



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017
117098 - GMG Teacher Leadership and Compensation Plan; Spring 2015
Teacher Leadership and Compensation System

Status: Under Review
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Organization Information

Organization Name:	GMG Community School
Organization Type:	K-12 Education
Tax ID:	42-6001908

DUNS:

Organization Website:

www.garwin.k12.ia.us

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306 Park Street

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Iowa

50632

City

State/Province

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Benefactor

Vendor Number

Recipient Information

District

GMG Community School District

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

County-District Number

86-2682

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

Honorific

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TLC Application Contact

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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)

TLC Plan Summary

The GMG Teacher Leadership and Compensation Plan was designed to significantly improve teaching and learning opportunities throughout the district. Interested stakeholders were recruited to participate in a collaborative process to develop a teacher leadership plan for the GMG Community School District. The majority of planning time was before school or during the school day; a portion of the planning grant was used to compensate individuals, as well as to pay for substitute teachers. The morning sessions allowed community members to provide input. The plan will enhance entry into the teaching profession, along with providing many opportunities for teacher-leaders to take on greater responsibility for, and contribution towards, high levels of student learning. The GMG Teacher Leadership and Compensation Plan creates four different types of teacher leaders roles; Instructional Coach, Curriculum and Professional Development Leader, Model Teacher, and District Leadership Team Member.

The Instructional Coach will work collaboratively with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine understanding of research-based effective instructional practices. In addition to modeling and co-teaching, the instructional coach will be expected to enhance teacher knowledge and skills of differentiating instruction, response to intervention, and act as a data coach, in order to assist staff in using data to help drive instructional decisions.

The Curriculum and Professional Development Leader will facilitate, integrate, and work to continuously improve curriculum. This individual will also take a lead role in planning and coordinating professional development opportunities aligned with individual, building, and district goals, and continue to guide the district in alignment with the Iowa Core.

District Leadership Team Member is another teacher-leader position, and these duties are in addition to their full time teaching position. District Leadership Team members are responsible for all aspects of the Iowa Professional Development Model's continuous cycle, including collecting and analyzing student data, goal setting, selecting content, designing the professional development process, the ongoing cycle of training and learning opportunities, ongoing data collection (formative assessment), and program evaluation (summative assessment). District Leadership Team members meet periodically both during and outside the traditional school year.

Model Teacher positions are full time teachers with additional duties and compensation. Model Teachers will review and reinforce best practices and effective strategies with beginning teachers, and others as assigned by the building principal. They will collaborate with the District Leadership Team as needed on selection and delivery of professional development programs, and will model instructional strategies and other content from professional development for teachers. Model teachers will also take a lead role in assisting new teachers (both new to the profession, as well as veteran teachers new to the district) with programs and initiatives at GMG.

The roles of each of these four position included in the GMG Teacher Leadership and Compensation Plan are intertwined, creating a cohesive and focused plan to improve instruction. The Instructional Coach, Curriculum and Professional Development Leader, Model Teachers, and District Leadership Team Members will meet regularly and work collaboratively in order to maintain focus on building and district goals. A clear and systematic method of analyzing the impact of the plan has been developed, as well as processes in place for monitoring and adjusting the plan as needed to increase its effectiveness. As one of the pilot districts over a decade ago in the Iowa Association of School Boards "Lighthouse Project" to fully integrate the Iowa Professional Development Model, GMG has shown that it is capable of creating and sustaining collaborative efforts to improve education. The current plan is designed to place approximately 25% of teachers into a teacher-leadership position, and there is excitement generated by taking advantage of the opportunities provided in the Teacher Leadership and Compensation Plan to improve teaching and learning at GMG.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from 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).

Recruiting stakeholders in the design of the Teacher Leadership and Compensation plan

Planning Grant Time: Interested stakeholders were recruited to participate in a collaborative process to design and develop a teacher leadership model. A group consisting of the superintendent, building principals, teachers, two AEA 267 staff members, and two parents collaborated to form the Teacher Leadership and Compensation (TLC) Plan Committee at GMG. In order to provide for a diverse and collaborative committee, among the teachers involved, there were members from all attendance centers, from the District Leadership Team, and from the GMG Education Association.

In year one, 75% of the grant was used to fund stipends for staff that collaborated on this process outside the regular school day. The remaining 25% is to be allocated in year two for additional planning time. The planning team met twice monthly from October, 2013 - January, 2014, periodically afterwards, and individuals and subcommittees also worked separately outside these meetings on researching ideas to incorporate into the TLC plan.

Engagement and Contributions of Stakeholders: The TLC committee used both state-provided and locally determined resources to research information pertaining to all aspects of the TLC plan, including goals of a plan, potential roles and responsibilities, selection processes, impact on current structures for teaching and learning in the district, and budgetary considerations. These ideas were then shared and discussed with the entire committee. Team members engaged in outside reading of Department of Education documents, along with other supporting literature and resources. Using a shared Google Document, all team members have had access to the plan throughout the design process.

Since the GMG plan wasn't approved in year one, the committee reviewed our plan, the scoring rubric, and attended additional trainings in June and August 2014; AEA 267 "TLC System Planning Workshop". Through this training and subsequent meetings, our team revised and improved the plan for submission in the 2014-15 school year. In year two of the planning process (2014-15) the planning committee has also had a chance to review successful plans from other small districts that are implementing a TLC plan (such as Hudson and East Marshall) to gain further insight and recommendations from those schools.

Commitment From Stakeholders: All stakeholders involved have been an integral part of the planning process and are committed to its success.. The TLC Committee has also shared the legislative requirements and district plan with the GMG Board of Education, in order to better educate them on the process and seek additional input from the board level.

Input from our parents was beneficial as they provided perspective from their careers, as well as their role as parents and community members. The parents on the committee have some awareness of programs and leadership structures, but as they became more informed about the possible roles of the TLC plan and how they can enhance teaching and learning, there was a clear commitment to maximize available resources to build and sustain a quality TLC plan. Committee members are dedicated to the idea of making a good faith effort to involve 25% of staff in a leadership capacity, as it was often stated that we need to build leadership capacity and not rely on just a few individuals to be teacher-leaders.

Our teachers provided very valuable input into the process. Several involved are members of our District Leadership Team, which currently analyzes student data and plans for professional development opportunities. Our teachers on the DLT know that the TLC teacher-leader positions will be a valuable addition, and they are able to bring their experiences as current teacher-leaders in helping to determine the specific role and duties of those that take on the new TLC positions.

All members of the committee agreed that having more instructional leaders to distribute leadership responsibilities would greatly benefit our staff and improve student learning opportunities. By identifying a variety of leadership roles and responsibilities, the committee is convinced that the level of support needed for teachers to be successful will improve significantly. Each of these groups has committed to the idea that the TLC plan is a positive step forward in attracting and supporting teachers, providing new leadership roles for staff, and places a greater focus on, and capacity to improve, student learning outcomes at GMG.

Summary of TLC Committee Work

Date	Meeting / Workshop	Purpose
10/08/2013	District Leadership Team Meeting	Review state guidance on Teacher Leadership and Compensation legislation, and discuss formation of TLC committee
11/11/2013	GMG School Board Meeting	Review state guidance on TLC with school board

11/12/2013	TLC Committee Meeting	Review research and literature from state TLC guidance
12/03/2013	GMG Teacher Inservice	Discussion of TLC with staff and gather input from other teachers not on committee
12/11/2013	TLC Committee Meeting	Continue review of research and literature, district goals, and crafting the plan
01/12/2014	GMG School Board Meeting	Review current plans with GMG board, and gather input from board members
01/27/2014	TLC Committee Meeting	Continue to develop and refine TLC plan
05/06/2014	TLC Committee Meeting	Reviewed and began major revisions to TLC plan
07/29/2014	AEA 267 TLC Workshop	AEA led a TLC planning workshop; continued plan revision
08/05/2014	District Leadership Team	Reviewed TLC plan revisions; gather input for further recommendations on changes/improvements to plan
09/04/2014	Joint BCLUW/GMG administrative meeting	Met jointly with principals and shared Director of Curriculum and Innovation (new position) to review and make recommendations for plan
10/2/2014	TLC Committee	Further review plan, and refine to better match vision and goals
10/16/2014 - 05/13/2015	TLC Committee	Further review and revision of TLC plan to better match vision and goals of program.

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.

Our district's mission is that **the GMG Community School District will develop high achieving learners who demonstrate responsibility, citizenship, and capacity for change so they will make a commitment and positive contribution to a global society.** Our Teacher Leadership and Compensation Plan will be a great step in helping GMG fulfill this mission, as it will lead directly to staff that are better prepared to develop these high achieving learners. Through this TLC plan, the GMG Community School District's vision is to enhance our existing professional development model that includes PLCs and peer coaching learning teams with additional support through leadership roles in our District. This involvement will continue our work in developing high achieving learners throughout the District. We believe that by involving highly effective teachers for these positions, including Instructional Coach, Curriculum and Professional Development Leader, Model Teachers, and District Leadership Team members, we will be also be able to incorporate at least 25% of the teaching staff into a leadership roles. Due to lower proficiency in reading than other subject areas, our initial focus of the Instructional Coach is to be that of reading comprehension. This individual will be able to work with all staff to improve reading strategies across curriculum and grade levels. GMG has also adopted the state's Multi-Tiered Systems of Support (MTSS) initiative, and the instructional coach will be vital in working with our staff through the MTSS program, to assist teachers in providing effective literacy strategies for students. A more individualized approach to education is key for success in MTSS, and the Instructional Coach will work to improve and integrate literacy strategies for all students, regardless of their current academic level. The Curriculum and Professional Development Leader will facilitate, integrate, improve and enhance curriculum. This leader will coordinate these activities with the District Leadership Team. Model teachers will be able to demonstrate new and effective reading strategies for staff, as well as to help integrate new teachers to the profession.

GMG has also been involved with the creation of a new position in 2014-15 shared with a consortium of area districts, Director of Curriculum and Innovation. The Director of Curriculum and Innovation works to support Iowa Core implementation, PLC development, and provides professional development and support of effective ways to integrate technology. This individual will also work closely with new teacher-leaders to further support these programs and other district initiatives.

The GMG Teacher Leadership and Compensation plan will directly contribute to an effective and collaborative educational environment that results in high levels of student learning. To meet this vision, our TLC plan closely aligns with state goals for the program:

Goal 1. Enhance learning for all students by building teacher capacity through implementation of effective instructional practices.

Goal 2. Attract able and promising new teachers, and retain effective teachers, by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

Goal 3. Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

Goal 4. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

GMG has long-term academic goals that all students will achieve at high levels in reading, math, and science, along with a goal to enhance student learning through effective incorporation of technology. We believe that the teacher-leadership roles as described in our plan will be used to positively impact curriculum, instruction, and assessment in all of these areas. The District Leadership Team performs ongoing data review of student achievement, and will use student achievement goals to help drive the work of teacher-leader positions. While trend data at GMG for student achievement is generally higher than state averages, the elementary is currently a SINA school in the area of reading, and our secondary reading data trends lower than that in math and science achievement scores (see attached table). For these reasons, the TLC Planning Committee is planning to use funds available to employ an instructional coach with a strong background and skills in instructional methods in reading and related literacy skills.

The Teacher Leadership Compensation Plan will ensure that the GMG school district will continue to offer a competitive base salary and opportunities for veteran teachers to move into support roles as instructional coaches or model teachers and for new teachers to receive support from the coaches and models. Our plan promotes collaboration by developing and supporting opportunities for teachers to learn from each other. A framework for collaborative professional development has already been established at GMG, as our district was one of the original participants in the Iowa School Board Association Lighthouse Project. Through our work with IASB and a neighboring district, BCLUW, our district leadership recognizes the benefits of effectively implementing the Iowa Professional Development Model, including collecting and analyzing data, providing and supporting research-based strategies for teachers to support increased student achievement, and evaluating progress. Our

TLC plan will be a great next step in the evolution of how our district implements the Lighthouse Project.

GMG Iowa Assessments Proficiency Data; 2013-14

Grade	Reading % Prof.	Math % Proficient	Science % Proficient
4	73.8	85.7	97.6
8	78.1	93.7	87.5
11	75.7	89.2	73.7
District Total Grades 3-11	74.9	88.4	85.9

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 GMG TLC Plan: Connecting, Supporting, and Strengthening School Improvement Processes

Both attendance centers at GMG have collaborative teams of teachers in place to work towards school improvement initiatives.

This practice was implemented in 2003-04 as part of a pilot "Lighthouse Program" from the Iowa Association of School Boards; designed to implement the Iowa Professional Development Model. As the format for these collaborative teams, GMG has formed Professional Learning Communities (PLCs). Teachers meet regularly to engage with colleagues on three crucial questions that drive PLC work:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

MTSS and Iowa Core

Embedded in this PLC work at GMG Elementary is the Iowa Multi-Tiered System of Supports (MTSS) initiative: a multi-tier approach to early identification and support of students with learning and behavior needs. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Instructional coaches will take part in training in MTSS processes, and assist teachers with effective instruction and intervention strategies. The new model teacher roles created by the TLC program will be expected to facilitate PLC meetings, and move teachers forward in their work to answer these vital questions related to curriculum, instruction, and assessment. The Curriculum and Professional Development Leader will also play a crucial role in examining and making recommendation related to curriculum and inservice opportunities that enhance the literacy focus of MTSS.

GMG engaged in the Iowa Core "deeper investigations in English Language Arts" training in 2013-14. This learning enables educators' ability to make instructional decisions based on essential content and skills. Teachers developed and implemented essential learnings in Iowa Core literacy. By expanding teacher leadership roles, we will continue to support growth towards meeting requirements of early literacy in the state. As the district continues working towards greater alignment of the Iowa Core, teacher-leaders in the district, including the Instructional Coach, Curriculum and Professional Development Leader, and Model Teachers, will take lead roles in assisting teachers with curriculum alignment and best practices in classroom instruction that is aligned to the Iowa Core.

Literacy Block

The GMG Elementary is currently engaged in reshaping our literacy block. The building blocks of this transformation started during the 2013-2014 school year. The professional development focus during that school year was the Iowa Core "deeper investigations" in English and language arts. This learning has enhanced our educators' ability to make instructional decisions based on essential content and skills for all students. The result of this learning led to the development of "I Can" statements.

These statements are simplified versions of the English Language Arts Iowa Core Standards. During the 2014-2015 school year these statements will be sent home to parents and displayed in classrooms so students know what they are expected to learn.

Professional development time in 2014-15 is spent investigating scientifically researched based strategies in the area of literacy, and effective literacy block components. The teaching staff will be investigating these elements in their professional learning communities, trying them in their classrooms, and sharing their results. The end result of this will be a cohesive school-wide literacy block where all students are getting their core needs met. The ending model will be a workshop type model. In our teacher leadership model, the instructional coach, curriculum and professional development leader, and model teachers will collaborate with classroom teachers to make this literacy block successful. The first phase in the workshop model is to have our model teachers start to phase in the program. The curriculum leader and instructional coach will support those model teachers. The second phase will expand the model to the rest of the building where the help of our teacher leaders for implementation is critical.

Technology and Reading at GMG Secondary:

GMG Secondary is a 1:1 laptop school in grades 7-12. A continuing emphasis in the district is to help staff focus not simply on greater access to technology for students, but in how effective uses of technology can positively impact student learning. This need is reinforced by our Clarity Bright Bytes technology survey data (given to students, parents, and staff multiple times during 2014-15). Our teacher-leaders will facilitate conversations and training on how effective uses of technology can help teachers differentiate instruction, foster skills of collaboration and creation among students, and methods of using modern technologies to promote real-world and higher order thinking skills. Effective uses of technology in instruction and assessment also

addresses several of the 21st Century Skills found in the Iowa Core.

Through analysis of recent trends in our student achievement data, district leadership has also identified reading comprehension at the secondary level as an area of concern and focus. The new teacher leaders will be vital in working collaboratively to select research-based, effective reading comprehension strategies that align to the Iowa Core, demonstrate the impact of these strategies, then continue to model and provide coaching for our staff in infusing these reading strategies into the various content areas.

As described, we have several initiatives in place for school improvement and collaborative processes developed to continue this work. New teacher leaders will provide deep, interwoven, and systemic support for school improvement.

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)

The GMG TLC plan will improve entry into the teaching profession

Whether due to retirement or teachers moving to more urban or suburban Iowa districts, hiring new staff and the related components of entry into the profession is a continual consideration at GMG. Due to anticipated retirements, we expect to have a significant level of new teaching staff enter the district within the next 3-5 years. Small rural schools often struggle to recruit and retain teachers, especially in high demand areas. It is critical that we make teaching and learning a positive experience for new staff, and provide the training and resources needed for successful entry into the profession.

The funds generated from our plan will be used to meet minimum salary requirements, support professional learning, hire staff to fill the instructional time gaps created by teachers moving to new leadership positions outlined in this plan, fund the stipends of our newly created leadership positions, and to pay for substitutes or other related costs during the regular school day for time that new staff are observing and collaborating with other teachers. The money we receive will fund initiatives which will greatly enhance the opportunities available for teachers in our district. The teacher leaders will be teaching and modeling best practice, giving constructive feedback, and collaborating and conferencing to improve teacher instruction. This aligns with the Iowa Professional Development Model.

What we Have Now

GMG currently has its own mentoring and induction program. The strengths of this approach include collaborating and sharing ideas with other GMG teaching staff, receiving quality instruction around issues facing new teachers, and accessing a broader network of colleagues for ideas and support. The current mentoring plan is based on the five components for successful professional development: theory, demonstration, practice, coaching, and feedback. These components are embedded in our district's program.

How the TLC Plan will be an Improvement

Though the current framework for mentoring is sufficient in many ways, the training provided could be strengthened to better meet the needs of new teachers. In addition to their mentor, the Model Teachers will provide much greater levels of support, exposure to different teaching styles and strategies, and will further build the professional relationships that are critical for the success of new teachers. With our current system, we do not have a formal support system for experienced teachers that are new to GMG. Though the current administrators may check in more frequently with those new teachers, with the approval of our TLC plan, a formal process of induction for new staff will be established. New teachers will have an additional contract day prior to the start of the school year, and will work with Model Teachers during this time, and in subsequent follow-up meetings, on district and building procedures and initiatives. With the TLC plan we are proposing, and support from the Model Teachers to all teachers new to the district (whether they are new to the teaching profession or veteran teachers that are new to GMG) we believe we will develop a highly effective mentoring program for ALL new teachers. Providing support for new teachers to our district is critical not only to individual teacher development, but also to our progress as a district. The varied roles in the TLC plan all play a part in supporting new teachers at GMG. In addition to the direct connection with a mentor, new teachers will have the support of Model Teachers who will provide assistance through modeling instruction and data driven conversations. During District Leadership Team (DLT) meetings, leaders will collaborate around the various levels of supports these new teachers receive or may need. The Curriculum and Professional Development role added in this TLC Plan will also be responsible for providing learning opportunities to new staff based on applicable Iowa Core concepts and skills.

New staff will have the following supports:

- Scheduled time for collaboration with assigned mentor teacher as well as model teachers
- Regular observation of teachers modeling effective instructional practices
- Regular reflective conversations with mentor and model teachers
- Opportunity to continue mentor support beyond two years if needed

TLC grant funds will also be used periodically to hire substitute teachers, allowing new teachers with an opportunity to visit other teachers' classrooms, view their instructional methods, and to collaborate with those individuals to reflect on and plan for instruction.

Being Innovative Means More Personalized Approaches

GMG's ongoing work with Multi-Tiered Systems of Support (MTSS), and several years of 1:1 technology, are designed to help transform the educational climate, resulting in higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. These are often areas to which even experienced teachers have had little exposure. The additional Instructional Coach and Model Teacher roles will help teachers new to our district learn about instructional practices our district implements, as we continually strive to personalize education for our students. New teachers

in our district will be assigned a mentor for two years (or as needed) to support their growth and development in our schools. Model teachers in our plan will add further supports to new teachers, as well as veteran teachers that are new to GMG Schools. This additional layer of support for our new staff will provide regular opportunities for collaboration centered on district initiatives and instructional practices that will further improve initiatives such as Multi-Tiered Systems of Support and developing 21st Century Skills. These improvements to our current mentoring system will not only improve instruction and student learning, it will improve entry into the profession and help GMG retain quality teachers.

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.

New multiple, meaningful, and differentiated teacher leadership roles

Teacher leadership roles created in GMG's plan are designed to personalize learning for students, improve the quality and responsiveness of professional learning opportunities for staff, and develop a coherent instructional improvement strategy that supports effective implementation of district initiatives. The GMG Teacher Leadership and Compensation Plan identifies four differentiated, meaningful teacher-leader positions.

A. The Instructional Coach (one position, 10 additional days and \$6500 stipend)

Will work as a colleague with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about researched-base effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers.

Role #1: Classroom Supporter

Purpose: To increase the quality and effectiveness of classroom instruction; may include but is not limited to:

- Collaborating
- Coplanning
- Modeling
- Coteaching
- Provide descriptive feedback based on teacher requested observation

Role #2: Instructional Supporter

Purpose: To support the implementation of effective instructional strategies including but not limited to:

- Assessment for learning
- Differentiation of instruction
- Standards based grading
- Building teacher capacity by working with intervention groups within the classroom/s.

Role #3: Facilitator for Change

Purpose: To engage teachers in reflective thinking while looking at their own instructional practices critically and analytically, including but not limited to:

- Fostering a safe, trusting environment for teachers
- Introducing alternatives and refinements for teacher instructional practices

Role #4: Data Coach

Purpose: To facilitate conversations using data to drive instructional decisions including but not limited to:

- Collaborating with teachers to analyze formative and summative student achievement data
- Assisting teachers with the use of data to improve student learning
- Monitoring intervention programs by observing and meeting with teachers

Role #5: Learner

Purpose: To engage in continuous learning in order to keep current including but not limited to:

- Engaging in professional development opportunities and professional reading
- Work collaboratively with a network of other regional instructional coaches to improve skills
- Practicing, reflecting, and sharing with District Leadership Team and others about what is learned

Role #6: Professional Learning Facilitator

Purpose: To design and facilitate effective professional learning opportunities, including but not limited to:

- Working closely with GMG Administration and the Curriculum and Professional Development Leader in providing professional development, and facilitating other forms of professional development (e.g., selecting and bringing in trainers)
- Work collaboratively with the learning teams of each building to develop and implement goals related to continuous inquiry and improved student achievement.

Role #7: Resource

Purpose: To identify a variety of resources to enhance classroom instruction and student achievement, including but not limited to:

- Identifying instructional and assessment resources requested by teachers
- Sharing research and instructional best practices

Role #8: School Leader

Purpose: To support and communicate the school and district initiatives with the school community, including but not limited to:

- Involving stakeholders in the implementation of improvement plans
- Connecting with community stakeholders by sharing instructional practices that impact students and acting as a strong advocate for student learning
- Periodically present to school board and/or community groups on district initiatives and the goals and components of the Teacher Leadership and Compensation plan
- Serving as an active member of the GMG District Leadership Team

B. The Curriculum and Professional Development Leader (This is a full time position that is 50% teaching and 50% Curriculum and PD Leader, 15 additional days and \$10,000 stipend)

The curriculum and professional development leader will facilitate, integrate, improve and enhance curriculum. This leader will supervise and coordinate activities for the District Leadership Team, working with the superintendent, building principals and other instructional personnel. The curriculum and professional development leader will demonstrate how curriculum and instruction will support schools guided by research, educational goals, and best practice in the classroom. The curriculum and professional development leader will assist in the coordination of instructional materials and activities for other instructional personnel. The curriculum and professional development leader will interpret curriculum to the Board of Education, various community entities, and to public in general.

Roles and Duties

1. Participate in ongoing review of programs to assess effectiveness and alignment w/current district initiatives
2. Facilitates curriculum development centered on district initiatives and the Iowa Core
3. Curriculum Mapping
4. Facilitate the selection of textbooks and resource materials
5. Analyze data to evaluate the effectiveness of curriculum and teaching methods
6. Ensure the school curriculum is periodically analyzed for alignment with the Iowa core
7. Develop, implement and evaluate curriculum for improvement of instruction and student achievement
8. Exhibits a knowledgeable, passionate and enthusiastic commitment to continuous student improvement with a focus on the districts instructional priorities
9. Attend instructional meetings- DLT, building level and school board meetings
10. Plan and organize regular meetings with principals
11. Coordinate the recommendation, development, implementation, and evaluation of all instructional school improvement curriculum and instruction
12. Respond to public inquiry about curriculum and instruction
13. Support instruction and learning through the use of technology
14. Assist teachers in development of their Individual Career Development Plan
15. Perform other duties related to curriculum and professional development as assigned

C. Model Teacher (4 Total; 2 per building, additional 5 days and \$2,500 stipend)

1. Meet regularly with mentor and beginning teachers, to help improve entry into the teaching profession
2. Model best instructional practices through actual classroom demonstrations
3. Engage in peer review process with other teachers in the attendance center
4. Exhibits a knowledgeable, passionate and enthusiastic commitment to continuous student improvement with a focus on the district's instructional priorities
5. Serve as facilitator at group meetings regarding instructional practices

D. District Leadership Team Member (4 positions for current teachers, 4 additional days plus meetings outside contract hours, and a \$2,500 stipend)

1. Works with district administration and other teacher-leaders to implement the Iowa Professional Development Model:
 - Collecting and analyzing student data
 - Set student learning goals
 - Selecting content
 - Design process for professional development
 - Ongoing components of training/learning opportunities, collaboration and implementation, and data collection
 - Program evaluation
2. Acts as a liaison in the building and district between teachers and administration
3. Engage in leadership role in various building initiatives and programs
4. Exhibits a knowledgeable, passionate and enthusiastic commitment to continuous student improvement with a focus on the district's instructional priorities
5. Act as a supporter / proponent of education in the district to staff, community, and legislators

Positions interact to form a cohesive plan for improving instruction

At GMG, it will be critical that all new teacher leader positions collaborate effectively to drive improvement efforts. The Instructional Coach, Curriculum and Professional Development Leader, Model Teachers, and District Leadership Team Members roles all work together to bring best practice to the classroom, increase student achievement, and provide a coherent and viable professional development experience for all teachers in a trusting and relational environment. Led by the vision and researched-based strategies of the District Leadership Team in a working partnership with the Curriculum and Professional Development Leader, the Instructional Coach, and model teachers, theory and learning goals will be brought into practice within each classroom. These teacher -leadership roles will seamlessly bridge the gap between professional development, classroom instruction, and student assessment data reflections. Throughout the process is a continual dialogue on curriculum, best practices, assessment techniques, technology integration, and intervention strategies. With this process in place, the roles of

each position included in the TLC Plan are woven together to create a cohesive and focused plan to dramatically improve teaching and learning at GMG.

Using Part 6 application narrative from previous submission? Yes

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.

Selecting Teacher Leaders at GMG:

A. Requirements of All Teacher Leaders: When we consider the requirements of a teacher leader, there are multiple attributes that would be considered that are consistent between all levels of teacher leadership. The candidate should be seen by colleagues as someone of high integrity and who is able to influence those they are called upon to lead. A teacher leader is self-motivated and is aware of their limitations and understands their strengths. At the same time, they are a proven life-long learner able to confidently take risks in an effort to expand their own skill set. Our teacher leaders will also be dedicated to continuous improvement and understand the professional relationship between multiple stakeholders. In addition, the teacher leader must understand the system as a whole and be prepared to bring innovative ideas and strategies to scale in the district. As a demonstrated and effective communicator, the teacher leader will have the ability to identify and solve problems while being an effective coach, while at the same time be coachable and accept constructive feedback from supervisors. Finally, it is imperative that our teacher leaders have the ability and comfort level to be able to have critical conversations with those they are coaching. There should be no mistake that the teacher leader is accepting a role that will not be without conflict. This leader should be prepared to manage those conflicts effectively when they occur.

Characteristics of Continual Professional Development:

- Continually seek out more effective strategies to improve student performance.
- Reflective practitioner.
- Strong ability to use and analyze data.
- Accesses and uses research consistently to improve achievement.
- Open to solutions for improvement outside the current structure.
- Promotes professional learning for continuous improvement.
- Willingness and interest in strengthening a wide variety of skills.
- Responds positively to feedback and constructive criticism.
- Highly conscious of steep learning curve for this new role.

B. Position requirements for Instructional Coach and/or Curriculum and Professional Development Leader

1. Minimum of 8 years as a classroom teacher; 4 years in the district
2. Minimum of BA+24 graduate hours in education; Masters Degree or National Teacher Board Certification preferred
3. Demonstrated successful and collaborative educational leadership through committee membership at building or district level (i.e. District Leadership Team, Professional Learning Communities, Technology Committee, or led inservice activities / training)
4. Exceptional oral and written communication skills
5. Positive evaluations, including consistently meeting the criteria of the Iowa Teaching Standards and Benchmarks

C. Position requirements for Model Teacher and District Leadership Team Positions

1. Minimum of 5 years as a classroom teacher; 3 years in the district
 2. Priority will be given to candidates with a strong record of participating and engaging in professional learning and then integrating that knowledge into practice.
 3. Preferred minimum of BA+12 graduate hours in education OR National Teacher Board Certification
 4. Demonstrated successful and collaborative educational leadership at building or district level (i.e. District Leadership Team, Professional Learning Communities, Technology Committee, or led inservice activities / training)
 5. Exceptional oral and written communication skills
- Positive evaluations, including consistently meeting the criteria of the Iowa Teaching Standards and Benchmarks

D. Application, Interview, Selection, and Annual Review Process for all positions

Application Process

1. Post the position in all attendance centers (minimum 5 days) and inform the faculty of positions available, along with location of job description and duties
2. Actively seek candidates for the positions within the school and district
3. Each applicant will submit a letter of interest, resume, and letters of recommendation (2) from peers

Interview Process

The Board of Directors will appoint a selection committee of two principals and two teachers (one from each attendance center). The screening and interview of candidates will follow a standard interview protocol, and shall include analysis of a candidate's application materials, peer recommendations, prior leadership experience and perceived future leadership potential. The selection committee shall make recommendations regarding the applications to the Superintendent of Schools. After meeting with the candidates, the Superintendent will forward candidates on to the Board of Education for appointment.

Selection and Acceptance

Acceptance by the candidate implies an understanding that the position requires additional trainings, meetings (including periodic presentations to the school board), and other professional growth and leadership activities as determined by the superintendent. Additional days will be determined by the superintendent.

Annual Review

For all teacher-leader positions (Instructional Coach, Curriculum and Professional Development Leader, Model Teacher, and District Leadership Team Member), GMG Administration will conduct an annual review of the assignment for each teacher-leader position. The review shall include peer feedback on the effectiveness of the teacher's performance of duties specific to the teacher-leader role. A teacher who completes the time period of assignment to a leadership role may apply to the school's or the school district's administration for assignment in a new leadership role, if appropriate, or for reassignment to the current role.

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.

Creation and Delivery of Professional Development in the TLC Plan

At GMG, our belief is that for professional development to be effective it must be useful and embedded in practice. Too often there is no connection between theory and practice. We plan a systemic way to bridge that gap, using the roles described below for our positions (Instructional Coach, Curriculum and Professional Development Leader, Model Teachers, and District Leadership Team Members). The components of the Iowa Professional Development Model are clearly embedded in these positions.

The instructional coach will:

1. Collaborate with teachers in developing action plans to improve instruction.
2. Coordinate instructional coaching activities relating to training and professional development of educational staff.
3. Research on a range of effective and innovative instructional practices, with a current focus on literacy.
4. Introduce teachers to new methods, materials, and instructional strategies that, through research, have proven to increase achievement.
5. Work positively toward meeting identified district and building improvement goals.
6. Work with the Curriculum and Professional Development Leader, Model Teachers, DLT members, and AEA consultants as needed.
7. Facilitate data dialogue with teachers and provide support
8. Help identify student needs based on data and then;
9. Assist to plan and take action to alter instruction.
10. Use formative assessments to drive instruction.
11. Work with teachers in assessing problem areas in curriculum and instruction and in finding and implementing appropriate solutions through conferences (pre and post), action plans, and classroom observations.
12. Monitor intervention programs by observing and meeting with teachers.
13. Model best instructional practices through actual classroom demonstrations
14. Work collaboratively with building PLCs to develop and implement goals related to continuous inquiry and improved student achievement.
15. Assist in the development, implementation, and evaluation of a building's school improvement plan.

The Curriculum and Professional Development Leader will:

1. Participate in ongoing review of programs to assess effectiveness and alignment w/current district initiatives
2. Facilitates curriculum development centered on district initiatives
3. Curriculum Mapping
4. Facilitate the selection of textbooks and resource materials
5. Analyze Data to evaluate the effectiveness of curriculum and teaching methods
6. Ensure the school curriculum is aligned to the common core/Iowa core
7. Develop, implement and evaluate curriculum for improvement of instruction and student achievement
8. Attend and provide input regarding professional development and curriculum at District Leadership and School Board meetings.
9. Coordinate the recommendation, development, implementation, and evaluation of all instructional school improvement curriculum and instruction

The Model Teacher will:

1. Review and reinforce best practices and effective strategies with beginning teachers, teachers new to the district, and others as assigned by the building principal
2. Collaborate with GMG District Leadership Team as needed on selection and delivery of professional development programs, along with formative and summative evaluation of district programs.
3. Model and coach instructional strategies and other content from professional development for all teachers.
4. Act as leaders in building level Professional Learning Communities (PLCs)

All Teacher Leader Positions Collaborate to Improve the Professional Development Program at GMG through the Iowa Professional Development Model

In addition to the Instructional Coach, Curriculum and Professional Development Leader, and Model Teachers, the TLC plan at GMG also funds expanded roles and duties for teacher-leaders on the District Leadership Team (DLT). This groups meets periodically throughout the year, assuming responsibility for all aspects of the Iowa Professional Development Model's

continuous cycle;

1. Collecting and analyzing student data
2. Goal Setting
3. Selecting Content
4. Designing the Process
5. Ongoing cycle of training/learning opportunities, collaboration and implementation, and ongoing data collection (formative assessment)
6. Program Evaluation (summative)

The TLC positions are woven together to create a cohesive and focused plan to improve instruction. The Instructional Coach, Curriculum and Professional Development Leader, Model Teachers, and District Leadership Team Members will meet regularly and work collaboratively in order to maintain focus on building and district goals. The plan closely aligns with and incorporates all key elements of the Iowa Professional Development Model. A framework for quality professional development has already been established at GMG, as our district was one of the original participants in the Iowa School Board Association Lighthouse Project, beginning over a decade ago. Through this work with IASB and a neighboring district, BCLUW, our district leadership and school board was a pilot school in implementing the IPDM. Lessons we learned related to the IPDM from our Lighthouse Project include:

- The importance of data for driving school improvement and student achievement goals;
- The alignment of assessment with curriculum and instruction;
- The provision of quality professional development with research-based content
- Sustained focus over time with an emphasis on continuous improvement in instruction;
- The necessity for learning communities where teachers study what is effective and work collaboratively to learn and implement new knowledge and skills;
- The evaluation, both formative and summative, of planned change for its impact on student learning;
- The guidance of strong leaders—teachers, principals, superintendent, and school board— operating collectively and collaboratively to govern school improvement.

With clear, impactful roles designated, along with our procedures for monitoring effectiveness of the TLC Plan, GMG is prepared to implement a highly successful professional development program.

Using Part 8 application narrative from previous submission? Yes

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

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

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

Impact, Monitoring, and Adjustment

GMG chooses to employ a goal oriented approach to evaluate the monitoring and impact of the teacher leadership and compensation model. In addition, we recognize that the monitoring and impact of the program will evolve as the program continues to evolve. Determining impact should include both short-term and long term measures:

1. Classroom “walk-through” observations will have a component that will look at the implementation of the TLC Plan strategies related to instructional goals. This walk-through data will be aggregated across buildings to determine patterns of effectiveness in implementation. Results will be used to determine whether implementation of the plan has been achieved with a high level of efficacy.
2. Formal observations will include a rubric to determine effectiveness of implementation of goals of the TLC plan. Rubric data from these observations will be aggregated across buildings and analyzed to determine patterns of effectiveness in implementation. Results will be used to determine whether implementation has been achieved with a high level of efficacy.
3. During conferences with building administrators, teacher leaders will be expected to report on their actions, including the frequency and duration with which they are interacting with staff in their TLC role.
4. Since the ultimate goal of any instructional improvement plan is increased student achievement, the district leadership will analyze data collected through common teacher developed assessments, as well as from standardized assessments used in the district, such as the Iowa Assessments and the Formative Assessment System for Teachers (FAST), a part of our Multi-Tiered Systems of Support initiative. This data will be analyzed at the student, teacher, and building level to look for value added impacts of the TLC implementation.

The formal evaluation and supervision of the teacher leaders falls under the purview of the licensed administrators. Further, there should be an understanding that the purpose of monitoring is to increase the impact the initiative is having on teacher effectiveness, and ultimately student achievement. We believe then that our model should be built on a framework that ensures interdependent accountability.

A goal in which all parties are equally responsible and vested will no doubt nurture a collaborative environment. Why is this?

Many teachers are eager to provide positive feedback to their peers, but reluctant to identify areas of struggle. By creating a system of interdependent accountability, we believe we can improve on a climate of trust, respect, and continuous improvement. By providing honest feedback in relationship to interdependent goals, we will be able to have honest and candid conversations about what is going well in instruction and what is not.

The monitoring and impact of the program is designed to provide formative feedback. When considering how we are going to measure and monitor the impact that teacher leaders have on instruction, we choose to employ the Teacher Leader Model Standards as our framework (www.teacherleaderstandards.org). These standards are sponsored by the American Federation of Teachers, the National Education Association, and the Center for Teaching Quality. For the purposes of our TLC program at GMG schools, we elect to utilize the following five Teacher Leader Model Standards, which are intended to codify, promote, and support teacher leadership as a vehicle for transforming schools to meet the needs of 21st-century learners.

- Fostering a Collaborative Culture to Support Educator Development and Student Learning
- Accessing and using Research to Improve Practice and Student Learning
- Promoting Professional Learning for Continuous Improvement
- Facilitating Improvements in Instruction and Student Learning
- Promoting the Use of Assessments and Data for School and District Improvement

By utilizing a formative process, we envision an environment wherein teacher leaders will use the SMART Goal Framework (Strategic & Specific, Measurable, Attainable, Results-based, Time-bound) to develop goal statements in collaboration with their building principal and other teachers that they will be working with. Through regular conferences to discuss ongoing processes, results, and other feedback related to these SMART goals, we will be able to systematically monitor and adjust the actions of our teacher leaders in improving teaching and learning at GMG.

Regarding the possibility of underperforming teacher leaders, we believe that by identifying areas of concern early on, we may be able to remediate those concerns and still provide a valuable experience for both the teacher leader and those they are collaborating with. However, in the event the teacher doesn't perform or respond well to feedback, we will work to provide additional support for the teacher while simultaneously enter into a more formal process as outlined by the teacher evaluation process for teachers in need of assistance. In our district those teachers in need of assistance are referred to as Tier III teachers, either in the awareness or assistance phase of the plan. Finally, we consider the long term role of our teacher leaders and their ability to serve in the role over time. Teacher Leaders will be considered one year assignments, but eligible for

renewal annually. If the teacher leader was successful in achieving the goals that were outlined at the beginning of the assignment or is making adequate progress on those goals as determined mutually through the formative collaborative feedback loop, the teacher leader will be eligible for renewing their assignment. If however, it is determined through the process that there was not adequate progress, or that the teacher simply does not wish to continue in the leadership role, they will be reinstated to the role of teacher.

With a clear and systematic process for determining impact, along with and monitoring and adjusting as needed to improve the system, GMG is well-prepared to implement a highly successful teacher leadership plan.

Using Part 9 application narrative from previous submission? Yes

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

District capacity to implement and sustain the TLC plan

GMG Community School District has the ability to implement the Teacher Leadership and Compensation Plan through the framework that has already been established with the Iowa School Board Association's Lighthouse Project. Due to our district's previous participation in the Lighthouse Project, our District Leadership Team was formed. This team meets regularly to review student data, set district goals, investigate research based initiatives and plan innovative professional development programs. The District Leadership Team recognizes the need to continue high quality professional development initiatives and to provide strategies for teachers to support increased student achievement.

GMG recognizes the need to stay on the cutting edge of implementing high quality teaching initiatives. From many initiatives, such the Safe Schools Program, elementary tiered reading program, the 1:1 technology initiative, and several years of a culture of collaborative teacher learning teams, GMG has shown that it is capable of sustaining programs through effective leadership roles and training. The Teacher Leadership and Compensation Plan would be sustained over time by providing quality training for the Instructional Coach, Professional Development and Curriculum Leader, Mentor Teachers, and the District Leadership Team members. The training these specialized individuals receive would then be passed on to teachers in the classroom by providing support to career and beginning teachers to create high quality learning environments, lessons and activities.

The instructional coach and professional development teacher would not only be given opportunities to attend conferences and trainings that would benefit the entire district, they would also be given time to research, plan, and implement activities to support teachers in using these best practices to promote higher levels of achievement in the classroom. AEA267 has also pledged to help support implementation for TLC plans of area schools by offering training to teacher leaders. Four districts in our area have come together to share a new position. This position is the Director of Curriculum and Innovation. This position is shared between GMG, BCLUW, Gladbrook-Reinbeck, and North Tama. This sharing could eventually lead to further enhancement of our teacher leadership through further collaboration with other professional teacher leaders. There is also a neighboring district, BCLUW, that expressed the desire to work together in a loose consortium; allowing districts to become involved as they gain approval of their TLC plan. It will be designed to form a network of instructional coaches, curriculum and professional development leaders, model teachers, and district leadership team members. This will allow the teacher-leaders from GMG and BCLUW to network and train with each other, and may allow for future opportunities for those individuals to work with staff from multiple districts. Between the combination of the shared position and loose consortium, we will have a powerful and positive impact on the effectiveness of our teacher leaders.

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$2,850.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$41,976.00

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).	\$83,702.00
Amount used to provide professional development related to the leadership pathways.	\$13,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$1,500.00
Totals	\$143,028.00

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 316.0

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

District Enrollment-Based Allocation \$97,587.12

Total Allocation \$97,587.12

Other Budgeted Uses - Description

Item description	Amount budgeted
Site Review Council - time outside contract and materials cost	\$1,500.00
	\$1,500.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$143,028.00

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

Remaining Allocation to be Budgeted (\$45,440.88)

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)

A Teacher Leadership and Compensation Plan Budget that allows for the resources and professional growth necessary for success

The budget as stated allows GMG to implement and address all goals of the Teacher Leadership and Compensation plan. By funding not only the positions, but also additional supports, such as substitute costs, travel, professional development training, and materials, GMG will provide the resources needed for long-term plan success.

1. The base salary at GMG is \$32,596, so factoring in IPERS and FICA, it will cost approximately \$950 per (new) teacher to raise the minimum salary to \$33,500. In our salary schedule, all teachers in their third year or above in experience would be above the minimum. The assumption of three new teachers in the district would mean approximately \$2,850 needed to meet minimum salary requirements.
2. The approximate amount designated to fund the salary supplements for teachers in leadership roles is \$41,976. This includes salary supplement costs allocated to the Instructional Coach (1), Curriculum and Professional Development Leader (1), Model Teachers (4), and District Leadership Team Members (4).
3. The amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom is approximately \$83,702. This includes the total costs (salary, FICA, IPERS, benefits) to fund replacement teachers for those individuals that move to the (1.0) Instructional Coach and Curriculum and (0.5) Professional Development Leader positions. This also includes substitute costs for the time that Model Teachers and District Leadership Team members are out of the classroom in their leadership roles, as well as for substitute teachers needed for other staff members that are observing or co-teaching with a Teacher Leader.
4. Professional development for those in new leadership roles will be critical for success of the program. As one of the original Lighthouse Program districts (a collaborative effort between the district and the Iowa Association of School Boards), GMG has been engaged in the Iowa Professional Development Model for many years. To be implemented effectively and with fidelity, district initiatives at GMG, such as Multi-tiered Systems of Support and Iowa Core implementation, are programs that require ongoing development, data input, and analysis of results. We expect professional development for Instructional Coaches, the Curriculum and Professional Development Leader, Model Teachers, and District Leadership Team members to be ongoing throughout the year. For professional development training and materials, we have allocated approximately \$13,000.
5. In order for the review council to review, adopt, and develop materials for the TLC position selection process, \$1,500 has been allocated. We expect there to be minimal cost of materials for this process, but this amount will be used primarily to pay for site review council members for their time outside the regular contract hours to design and implement the process of teacher leader selection.

Total costs associated with the plan exceed the amount allocated **when looking only at certified enrollment**. The reason for this is that GMG is in a unique situation of having over one third of our student body open-enrolled into the district (in 2013-14, certified enrollment was 316, but total served was 485). As neighboring districts become funded for TLC, those funds will flow through, and allow full plan implementation. It is not anticipated that we will need additional funds beyond this open enrollment flow-through. However, if additional funds are needed to meet our goals and fully implement the roles of the TLC Plan, the district has Teacher Quality and Iowa Core funds that may also be allocated for this purpose

GMG TLC Plan Costs - Year One						
Salary Supplements	Number of Positions	Supplement	Supplement Total	FICA/IPERS	Total	
Instructional Coach - 15 additional days	1	\$8,000	\$8,000	\$1,328	\$9,328	
Curriculum & Professional Development Leader - 15 additional days	1	\$8,000	\$8,000	\$1,328	\$9,328	
Model Teacher - 5 additional days	4	\$2,500	\$10,000	\$1,660	\$11,660	

District Leadership Team Member - 4 additional days + 4 off contract meetings throughout year		\$2,500	\$10,000	\$1,660	\$11,660	
Subtotal					\$41,976	
Amount used 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	Number of Positions	Salary	FICA/IPERS	Benefits	Training / Mentoring	Total
Replacement teacher for (1.0) Instructional Coach	1	\$38,000	\$6,308	\$8,500	\$1,000	\$53,808
Replacement teacher for (0.5) Curriculum & Professional Development Leader	1	\$19,000	\$3,154	\$500	\$1,000	\$23,654
Substitute Costs for time (4) Model Teachers are out of classroom to observe, co-teach, etc. (5 days each)	20 (days)	\$120				\$2,400
Substitute Costs for time (4) District Leadership Team are out of classroom for meetings, professional development, etc. (3 days each)	12 (days)	\$120				\$1,440

Substitute Costs for time teachers are out of classroom observing or working with those in teacher leader positions	20 (days)	\$120				\$2,400
Subtotal						\$83,702
Amount used to provide professional development related to the leadership pathways	Number of Positions	Amount	Total			
Instructional Coach - Professional development, materials, travel	1	\$2,000	\$2,000			
Curriculum and Professional Development Leader - Professional development, materials, travel	1	\$2,000	\$2,000			
Mentor Teacher - Professional development, materials, travel	4	\$500	\$2,000			
District Leadership Team Member - Professional development, materials, travel	4	\$500	\$2,000			
District-wide PD for other staff as required to support teacher leader goals and plans		\$2,000	\$5,000			
Subtotal			\$13,000			
Amount used to raise the minimum salary to \$33,500	Number of new teachers below minimum (est.)	Amount per new teacher	Total			

	3	\$950	\$2,850			
Other						
Off-contract time and resources for site-based review council to develop materials and conduct process of selection for TLC positions	\$1,500	(estimated)				
TOTAL PLAN COSTS - TLC YEAR ONE	\$143,028					

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