



## Application

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

153914 - Fremont-Mills TLC Grant Resubmission

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 02/09/2016 8:42 PM

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## Primary Contact

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<b>Program Area of Interest</b>	Teacher Leadership and Compensation System		
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<b>Agency</b>	Administrative Services, Iowa Department of		

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## Organization Information

<b>Organization Name:</b>	Fremont-Mills Community School District
<b>Organization Type:</b>	K-12 Education
<b>DUNS:</b>	15-952-1061
<b>Organization Website:</b>	www.fmtabor.org

**Address:** 1114 Highway 275  
Tabor Iowa  
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**Benefactor**  
**Vendor Number**

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## Cover Sheet-General Information

### Authorized Official

**Name** Christopher Herrick  
**Title** Superintendent  
**Organization** Fremont-Mills Community School District

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

**Address** 1114 US HWY 275  
**Box 310**  
Tabor Iowa 51653  
City State Zip

**Telephone Number** 712-629-2325

**E-Mail** cherrick@fmtabor.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** Kirsten Heard  
**Title** Business Manager  
**Organization** Fremont-Mills Community School District

**Address** 1114 US HWY 275  
**Box 310**  
Tabor Iowa 51653  
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**Telephone Number** 712-629-2325

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County(ies) Participating, Involved, or Affected by this Proposal **Fremont County, Mills County**

Congressional District(s) Involved or Affected by this Proposal **3rd - Rep David Young (R)**

*Congressional Map*

Iowa Senate District(s) Involved or Affected by this Proposal **12**

*District Map*

Iowa House District(s) Involved or Affected by this Proposal **23**

*District Map*

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## Minority Impact Statement

### Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **No**

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.

**The District expects the grant project to have a positive impact for all students through improved instruction.**

### 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. **Alicia Callahan**

Title of Person Submitting Certification **7-9 English**

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## Recipient Information

District	Fremont-Mills Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	36-2369
<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	Dr.
Name of Superintendent	Christopher J. Herrick
Telephone Number	712-629-2325
E-mail Address	cherrick@fmtabor.org
Street Address	1114 US HWY 275
City	Tabor
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51653

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## TLC Application Contact

Honorific	Mrs.
Name of TLC Contact	Alicia Callahan
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Street Address	1114 US HWY 275
City	Tabor
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51653

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## Demographic Profile

October 2014 Certified Enrollment	468
October 2014 Free/ Reduced Lunch %	40
AEA Number	13
<b>Please select the TLC model number that most closely resembles your district plan.</b>	
TLC Model Number	Model 3 Comparable Plan

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## Narrative

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

### Executive Summary

#### About the Fremont-Mills Community School District

Fremont-Mills is a small school district located in Tabor, Iowa, which serves students from four small communities in rural southwest Iowa, including the towns of Tabor, Randolph, Bartlett, and Thurman. Our enrollment is approximately 470, grades K-12. We house PK-12 in one building. The district employs 35 full-time certified staff, with some staff that are shared with neighboring districts.

Our core beliefs include:

- We believe all children/students can learn.
- We believe all children learn better in an environment they perceive as safe and caring.
- We believe the learning process is a shared responsibility of family, school, and community.
- We believe a major key in developing student potential is a committed staff.
- We believe a school, community, and parents should provide opportunities for and encourage a diverse, well-rounded, educational experience.
- We believe the ability to adapt to new and changing situations is an essential learning and life skill.

The mission of the Fremont--Mills Community School District, in a partnership with families and community, is to develop the potential of all students to become life-long learners and responsible citizens.

For the past seven years, the secondary staff has been focused on Authentic Intellectual Work (AIW) for its professional development model. The last two years the staff has shifted its focus to Project-Based Learning (PBL), while still using the AIW framework.

The elementary staff has been working on Multi-Tiered Systems of Support (MTSS) with a focus on English/Language Arts the past several years. Moving forward, the staff will also focus on MTSS in math.

#### Summary of Our TLC Plan

Based on the population of our teaching staff, we determined that we would need nine compensated leadership positions in our TLC plan. These positions include one full-time teacher leader as well as eight teacher leaders who will remain in the classroom a majority of their day. These include:

- District Learning Coordinator (1 full-time extended contract)--Some duties include developing and implementing professional development in conjunction with administrators and other leadership roles. S/he will also perform classroom walk-throughs and help staff find and implement teaching strategies.
- Learning Coaches (2 partial release)--Some duties include meeting with the District Learning Coordinator to help develop and implement professional development. They will provide coaching for teachers to improve best practices within the classroom.
- Model Teachers (6 partial release)--Some duties include mentoring first- and second-year teachers who are completing the mentoring program. They will also model best practices for other teachers.

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

TLC Model Number

Model 3 Comparable Plan

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## Narrative

Using Part 1 application narrative from previous application? **Yes**

**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).

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## **Narrative**

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

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

**State Goals:**

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

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

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

Using Part 4 application narrative from previous submission? **Yes**

**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)**

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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.**

**Part 5 - Roles and Goal**

Fremont-Mills Community School District has created a clear and specific description of the Instructional Coaching Model to build coherence across the district. Three of these categories will offer opportunities to participate in leadership roles within the district. These nine newly created positions will employ at least 25% of our teaching staff. Below is a specific description of the Fremont-Mills roles & duties.

**Leadership Teacher Roles:**

**District Learning Coordinator - 1 full-time extended contract**

**Learning Coaches - 2 partial-release**

**Model Teachers - 6 partial-release**

<b>District Learning Coordinator</b>
<b>Purpose</b>
The District Learning Coordinator will be responsible for guiding the district's professional development (PD); will meet with other teacher leaders to determine the effectiveness of PD and implementation of instructional strategies; and will use data to make decisions pertaining to professional growth and to TLC goals.
<b>Qualifications</b>
The District Learning Coordinator shall meet the district and state requirements for teacher leadership roles which includes at least three years of teaching experience with at least one year of teaching experience within the district. A District Learning Coordinator shall meet FM's requirements of a career teacher, actively participate in and implements PD with fidelity, demonstrate learning and continuous improvement in teaching, demonstrate gains in student achievement, and demonstrate skills needed to fulfill the duties as listed for this position.
<b>Salary</b>
The District Learning Coordinator shall receive \$10,000 in addition to his/her contracted teacher salary.
<b>Extended Contract</b>
The District Learning Coordinator shall have an extended contract of ten additional days past the FM master teacher contract. These days shall be used to fulfill the duties of this defined position.
<b>Duties include but are not limited to:</b>

- Plan and implement the district's professional development
- Meet with principals at each level once per week to:
  - Establish, discuss, and carry out building initiatives
  - Share best practice research
  - Analyze school data
  - Discuss and narrow down curriculum and instruction
  - Discuss effective implementation of technology
- Meet with learning coaches once every two weeks individually to:
  - Review classroom teacher goals
- Assist with carrying out and monitoring building initiatives and professional development
- Provide resources for classroom teachers
- Demonstrate planning and instruction for classroom and model teachers
- Review inservice feedback
- Meet once a month with both learning coaches together
- Meet with model teachers (6 district wide) quarterly to:
  - Within the first six weeks meet to review classroom teachers' career plans that are connected to building initiative
  - Meet again during the last semester to review and discuss classroom teachers career plans and progress made
- Review inservice feedback
- Review results from Teacher Leadership Skills Self-Assessment
- Give final approval for all classroom teachers' career plans
- Assign new teachers to a model teacher as a mentor
- Complete classroom walk-throughs
- Collect district-wide data

**Time-Allotment**

The District Learning Coordinator shall spend 100% of their day performing the contracted duties. The District Learning Coordinator will spend 0% of time with students.

**Learning Coaches**

**Purpose**

The Learning Coaches will plan and implement PD in conjunction with the District Learning Coordinator; will analyze data on student achievement; and will provide one-on-one and small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, and reflection that is based on classroom observations, student data and teachers' goals.

**Qualifications**

The Learning Coaches shall meet the district and state requirements for teacher leadership roles which includes at least three years of teaching experience with at least one year of teaching experience within the district. The Learning Coaches will need to actively participate in and implement PD with fidelity, demonstrate learning and continuous improvement in teaching, demonstrate gains in student achievement, and demonstrate skills needed to fulfill duties as listed for this position.

**Salary**

Learning Coaches shall receive \$5,500 in addition to his/her contracted teacher salary.

**Extended Contract**

Learning Coaches shall have an extended contract of five additional days past the FM master teacher contract. These days shall be used to fulfill the duties of this defined position.

Duties include but are not limited to:

<ul style="list-style-type: none"> <li>•Meet with district learning coordinator once every two weeks to:</li> <li>•Review classroom teacher goals</li> <li>•Assist with carrying out and monitoring building initiatives and professional development</li> <li>•Provide resources for classroom teachers</li> <li>•Discuss planning and instruction for classroom and model teachers</li> <li>•Study research-based classroom strategies based off of district wide student data and explore which instructional methodologies - including technology - are appropriate for our school</li> <li>•Review inservice feedback</li> <li>•Meet with model teachers once every month to:</li> <li>•Discuss instructional strategies to bring into the classrooms</li> <li>•Provide resources to classroom teacher</li> <li>•Review inservice feedback</li> <li>•Meet with every classroom teacher (20 teachers per instructional coach) a minimum of 2 times per year:</li> <li>•Review career plan</li> <li>•Oversee relationship between model teacher and classroom teacher</li> <li>•Complete classroom walk-throughs</li> <li>•Demonstrate planning and instruction for classroom and model teachers</li> </ul>
Time-Allotment
Learning Coaches will be engaged 80% of the contracted time in student instruction and 20% of the contracted time performing learning coaching duties.

<b>Model Teachers</b>
<b>Purpose</b>
The Model Teachers will help the District Learning Coordinator facilitate as well as participate in PD and will provide a venue where all teachers can observe high-quality instruction and the implementation of key district initiatives and instructional strategies.
<b>Qualifications</b>
Model Teachers shall meet the district and state requirements for teacher leadership roles which includes at least three years of teaching experience with at least one year of teaching experience within the district. Model Teachers will need to actively participate in PD with fidelity, demonstrate learning and continuous improvement in teaching, demonstrate gains in student achievement and demonstrate skills needed to fulfill duties as listed for this position.
<b>Salary</b>
Model Teachers shall receive \$2,000 in addition to his/her contracted teacher salary.
<b>Extended Contract</b>
Model Teachers shall be issued a standard teacher contract with no additional days.
<b>Duties include but are not limited to:</b>

- Meet with district learning coordinator quarterly to:
- Within the first six weeks meet to review classroom teachers career plans that are connected to building initiative
- Meet again during the last semester to review and discuss classroom teachers career plans and progress made
- Review inservice feedback
- Meet with learning coaches once every month to:
- Discuss instructional strategies to bring into the classrooms
- Provide resources to classroom teacher
- Review inservice feedback
- Complete the following duties during professional development time one time every month:
- Analyze formative and summative student achievement data
- Assist classroom teachers with the use of data to improve student learning
- Review feedback from teachers concerning next steps in PD implementation and share information with learning coaches
- Observe and be observed by colleagues
- Serves as a mentor teacher to initial teachers

**Time-Allotment**

Model Teachers shall spend 95% of the contract time engaged in student instruction and 5% of the contract time performing model teacher duties.

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.

## Part 6 -The Teacher Leader Selection Process

The Teacher Leadership Compensation (TLC) plan states that the Fremont-Mills Community School District (FM) will hire 9 teacher leaders, which is 25% of our staff, for the 2016-2017 school year: 1 district learning coordinator, 2 learning coaches, and 6 model teachers.

### Experience

Prospective teacher leaders *will have taught for three years and be members of the FM staff for at least one year.*

### Application Process

Teacher leader candidates will *initially* send the following items to FM administration. These application materials should show evidence of the candidate's effectiveness as described in *Teacher Leadership Skills Framework (CSTP)*. Candidates will be provided with this publication to serve as a rubric.

- Two letters of recommendation: one from a colleague, one from a person of the candidate's choosing
- A letter of application highlighting candidate's accomplishments with teaching and stating why s/he is seeking this position
- A current resume
- An essay about how candidate's performance demonstrates effective teaching
- An essay about how candidate demonstrates continual professional growth in his/her career

### Candidate Effectiveness

Criteria provided in *Teacher Leadership Skills Framework (CSTP)* will serve as the district's Teacher Leaders Measures of Effectiveness to select and evaluate teacher leaders. Candidates should demonstrate knowledge, skills, and disposition of:

- Working with adult learners
- Communication
- Collaboration
- Knowledge of content and pedagogy
- Systems thinking

### Professional Growth

In order to demonstrate professional growth, candidates will be asked to provide evidence of:

- Education and training
- Participation in district initiatives
- Leadership
- Growth mindset

Continued professional growth could include work toward a master's degree; courses taken for professional development; participation in workshops, building committees, or work with colleagues; technology training; help with professional development; participation in optional in-service work; leadership in committees; leadership in student events; mentoring of new teachers; building a student-teacher; and organization or assistance with school/community events.

### Selection Process

All candidates will be selected by spring of the previous school year in order to ensure selected candidates will be able to participate in summer workshops and trainings for the new positions. Each position will have a one-year renewable term based on positive peer evaluations, performance evaluation with the principal, and documented compliance with job responsibilities. Each committee member will use a rubric created by the selection teams to score all initial application materials and interview performance for the following criteria based on candidate's knowledge, skills, and dispositions of the five parts of the Teacher Leadership Skills Framework (CSTP):

- Working with adult learners
- Communication
- Collaboration
- Knowledge of content and pedagogy
- Systems thinking

Two lenses will be applied throughout the interview process—(1) does the candidate give evidence that s/he is a reflective practitioner; (2) is s/he coachable? Knowing that finding “fully-formed” candidates may be unlikely,

especially during initial implementation of a teacher leadership program, we will instead seek to find candidates who possess the ability and habits of mind to learn and grow into the position.

The selection team will organize scores then discuss the top candidates and reach consensus on a choice for each position. The selections will be recommended to the superintendent for final review.

District learning coordinator interview process:

- Prepare and present a professional development lesson to selection team
- Answer interview questions via the members of selection team
- Provide artifacts that show evidence of exemplary performance of leadership duties
- Demonstrate understanding of the five parts of the Teacher Leadership Skills Framework (CSTP)

Learning coach interview process:

- View a video recording of a classroom lesson; present written feedback regarding instruction presented in the video
- Answer interview questions via members of selection team
- Provide artifacts that show evidence of exemplary performance of leadership duties
- Demonstrate understanding of the five parts of the Teacher Leadership Skills Framework (CSTP)

Model teacher interview process:

- Answer interview questions via members of selection team
- Demonstrate understanding of the five parts of the Teacher Leadership Skills Framework (CSTP)

Selection Teams

The TLC team chose a tiered hiring process: beginning with the district learning coordinator, then learning coaches, and lastly model teachers. Selection teams will review initial applications. Exceptional candidates for each respective leadership role will be chosen to complete the rest of the selection process.

District learning coordinator selection team will include:

Two administrators (1 elementary principal, 1 MS/HS principal) and three teachers (each building principal will choose 1, and the FMEA will choose 1). The teacher selected cannot be an applicant for the position.

Learning coach selection team will include:

Two administrators (1 elementary principal, 1 MS/HS principal) and 3 teachers (the newly chosen District Learning Coordinator, 1 teacher chosen by the FMEA, and 1 chosen by the principals).

Model teacher selection team will include:

Two administrators (1 elementary principal, 1 MS/HS principal) and 3 teachers (the newly chosen District Learning Coordinator and the 2 newly chosen Learning Coaches).

Annual Review of Assignment

Teacher leaders' effectiveness and professional growth review, performed by the district lead team (DLT), comprised of the elementary Building Leadership Team and the secondary Building Leadership Team, shall include:

- Peer feedback on effectiveness of teachers' performance of duties specific to teachers' leadership role
- Performance evaluation with principal, including review of Complete Teacher Leadership Skills Self-Assessment (CSTP)
- Documented compliance with job responsibilities

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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.*

## Part 7-Teacher Leaders' Role in Professional Development

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

Teacher leaders will be primarily responsible for planning & implementing PD. They will use the IPDM Cycle of Professional Development in their planning for PD & as a guide for working with teachers. These steps are highlighted in the following sections.

### Goals

- By March 2016 FM will offer enhanced career opportunities to all eligible teachers, & 25% of teaching staff (9) will be selected to serve in teacher leader roles using stakeholder-generated criteria & processes.
- During 2016-17 F-M will have 9 teacher leaders in place, trained in role responsibilities & supporting teachers' professional growth: 1 District Learning Coordinator (DLC), 2 Learning Coaches (LCs), 6 Model Teachers (MTs)
- During 2016-17 all career teachers & mentees will receive ongoing feedback & meaningful support through the TLC system.
- Teachers' implementation of training components of PD plan will increase from Fall 2016 to Spring 2017.

### Roles

- DLC (1 full-time extended contract)-DLC will be responsible for guiding the district's PD; will meet with other teacher leaders to determine the effectiveness of PD & implementation of instructional strategies; & will use data to make decisions pertaining to professional growth and TLC goals.
- LCs (2 partial-release)-LCs will plan & implement PD in conjunction with the DLC; will analyze data on student achievement; & will provide one-on-one & small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, & reflection, based on classroom observations, student data, & teachers' goals.
- MTs (6 partial-release)-MTs will help the DLC facilitate as well as participate in PD & will provide a venue where all teachers can observe high-quality instruction & implementation of key district initiatives & instructional strategies.

### Roles Aligned with Goals

Enhanced career opportunities are fulfilled by providing TLC roles to 25% of FM's staff. The DLC and LCs will have roles, which will meet TLC professional growth goal through PD while providing feedback to all teachers. MTs will provide meaningful support for new teachers to meet the TLC goal to enhance FM's mentoring program, which will increase teacher retainment. All roles will work together to improve instructional strategies to increase student achievement.

### Alignment to IPDM

IPDM will guide teacher leaders. The elementary staff has implemented a 30-minute block into their English/Language Arts time as a result of PD in Multi-Tiered Systems of Support. This block is used to target specific needs of individual students. Authentic Intellectual Work has guided PD at the secondary level, as teachers have developed 1 or more Project-Based Learning unit to use in the classroom.

PD effectiveness will be evaluated by observations & direct feedback from staff. We will also monitor the level of teacher implementation & resulting impact on student achievement. This information will allow for mid- & end-course adjustments to PD delivery.

Another vital role for teacher leaders is related to IPDM's operating principle of simultaneity. The 3 positions created in FM's TLC plan will support teachers in making connections between initiatives & seeing how they build on and support one another.

Teacher leaders will work to ensure that past strategies & initiatives are maintained & strengthened over time. Using teacher leaders will enable the district to provide high-quality PD in a variety of settings & with varying levels of support to meet needs of teachers & the high standards laid out in IPDM.

The IPDM steps and FM's alignment to them include:

- Collecting & analyzing student data-FM teacher leaders, along with administration, will collect student data, analyze & design a plan for making instructional decisions. New instructional strategies will then be aligned to those needs to create a plan for weekly PD meetings.
- Goal setting for student learning-FM teacher leaders will use student data to determine goals for focus during PD

meetings. Each PD meeting will be designed around a research-based classroom strategy, which will then become the focus of instruction in classrooms during following weeks. Follow-up discussion on the strategy will continue in future PD meetings.

- Designing PD-FM teacher leaders will research & design appropriate topics for PD meetings, aimed at ensuring students master lacking academic skills. These plans will be carried out at weekly PD meetings & through collaboration by all teachers.
- Collaboration-Building level team meetings will be spent identifying specific goals & learning how to attack deficit learning on certain skills. A plan will be put in place & carried out during future weeks in classrooms.
- Implementation-Teacher leaders will support initial & career teachers in implementing refined teaching strategies.
- Formative evaluation-Formative data will be collected to document student growth & determine student needs. This data helps refine student grouping, pinpoint skill areas needing re-taught or a refocus, & re-alignment of instruction.
- Program evaluation (summative)-FM's teacher leaders will utilize all data collection, including student assessments, walk-throughs, teacher surveys, PD implementation, etc. to create a summative program evaluation to show the overall results of the TLC system at FM each spring.

For FM to attain student achievement goals, action steps include teacher leaders & administration members working together using ongoing assessments, collaboration, evaluation, communication, & planning. It is a cycle that does not stop.

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.

**Part 8-Determining Effectiveness and Monitoring the Plan**

Goal	Short-Term Measures of Effectiveness	Long-Term Measures of Effectiveness
<p>By March 2016 Fremont-Mills CSD will offer enhanced career opportunities to all eligible teachers, and 25% of teaching staff (9) will be selected to serve in teacher leader roles using stakeholder-generated criteria and processes.</p>	<ul style="list-style-type: none"> <li>• Training plan for positions in place</li> <li>• Selection Team appointed</li> <li>• Leader positions posted</li> <li>• Application process in place</li> <li>• Interviews scheduled</li> <li>• Hiring process completed</li> <li>• Teacher leaders hired</li> </ul>	<ul style="list-style-type: none"> <li>• # of teachers serving in a leader role each year</li> <li>• Type of leader training provided based on identified prof growth needs</li> <li>• Job descriptions &amp; selection criteria revised based on feedback</li> <li>• Salaries paid at intended levels</li> </ul>
<p>During 2016-17 Fremont-Mills will have 9 teacher leaders in place, trained in role responsibilities and supporting teachers' professional growth:</p> <ul style="list-style-type: none"> <li>• 1 District Learning Coordinator</li> <li>• 2 Learning Coaches</li> <li>• 6 Model Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• TL trainings completed</li> <li>• Minutes from PD planning and teacher leader meetings</li> <li>• PD designed to meet learning needs based on data</li> <li>• Frequency &amp; type of collaboration with teachers &amp; mentees using Woodruff Instructional Coaching Scale</li> <li>• Self-evaluation of leaders' professional growth 3 times/year using Teacher Leadership Skills Framework (CSTP)</li> </ul>	<p>Teacher leaders' effectiveness will be evaluated annually 3 ways:</p> <ul style="list-style-type: none"> <li>• Peer feedback on the effectiveness of the teachers' performance of duties specific to the TL's role</li> <li>• Performance evaluation with principal, including review of Complete Teacher Leadership Skills Self-Assessment</li> <li>• Documented compliance with job responsibilities</li> </ul> <p>Teacher leaders' professional growth will be evaluated annually 2 ways:</p> <ul style="list-style-type: none"> <li>• Develop 2-3 SMART goals on Individual Professional Development Plan identifying areas for growth based on both Iowa Teaching Standards &amp; Teacher Leader Measures of Effectiveness; measure progress made as part of district teacher evaluation system</li> <li>• Complete Teacher Leadership Skills Self-Assessment (CSTP) 3 times/year</li> </ul>
<p>During 2016-17 all career teachers and mentees will receive ongoing feedback and meaningful support through the TLC system.</p>	<ul style="list-style-type: none"> <li>• Frequency &amp; type of collaboration with teachers &amp; mentees using Woodruff Instructional Coaching Scale</li> </ul>	<ul style="list-style-type: none"> <li>• Mentee survey data on perception of effectiveness of mentoring</li> <li>• Teacher survey data on perception of effectiveness of TLC program</li> </ul>
<p>Teachers' implementation of training components of PD plan will increase from Fall 2016 to Spring 2017.</p>	<ul style="list-style-type: none"> <li>• Teacher participation in Group Processing Summary during PD</li> <li>• Frequency &amp; type of collaboration with teachers &amp; mentees using Woodruff Instructional Coaching Scale</li> </ul>	<ul style="list-style-type: none"> <li>• # of teachers creating &amp; assessing AIW units that bundle teacher tasks, instruction, student performance</li> <li>• # of teachers increasing type of collaboration with coach using Woodruff's Instructional Coaching Scale</li> <li>• Teacher survey data on perception of effectiveness of PD</li> </ul>

Annual performance evaluations will measure teacher leaders' effectiveness and growth. Monthly and bi-monthly

meetings and ongoing data collection ensure TLC goals are aligned with changing needs.

TLC system goals will be revised annually based on data gathered from student achievement results, self-assessments, implementation walkthroughs, surveys, and minutes from meetings with stakeholders.

Annually, the district leadership team (DLT), consisting of the District Learning Coordinator, Learning Coaches, Model Teachers, and administrators, will revise job descriptions and responsibilities for teacher leader roles based on identified needs. Teacher surveys on the effectiveness of the leader positions and teacher leaders' feedback on School and District Capacity to Support Teacher Leadership Assessment (CSTP) will inform DLT on needed changes as system grows and develops.

The DLT will facilitate a bi-annual review of the implementation of the TLC Plan with the Community TLC Stakeholder Committee, TLC team, Administrative Team and PK-12 teachers through informational presentations and discussions. The administrative team will facilitate a quarterly review and assessment of people filling the leadership positions, and recommend additional training, resources and supports as necessary for teachers to grow as teacher leaders. The DLT will complete an annual review to determine the appropriateness of resource allocation, and to review leadership roles as part of a coherent instructional improvement strategy. The DLT will analyze feedback obtained from PD surveys completed by staff to determine effectiveness of the delivery of PD, the content of PD, and the collaborative efforts of the teacher leader positions as assigned by the FM TLC grant proposal. The DLT and administrators will meet to review data gathered to determine teacher leaders' effectiveness and growth.

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

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)**

## Part 9-Capacity to Implement and Sustain the Plan

### Capacity

Fremont-Mills Community School District (FM) is well-positioned to support our Teacher Leadership & Compensation (TLC) plan. The district has had support from the superintendent, school board, & principals in past & current initiatives, including Authentic Intellectual Work (AIW), Project-Based Learning (PBL), Science Writing Heuristic (SWH), Every Learner Inquires (ELI), Response-to-Intervention (RTI), & literacy through training, resources, funding, discussion at board meetings, & sharing of outcomes among stakeholders.

FM's TLC plan calls for 1 District Learning Coordinator (DLC), who will serve grades K-12; 2 Learning Coaches; & 6 Model Teachers. We have faculty members in both buildings who have received intense PD training in the above mentioned district initiatives. This increases our pool of applicants for the various positions & encourages people to remain in leadership positions for as long as they are successful.

### Implementation

The TLC team has created a plan to implement the TLC system with integrity for the 2016-17 school year:

- Rigorous selection process with selection committees in place that include teachers & administrators
- Clear outline of requirements, preferred qualifications, & responsibilities for each role
- Evaluation system with rubrics created that directly correspond to role responsibilities, expectations, & effectiveness
  
- Peer reviews
- Compensation that is enticing & warranted for increased leadership duties & time commitments
- Variety of leadership roles & levels of leadership
- Green Hills AEA training for administrators & TLC leader positions

FM has active Building Leadership Teams in both district buildings, whose members take a leading role in planning, facilitating, & analyzing building PD with the IPDM profile rubric, as well as collaborating in PD teams since the AIW initiative. FM has several active committees, such as SIAC, Technology Committee, & Facilities Committee on which our teachers have active roles in making decisions that impact our building & district. Our teaching staff is comfortable with the idea of distributive leadership.

### Persons Responsible

**Superintendent** - Keep lines of communication open amongst all leaders & stakeholders concerning the TLC program

**Principals** - Responsible for continually providing the vision for the TLC plan. Work with teacher leaders regularly & help classroom teachers understand teacher leader roles.

**Teacher Leaders** - Work one-on-one with staff to build relationships & trust to focus on the key elements of the TLC program. The DLC will be able to help others understand what leader roles encompass outside the classroom.

### Sustainability

Teacher support of the plan & built-in checks & balances, included to assess & evaluate the effectiveness of the plan, will aid the sustainability of the TLC plan. This will allow for system changes, should the following measures warrant it:

- The DLT will facilitate a bi-annual review of the implementation of the TLC Plan with the Community TLC Stakeholder Committee, TLC team, Administrative Team & PK-12 teachers through informational presentations & discussions.
- The Administrative Team will facilitate a quarterly review & assessment of people filling the leadership positions, & recommend additional training, resources, & necessary supports for teachers to grow as teacher leaders.
- The DLT will complete an annual review to determine the appropriateness of resource allocation. Funding allocated to each role will be reviewed to see if teachers are properly compensated for the level of responsibility & amount of time

devoted to the leadership position. Resources allocated to teacher leader training, including additional contract days & the amount & types of professional learning offered to teacher leaders, will also be examined to determine if changes need to be made to better compensate and/or prepare teacher leaders for their roles.

- Should TLC funding be revoked from the state, the DLT, administrators, & school board will review internal finances to determine if the district can sustain the most important aspects of the program--allowing teachers time to self-assess current teaching strategies, & collaborate with leadership positions to improve student achievement. To relieve financial burden on the district, the DLT would look to restructure the duties of the leadership roles & establish collaborative PD planning teams.
- The DLT will complete an annual review of leadership roles as part of a coherent instructional improvement strategy. During this review, the team will look at data to determine if other roles are needed to advance district initiatives & increase leadership capacity among staff or to more directly impact student learning & achievement. The number & types of roles offered will also be analyzed to see if staffing is commensurate with district needs. The cohesiveness of the leadership roles will also be examined to ensure the collaboration between leadership positions is effectively moving the district toward reaching student achievement goals.
- The DLT will analyze feedback obtained from PD surveys completed by staff to determine effectiveness of the delivery of PD, the content of PD, & the collaborative efforts of the teacher leader positions as assigned by the FM TLC grant proposal.
- The DLT & administrators will meet to review data gathered to determine teacher leaders' effectiveness & growth.

The monitoring & evaluation process will be a transparent process overseen by our administrators & DLT. FM also plans to seek assistance from the Green Hills AEA when necessary to improve or provide PD for our teacher leaders. FM will communicate regularly via the school website, district newsletter, local newspaper, & public forums to keep all stakeholders informed about plan implementation & effectiveness.

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## Assurances

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

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

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

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

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

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

## 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.	\$25,000.00
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).	\$104,200.00
Amount used to provide professional development related to the leadership pathways.	\$12,600.00
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>	\$4,534.24
<b>Totals</b>	<b>\$146,334.24</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	<b>468.0</b>
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	<b>\$146,334.24</b>
Total Allocation	<b>\$146,334.24</b>

## Other Budgeted Uses - Description

Item description	Amount budgeted
	<b>\$0.00</b>

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## Total Allocation Budgeted

Total Projected Amount to be Expended **\$146,334.24**

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

Remaining Allocation to be Budgeted **\$0.00**

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## 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)

**Part 10-Budget**

Enhanced career opportunities are fulfilled by providing paid teacher leader roles to 25% of FM’s staff. The district learning coordinator is a full-time position and will receive the majority of the TLC funds, while the learning coaches will use 20% of their contracted time and will earn a smaller portion of the TLC funds. The district learning coordinator and learning coaches will have roles, which will meet the TLC professional growth goal through PD while providing feedback to all teachers. The model teachers will provide meaningful support for new teachers to meet the TLC goal to enhance FM’s mentoring program, which will increase retention of teachers. All roles will work together to improve teacher instructional strategies to student achievement.

Initial teacher salary shall be at least \$33,500 which the Fremont-Mills Community School District is currently above.

\$146,334.24 covers the FM contracted salary and benefits of the appointed District Learning Coordinator, the compensation, and additional contract days for 9 leadership roles in the district, as well as professional development, substitute teachers, supplies, training, transportation, and other costs associated with the implementation of this grant. The chart below outlines an estimated budget for the use of Teacher Leadership Supplement Funds to support our TLC plan. Leadership duties are fulfilled during PD time, before, during or after school hours, or during prep periods. The salary supplements cover the additional leadership responsibilities leaders will be undertaking. The additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities.

<b>Compensation for Teacher Leadership</b>		
<b>Role</b>	<b>Additional Contract Days</b>	<b>Compensation</b>
<b>Number of Positions</b>	<b>Percent of Classroom Time</b>	<b>Total with FICA/IPERS Benefits</b>
<b>District Learning Coordinator</b>	<b>10</b>	<b>\$10,000</b>
<b>1 full-time</b>	<b>0%</b>	<b>\$90,000</b>
The District Learning Coordinator will be responsible for guiding the district’s professional development (PD); will meet with other teacher leaders to determine the effectiveness of PD and implementation of instructional strategies; and will use data to make decisions pertaining to professional growth and to TLC goals.		
<b>Learning Coaches</b>	<b>5</b>	<b>\$5,500</b>
<b>2 partial- release</b>	<b>80%</b>	<b>\$13,000</b>
The Learning Coaches will plan and implement PD in conjunction with the District Learning Coordinator; will analyze data on student achievement; and will provide one-on-one and small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, and reflection that is based on classroom observations, student data and teachers’ goals.		
<b>Model Teachers</b>	<b>1</b>	<b>\$2,000</b>
<b>6 partial- release</b>	<b>95%</b>	<b>\$12,000</b>
The Model Teachers will help the District Learning Coordinator facilitate as well as participate in PD and will provide a venue where all teachers can observe high-quality instruction and the implementation of key district initiatives and instructional strategies.		
<b>Substitute Teachers</b>	<b>80</b>	<b>\$12,180</b>
<b>N/A</b>	<b>N/A</b>	<b>\$14,200</b>

<b>Substitute Teachers will fill in when teacher leaders attend professional development or are performing leadership duties.</b>		
	<b>TLC Compensation Budget</b>	<b>\$129,200</b>

<b>Other expenses including training, supplies, travel, msc.</b>	<b>\$17,134.24</b>
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<b>Total Budget</b>	<b>\$146,334.24</b>
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Distributing compensation in this manner will allow us to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe if we recruit, develop, and promote excellent teachers, providing supports and professional growth opportunities for new and veteran teachers, professional satisfaction and student learning will then increase.

The budget reflects the commitment we have to structuring time for collaborative work between teachers and teacher leaders to positively impact student achievement. We also believe that we are giving highly effective teachers opportunities to grow by offering nine meaningful, differentiated leadership roles to at least 25% of our district's teaching staff.

The budget also reflects our commitment to improving instructional practices grounded in the Iowa Core through collaboration and feedback by allocating resources to members of the district lead team as they meet to evaluate successful implementation of the TLC plan.

Our budget reflects our goal of allowing teachers to receive more frequent training, collaboration and feedback opportunities in order to grow professionally. We accomplish this through providing resources in areas that we believe will positively impact student learning and achieve the vision of our plan.