



Application

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

96052 - Support for Adult Learning

Teacher Leadership and Compensation System

Status: Under Review

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Program Area of Interest	Teacher Leadership and Compensation System		
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Organization Type:	K-12 Education
Tax ID:	41-2087791
DUNS:	10-022-9947

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Recipient Information

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Use the drop-down menu to select the district name.
County-District Number 60-2457
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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)

Vision Statement

The George-Little Rock Community School District (G-LR CSD) vision of teacher leadership is to increase collaboration and conversation around enhanced instructional practice, which will lead to, improved student learning and student achievement.

Implementation of the TLC Plan

The George-Little Rock Community School District (G-LR CSD) knows this is not about "state compliance." It is about change, creating a culture of learning, and continuous improvement. It is about quality relationships between all stakeholders. The TLC Grant funding will help scaffold the next, best steps in our work toward implementing our vision of teacher leadership and empowering the best G-LR CSD teachers to lead the work. To this end, the G-LR CSD has adopted a Comparable Plan Model (Model 3).

Model 3 "Must-Haves"

The five "Must-Haves" for Model 3 are present in the G-LR CSD TLC Grant application:

- Differentiated, multiple, meaningful teacher leadership roles are represented. Teacher leaders will assume extra responsibilities as instructional coaches, mentors, and model teachers. Mentor Teachers provide additional coaching and mentoring for teachers new to the profession or the G-LR CSD. Eleven teachers were new to this district this year alone. At the same time more support and greater collaborative opportunities for all teachers to learn from each other are currently in operation, outlined, and reinforced in this plan. In the 2014-2015 school year, G-LR CSD implemented a new teacher induction and mentoring program, which supports this grant application.
- Two Instructional Coaches will assist multiple groups of individuals who examine and analyze data. After data is analyzed, plans for communicating what the data means must be made and accurately carried out. This will be viewed as a continual cycle matching the framework of the Iowa Professional Development Model where data is gathered, analyzed, shared out, goals are set, and progress is measured. In addition, the instructional coaches will review what is in pace for professional development at both the buildings' and district levels in G-LR CSD. Other collaborative partners in the leadership include the District's Leadership Team (DLT), Administrative Team, and the G-LR CSD School Board of Education. Together, these educational leaders will make adjustments and add supports to ensure that all professional development results in improved instructional practices in the classroom for professional learning, student learning and student achievement. It will be a primary responsibility of the Instructional Coaches to help lead this cycle, help administration and teachers identify data points, and measure progress toward TLC Grant goals. The G-LR CSD will:
- Hire, develop, and retain high quality teachers.
- Grow and nurture the instructional skills of the existing teachers through shared leadership, coaching, and collaboration.

Our Commitment

The George-Little Rock Community School District (G-LR CSD) is dedicated to a working, viable, sustainable Teacher Leadership and Compensation (TLC) System. Its rural location and size allows the district to move quickly and deliberately to implement effective, rewarding teaching roles through unique leadership opportunities and higher pay delineated in our TLC planning process.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

Plan Development

The TLC Grant was introduced at the G-LR CSD combined SIAC (school improvement advisory committee) and DLT (district leadership team) meeting in spring 2014. Combining the meeting between the two groups had the advantage of targeting school improvement in the grant and a providing means to make it happen. A TLC Planning Committee was formed from these two groups with appropriate representation of teachers, administrators, and parents. Parents from both communities who had students at all levels (PreK-12) were represented on the TLC Planning Committee. The TLC Committee met and the agenda covered an in-depth discussion of the G-LR mission and vision. The mission of the G-LR School provides for guaranteed student success and a “quality education by promoting lifelong learning” supported by vision statements of:

- Embedded 21st Century Concepts and Skills.
- Rigorous and relevant aligned Iowa Core Curriculum, strategic instruction, and formative assessment.
- Collaborate support structures from the combined efforts of the Iowa Department of Education, Northwest Area Education Agency (AEA), the school district, students, families, and community partners.

All agreed the work of planning the TLC Grant and the grant implementation would enhance and support the identified mission and vision. Most specifically the group felt that collaborative efforts would enhance instructional practice and lead to improved student learning through documented achievement.

Four teachers from the DLT Team, representing all three buildings, volunteered to form a TLC Work Team. Two of these four team members are members of the Iowa State Education Association (ISEA) and local teachers' unions. One team member regularly attended AEA TLC Regional Planning Meetings with administration. This group compiled data from research and wrote drafts of the grant. The consensus from a teacher survey showed this process was a positive opportunity for growth. The work team frequently accessed opinions from their own colleagues outside of the TLC Grant planning process and found other teachers excited to share in the process with their expertise, which in turn enhanced drafts of the grant.

At each step of the way, the Work Team reported back to the TLC Planning Committee. Although the Work Team conducted the series of collaborative meetings with the TLC Planning Committee, all stakeholders shared information at each of the combined meetings. In preparation for the meetings, the Work Team reviewed TLC legislation, researched various models for teacher leadership, and gained guidance from the ISEA.

Administration supported the TLC Work Team by providing time during school days and resources for collaboration. Because the administration has been instrumental in empowering teachers to take a dominant role in the grant planning, greater communication and enhanced professional development characterize the process.

Stakeholder Contributions/Commitment

In spring 2014, all teachers completed the IASB Lighthouse survey. The results revealed teachers felt the need for more support in collaboration, a clear vision for professional development, and a district-wide focus for improving student learning. This information was shared with the G-LR Board of Education.

At TLC Committee meetings, parents were initially hesitant and reluctant to see “more changes” within the district. However, through committee discussions, research presented by teachers, and review of grant drafts, parents agreed the TLC Grant would translate into “greater student achievement.” All of the parents said they were enthusiastic for us to proceed with the grant application process and secure funding to make it happen.

The meetings led by the Work Team each had a specific purpose when the TLC Committee met. The initial meeting during which general information about the grant was presented moved the application forward because consensus agreed the grant was a means to achieve the overall mission and vision for the school. At the second meeting of the group, the Work Team led a discussion of current research-based, K-12 initiatives at the G-LR school. These include:

- Instructional practices in each and every classroom.
- Mentoring and induction of new teachers.
- Data collection and analysis for individualized student achievement.

At the third TLC Committee meeting, the Work Group presented the TLC Grant draft. The draft highlighted teacher leadership positions, which would support school initiatives in new and meaningful ways, delved deeply into job descriptions and responsibilities, and presented a professional development model that included the newly developed teacher leadership roles. The grant will positively impact these programs,

as well as foster collaboration and communication between parents, the community, and the school. Parents at the meeting said the grant provides support for new staff as well as current staff retention without removing the best teachers from classroom settings. An in-depth discussion of the G-LR mentoring and induction program led to a better understanding of how the grant would address teacher retention concerns. Teacher comments expressed a concern about having enough people to fill the leadership positions. A tiered teacher leadership model in the grant includes how curriculum and mentoring support would address this concern.

At a final TLC Committee meeting the draft with changes reflecting the suggestions of stakeholders was presented, discussed, and improved before final submission.

The state funds from the planning grant were used to pay members of the teacher Work Team for time spent researching and developing the plan outside of contract hours, substitute teachers when the work team met during contract hours, and travel expenses for teachers associated with workshops and committee meetings.

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

Vision Statement

The George-Little Rock Community School District (G-LR CSD) vision of teacher leadership is to increase collaboration and conversation around enhanced instructional practice, which will lead to, improved student learning and student achievement.

The G-LR CSD believes that strengthening student learning and performance through teacher, administrator, family, community, and state collaboration will improve educational practice, staff morale, and school culture. Stakeholders will operate together to maximize student learning which leads to college and career readiness for each and every child.

Operative Goals

Goal 1: The G-LR CSD will hire, develop, and retain high quality teachers.

The G-LR CSD starting salary exceeds the state minimum of \$33,500, when the base salary is combined with TSS funds. The school attracts able and promising new teachers. TLC Grant resources will target career advancement opportunities for teachers--Professional development and leadership opportunities will lead to higher teacher retention and compensation for new teacher career pathways. Our plan will allow 25% of our staff the opportunity to coach, model, mentor, lead, and offer feedback to their colleagues in a variety of ways:

- Two Instructional Coaches for the district:** One Coach will serve PreK-6 Grades and the other Grades 7-12. George-Little Rock is a district that has two school buildings in George and one school in Little Rock. The two communities are 14 miles apart. Current reorganization efforts will move grade levels so that in the 2015-2016 school year there will not be duplicate elementary grades in both communities. Two Coaches with similar duties will guarantee meaningful vertical articulation. The Instructional Coach at each level will advise teachers on instructional strategies, align the Iowa Common Core Curriculum with instructional practice, and analyze data to drive instruction for student learning. Professional Learning Communities (PLCs) guided by the Coaches and Administration will serve as the conduit for improvement.
- One Mentor teacher for each first-year teacher; a Mentor for each second-year teacher:** The Mentors will be trained in instructional coaching, content development, classroom management, curriculum assessment and professional behavior.
- Six Model teachers--Exemplary teachers in the G-LR CSD TLC Grant initiatives:** These teachers located at all three buildings will be exemplary practitioners of research-based instructional practices including:
 - Multi-tiered System of Supports (MTSS) for literacy learning.
 - Cognitively Guided Instruction (CGI) and metacognition strategies.
 - Authentic Intellectual Work (AIW).
 - Meaningful STEM (science, technology, engineering, mathematics) integration.

All of these positions will allow teachers the opportunity to advance the skills of their colleagues as well as their own through ongoing professional development opportunities. In addition, these collaborative and financially supported career pathways will aid in retaining our best and brightest teachers through rewarding work and direct contact with students.

Goal 2: The G-LR CSD will grow and nurture the instructional skills of the existing teachers through shared leadership, coaching, and collaboration

A PLC structure is designed to impact student learning and achievement data on instruments such as the Iowa Assessments, ACT, and local formative assessment tools. The Instructional Coaches will work with teachers to analyze formative and summative data to determine the needs of students in order to differentiate instruction. Mentors will work alongside new teachers. Model Teachers will serve as resources for comprehensive improvement in instructional practice. Plans will be honed at professional development and monitored and adjusted according to the formative assessment data. The data for these adjustments will be communicated to the District Leadership Team. Vertical and horizontal articulation within the G-LR CSD will be assured because positions in both communities will work together in collaborative environments to adjust planning in order to maximize student learning and achievement. Opportunities will exist for teachers to share and collaborate between school districts at AEA sponsored training, and teachers will learn from statewide opportunities facilitated through technology.

Goal 3: The G-LR CSD will increase each and every student's ability to think at complex levels to solve real-world

problems by increasing the percentage of students who demonstrate critical thinking, learning, and academic proficiency

Thinking at highly rigorous and differentiated levels requires basic student proficiency. In the past five years our middle school has been on the SINA list for mathematics and reading. Our high school math data has been stagnating. The G-LR Elementary shows a decline in math and reading. Trends need to be changed and will change through the implementation of research-based instructional practices and intervention planning. Implementation of these strategies will be monitored through screening assessments three times per year and through other formative assessments. All of the TLC roles and Administrators will be involved in these interventions. Success will be demonstrated through the analysis of student work on standard rubrics that measure complex thinking. This data will be collected and reviewed in teacher groups (PLCs), administrative walk-throughs, and Instructional Practice Inventory (IPI) data.

Using Part 3 application narrative from Year 1?

No

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

Vision Statement

The George-Little Rock Community School District (G-LR CSD) vision of teacher leadership is to increase collaboration and conversation around enhanced instructional practice, which will lead to, improved student learning and student achievement.

G-LR CSD Teacher Leaders will fulfill multiple roles as educational leaders within the school district, but none is less important than the support of key district Initiatives. Multiple layers of educational leadership exist in the district—the school board, the School Improvement Advisory Committee (SIAC), the District Leadership Team (DLT), Administrative Team, and Professional Learning Communities (PLCs). The targets for these key initiatives and identified by these layers of educational leadership will be reflected in and measured by newly defined Teacher Leadership Roles. **Teacher Leaders believe in the Key Initiatives and align personal and professional goals with those of the G-LR CSD.** Because of this, Teacher Leaders, as a group and individually, will share responsibility for the success of key G-LR CSD initiatives and will be inextricably connected.

*** Key Initiative 1: Research-Based Instructional Practices and Data-Based Decision Making Which Leads to Student Learning and Achievement**

- **Two Instructional Coaches for the district:** Facilitating professional learning opportunities among teachers means helping teachers focus on what is relevant, can happen in the classroom, and can be aligned to fill gaps in student learning. **One Coach will serve PreK-6 Grades and the other Grades 7-12.** Two Coaches with similar duties will guarantee meaningful vertical articulation and age-appropriate and developmentally-appropriate coaching. The Instructional Coach at each level will advise teachers on instructional strategies, align the Iowa Common Core Curriculum with instructional practice, and analyze data to drive instruction for student learning. Professional Learning Communities (PLCs) guided by the Instructional Coaches and Administrative Team will serve as an additional conduit for improvement.
- **Data Collection and Analysis:** Instructional Coaches will work with teachers to identify individualized student achievement targets and set goals for classrooms as determined by data. **Instructional Coaches** will work with and train teachers to analyze, use, and evaluate data to make classroom decisions to improve student learning and achievement. Using patterns in data will help classroom teachers strengthen instruction and promote student learning.

*** Key Initiative 2: Mentoring and Induction for Continued School Improvement**

- **One Mentor teacher for each first-year teacher; a Mentor for each second-year teacher:** The Mentors will be trained in instructional coaching, content development, classroom management, curriculum assessment and professional behavior. The first and second year teachers will develop evidence from their classrooms and work with students, their families and the community. Individual mentoring and induction portfolios will show teacher proficiency in the eight Iowa Teaching Standards. **Mentor teachers** will also be assigned as mentor teachers to teachers who are new to the district.
- **Six Model teachers--Exemplary teachers in the G-LR CSD TLC Grant initiatives Designed to Improve Student Learning:** It is important that Model Teachers “model” continuous improvement. These teachers located at all three buildings will be “leaders-of-learning” practitioners in research-based instructional practices including:
 - Multi-tiered System of Supports (MTSS) for literacy learning.
 - Model Teachers will help their colleagues by not only exhibiting the practices expected but also through sharing resources. These could include websites and materials, which help differentiate instruction for students or could include professional articles and assessment tools.
 - Cognitively Guided Instruction (CGI) and metacognition strategies.
 - Model teachers help colleagues implement effective strategies. This could include exploring the best avenues for what works with students or sharing assessment findings.
 - Authentic Intellectual Work (AIW).
 - Model teachers work inside classrooms to show teachers how lesson planning can be transformed to encompass complex thinking and real-world learning.
 - Meaningful STEM (science, technology, engineering, mathematics) integration.
 - Understanding how content standards in STEM curricula link together with other areas like literacy is essential to the implementation of well-articulated STEM curricula. Model teachers will lead teachers to those connections.

Teacher Leaders are catalysts for change, feel secure in their own work, make multiple connections to the G-LR CSD, and have a strong commitment to continual improvement provided through supporting key district Initiatives in new and different ways. Teacher Leadership roles will provide the additional time, resources and focus necessary to make never-before-seen progress in these areas. In addition, all of the collaborative and financially supported Teacher Leadership roles will aid in retaining our best and brightest teachers through rewarding work and direct contact with students. The G-LR CSD recognizes that planned and deliberate teacher retention leads to sustainability in identified instructional outcomes.

Using Part 4 application narrative from Year 1?

No

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

The George-Little Rock Community School District (G-LR CSD) TLC Plan provides for one Mentor Teacher for each first-year teacher and a Mentor for each second-year teacher. The Mentors will be trained in instructional coaching, content development, classroom management, curriculum assessment and professional behavior. The first and second year teachers will develop evidence from their classrooms through work with students, families and the community. Mentoring and Induction portfolios will show teacher proficiency in the eight Iowa Teaching Standards. Mentor Teachers will also be assigned to Teachers who are new to the district.

The purpose of the G-LR CSD Mentoring and Induction Program for beginning teachers is twofold. First, this program is designed to support and assist the beginning teacher in a successful transition from pre-service training to the profession of teaching and learning in a supportive environment. Secondly, this program is also designed to provide opportunities for professional teachers within our district to further develop leadership skills. An aspect of the program provides Mentors for teachers new to the G-LR CSD, as well.

Other significant components of the Mentoring and Induction Program are collaborative planning of classroom practices, observation of implementation, analysis of impact upon classroom learning, and reflection about professional practice. The G-LR CSD Mentoring and Induction Program provides opportunities for the implementation of all of these components and roles for Mentors and beginning teachers in this process in order to:

- Promote excellence in teaching
- Enhance student achievement
- Build a supportive environment
- Increase the retention of promising beginning teachers
- Promote the personal and professional well being of classroom teachers
- Support continuous improvement

Current Program Analysis

Before the 2014-2015 school year, the G-LR CSD had been involved primarily in the Area Education Agency outreach program. Additional issues related to teacher retention necessitated adding a local facet to the mentoring and induction program. An evaluation of the program resulted in addressing the following gaps, which are currently being addressed on-site in the G-LR CSD Mentoring and Induction Program (Iowa Department of Education approved summer 2014):

- Quality artifacts aligned with the Iowa Teaching Standards developed with Mentor guidance.
- Mentor observations which demonstrate integration of new learning into classroom practice,
- Exit interviews with teachers leaving the district and documented retention trends with communicated summaries.
- End-of-the-year interviews with both Mentors and beginning teachers in order to inform program changes and improvements.

Evaluation

The purpose of all evaluation efforts will be to determine how beneficial the program is in meeting the program goals. Multiple sources of information will be used in documenting the effectiveness of the mentoring and induction program. (In addition to the above list, examples include: feedback to and observation of both mentors and beginning educators, review of logs and reflections, student achievement data, professional growth plans, and participant surveys.)

Mentor Selection

The annual selection of mentors is critical to the success of the G-LR CSD Mentoring and Induction program. The mentor selection process is a structured application process that recognizes excellence in professional practice and identifies characteristics of effective mentors, selects a pool of individuals possessing those characteristics, and establishes priorities for matching mentors with beginning teachers.

Mentors and beginning teachers participate in regularly scheduled program meetings in order to establish a common foundation for informal conversation and collaborative efforts. Program activities utilize research-based professional development and

instructional strategies to address the needs of all learners.

A mentor and beginning teacher have committed to meeting each week to implement program activities. These activities include common readings, collaborative planning, reflection about the impact teaching has upon learning, and refinement of instructional plans as a framework for the development of a common language about teaching and learning.

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Mentor Training

Training for mentors supports the learning of individuals in the mentor capacity and is ongoing. It is supported with funds made available through the Beginning Teacher Mentoring and Induction Program. Training occurred during the summer and will continue throughout the school year.

During the training, individuals became members of a pool of prospective mentors and were eligible for assignment as a mentor. The initial training has been successfully completed. Later an annual renewal training will be required for continued eligibility as mentors. This renewal training will be designed to build upon the expertise already present as well as address the identified needs of mentors, beginning teachers, and the mentoring and induction program unique to the G-LR CSD.

Resources

The mentoring program is designed to attract and retain teachers in the profession, as well as maintain their commitment to G-LR CSD. The Teacher Leadership and Compensation Grant money will enhance and improve the mentoring and induction program. This will pay for substitute teachers while the mentors and mentees are involved in the peer review process. In addition it will supplement compensation for mentor teachers and support their professional development. This improvement to the program will give the new teachers a guaranteed support system that is necessary for teacher retention and will sustain commitment to teaching and student learning in our rural district.

Narrative

Using Part 5 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

Background

As a rural district, comprised of three buildings, located in two different towns, the TLC Grant emphasis becomes communication, collaboration, and continuity. After analyzing the needs of the George-Little Rock Community School District (G-LR CSD), the district implemented a Professional Learning Communities (PLC) framework for aligning professional development with the needs of the district, but Teacher Leadership roles need to be defined to further carry out the plan. Distinct Teacher Leadership roles, which work together, will create a coherent instructional improvement strategy and directly strengthen instruction. Two full-time Instructional Coaching positions in conjunction with part time Mentor and Model Teaching positions will provide an environment conducive to student learning--student achievement will increase.

One of the greatest concerns voiced from parents during initial TLC Grant discussions was their desire for consistency in the classroom on G-LR CSD Key Initiatives and instructional practices. The following positions not only address that concern for parents but also speak to the need for transparency in educational practice and improved, ongoing communication, which ultimately results in a sustainable culture for all.

Collaboration for Student Learning and Student Achievement

Our plan will allow 25-percent of our staff the opportunity to coach, model, mentor, lead, and offer feedback to their colleagues in a variety of ways:

- **Two Instructional Coaches for the district:** These Teacher Leaders will be curriculum and professional development leaders full time. They will engage full time in the planning, development, and implementation of curriculum and professional development. One Coach will serve PreK-6 Grades and the other Grades 7-12. George-Little Rock is a district that has two school buildings in George and one school in Little Rock. The two communities are 14 miles apart. Current reorganization efforts will move grade levels so that in the 2015-2016 school year there will not be duplicate elementary grades in both communities. Two coaches with similar duties will guarantee meaningful vertical articulation. At the same time, having an Instructional Coach for PreK-6 and another for Grades 7-12 helps in developing and supporting age-appropriate, developmentally appropriate practices. The Instructional Coach at each level will advise teachers on instructional strategies, align the Iowa Common Core Curriculum with instructional practice, and analyze data to drive instruction for student learning. Professional Learning Communities (PLCs) guided by the Instructional Coaches and Administration will serve as the conduit for improvement.
- **One Mentor teacher for each first-year teacher; a Mentor for each second-year teacher:** Mentor Teachers teach full time and support the professional development of both initial and career teachers. The Mentors will be trained in instructional coaching, content development, classroom management, curriculum assessment and professional behavior.
- **Six Model teachers--Exemplary teachers in the G-LR CSD TLC Grant initiatives:** Model Teachers teach full time and serve as models of exemplary teaching practice. These Teachers located at all three buildings will be exemplary practitioners of research-based instruction including:
 - Multi-tiered System of Supports (MTSS) for literacy learning.
 - Cognitively Guided Instruction (CGI) and metacognition strategies.
 - Authentic Intellectual Work (AIW).
 - Meaningful STEM (science, technology, engineering, mathematics) integration.

All of these positions will allow Teachers the opportunity to advance the skills of their colleagues as well as their own through ongoing professional development. These collaborative and financially supported career pathways will aid in retaining our best and brightest teachers through rewarding work and direct contact with students.

Specific Job Descriptions and Attributes

Two Instructional Coaches for the district: These two positions will be full time with ten extended contract days and remuneration. Instructional Coaches will:

- Serve on the District Leadership Team (DLT).
- Assist colleagues in selection and implementation of effective teaching strategies and instructional assessment.

- Assist Teachers in implementing meaningful, content-specific technology.
- Collaborate with the Administrative Team and DLT in planning and leading professional development.
- Communicate the types of learning opportunities that are available for professional growth.
- Share instructional and professional resources.
- Design opportunities for Teachers to practice newly learned skills with peers in workshop settings and in classrooms.
- Engage Teachers in co-teaching, observing, and giving feedback.
- Organize and facilitate peer observations and reflections.
- Build understanding of content standards (Iowa Core), how components of the curriculum fit together, and how to use curriculum to plan instruction and assessment.
- Facilitate ongoing discussions to help Teachers agree on standards, follow the district's curriculum and prioritize goals using learning progressions, and shared assessments
- Facilitate communities of learning (PLC's) with Administration to identify student learning needs, and teachers' current level of knowledge and skills in priority areas.
- Lead conversations with Administration to engage peers in analyzing and using data to strengthen instruction and MTSS processes for all curricula.

Mentor Teachers for the district: These positions will be full time teaching with three extended contract days and remuneration. The TLC Plan provides for one Mentor Teacher for each first-year teacher and a Mentor for each second-year teacher. The Mentors will be trained in instructional coaching, content development, classroom management, curriculum assessment and professional behavior. The first and second year new teachers will develop evidence from their classrooms through work with students, families, and the community. Mentoring and Induction portfolios will show teacher proficiency in the eight Iowa Teaching Standards. Mentor Teachers will also be assigned to teachers who are new to the district. Mentor Teachers will:

- Implement processes to break the norms of isolation, address issues of trust, and cultivate a collaborative culture.
- Serve as role models for Mentees; acclimate new teachers to a new school environment; and advise new teachers about instruction, curriculum, procedures, practices, and political context.
- Contribute time and expertise to make significant contributions to the development of new teaching professionals.
- Help schedule and provide structures to support teacher engagement in peer coaching.

Six Model Teachers for the district: These positions will be full time teaching with three extended contract days and remuneration. The Model Teachers will be exemplary teachers in the G-LR CSD TLC Grant initiatives. It is important that Model Teachers also "model" continuous improvement. Because of this, Model Teachers will advance the skills of their colleagues as well as their own through ongoing professional (local, regional, and state) development opportunities specific to their expertise. They will be experts in locating technology-based professional development opportunities in their respective areas. Likewise, Model Teachers will:

- Engage their colleagues with the purpose of helping them enhance their professional practices and encouraging personalized strategies for specific teaching toward the goal of including the instructional practices in their content areas.
- Implement appropriate learning designs and invite teachers into their classrooms to observe, co-teach, collect data, etc.
- Provide ideas for differentiating instruction and planning lessons in partnership with fellow teachers.
- These teachers located at all three buildings will be "leaders-of-learning" practitioners in research-based instructional practices including:
 - Multi-tiered System of Supports (MTSS) for literacy learning.
 - Model Teachers will help their colleagues by not only exhibiting the practices expected but also through sharing resources. These could include websites and materials, which help differentiate instruction for students or could include professional articles and assessment tools.
 - Cognitively Guided Instruction (CGI) and metacognition strategies.
 - Model teachers help colleagues implement effective strategies. This could include exploring the best avenues for what works with students or sharing assessment findings.
 - Authentic Intellectual Work (AIW).

- Model teachers work inside classrooms to show teachers how lesson planning can be transformed to encompass complex thinking and real-world learning.
- Meaningful STEM (science, technology, engineering, mathematics) integration.
- Understanding how content standards in STEM curricula link together with other areas like literacy is essential to the implementation of articulated STEM curricula. Model teachers will lead teachers to those connections.

Communication and Continuity

The George-Little Rock Community School District TLC Grant will be implemented as a team approach. Multiple layers of educational leadership exist in the district—the School Board, the School Improvement Advisory Committee (SIAC), the District Leadership Team (DLT), Administrative Team, and Professional Learning Communities (PLCs).

The G-LR CSD district has an active DLT that is composed of representation from all three buildings, as well as across various content disciplines. It often meets in combination with the SIAC. This combined group is seen as “representative;” therefore, it is commonly recognized the group serves in some leadership capacity when it comes to curriculum and professional development. The school has established an in-house Teacher Mentoring and Induction Program. These Teacher Leaders are currently serving as Mentors to our new teachers and have already taken on that role. In addition, PLCs engage in professional conversations, reflection and inquiry into teaching practices that promote student learning. This results in our career teachers continuing to grow and expand their professional repertoire, as well.

In order to ensure a seamless delivery system of planned and deliberate implementation of Teacher Leadership positions, communication and regular meetings between all parties including Administration, Instructional Coaches, Mentor/Model Teachers, DLT, etc. are necessary and will be viewed as a priority. For example, the Instructional Coaches will collaborate weekly with the Administrative Team so that that the best avenues for sharing data can be recognized and used to forward analysis and communication of the overall plan to all teachers and district stakeholders. Mentor teachers will teach full time and support the professional development of initial and career teachers. Model teachers will teach full time and serve as models of exemplary teaching practice. All Teacher Leaders will plan and deliver professional development activities designed to improve instructional practice, which will lead to, improved student learning and student achievement.

Using Part 6 application narrative from Year 1? No

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

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

- a) **Prior demonstrated measures of effectiveness.**
- b) **Prior demonstrated professional growth.**

Selection Criteria and Teacher Qualifications

For the George-Little Rock Community School District's (G-LR CSD) Teacher Leadership program to be successful, it is necessary to find veteran teachers who demonstrate strong teaching practices. These should be teachers who often reflect about their instructional practice, commit to ongoing professional growth, have a desire to serve as leaders, and possess an overwhelming willingness to learn the habits and practices of Teacher Leaders – even if they do not currently possess them. In addition, G-LR Teacher Leaders must be dedicated professionals who are capable of planning deliberate educational change and continuous school improvement. For this reason, the selection process for G-LR CSD Teacher Leaders will examine each candidate from multiple perspectives.

Specific attributes beyond those of Career Teachers will be present in each potential G-LR CSD Teacher Leader:

- A record of no less than three years of successful teaching experience, one of which must be within the G-LR CSD.
- An excellent teacher evaluation history within the district.
- A strong commitment to the enhancement and development of beginning teachers and teachers new to the district.

In addition, potential Teacher Leaders will submit personal essays addressing self-assessments of professional qualities and references to personal professional growth via coaching, mentoring, or modeling experiences. Careful consideration will be given to the differentiated Teacher Leadership roles in the selection process. For example:

- Instructional Coaches facilitate communities of learning (PLC's) with Administration to identify student-learning needs. Coaches will need to show how they can contribute to teachers' current levels of knowledge and skills in priority areas and build teachers' understanding of the Iowa Common Core. Coaches will demonstrate how they can help plan professional development.
- Mentor Teachers will show capacity to contribute their time and expertise to make significant contributions to the development of new teaching professionals.
- Model Teachers will need to demonstrate the ability to plan, deliver and assess in the classroom one or more of the following research-based instructional practices:
 - Multi-tiered System of Supports (MTSS) for literacy learning.
 - Cognitively Guided Instruction (CGI) and metacognition strategies.
 - Authentic Intellectual Work (AIW).
 - Meaningful STEM (science, technology, engineering, mathematics) integration.

Selection Process

- A selection committee, composed of an equal number of teachers and administrators, will accept applications, screen potential candidates using the list of specific attributes for each position, conduct interviews, and make recommendations to the superintendent regarding the final selection of candidates.
- Initially candidates will be asked to submit a resume'. This resume' will be screened for evidence that the individual has continued his or her growth as a professional and sought out school leadership opportunities in the past. The selection committee will look for evidence of helping with professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any educational leadership roles the teacher has previously assumed.
- The candidate will also be asked to submit written responses to questions. These questions will seek to evaluate the candidate's written communication and help the selection committee to understand the candidate's philosophy as an educator and leader. The aim is to ensure that a candidate has strong teaching pedagogy, is a reflective practitioner, and understands the essential skills of Teacher Leaders including, collaboration, relationship building, and being a positive voice for change and continuous school improvement while working with resistance to that change.
- Finally, a candidate will be asked to participate in an interview. The interview will first seek to evaluate the candidate's teaching practices, which are essential to the legitimacy and effectiveness s/he will have as a Teacher Leader.
- Included in this will be inquiry into how the teacher has sought to continue to learn and grow as an educator.
- Secondly, the interview will seek to understand the candidate as a leader.

- What leadership roles has s/he assumed in the past?
- Why is s/he interested in a leadership role at this time?
- How does s/he envision herself or himself as a leader?
- How can s/he work with other leaders to move the district forward?

Annual Review of Assignments

The G-LR CSD will conduct an annual review of Teacher Leaders, which will include peer feedback and administrative evaluation. This will be a timely annual review where the Teacher Leader will have an easy entry back into his or her previous position if desired. Within this annual review, the Teacher Leader will also have the option to reapply for leadership positions.

Communication

The G-LR CSD Teacher Leadership positions will be “posted” with information about the minimum requirements. Information will also be included about the duties and responsibilities, extended contract days, salary supplements, and the requirement to complete an annual review of the assignment.

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

Click here To access the Iowa Professional Development Model page.

Creation and Delivery of Professional Development: The Teachers' Roles

The George-Little Rock Community School District (G-LR CSD) Teacher Leaders will coach, mentor, model, lead, and offer feedback to their colleagues in a variety of ways:

- **Two Instructional Coaches for the district:** One Coach will serve PreK-6 Grades and the other Grades 7-12. Two Coaches with similar duties will guarantee meaningful vertical articulation. This configuration lends itself to collaboration between two positions and advances professional development within the ranks of the Teacher Leaders. Instructional Coaches research, plan and deliver professional development sessions for staff and document progress. The Instructional Coach at each level will advise Teachers on instructional strategies, align the Iowa Common Core Curriculum with instructional practice, and analyze data to drive instruction for student learning.
- **Professional Learning Communities (PLCs)** guided by the Coaches and Administration will serve as the conduit for improvement. Instructional Coaches help teachers design PLCs and provide opportunities for team teaching to career teachers. The coaches will also collaborate on research-based instructional strategies to share with career teachers during PLC meetings. They will be closely involved with the District Leadership Team (DLT) and Administrative Team in planning professional development on multiple levels.
- **One Mentor teacher for each first-year teacher; a Mentor for each second-year teacher:** Mentor Teachers are actively involved in enhancing/supporting the teaching experience of new Teachers. The mentors will be trained in coaching, content development, classroom management, curriculum assessment and professional behavior. The first and second year teachers will develop evidence from their classrooms through work with their mentors, students, families and the community. Mentoring and induction portfolios will show teacher proficiency in the eight Iowa Teaching Standards.
- **Six Model teachers--Exemplary teachers in the G-LR CSD TLC Grant initiatives:** Model Teachers will provide classroom-based examples and extensive feedback on instructional practice. They provide strong, effective teaching models to be observed by other Teachers. Model Teachers located at all three buildings will be exemplary practitioners of research-based instructional practices including:
 - Multi-tiered System of Supports (MTSS) for literacy learning.
 - Cognitively Guided Instruction (CGI) and metacognition strategies.
 - Authentic Intellectual Work (AIW).
 - Meaningful STEM (science, technology, engineering, mathematics) integration.

All of the Teacher Leadership roles will collaborate together with the Administrative Team to assess the effectiveness of the implementation of strategies learned in personal and district professional development. The positions will be actively engaged in learning ways to improve instruction to effectively reach students that result in increased student learning and achievement. These positions will allow Teacher Leaders the opportunity to advance the skills of their colleagues as well as their own through ongoing professional development opportunities offered locally via technology, regionally through the Area Education Agency (AEA), and at the State level.

Alignment with the Iowa Professional Development Model

The G-LR CSD utilizes the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The IPDM is focused on:

- 1) Collecting and analyzing student data: The G-LR CSD is constantly collecting and analyzing student data. Analyzing student data allows the district to see student needs and identify gaps and patterns in instruction.
- 2) Setting goals for student learning and selecting content: The G-LR CSD has developed a District Leadership Team (DLT), which has allowed teachers to have a greater voice in planning professional development. The TLC Grant will allow teachers to further enhance the current system of professional development through the distinct roles and responsibilities of the Teacher Leaders.
- 3) Designing the process for improving instruction through training and learning opportunities: All Teacher Leaders in the G-LR CSD play a role in implementing Professional Development for their colleagues.
- 4) Collaborating on the results of plan and strategy implementation: Teacher Leaders will pinpoint teaching strategies needing improvement in classrooms and target student learning.
- 5) Helping Teachers understand the role of the Individual Teacher Professional Development Plan in the overall process: Planning for professional development will include working with teachers to align topics for personal professional development,

therefore contributing to individual teaching roles.

6) Continuing an ongoing cycle: This includes evaluating data using a cycle of continuous improvement.

7) Evaluating the process with formative evaluation tools and summative evaluations designed to inform change in the model components: This allows a means for the G-LR CSD to develop the professional development focus for each upcoming year. This leads to sustainability and communication of ongoing progress in uniform ways.

Teacher Leaders and the Administrative Team along with the DLT will drive the process for professional development during regularly scheduled meetings throughout the school year. They will be involved in the collection and assessment of student achievement data, sharing/analyzing data, focusing instruction to meet student needs, planning for professional development to make changes in instruction, and sharing and communicating with stakeholders.

Using Part 8 application narrative from Year 1?

No

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

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

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

Evaluation

The George-Little Rock Community School District (G-LR CSD) vision of teacher leadership will measure the impact/effectiveness of the TLC plan through a series of short-term and long-term measures. The district has established learning teams, an enhanced induction and mentoring program, and a peer review process in order to meet and evaluate the following goals:

Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development (PD) and leadership opportunities.

Short-Term Measures			Long-Term Measures		
Measures	Assessment Tool	Monitor(s)	Measures	Assessment Tool	Monitor(s)
Guarantee all teachers are at minimum salary	Master Contract	G-LR CSD Teacher Salary Negotiation Team	Annual survey: model teachers	Individual Professional Development Plans (IPDPs)	Administration & Instructional Coaches (Admin. & ICs)
Bi-weekly review of collaborative logs	Online G-LR PD (Professional Learning Communities PLC) Logs	Administration & Instructional Coaches (Admin. & ICs)	Annual survey: mentee teachers	IPDPs	Admin. & ICs
Monthly feedback from new teachers	Anecdotal data & Reflection Essays	Administration & Mentors	Annual survey: effectiveness of PD Program	Department of Education District/Building Profile: Iowa Professional Development Model (IPDM)	District Leadership Team (DLT)
Monthly feedback concerning the PD Program	Anecdotal Reports at Meetings	DLT	Annual survey: effectiveness of the Induction & Mentoring Program	Written Program Survey: G-LR Mentoring and Induction Program	Admin. & ICs

Retain effective teachers by providing enhanced career opportunities.

Short-Term Measures			Long-Term Measures		
Measures	Assessment Tool	Monitor(s)	Measures	Assessment Tool	Monitor(s)
Feedback concerning rigorous career process for selecting teacher leaders in the district	Rubrics	Teacher Leadership Selection Committee	Annual review: teacher retention rates	Exit Interviews	Administration
Percentage of Teacher Leaders in the district	Yearly Contract(s)	Administration & G-LR CSD School Board	Annual survey: opportunities for enhanced career options	District/Building Profile: IPDM	DLT

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

Short-Term Measures	Assessment Tool	Monitor(s)	Long-Term Measures	Assessment Tool	Monitor(s)
Monitor collaboration time	Master Collaboration Schedules [Online G-LR PD (PLC) Logs, Meeting Agendas, & Minutes]	Admin. & ICs	Annual collection & review: all data regarding time spent in collaboration	Online G-LR PD (PLC) Logs	DLT

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

Short-Term Measures	Assessment Tool	Monitor(s)	Long-Term Measures	Assessment Tool	Monitor(s)
25% of the teachers in G-LR CSD in Teacher Leadership roles	Yearly Contract(s)	Administration & G-LR CSD School Board	Annual review: number of Teachers in leadership roles	Yearly Contract(s)	DLT

Improve student achievement by strengthening instruction.

Short-Term Measures of Instructional Effectiveness	Assessment Tool	Monitors(s)	Long-Term Measures of Student Achievement Data	Assessment	Monitor(s)
Instructional Practices Inventory	Instructional Practices Inventory Tool	Instructional Coaches, Administration & Teachers	Reading Fluency & Comprehension	FAST Testing (K-4)	PreK-6 Instructional Coach, Administration & Teachers
Walk-Throughs	Walk-Through Recording Tool	Instructional Coaches, Administration & Teachers	Iowa Common Core: Reading, Mathematics, Science & Social Studies	Iowa Assessments (2-11)	Instructional Coaches, Administration & Teachers
Teacher Evaluations	G-LR CSD Confidential Teacher Evaluation Tool	Administration	Reading Fluency & Vocabulary	DRA Testing (K-3)	PreK-6 Instructional Coach, Administration & Teachers

					7-12 Instructional Coach, Administration & School Counselor
Peer Reviews	Anecdotal data & Reflection Essays	Teachers	College & Career Readiness	ACT Testing (College-bound 11)	
Other common formative assessments	(e.g.) PLC Minutes	Instructional Coaches, Administration & Teachers	College & Career Readiness	National Career Readiness Certificate (NCRC) Testing (12)	7-12 Instructional Coach, Administration & School Counselor
			Reading, Mathematics & Science	PLAN Testing (10)	7-12 Instructional Coach, Administration & School Counselor
			Other common summative assessments (e.g. Accelerated Reader)	(e.g.) Ren. Learn STAR (1-6 Reading)	Instructional Coaches, Media Specialist, Administration & Teachers

Our current collaborative culture @ G-LR CSD will be enhanced by teacher leaders and IPDM process to grow our learning communities and individual capacity to affect student learning. These leaders will facilitate growth and improve professional satisfaction.

Impact/effectiveness will be determined by multiple methods. The short-term student learning and academic goals will be measured by the assessments mentioned with the goals. The long-term academic goals will be measured through trends in Iowa and district assessments. The state goals will be measured through surveys including pre/post and mentor/mentee surveys. Positive teacher retention will be a result of meeting state goals. The TLC Planning Committee will continually monitor the success of all goals, both locally and statewide and will revise the plan accordingly. Through this comprehensive process the G-LR CSD will expand understanding of how it can continue to transform in order to ensure success for all students in the district.

Using Part 9 application narrative from Year 1?

No

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

Implementation of the TLC Plan

The George-Little Rock Community School District (G-LR CSD) knows this is not about “state compliance.” It is about change and continuous improvement. It is about relationships between all of the stakeholders. The TLC Grant funding will help scaffold the next, best steps in our work toward implementing our vision of Teacher Leadership.

Student Engagement is Paramount

We began in the classroom. In the 2013-2014 school year, G-LR started using the Instructional Practices Inventory (IPI) to measure student engagement in the classroom. An IPI measurement tool is used for the purpose of measuring the data. Administrators primarily collect the data at this juncture. The TLC Grant will allow us to include grade-level, age-appropriate Instructional Coaches in the process. After peer review training for teachers, we will ultimately use all teachers to help encourage and support each other.

Other Current Initiatives

- A District Leadership Team (DLT) was formed one year ago. Teachers have a more active role in identifying and addressing district needs.
- An in-house mentoring and induction program has been established this year.
- A teaching team for Authentic Intellectual Work (AIW) has been established and is piloting the program in order to prepare for full implementation fall 2015.
- We are in our third year of the 1:1 laptop initiative for students in Grades 6-12.

Collaboration in Our Learning Community

G-LR CSD knows collaboration builds a culture of continuous student learning and achievement through trust, feedback, and mutual support. Professional Learning Communities (PLCs) will encourage relationship building between teaching colleagues. In the 2014-2015 school year PLCs took on new meaning. Teachers now meet to address student-learning needs, identify gaps in achievement, and celebrate patterns of success. Time logs, meaningful agendas, honest minutes, and unique teacher reflection essays monitor the process.

Training from the Area Education Agency (AEA) will support the teacher leaders. The AEA will continue to provide specific training on the MTSS and AIW initiatives. A certified trainer from The University of Northern Iowa, Cedar Falls, has been in place since spring 2014 and will continue to provide professional development to coaches and elementary staff in CGI. An active STEM initiative locally is helping students help students through the high school coaching of elementary students in integrating the Next Generation Science Standards at the classroom level. Over 60% of high school students assisted with a fall 2014 STEM immersion experience by volunteering to help with STEM elementary instruction--that is up from 33% a year ago.

Our Commitment

G-LR is committed to attracting and retaining highly qualified teachers. Relationship building will help us do that. The TLC plan, including Model Teachers, will enhance implementation of selected initiatives including:

- Multi-tiered System of Supports (MTSS) for literacy learning.
- Cognitively Guided Instruction (CGI) and metacognition strategies.
- AIW.
- Meaningful STEM (science, technology, engineering, mathematics) integration.

Technology Shifts the Paradigm

Teachers model learning for students by connecting with colleagues regionally, statewide, and even globally at very little cost. While maintaining the relationship building in the classrooms and face-to-face in local PLCs, teachers are learning to connect with like-minded individuals via our technology resources. Our Teacher Leaders will lead and encourage more colleagues to collaborate and discuss what doesn't work and the potential of what using technology as a feedback loop can do.

TLC Plan for Systemic Change

Because the G-LR School Board formally supported the district in applying for the grant, it believes in the power of Teacher

Leadership to make significant changes in student learning and achievement. The Administrative Team, too, understands the importance of what the plan could mean for meaningful student engagement and overall school improvement. All teachers continue their individual professional growth through personalized plans with targets and progress reporting and by seeking training that will increase their knowledge and skills.

Communication and Guaranteed Success of the Plan

In sustaining the TLC plan, it is important to involve stakeholders in reviewing various types of data, collaborative discussions, survey results, and comments/suggestions from stakeholders.

- The G-LR CSD is comprised of three buildings in two towns. We have two local newspapers. Upon award, an informational article about the plan will be placed in both newspapers and on the school website.
- Teacher Leaders (Instructional Coaches, Mentor Teachers, Model Teachers, and Administrators) will take turns reporting data and feedback at the School Improvement Advisory Committee (SIAC) and School Board meetings.
- Annual surveys will be administered to all Teachers, Administrators, and SIAC members for the purpose of collecting feedback on the success of the TLC plan.
- Through the PLC process, all teachers will do analysis, and the Teacher Leaders and Administration at District Leadership Team (DLT) meetings will report results.
- The TLC selection committee will annually review recommendations by all stakeholders in order to recommend teachers for leadership positions and consider modifications to the TLC plan.
- The TLC grant will allow for more support of infrastructure we already have in place and help with implementing initiatives with fidelity.

Results of the analysis will lead to re-development of district, building, and TLC goals and modifications to the TLC plan-- modifications needed to improve student learning and achievement.

Grant Allocation

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

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

Certified Enrollment Number	442.1
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$136,529.32
Total Allocation	\$136,529.32

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.	\$40,803.00

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).	\$94,000.00
Amount used to provide professional development related to the leadership pathways.	\$1,726.32
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$136,529.32

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$136,529.32
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

The George-Little Rock Community School (G-LR CSD) budget for the TLC Grant 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 mission of our plan.

Role	Additional Days	Stipend	# of positions	Total w/ FICA
Instructional Coaches	10	\$7,000	2	\$16,321.20
Model Teachers	3	\$2000	6	\$13,989.60
Mentor Teachers	3	\$1,500	2-6	\$10,492.20
				\$40,803

In order to allow the Instructional Coaches the time necessary to fulfill their job responsibilities, the district will need to hire two full-time employees to fill positions vacated by teachers taking the Instructional Coaching positions. We estimate a \$47,000 salary for each full-time teacher.

The remaining \$1726.32 is reserved to cover costs associated with training teachers for the leadership roles. This could include covering transportation costs to attend off-site trainings, registration fees for role-specific training, such as instructional coaching classes for Instructional Coaches, or paying for substitutes if Mentor/Model teachers need coverage for their classes in order to attend necessary trainings. Additional monies will be designated if needed to ensure teacher leaders have necessary skills to lead.

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 that if we recruit, develop, and promote excellent teachers and support new teachers in our district by providing supports and professional growth opportunities for new and veteran teachers, then professional satisfaction and student learning will 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 three meaningful, differentiated leadership roles to ten teachers, which provides opportunities for over 25% of our staff. Teacher Leaders will contribute focused leadership and supports for providing meaningful professional development for all staff both during and outside contract hours.

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