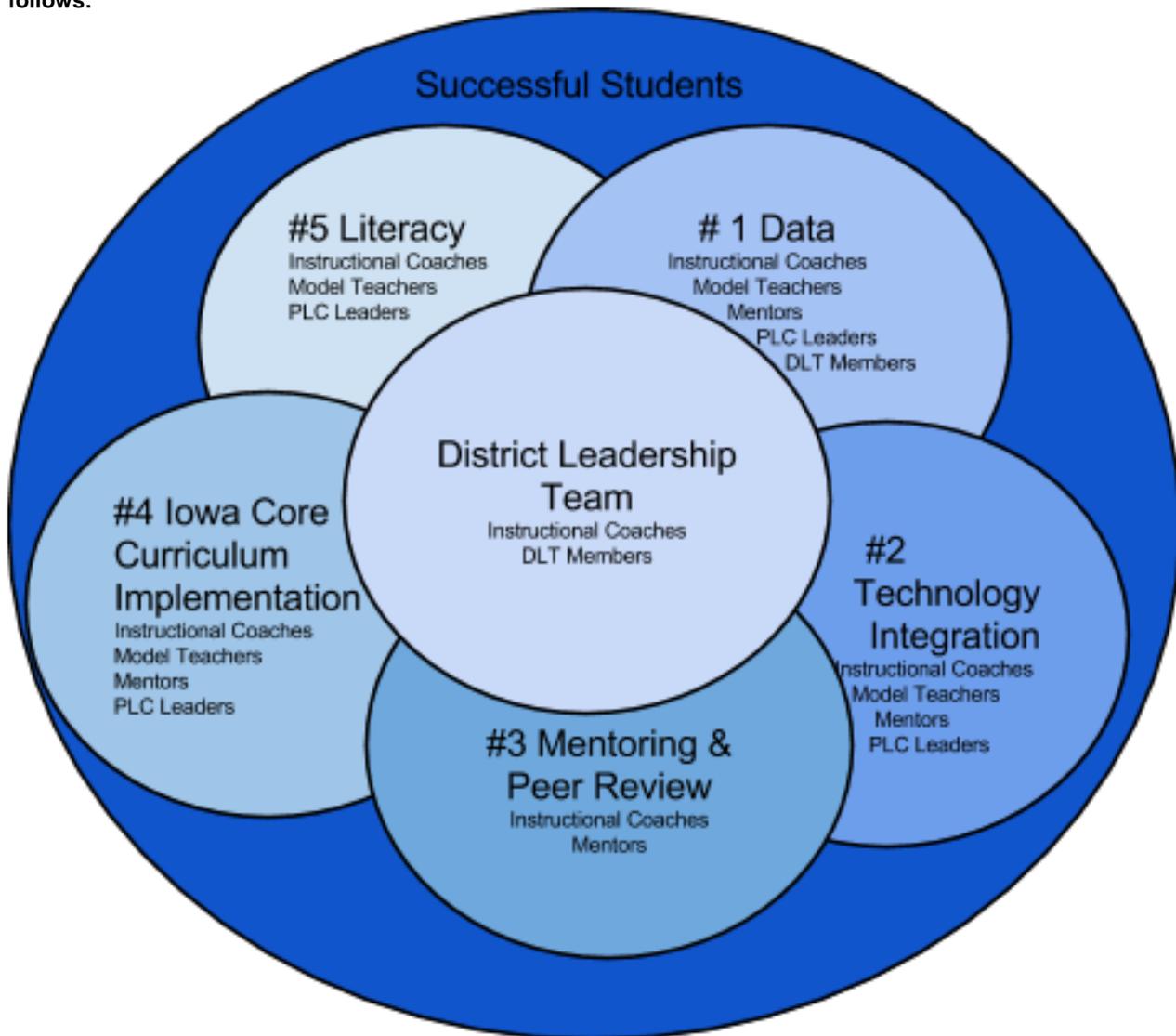
**Evaluation of Goal:**

- Review of the number of actual applicants for each Teacher Leadership role.
- Review of HR data in terms of number of positions filled
- Analysis of coaching logs, interactions, and peer reviews

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

The ELC school district has been engaged in continuous improvement for decades. The district has adopted a similar professional development structure at all grade levels, PK-12, but there is some uniqueness at each level to accommodate site specific issues. Our district has continually collected and studied data from a variety of sources to attempt to analyze needs to drive initiatives. The majority of the school improvement initiatives have been district-wide such as Iowa Core Curriculum, technology integration, literacy, poverty study, student engagement, student success, mentoring program and peer review. We have some site specific improvement groups that relate directly to a district initiative such as a literacy team, K-4; SINA teams, 3-8; PBIS K-4; MTSS K-4; and Project Based Learning/Authentic Assessment 5-12. The ELCSD developed our TLC plan based on these current school improvement initiatives and professional development, which utilizes a system of continuous improvement. Our planned TLC leadership roles will connect directly to, and support and strengthen our existing initiatives: data, technology integration, teacher mentoring and peer review, Iowa Core implementation, and literacy. All areas are overseen by the District Leadership Team with successful students being the focus of each initiative. A diagram showing the interconnectedness of our district's school improvement initiatives and proposed leadership roles follows:



**Current Realities and TLC Support**

**#1** Although we use data at all sites to drive decisions to improve student learning, there is currently no system to

collect, analyze, and use data in a consistent manner. Data includes, but is not limited to: Iowa Assessment, FAST, TELPA, I-ELDA, and local summative assessments.

Our TLC plan includes 3 Instructional Coaches to design data gathering, management, and interpretation methods to help district teachers effectively and efficiently use the data to make better instructional decisions. All other proposed leadership roles will use this data design to drive decisions and programs.

#2 The ELC School District believes technology use and integration is a critical component of the educational process. We have implemented a 1:1 computer initiative in grades 9-12, with lower grades to follow in subsequent years. There have been significant resources devoted to upgrading technology infrastructure and purchase of hardware and software. We have 1 tech integrationist, 1 teacher-librarian, 1 technology director, and 1 technician to support our efforts for the district.

We plan to strengthen technology integration in instructional practices, to enhance student learning and allow technology connections between and among current initiatives. Our 3 Instructional Coaches, 8 Model Teachers, 9 Mentors, and 10 PLC Leaders will all provide additional support to our technology initiative through their work with classroom teachers.

#3 Our existing mentor program followed the model provided by the state and local AEA utilizing teachers in our district that had completed mentor training. Seeing a need for more local driven content, we developed our own Mentor/Mentee Induction Program.

Our TLC system would provide for the training of 9 mentor teachers, 3 at each level, to work with new initial teachers and each new-to-district teacher. Our system would use Instructional Coaches to train, coordinate, and facilitate professional development and collaboration for mentors and mentees. The locally trained mentors would provide consistency and ensure district initiatives and goals remained an integral part of the mentoring process. The new Instructional Coaches would provide better, more consistent support for our mentor teachers, strengthen the experience for new teachers, provide connections and support for career teachers, and enhance the overall teaching experience for both mentors and mentees.

#4 Iowa Core Implementation has been a focus initiative for several years. We have mapped our curriculum to the core and used test data to determine instructional gaps. Teachers have been on their own to complete this work. The TLC grant would provide direction and leadership for our Iowa Core work through the support of Instructional Coaches, Model Teachers, Mentors, and PLC Leaders as these would be resources teachers could use to ensure alignment of curriculum and assessments with the Iowa Core.

#5 Data has shown Literacy needs to be a continued priority for our district as our students need continual improvement in this area. All sites have had a required literacy goal for many years. Each level has provided a variety of programs to improve in this area, but there has been little to no coordination among the levels or the initiatives. Our TLC grant would provide the leadership needed to coordinate our literacy efforts in a more purposeful direction through the analysis of data and efforts of our Instructional Coaches, Model Teachers, and PLC Leaders.

#6 We have had a District Leadership Team in place for many years. A version of this group began as an effort of site-based leadership that needed coordinated district oversight. It evolved into a group that tackled all new state mandates. They currently are responsible to provide our district professional development, and are made aware of initiatives such as PBIS, MTSS, SINA teams, etc. through reports from the various groups in charge of these initiatives. They have also acquired the responsibilities of the TQ Committee which ties directly to professional development and Iowa Core. Release time has been provided for members to do work, but many hours beyond the school day are still necessary in order to complete the tasks.

With the TLC grant, the DLT will become the group responsible for the hiring of all TLC positions, peer review of these positions, and oversight and coordination of all district initiatives will shift to this group. They will also continue to plan and implement the district professional development. The TLC grant will allow the extra time needed of these leaders to complete these tasks.

Using Part 4 application narrative from previous submission? No

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

## **Our Current Program and Gap Analysis**

Our mentor program has undergone some changes in the past few years. In each case, attention paid to it was secondary to other district initiatives. It was agreed by both teaching staff and administration that a more comprehensive plan needs to be created and attention paid to implementing it with fidelity.

Over the past five years, dating back to the 2010-11 school year, ELC has hired 49 certified staff members of which 34 (69%) are still employed by the district. That is a fairly respectable 69.4% retention rate. However, most of the teachers who left the district were highly qualified teachers and it was disappointing to have to replace them and disrupt the continuity of student learning yet again.

Currently, mentors selected by building level administrators and are trained in “Mentoring Matters” through Prairie Lakes AEA. Mentors would meet with their designated mentees on a regular basis and work with them using the “Mentoring Matters” framework as well as building and district customs and culture.

Formal evaluations by administration occurred according to requirements set by Iowa Code. Additionally, new staff created and implemented their Individual Teacher Professional Development Plan (ITPDP).

Like many other districts, ELC found that gaps existed in this plan. Among them were:

- Greater attention was paid to new teachers on initial licenses and less to those new teachers who came to us with a standard license. This created a gap in the support that teachers new to the district received.
- Time was a great concern. High quality mentors were often not at the same grade level as new staff. This meant that schedules conflicted resulting in mentors being selected based on schedules rather than content or grade level.
- In addition, finding time for peer observation often took a back seat to substitute concerns.
- There wasn't the level of support from administration or mentors that new teachers needed.
- Professional development was thrust upon new teachers without the guidance of a mentor. They were forced to jump into the deep end of the pool, so to speak, without being given the background information needed to be a productive member of meaningful discussions or plan implementation.

## **Our New Program**

The TLC Committee created a new in-house mentoring program that strives to treat all new teachers equally and concentrate on district and building level culture heavily in the first year and a district-wide concentration of poverty training in the second year.

There will be a full-time instructional coach at each building level (elementary, middle school and high school). The instructional coach will supervise the mentoring program at their perspective building and work closely with both the mentors as well as the building administrator to ensure that the program is run with fidelity and assist in planning classroom visitations and observations.

There will be two mentors at each building level (elementary, middle school and high school) which will be selected through the application and interview process set up by the TLC committee. The job description for mentors will include, but is not limited to, working with instructional coaches to provide collaboration and support, be a role model for new staff, observe and advise accordingly, arrange for observation opportunities for new staff, assist new staff in transitioning to current district initiatives, advise new staff on procedures, practices and culture of the building/district, work with administration, other mentors and instructional coaches to review and adjust mentor program annually.

Mentors will be expected to have good communication skills, content as well as instructional expertise, desire to see positive growth in peers, understanding of and ability to direct positive student achievement, and willingness to adhere to confidentiality expectations.

In addition, there will be eight “model teachers” whose role will be to open their classroom to all staff members but especially new staff for the purpose of demonstrating new initiatives, positive classroom management and teaching strategies. There will also be ten PLC Leaders who will offer pre-determined professional development opportunities throughout the year.

ELC will continue to offer a full day of induction training for staff new to the district and provide opportunities for them to be observed by their mentors and, in turn, observe their peers. Mentors and other teacher leaders, as well as administration will assure that scheduled observations take place and not leave such occasions to chance.

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## **Narrative**

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

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

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

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

When ELC began the TLC process, we spoke to other districts who were further along in the process than we were, had already created and established teacher leadership positions, and had a chance to see them in action. We were looking for positions that were successful, were respected among peers, spoke to the initiatives that we already had in place, and our ultimate goal of student achievement. Nearly all of the positions listed here were taken in some fashion from other districts with only one being created to fit our specific need(s).

#### **POSITIONS:**

##### **1. Instructional Coaches -**

• Assist all staff with:

• Development of START lessons

• Ensuring alignment to Core

• Collaboration on common assessments

• Evaluating data

• Differentiated instruction

• Researching best practices

• Co-teach as needed

• Observe teachers and give feedback

• Coordinate efforts of other established leadership positions

• Assist staff in development of ITPDPs

• Oversee the ITPDP process and implementation of goals

• Assist in providing professional development opportunities for all staff

• Coordinate Peer Review Process

• Coordinate Mentor Induction Program

• Establish and maintain a system of ongoing communication with teachers

• Contribute to the ELC Professional Library by recording exemplary lessons for use by other teachers

• Develop and maintain a confidential, collegial relationship with staff members

• Respect and maintain confidentiality in the performance of all assigned duties

3 Full time Positions - 1 at each level (Elem, MS, HS)

Compensation: \$17,479.50 + teacher contract salary

Time requirements/expectations - 209 contract days (189 + 20 extended days)

##### **1. Model Teachers**

• Provide Support to ALL teachers (PK-12)

• Open classroom to peer observations with pre and post observation conferences - Have an open door for those wanting to visit their class to see effective teaching practices in action as well as create recordings of effective teaching sessions.

• Identify opportunities to embed and demonstrate technology across content areas and grade levels

• Model, support, and give feedback on newly-learned strategies and skills

• Be willing to become a "pilot" classroom for implementing district initiatives

• Establish and maintain a system of ongoing communication with teachers

• Letting teachers know what is going on in their classroom

• New strategies that will be used that week

• Contribute to the ELC Professional Library by having their exemplary lessons recorded for use by other teachers

• Develop and maintain a confidential, collegial relationship with staff members

• Respect and maintain confidentiality in the performance of all assigned duties.

12 Positions Total - 4 at each level

Compensation: \$1,165.30/year

### 3. Mentor Teachers

- Work with Instructional Coaches to provide collaboration and support for new teachers in the district
- Role model for teachers new to profession and/or ELC
- Observe new staff and advise accordingly (strengths, weaknesses and challenges)
- Arrange for new staff to observe model teachers as needed
- Work with new staff as they transition into district initiatives and work already done on Core
- Advise new teachers about curriculum procedures, practices and school culture
- Work with other mentor teachers, instructional coaches and administration to adjust mentor program annually
- Coach with guided reflection
- Coordinate Mentor Induction Program
- Establish and maintain a system of ongoing communication with mentee
- Scheduled meetings
- Electronic means
- Develop and maintain a confidential, collegial relationship with mentee
- Respect and maintain confidentiality in the performance of all assigned duties

9 Positions Total - 3 at each level

Compensation: \$2,330.60/Year

### 1. DLT/TQ (Leadership Team)

- Act as selection committee for all other leadership positions
- Provide oversight on the TLC program throughout the year
- Assess all components of the TLC program and adjust the program as needed
- Serve as liaisons among teachers, teacher leaders and administration
- Evaluate data and assist in developing district and building level goals
- Create professional development calendar and opportunities
- Design Peer Review and Mentor Induction Programs
- Design PLC process

11 Teacher Positions Total - representing all building levels

Compensation: \$2,913.25/Year

### 1. Professional Learning Communities (PLC) Leaders

- Determine and lead professional development once per quarter based on building/district initiatives
- i.e. 4 (one per quarter) - 6 week offerings in initiatives such as (but not limited to) technology, PBIS, MTSS, Poverty etc.
- Coordinate efforts with other PLC Leaders and Instructional Coaches to ensure that duplication of efforts does not occur

10 Positions total - Representing all building levels

Compensation: \$200/planning + \$200/quarter for leading = \$1065.30/year

### 1. One Full Time Substitute for the TLC Leadership Classrooms

- Provide release time for Model Teachers
- Provide release time for Mentor Teachers
- Provide release time for teachers participating in Peer Review, Mentor Induction, observing other teachers, etc.

**Compensation: \$33,500 + teacher contract salary benefits**

**All of the above positions must work together synchronously to ensure that the goals of ELC are met. There will be room for a certain amount of individualism, but cooperation and consistency among them will be imperative.**

**Using Part 6 application narrative from previous submission?      No**

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

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

**a) Prior demonstrated measures of effectiveness.**

**b) Prior demonstrated professional growth.**

It is recognized that working with peers is much different than working with students. The TLC planning team has developed a selection process that includes multiple steps that allow the selection team to examine past effectiveness and professional growth of teacher leader applicants that will assist them in this important work.

### **RECRUITING**

Information regarding the various job descriptions will be disseminated through electronic means. Meetings will also be held in each building for those interested in learning more about these opportunities. The TLC committee already anticipates many of the questions that may be asked and will create a FAQ for the purpose of clarification. Teachers will be eligible for any of the teacher-leader positions if they have been in the ELC district for a minimum of 1 year and have a total of 3 years teaching experience.

### **TRAINING OF SELECTION PANEL**

The selection committee will be made up of equal members of teachers and administrators. Teacher members will be selected from current members of the District's Leadership Team (DLT). If a member of the selection panel wishes to apply for any given position, they will recuse themselves from the selection process of that position and a replacement will be found. Confidentiality will be maintained throughout the selection process. Members of the selection panel will have training based on the seven domains of the Teacher Leader Model Standards. They will also become familiar with the selection criteria and the practice of using rubrics for evaluating applicants.

### **INITIAL APPLICATION**

Each applicant will be asked to fill out an already created application form and submit it electronically. They will need to be able to explain why they feel this position is important as well as why they want to fill it. They will also be asked to answer some pre-populated questions that will include the following:

- Evidence of continual growth as a teacher
  - Prior leadership experience.
  - Professional development experiences
  - Initiatives or research-based strategies that have been implemented (successfully or not)
  - Copy of their current ITPDP
  - Letters of references from peers, administrators, and others that the applicant feels would be an advocate for them
- All of these materials will be screened by the selection panel who will use a rubric to determine the candidates that will be interviewed for the leadership position, interviewed for another position, or screened out of the process.

### **INTERVIEW**

Candidates will respond to questions that the selection panel chooses from a specific bank of questions. Follow up questions may be asked as necessary for purposes of clarification. Interviewers will be listening for evidence of effective teaching practices as well as evidence that the applicant is coachable and capable of coaching others. Finally, it must be evident that they understand the rigors and commitments of the teacher leader role.

### **SCORING**

A scoring rubric will be created using the seven domains of Teacher Leader Model Standards, which include the following:

1. Fostering a collaborative culture to support educator development and student learning.
2. Accessing and using research to improve practice and student learning.
3. Promoting professional learning for continuous improvement.
4. Facilitating improvements in instruction and student learning.
5. Promoting the use of assessments and data for school and district improvement.
6. Improving outreach and collaboration with families and community.

## 7. Advocating for student learning and the profession.

### FINAL SELECTION

The selection panel will discuss, amongst themselves, determine the top candidates, and make recommendations to the superintendent for each position.

### ANNUAL REVIEW AND REAPPLICATION

For the Annual Review of Application, the selection panel will examine the following evidence:

- Each teacher leader will have submitted a professional development plan at the beginning of the year. They will submit to the selection panel a reflection of that plan along with any artifacts that they feel are pertinent. This will show professional growth.
  - Surveys will be collected from among the teaching staff that they served regarding their experiences with the teacher leader. This will show measure of effectiveness.
  - The teacher leader will be asked to submit a compilation of the work they accomplished during the year.
- The above information, taken as a whole, will allow the selection panel to gauge the effectiveness of the teacher leader and make a recommendation for retention in the position (if they so choose), or a return to the classroom, or reassignment.

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## Narrative

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

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

Please include the following information in your narrative:

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

*[Click here To access the Iowa Professional Development Model page.](#)*

Like many districts, ELC has had an effective but inconsistent approach to professional development. We have used national speakers (Ruby Payne's Poverty Training), AEA personnel to assist (Scott McLeod for technology integration) and our own staff (DLT members presenting CEI). With the implementation of TLC, it is anticipated that there will be a multi-year commitment to a few focused initiatives and give teacher leaders a larger role in planning and delivering professional development. With weekly professional development, all teacher leader positions will be asked to help create, present, and evaluate professional development - often at the building level. ELC aligns their planning and incorporates the key elements with the Iowa Professional Development Model (IPDM). The teacher leader roles in each of those areas are as follows:

#### **COLLECTING/ANALYZING STUDENT DATA**

The District Leadership Team and Instructional coaches will continue to analyze district data and use it to set district and building level goals. At each building level, additional data collection will take place. For example, FAST, ELDA, PBIS data will be incorporated. Instructional coaches, model teachers and technology integrationist will also work individually with teachers to create, implement, and evaluate formative assessment results.

#### **GOAL SETTING & STUDENT LEARNING**

Instructional Coaches will work with individuals and/or grade level teams to develop Individual Teacher Professional Development Plans (ITPDP). They, along with Mentor Teachers, will work with new staff at ELC to assimilate them into the current initiatives in place at ELC as well as set personal goals using SMART goal language in the areas of PBIS, technology integration, Iowa Core, literacy, etc.

#### **SELECTING CONTENT**

Instructional Coaches will review instructional resources to select the most effective, evidence-based materials to increase student achievement based on the Iowa Core. PLC Leaders will facilitate the exploration of new learning strategies that will be most helpful for student achievement in specific curricular areas. Mentor Teachers will demonstrate and review requested strategies and follow up with mentees to evaluate new strategies. Technology Integrationist will work with teachers with infusing relevant technology applications used to increase student achievement. Teacher-librarian will work with teachers to provide resources and instructional material options to increase student achievement.

#### **DESIGNING PROCESS**

ALL TLC Positions will play a role in the development of professional development opportunities, through weekly early-out PD days, grade level or content specific meetings, TQ opportunities etc. Instructional coaches will ensure that differentiated learning takes place in those meetings in terms of teacher participation, recognizing that even teachers are at different stages in their learning process.

#### **TRAINING AND LEARNING OPPORTUNITIES**

The DLT will ensure that PD opportunities are maximized for optimum participation and positive implementation of learning outcomes. Instructional Coaches will co-teach and model learning strategies. Technology Integrationist will provide individual and group opportunities to learn new technological ways to engage students and streamline logistical work required of teachers. PLC leaders will create small group learning opportunities in areas that address student achievement, building climate, etc.

#### **COLLABORATION**

The entire TLC program is designed so that collaboration is imperative in order for it to be successful. DLT will meet monthly to create and evaluate professional development. Instructional coaches, mentor teachers, technology integrationist, PLC leaders, teacher librarian and model teachers will all work individually or in small groups with unit

design, modeling strategies, alignment with Iowa Core and other district initiatives. All groups will work with district administration in identifying areas of needed attention, developing plans to address them and evaluating results. Meetings with administrators will occur through electronic means, face to face, or through summary of meeting notes.

#### **FORMATIVE ASSESSMENT**

All TLC Leaders will collect and analyze progress data on professional development implementation through the use of student achievement data and staff surveys conducted throughout the year. The results of this formative data will be shared with the District Leadership Team. Adjustments to the TLC program and professional development plan will come from this data as well as individual position assessments and reviews.

#### **SUMMATIVE ASSESSMENT**

All TLC Leadership positions as well as professional development plans will be evaluated by using one or more of the following data sources:

- Student achievement data
- Administrative walk-through data
- ITPDP reflections
- IPDM self-reflections
- Meeting notes and minutes
- Training attendance data

The District Leadership Team will synthesize information from the formative assessment data (achievement & implementation) and from summative student achievement measures as part of an annual review. Results of these assessments will be tabulated in such a manner that it can be shared out with the school board and the public.

Using Part 8 application narrative from previous submission?      **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 ELC plan will be assessed annually to evaluate its impact and effectiveness and to make adjustments and revisions. The District Leadership Team, with the assistance of the Instructional Coaches will collect and analyze data collected to determine the successfulness of each of the following goals. From that data, decisions will be made as needed to adjust and revise the goals as well as the processes used to achieve them.

**GOAL 1: Increase student achievement through improved instructional practices.**

**History:** This has long been the cornerstone of everything we do at ELC. We see no reason not to continue to make it our number one goal with the implementation of TLC.

**Plan:** ELC will continue to gauge student achievement primarily through administration of Iowa Assessments.

**Short term goal:** Increase student proficiency rates in math and reading by 5% by teaching to the Iowa Core with fidelity.

**Long term goal:** Annual increases in student proficiency rates in math and reading until maximum, reasonable rates are reached.

**Evaluation Measures:** Data analysis of proficiency levels in all grade levels and subject areas. Item analysis by District Leadership Team and Instructional Coaches will result in adjustments to instruction as called for.

**GOAL 2: Promote collaboration and increased collegiality by developing and supporting teacher networking.**

**History:** ELC has had a poor attendance rate for optional training days (through use of Teacher Quality funds).

Attendance has ranged from 60-80% depending upon the timing of the training and the subject matter of the training itself. The technology integrationist has offered optional training opportunities before and after school with even less participation rates.

**Plan:** Instructional Coaches will log all meetings with staff members and track participation. Mentor Teachers will, through the program guide, track meetings and other conversations through logs. PLC Leaders will likewise track participation in training opportunities that they provide throughout the year. Model Teachers will track staff members that observe their classrooms and have follow-up conversations with them about observed strategies. And while not formally a part of the TLC plan, our technology Integrationist will offer additional training opportunities for all staff, including all teacher leaders, and follow up each training with a survey that measures attendance and implementation of learned strategies.

**Short term goal:** 80% of our teachers will routinely and effectively work with a teacher leader.

**Long term goal:** 100% of our teachers will routinely and effectively work with a teacher leader.

**Evaluation Measures:** All teacher leaders will log which teachers they work with, for how long, and the content covered. Evaluation surveys filled out by all staff members will rate the effectiveness of the teacher leaders, content and quality of any given collaboration effort. Administrators will monitor and report teacher leader collaborations. All data points will be taken into consideration by the DLT to determine progress and need for adjustment of the TLC program.

**GOAL 3: Attract and retain able and new teachers and ensure they are effective.**

**History:** ELC has admittedly, a fairly good retention rate of 69.4% of the teachers who have been hired over the past five years. However many, if not most, of those teachers that chose to leave were of high quality and it was disappointing to have to replace them and disrupt the continuity of student learning yet again.

**Plan:** ELC has created an in-house mentoring program for all teachers new to the district. This program will be reviewed by the DLT prior to implementation of a final product in the first year of the TLC program. This plan will consist of year one in which new staff will be given an in-depth orientation into the customs, cultures, etc. of the district. In the second year, staff members will be guided through an abbreviated training in poverty through the study of Ruby Payne's resources. In both years, there is a checklist of required responsibilities by both the mentor and mentee.

**Short and long term goals:** A five year retention rate of 90% of new staff that go through both years of the mentor program.

**Evaluation Measures:** Mentors will keep logs of all meetings and turn in monthly artifacts of training to their principals. Retention rates will be monitored by ELC at the district administrative level. Results will be shared with

**DLT and school board.**

**GOAL 4: Increase the number of teachers in meaningful teacher leadership roles.**

**History:** ELC currently has eleven members in the DLT. However, serious recruiting has to take place in order to fill those positions. Mentors are currently chosen based on convenience in addition to expertise and that collaboration is inconsistent throughout the district.

**Plan:** With the advent of the TLC program, ELC will conduct a recruiting effort (spelled out in part 6).

**Short term goal:** 25% of ELC staff members will be involved in a teacher leader role.

**Long term goal:** Over the subsequent years, all teachers who feel comfortable in such roles will be given the opportunity to participate as a teacher leader.

**Evaluation measures:** The District Leadership Team will monitor and track staff members who have applied for, filled, and successfully participated in teacher leader roles on an annual basis.

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

ELC currently has a dedicated District Leadership Team in place that can and will implement the TLC program. It is made up of teachers, administrators, as well as the district's technology integrationist and teacher librarian. It already has a calendar that allows for weekly professional development on Wednesday afternoons. In addition, elementary and middle school staff meet daily in grade level teams. The District Leadership Team has also coordinated and led the implementation of quality initiatives over the past few years that has given the majority of the staff a solid footing from which to expand through the TLC program. The initiatives include Poverty Training, PBIS, and work with Iowa Core, especially in the area of literacy. With the ultimate goal of increased student achievement, ELC is confident that TLC will only bolster the personnel and resources needed to sustain their current work. The following are the current state of some of the initiatives that ELC has implemented as well as plans for continued sustainability.

#### **1:1 Initiative**

ELC has taken the slow but deliberative approach to this initiative. A technology integrationist was added to the district in 2013 for the purpose of preparing staff for the move to 1:1. At the same time, the district made the move to a Google School and high school students were required to take online opportunities offered by high school teachers. A variety of opportunities were offered this past year to give teachers additional training with the Chromebooks they were issued at the beginning of the year.

**Sustainability:** All students in grades 9-12 will be issued a Chromebook in the fall of 2015. In subsequent years, devices will be issued to additional grades 8th through kindergarten. Additional training opportunities will be offered to prepare staff. TLC money will allow for the creation of those opportunities.

#### **Peer Collaboration**

Instructional Coaches will coordinate the peer collaboration process. Model teachers will provide peers with the opportunity to observe and discuss current trends and strategies that have proved successful. Mentor teachers will not only observe their charges, but cover for new staff members so they may observe their peers using new strategies regardless of their discipline. The full time substitute that is being hired will allow some flexibility in providing those opportunities as well.

**Sustainability:** ELC has begun the process of providing collaboration time. This has paid off with the PBIS program that was initiated at the elementary level. Referral goals set during the 2014-15 school year were exceeded in all areas:

- Goals for students with 0-1 referrals was 80% - ELC was 96.5%
- Goals for students with 2-5 referrals was 15% - ELC only saw 2.57%

The success there provided the impetus to explore expanding the program at the middle and high school levels during the 2015-16 school year. The provided collaboration time currently allotted at the elementary and middle school has also allowed them additional opportunities to study student achievement data and Iowa Core. Collaboration at the elementary and middle school will continue and be enforced by the district leadership team and professional development calendar.

#### **Professional Learning Communities**

ELC has established PLCs in the past with mixed results. We have many high quality teachers that are looking forward to the opportunity to share their expertise by supporting this initiative again.

**Sustainability:** ELC anticipates that there will be a minimum of ten staff members that will want to offer a variety of PLC opportunities. Those leaders will be compensated and those staff members who consistently attend and participate will be compensated out of another funding source.

#### **Ensuring the Success of Our Plan**

The successful implementation and sustainability of the plan will be monitored. The evaluative efforts will occur at least quarterly. Responsibility for monitoring the plan are as follows:

- Superintendent - Champion the TLC plan, lead the District Leadership Team, ensure that the plan is evaluated

- according to the TLC vision and goals, recommend and receive recommendations for adjusting the plan as needed.
- **Director of Curriculum, Instruction and Assessment** - Monitor the observation, feedback and achievement data, actively participate in District Leadership Team, recommend instructional/professional development adjustments, ensure implementation of beginning teachers' pre-school training, coordinate mentor and induction program, and provide guidance to building level administrators.
- **Building Principals** - Work with District Leadership Team in planning PD, ensure that peer collaboration is taking place with fidelity, monitor instruction, and work closely with Instructional Coaches within the building to ensure success of goals and vision of the plan.
- **District Leadership Team** - Will conduct quarterly review of staff feedback, plan PD in each building, respond to any concerns as they arise and modify the TLC plan needed. recommend adjustments and changes to the TLC program.
- Teacher Leaders** - Participate in on-going PD to enhance skills, enhance learning of areas of expertise in order to model best practices, collaborate with building principals in collection and analysis of data, and PD design and delivery.

## 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.

|   |     |
|---|-----|
| <u>Minimum Salary</u> The school district will have a minimum salary of \$33,500 for all full-time teachers.  | Yes |
| <u>Selection Committee</u> 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 |
| <u>Teacher Leader Percentage</u> 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 |
| <u>Teacher Compensation</u> 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 |
| <u>Applicability</u> the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.   | Yes |

## Part 10 - Budget Items

| Use of TLC Funds   | Amount Budgeted |
|--|-----------------|
| Amount used to raise the minimum salary to \$33,500.                               | \$0.00          |
| Amount designated to fund the salary supplements for teachers in leadership roles. | \$295,096.25    |

|   |                     |
|---|---------------------|
| 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). | \$65,000.00         |
| Amount used to provide professional development related to the leadership pathways.   | \$10,000.00         |
| Amount used to cover other costs associated with the approved teacher leadership and compensation plan.<br><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              |
| <b>Totals</b>   | <b>\$370,096.25</b> |

## Grant Allocation

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

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

|   |              |
|---|--------------|
| Certified Enrollment Number   | 1390.54      |
| <i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i> |              |
| District Enrollment-Based Allocation  | \$434,794.05 |
| Total Allocation  | \$434,794.05 |

## Other Budgeted Uses - Description

|                  |                 |
|------------------|-----------------|
| Item description | Amount budgeted |
|                  | \$0.00          |

## Total Allocation Budgeted

|   |              |
|---|--------------|
| Total Projected Amount to be Expended   | \$370,096.25 |
| <i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i> |              |
| Remaining Allocation to be Budgeted   | \$64,697.80  |

## Budget Alignment

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

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

The teacher-leader positions that ELC envisions being created through the TLC grant are wide ranging in duties, responsibilities, and compensation. These positions will reinforce the current and future initiatives of the district. They will support the professional development opportunities specific to the needs of those initiatives. Instructional coaches, model teachers, and mentor teachers are key to achieving the essence of the TLC vision and goals which are to improve teaching learning and student achievement, hire and retain quality teachers, and utilize teachers to influence their peers and lead school improvement. The budget detailed below spells out the supplemental salaries, costs to replace instructional coaches in the classroom, substitutes needed for the purpose of peer observation, coaching opportunities, and additional costs of professional development.

The District Leadership Team will analyze data, establish district and building level goals, create the district’s professional development calendar, and select, monitor and evaluate the TLC program once established. The District Leadership Team will advise Instructional Coaches as well as work with Instructional Coaches on future foci of visits with teachers.

The Instructional Coaches will monitor the other teacher leaders’ efforts. In addition, they will directly support teachers in the classroom, assist the DLT in developing professional development opportunities, and model effective strategies and implementation of new technologies. This is a full time position with 20 additional contract days.

The Model Teachers will open their classrooms to their teaching peers for the purpose of demonstrating exemplary strategies in one or more specific areas they may have an expertise in. They will follow up those demonstrations with conversations to clear up any lingering questions observers may have.

The Mentor Teachers will assist staff new to the district become accustomed to the culture, climate, and routines that are found in the district and their particular building.

The Professional Learning Communities Leaders (PLC) will create in house professional learning opportunities for their teaching peers through educational topics that support current initiatives and strategies that they have an expertise and passion in.

**BUDGET**

**Instructional Coaches**

| Number | Supplemental Salary | Replacement Costs                             | Total Costs  |
|--------|---------------------|---|--------------|
| 3      | \$17,479.50 each    | \$165,000 (3 teachers at \$33,500 + benefits) | \$217,438.50 |

**Model Teachers**

| Number | Supplemental Salary | Replacement Costs | Total Costs |
|--------|---------------------|-------------------|-------------|
| 12     | \$1,165.30 each     | NA                | \$13,983.60 |

**Mentor Teachers**

| Number | Supplemental Salary | Replacement Costs | Total Costs |
|--------|---------------------|-------------------|-------------|
| 9      | \$2,330.60 each     | NA                | \$20,975.40 |

**PLC Leaders**

| Number | Supplemental Salary | Replacement Costs | Total Costs |
|--------|---------------------|-------------------|-------------|
|--------|---------------------|-------------------|-------------|

|    |                 |    |          |
|----|-----------------|----|----------|
| 10 | \$1,065.30 each | NA | \$10,653 |
|----|-----------------|----|----------|

**District Leadership Team**

| Number | Supplemental Salary | Replacement Costs | Total Costs |
|--------|---------------------|-------------------|-------------|
|--------|---------------------|-------------------|-------------|

|    |                 |    |             |
|----|-----------------|----|-------------|
| 11 | \$2,913.25 each | NA | \$32,045.75 |
|----|-----------------|----|-------------|

**Additional TLC Costs**

|                          |          |    |          |
|--------------------------|----------|----|----------|
| Full Time Substitute (1) | \$55,000 | NA | \$55,000 |
|--------------------------|----------|----|----------|

|                                       |          |    |          |
|---------------------------------------|----------|----|----------|
| Additional Estimated Substitute Costs | \$10,000 | NA | \$10,000 |
|---------------------------------------|----------|----|----------|

**Additional Costs**

|   |          |    |          |
|---|----------|----|----------|
| (conferences i.e. Leveraging Teacher Leaders, supplies, etc.) | \$10,000 | NA | \$10,000 |
|---|----------|----|----------|

|                          |    |    |                 |
|--------------------------|----|----|-----------------|
| <b>TOTAL Add'l Costs</b> | -- | -- | <b>\$75,000</b> |
|--------------------------|----|----|-----------------|

Estimate Total Allocation - \$425,000.00 (Based off of 2014-15)

Instructional Coaches - \$217,438.50

Model Teachers - \$13,983.60

Mentor Teachers - \$20,975.40

PLC Leaders - \$10,653.00

District Leadership Team - \$32,045.75

Additional TLC Costs - \$75,000.00

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 \$54,903.75 (carryover or backfill for low estimates)

**Reasons for estimated carry-over:**

- Low estimate for replacement costs for teachers
- Additional training or supports for TLC supported roles
- Low estimate of TLC funds for Total Allocation for the 2016-17 school year