



Application

70554 - Teacher Leadership and Compensation (TLC) System

73398 - Gilbert Teacher Leadership Compensation Grant Application

Teacher Leadership and Compensation System

Status: Under Review

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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (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)

Gilbert CSD is a district located in Central Iowa. Over the past fifteen years, the district has seen an average annual growth of 3%, with a current enrollment nearing 1400 students K-12. Through the TLC grant and teacher leadership efforts, the district will allocate time, resources, training, and stipends to identify and address areas of need, align professional development, and support new and veteran teachers, ensuring that all students are provided a rigorous education at Gilbert.

Gilbert CSD is poised to implement the Teacher Leadership and Compensation program based on the following vision and goals to improve the quality of instruction for its students:

TLC Vision: GCSD can adequately compensate effective teacher leaders to build a collaborative system providing embedded support for both new and experienced teachers. Using a mindset of servant leadership, these teacher leaders will have the opportunity to impact instruction, one teacher at a time, resulting in improved student achievement for Gilbert students.

TLC Goals:

1. Attract and retain new teachers who will be afforded additional support beyond our current system.
2. Provide and reward career opportunities for veteran teachers who have specific job-embedded expertise unique to highly-competent practitioners.
3. Enhance a culture based on teacher collaboration for the benefit of student learning.
4. Focus on improving student achievement through improved targeted instruction.

The Gilbert TLC Plan meets the “must haves” of the grant: 1) Minimum teacher salary is greater than \$33,500; 2) Additional coaching, mentoring, and opportunities for observing instructional practice; 3) Differentiated, multiple, meaningful teacher leadership roles; 4) Rigorous selection process for leadership roles; and 5) Aligned professional development.

Gilbert’s new teacher wage is \$37,498 which exceeds the grant requirement of \$33,500. Additionally, to retain new teachers, support from Mentor/Instructional Strategists will be provided. Mentors will provide intensive supervision of mentees, planning opportunities for multiple observations of model teachers, and arranging increased collaboration time to work with other teachers. Frequent observations, timely feedback, and collaborative sessions with the mentor will help support new Gilbert staff.

Multiple meaningful teacher leadership roles have been developed. These roles will be filled by Gilbert teachers who are willing to take on teacher leadership roles full time, as well as those interested in roles that are in addition to their full-time assignments; all will work together to create a cohesive system of support. Four new roles (twenty-eight positions) were developed and/or expanded: Grade-Level Team Coordinator (13), Model Teacher (10), Mentor/ Instructional Strategist (4) and TLC Coordinator (1). The Mentor/Instructional Strategist and Coordinator positions are full-time positions. All teacher leadership positions have stipends attached for their TLC work. Distinct roles and responsibilities are aligned to each leadership position, incorporating into each role modeling, observations, collaboration, strategy implementation, and data collection.

A rigorous selection process has been established which includes teacher nomination, application, peer recommendations, and (for full-time positions) an interview that provides evidence of building and district leadership. Both the application and interview process will embed the criteria detailed in the Teacher Leadership Skills Framework. Applicants will provide information regarding their knowledge and skills as related to the five main areas of effective teacher leadership, which correlates to the servant-leader traits: 1. Working with adult learners 2. Communication 3. Collaboration 4. Knowledge of content and pedagogy according to district goals and professional development initiatives and 5. Systems thinking. In addition, applicants will include evidence of commitment to current initiatives in the building/district. This rigorous application and interview process will allow the selection committee to identify the applicants most qualified to serve in each of the leadership positions.

Gilbert Schools follows the IPDM (Iowa Professional Development Model) to stay focused on improving student learning and engaging all teachers in professional development. The district’s current professional development includes Iowa Core, Authentic Intellectual Work (AIW), Multi-Tiered System of Supports (M-TSS), Technology Integration, and the Mentor-Mentee program. Formative and summative data will be used to evaluate the TLC plan, teacher-leader roles, and its impact on student learning. Teacher leaders will be responsible for regularly collecting and analyzing data regarding professional development and implementation. This data would also inform instructional practice decisions that would in turn be introduced through Mentor/Instructional Strategists, demonstrated by Model Teachers, reinforced in professional development, then implemented by new and career teachers in their classrooms.

The Gilbert district has a history of sustaining rigorous professional development, supporting teacher collaboration, and celebrating student achievement—thanks to teachers who have been willing to work endless hours for no additional compensation. This grant will provide an opportunity for the district to reward these teachers for their continual dedication and expertise. Gilbert is confident that its TLC plan, implemented with fidelity, will positively impact student achievement.

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

TLC Model Number

Model 2 Instructional Coach Plan

Narrative

Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:

a) Description of how the planning grant and available planning time was used to develop a high-quality plan

b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan

c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

The Gilbert Community School District (GCSD) has engaged in a long-term planning process to develop a TLC (Teacher Leadership & Compensation) System that will meet the specific needs of the district. In the fall of 2013, the current teacher leadership committee began exploring the possibilities that a TLC system could bring to the GCSD. The team interviewed Iowa teachers who are currently in districts implementing teacher leadership programs. The interviews solidified the team's belief that a TLC program would develop strong leadership capabilities among staff as well as improve instruction across the district.

The committee met several times a week, after contract hours with the curriculum director, to develop the plan. They attended informational meetings led by Heartland AEA, gathering information and continuing to share the new learning with their colleagues. Information from the state guidance documents and other sources were accessed, studied, and synthesized into Gilbert's TLC plan. The planning grant was used to reimburse teacher leaders for their non-contract time.

Informational meetings were scheduled with all stakeholder groups to discuss the concept of teacher leadership and the impact it would have on the district. Meetings were held with the school board, staff at each building, the SIAC (which included staff, parents, community members, and students), and the District Advisory Committee (a large group of staff and parents). At each meeting, information was shared on the possible TLC models, the intent of the grant, and its impact on staff and students. Questions were posed and answered, and voiced misconceptions were corrected. The purpose of the TLC grant was explained to all groups, including additional coaching and mentoring opportunities for staff, collaborative efforts to share strategies and model exemplary teaching, time to research best practices and share the new learning, time to research resources, and compensation for teachers who currently do this work without compensation. The advantages and disadvantages were discussed at length with each group.

The following chart shows the time spent in the planning process and the commitment of each stakeholder group.

	Number of hours spent in the TLC grant-planning process	Survey results of commitment to the TLC program
Teachers	220.5 hours	98%
ISEA/GEA Members	Hours indicated in teacher row	99%
Administration	106 hours	100%
School Board	2 hours	100%
Parents/Community/ Student Reps	8 hours	100%

A survey was administered to all staff to determine numbers of teachers willing to participate and motivated to work on this school improvement initiative. Results stated that 22 % would be willing to be a "grade-level team coordinator", 20% would agree to being a "model teacher", 15% would be willing to be a "mentor/instructional strategist", 6% would agree to being the "TLC Coordinator", and 36% felt they were not interested at this time or they did not meet the role requirements. These numbers indicated that staff is willing to participate in a Teacher Leadership & Compensation program. The committee was gratified to see the sizeable number of people interested in applying for the 28 teacher leader positions and that only one person responded negatively to the grant proposal.

Based on survey data, discussion, and feedback from all the groups, the team wrote the goals that guide the district's plan: 1. Attract and retain new teachers who will be afforded additional support beyond our current system. 2. Provide career opportunities for veteran teachers who have specific job-embedded expertise unique to highly-competent practitioners and reward them for their leadership. 3. Enhance a culture based on teacher collaboration for the benefit of student learning. 4. Focus on improving student achievement through improved targeted instruction.

The plan is guided by several pivotal pieces including state guidelines, best-practices from the Center for Strengthening the Teaching Profession, the Universal Constructs, and district data. One of those pieces that helped guide the planning was referral to Universal Constructs. The Constructs are competencies and habits of mind that students need for success in careers, college, and citizenry. Another element important to the planning and execution of the TLC grant is the idea of servant-leadership, based on work from Kent Keith, author of *The Case for Servant Leadership*. Servant leadership traits are categorized as ethical, practical, and meaningful. Keith identifies seven key practices of servant leaders: being self-aware, listening, changing the pyramid, developing your colleagues, coaching not controlling, unleashing the energy and intelligence of others, and having foresight. These qualities are embedded into the job descriptions, application and interview process, performance expectations, and evaluations.

Receiving the Teacher Leadership Compensation grant will allow the Gilbert District to adequately compensate effective teacher leaders, working to build a collaborative system to provide embedded support for both new and experienced teachers. Exhibiting the qualities of servant leadership, these teacher leaders will have the opportunity to impact instruction one teacher at a time, resulting in improved academic achievement for Gilbert students.

Narrative

Part 2) Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. (5,000 characters maximum)

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

Gilbert CSD is a district located in Central Iowa, five miles north of Iowa State University. Over the past fifteen years, the district has seen an average growth of 3% annually, building from two attendance centers to four, with a current enrollment nearing 1400 students K-12. The district has consistently performed well on state assessments, with scores steadily climbing for the past eight years. The Iowa Department of Education nominated the Gilbert High School for Blue Ribbon status in January 2014.

Gilbert Community School District has a stable staff and strong student achievement scores. Attaining greater student achievement in our schools will continue through a cycle of ongoing assessment by staff, students, administration and stakeholders. The TLC grant will give Gilbert the opportunity to create and expand programs that continue to build collegiality and leadership within the staff. To take Gilbert from “good to great,” the district believes that the following vision and goals will guide decision-making to positively impact teachers’ professional growth and student achievement.

TLC Vision: GCSD can adequately compensate effective teacher leaders to build a collaborative system providing embedded support for both new and experienced teachers. Using a mindset of servant leadership, these teacher leaders will have the opportunity to impact instruction one teacher at a time, resulting in improved student achievement for Gilbert students.

TLC Goals:

1. Attract and retain new teachers who will be afforded additional support beyond our current system.
2. Provide and reward career opportunities for veteran teachers who have specific job-embedded expertise unique to highly-competent practitioners.
3. Enhance a culture based on teacher collaboration for the benefit of student learning.
4. Focus on improving student achievement through improved targeted instruction.

The district currently meets the TLC wage requirement for new teachers. All staff, including new staff members, are involved in quality professional development offered by the district: Authentic Intellectual Work, Multi-Tiered System of Support, Mentor-Mentee program, and Technology Integration.

In addition to the TLC goals, the district is striving to meet the following academic goals, through targeted professional development, for 2013-14 School Year:

1. Reading: By the end of the 2013-2014 school year, there will be an increase in the percent of students in 9th grade scoring proficient or higher in reading on the Iowa Assessments. As 8th graders in 2012-2013, 86% of students scored as proficient or above in reading on the Iowa Assessments.
2. Math: By the end of the 2013-2014 school year, there will be an increase in the percent of students in 5th grade scoring proficient or higher in math on the Iowa Assessments. As 4th graders in 2012-2013, 90% of students scored as proficient or above in math on the Iowa Assessments.
3. Science: By the end of the 2013-2014 school year, there will be an increase in the percent of students in 8th grade scoring proficient or higher in science on the Iowa Assessments. As 7th graders in 2012-2013, 91% of students scored as proficient or above in science on the Iowa Assessments.

Iowa Assessment Proficiencies - Current proficiencies on the Iowa Assessments.

Reading	3rd	4th	5th	6th	7th	8th	9th	10th	11th
2012-13	87.8	93.3	88.3	91.4	91.7	85.5	94.7	96.3	92.9

Math	3rd	4th	5th	6th	7th	8th	9th	10th	11th
2012-13	96.7	98.1	94.7	96.5	90.8	93.6	95.8	92.6	97.7

Because Gilbert students traditionally score high on standardized tests, proficiency alone does not help the district determine if the quality of thinking is improving. To better answer this question, the district has begun to analyze the data related to cognitive complexity. The following chart shows a high percentage of Gilbert students answered 75% to 100% of the questions correctly at each level of cognitive complexity in reading and math, as indicated on the Iowa Assessments.

Reading 2nd - 11th	2011-2012	2012-2013
Essential Competencies	70%	68%
Conceptual Understanding	68%	70%
Extended Reasoning	62%	60%
Math - 2nd - 11th		
Essential Competencies	53%	48%
Conceptual Understanding	49%	53%
Extended Reasoning	39%	42%

The chart below displays Gilbert’s ACT data. The average composite is 24.1 compared to the state average composite of 22.1.

ACT	Total Tested	English	Math	Reading	Science	Composite
2013	82	23.9	23.3	24.5	24.0	24.1

While the district is proud of its overall data, it continues to focus on reducing the gaps in the subgroups of socio-economic status and special education. The following is the collapsed data for grades 2nd-11th:

- **Reading: SES:** 70% -Non SES: 93%, **Gap: 23;** **IEP:** 55% -Non IEP: 94%, **Gap: 39.**

•**Math: SES: 77% - Non-SES: 94%, Gap: 17; IEP: 75% - Non-IEP: 94, Gap: 19%.**

To address the subgroup populations and meet the needs of all students, the teacher leaders will be the catalysts for classroom change. Environment, communication, and instructional strategies will be assessed and, if necessary, changed to meet the needs of all learners. The TLC plan will provide time, means, and training to identify and address those areas of need, ensuring that all students are provided a rigorous education at Gilbert.

Part 3) Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.). (5,000 characters maximum)

The TLC plan will help support and strengthen the GCSD's continuous cycle of school improvement. Gilbert Schools follows the IPDM (Iowa Professional Development Model) to stay focused on improving student learning and engaging all teachers in professional development. The district's current professional development includes Iowa Core, Authentic Intellectual Work (AIW), Multi-Tiered System of Supports (M-TSS), Technology Integration, and the Mentor-Mentee program. Teacher leaders are currently leading each of the district's initiatives. Teacher leadership directly impacts student success through peer collaboration, successful instructional practices, modeling, observation, and personal accountability.

Teacher leaders will have the opportunity to coach colleagues as they deliver the Iowa Core. The district is committed to ensuring that each student has the opportunity to learn this rigorous, relevant curriculum. Since "how" the Iowa Core is taught is equally as important to student outcomes as "what" is taught, teachers need the support and embedded professional development to develop and meet Iowa Core expectations. Paramount to this work will be a focus on teaching concepts rather than topics, so students have deeper understanding and improved problem-solving skills.

Authentic Intellectual Work has grown from a high-school pilot initiative to a district-wide professional development program, improving instruction. AIW provides rubrics to guide teams as they discuss classroom practice. School personnel have been trained as AIW local coaches to build internal capacity. Teacher leadership is demonstrated by the ten local AIW coaches, the AIW team leaders, and the AIW leadership team; all groups help plan, deliver, and evaluate AIW implementation. The TLC grant will provide funding for additional training for AIW leaders (data gathering, interpretation, and presentation; further learning about AIW coaching; and additional opportunities to meet with other coaches).

Multi-Tiered Systems of Support (formerly RtI) involves all staff as they provide a rigorous curriculum (based on the Iowa Core) to all students. Model Teachers will develop and teach lessons based on the Core, model strategies to reach at-risk students, and work with others to build rigorous lessons that meet the needs of all learners.

The District has elected to move to a 1:1 laptop initiative grades 3-12. Rollout began with grades 6-8 in January 2014. Technology leaders have helped to bridge the gap between traditional teaching and instruction that integrates technology. Currently, the middle school has three teacher leaders who help with technology. As the 1:1 initiative grows, it is critical to have more teacher leaders available to support others as they deliver instruction that incorporates technology.

Another Gilbert District initiative warranting teacher leadership is the mentoring program—utilizing Heartland AEA's BEST program. Each new teacher is assigned a local mentor. The mentors meet formally and informally with their mentees each week, helping to refine teaching through observation, demonstration, modeling, reflection, and providing feedback. Mentors engage initial teachers in professional development while supporting mastery of the Iowa Teaching Standards.

The proposed TLC model would also put into play five full-time teacher leaders who will collaborate, research, co-teach, and model best practices. They will provide professional development to all teaching staff. The TLC plan promotes shared leadership based on a collaborative model. We intend to utilize strong teaching already present in our district to model best practice in the classroom to assist others.

Embedded professional development will provide opportunity for course corrections, give supportive feedback, encourage risk-taking, and allow collaboration time. Not only will educators be given the opportunity to share their expertise in new ways, but also the district will be able to compensate teachers who currently do this work without compensation. Experienced teachers will be encouraged to take on new, fresh challenges. This directly coincides with district goals of high academic achievement for all students, providing a quality learning environment to meet the needs of the district students and staff, as well as assessing the effectiveness of district initiatives and programs.

The TLC leadership team will refine program evaluation processes that will let the district evaluate current initiatives to determine efficacy. AIW Local Coaches will implement the Classroom Implementation Profile, Student Work/Task Correlations, Innovation Configuration Maps, and then correlate those with student assessments to determine implementation levels.

Observations, reflections, and lesson plans will determine M-TSS strategies that are modeled and implemented in classrooms. Incorporating technology into lessons and identifying usage will help determine the impact of technology training. Grant funding will provide for assessment training, development of assessment tools, and opportunities to assess data points with staff. The findings from the assessments will allow the district to "weed out" initiatives or programs that do not promote student achievement.

A key component of our current district initiatives is collaboration. However, time constraints do not allow teachers to engage as deeply in collaboration as would be possible if the TLC plan were in place. The TLC grant will let Gilbert expand initiatives, multiply teacher leadership positions, and, ultimately, positively impact teaching and learning.

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, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

In 2014, Gilbert Schools will continue to participate in the BEST mentoring program while developing a local mentoring program that will be implemented during the 2015-16 school year.

Gilbert's beginning teacher pay already exceeds the minimum wage required by the TLC grant. Current starting salary is \$37,498. That allows the district to put their resources into teacher leadership positions, giving time and resources to teacher leaders to work with beginning teachers, helping acclimate them to the Gilbert system and the teaching profession.

Components of the Gilbert Teacher Leadership Model include:

- 1) Initial Teacher/Mentees - This group includes all new teachers to the district who have no teaching experience.
 - a. Intensive mentoring and supervision; multiple observation opportunities with model teachers.
 - b. Increased collaboration time given to work with other teachers.
 - c. Frequent observation, evaluation, and support sessions.
- 2) Mentor/Instructional Strategist - This group includes four seasoned teachers who will lead and mentor other instructors in the overall student achievement goals of the Gilbert District.
 - a. One-year assignment, to be re-evaluated yearly.
 - b. No classroom teaching load.
 - c. Ten additional days each year for training and professional development.
 - d. Serve as full time "mentor/instructional strategist."
 - e. \$6,000 in addition to current salary.
- 3) Model Teachers - This group will develop, videotape, and model exemplar lessons for all staff, in addition to new teachers. The model teacher will incorporate best practices from professional development.
 - a. One-year assignment, to be re-evaluated yearly.
 - b. Full-time classroom teacher.
 - c. Two additional days.
 - d. \$3500 in addition to current salary.

Current Mentoring Program

In the past, Gilbert has used the BEST program from Heartland AEA to mentor new teachers. The current mentoring program is intended to incorporate the following elements:

1. AEA personnel facilitate the BEST mentoring program.
2. Mentors who are assigned to mentees meet formally or informally every week with the mentee; observe, model, demonstrate, give feedback to the mentee; and promote the professional development of the mentee while meeting the Iowa Teaching Standards.
3. Mentees who participate Year 1 and 2 maintain a personal journal; meet with mentor weekly; share artifacts with other mentees; refine teaching through observation, modeling, demonstrations, feedback, and reflection; write monthly journal entries with mentor; and complete professional development activities that meet the Iowa Teaching Standards.

The district plans to continue with the BEST program for the 2014-15 year. Survey results from previous mentor/mentees indicate that many professional needs were met by having a mentoring/induction program. However, time constraints have interfered with the intent of the program elements. It has been difficult for mentors and mentees to find time to work together to observe instructional strategies, plan reflective practice, create authentic lessons, and provide feedback.

During the 2014-15 school year, the TLC Coordinator and Mentor/Instructional Strategists will examine a variety of mentor/mentee programs to build an exemplary in-house mentoring program best suited for the Gilbert District. The Gilbert Mentoring Program will be implemented during the 2015-16 school year. The TLC Coordinator and Mentor/Instructional Strategists will coordinate the district mentoring and induction program.

By developing this Gilbert-specific program, the district can blend best practices of mentoring with the district's professional development—Authentic Intellectual Work. AIW principles apply universally to all areas of instruction—emphasizing best practice in instruction, rather than specific content knowledge. These instructional leaders will also provide connections with departmental colleagues who can offer content-specific expertise. This new system will provide our mentees with more contact time than was possible with our previous program. The new program will advance professional growth and meet the goals of new teachers, with the guidance of Gilbert teacher leaders.

Narrative

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)Description of the responsibilities and duties for each 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)Description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

After studying the TLC models, researching numerous successful teacher leadership programs, analyzing the current leadership structure in the GCSD, and identifying future needs, four new roles (twenty-eight positions) were developed and/or expanded: Grade-Level Team Coordinator, Model Teacher, Mentor/Teacher Instructional Strategist and TLC Coordinator. The roles, percentage of time, and duties are displayed below.

Roles	Grade Level Team Coordinator	Model Teacher	Mentor/ Instructional Strategist	TLC Coordinator
No. of Positions	13 - 1 per grade level	10 - minimum 2 per building	4 - 1 per building	1 - work with all buildings
% in Classroom	90%	90%	0%	0%
% in Leadership	10%	10%	100%	100%
Addtl Contract Days	1	2	10	12

All teacher leadership positions will involve activities that directly impact classroom instruction and student achievement. The roles and responsibilities are outlined below. During year one of the program, all roles and responsibilities will be refined as needed to best meet the needs of the program.

Grade-level team coordinator

1. Facilitate professional learning communities.
2. Act as the representative for PLCs on the district-wide teacher leadership team.
3. Collect grade-level data to support building and district data analysis.
4. Participate in leadership and content-specific professional development training as needed.
5. Serve as the liaison with instructional strategists as they personalize professional development opportunities for the learning communities.

Model Teacher

1. Develop and implement AIW lessons, grounded in the Iowa Core, that increase student learning and provide artifacts to be utilized during professional development.
2. Model, record, and share a minimum of two exemplar lessons per quarter that apply best practices, educational innovations, and Iowa Core to improve instruction. Provide examples of student work and student learning as a result of the model lessons.
3. Participate in leadership and content-specific professional development training as needed.
4. Participate in the development of a school-wide culture that promotes professional growth and student learning.
5. Assist mentor/instructional strategist in modeling best practices for specific needs of new teachers.

Mentor/Instructional Strategist

1. Serve as a mentor to new teachers, using the BEST program.
2. Work with other mentors/instructional coaches during the first year of TLC implementation to determine if the BEST program meets all the needs of the district. If gaps are identified, mentors will assist in the identification of an alternate program and/or develop a mentor program specific to GCSD.
3. Provide support and knowledge that encourages the professional growth of teachers for enhancement of student learning.
4. Support teachers in the development and implementation of Individualized Career Development Plans.
5. Assist both new and career teachers to plan learning (including content, instructional strategies, and assessments) and align with district outcomes and Iowa Core.
6. Provide demonstration lessons to improve instruction that apply best practices, educational innovations, and Iowa Core to new learnings.
7. Embed professional development in the classroom when collaborating with teachers.
8. Serve as a resource to ensure effectiveness of lessons and strategies.
9. Support all teachers in the collection and analysis of formative data.
10. Partner with the TLC Coordinator to analyze and communicate standardized-test results as well as school and district successes/concerns to students, staff, and community.
11. Support the accomplishment of the building's long-term and short-term goals.
12. Participate in leadership and content-specific professional development training as needed.
13. Participate in the development of a school-wide culture that promotes professional growth and student learning.
14. Promote student and teacher behavior expectations that are conducive to learning, maximize learning time, and increase the probability of advancing student achievement.
15. Establish positive relationships with students, parents, other staff members, and the community.
16. Participate in activities surrounding the adoption of curriculum and materials.

TLC Coordinator

1. Partner with curriculum director, principals, mentor/instructional strategists, model teachers, and grade-level team coordinators.
2. Support teachers in the development and implementation of Individualized Career Development Plans.
3. Co-facilitate and co-plan training, implementation, and monitoring of the instructional elements of Gilbert's professional development initiatives and adopted curricula.
4. Attend, observe, and provide feedback to other teacher leaders in professional development procedures, coaching skills, and instructional

best practices.

5. Assist with using summative and formative assessment results to refine professional development and assist teachers in making data-driven instructional decisions.
6. Assist in the long-range planning of curriculum, professional development, and coordination of professional development procedures and program evaluation.
7. Assist with all facets of professional development and curriculum trainings as indicated on the district's professional development plan.
8. Co-facilitate and co-plan, with instructional strategists, demonstration lessons that apply best practices, educational innovations and Iowa Core to new learnings to improve instruction.
9. Participate in the development of a district-wide culture that promotes professional growth and student learning.
10. Provide instruction to mentors/instructional strategists in best practices for facilitating adult learners.
11. Facilitate the creation and maintenance of a repository of exemplar lessons and classroom-instruction videos.
12. Participate in leadership and content-specific professional development training as needed.
13. Participate in activities involving the adoption of curriculum and materials.
14. Lead program evaluation of the TLC grant. This will include the collection of all documentation and data related to TLC program.
15. Comply with district and school policies and procedures while supporting the vision, mission, values, and goals of GCSD.
16. Establish positive relationships with colleagues, parents, staff, and community.
17. Partner with the instructional strategists and curriculum director to analyze and communicate standardized-test results as well as school and district successes/concerns to students, staff, and community.
18. Support the accomplishment of the building's long-term and short-term goals.

To create a coherent instructional improvement climate, the district will meld the professional development model Authentic Intellectual Work with the Teacher Leadership and Compensation System. Newmann, Smith, Allensworth and Bryk (2001) developed the concept of instructional program coherence which includes a) a common instructional framework to guide curriculum, teaching, assessment, and learning environment and b) staff working conditions supporting implementation of the framework, and materials, time, and staff assignment that advances the school's common instructional framework. The study showed that schools with program coherence exhibited higher gains in student achievement. The AIW framework is the work of Dr. Fred Newmann. While Gilbert has implemented AIW K-12 with fidelity and shown gains in student achievement, the district has identified a significant gap in staff assigned to leadership positions.

To ensure that Gilbert's TLC proposal will strengthen instruction and improve student learning, an action plan has been developed. The plan begins with the delineation of distinct roles and responsibilities aligned to each leadership position. The various leadership positions will work closely to strengthen teaching and learning throughout the district. The district employs four principals and one curriculum director. While these five individuals provide exceptional instructional leadership, adding teacher leadership positions will allow for an intense focus on strengthening instruction. As a district, 25% (28 positions) of the teacher workforce will serve in leadership positions. (In the past, there have been unlimited unpaid leadership opportunities.) With 98% teacher support, the TLC proposal offers a structure needed by the district. Having teacher leaders in all four buildings allows instructional needs to be met promptly and ensures that building-level goals are being attained.

The second part of the plan revolves around communication and collaboration. The TLC coordinator, mentor/instructional strategists, model teachers, and grade-level coordinators will closely partner with the administration as instructional leaders. During the summer of 2014, the administration and teacher leaders will engage in a two-day retreat to further develop a structured communication and implementation plan. During the preservice days in the Fall of 2014, a class in servant leadership will be provided to all staff. This will assist all administrators and teachers in understanding the TLC model.

During the year, teacher leaders will meet formally and informally to collaborate and build coherency between district initiatives and the TLC program. The Coordinator and Strategists will meet with the Curriculum Director bi-weekly, with the TLC team meeting quarterly. Under the umbrella of the TLC committee, the curriculum director and coordinator will co-chair the general meetings. All teacher leaders will communicate on an ongoing basis using Google docs.

Data collection will be ongoing, collecting both traditional student-achievement data and non-traditional data. Traditional data will include math and reading screening tests, standardized tests, ACT results, attendance, and graduation rates. Non-traditional measures will focus on teacher implementation and growth in their pedagogy related to classroom instruction. These measures will include Classroom Implementation Profiles, Innovation Configuration Maps for all stakeholders, and Task-Student Work Correlation that measures the quality of the teacher lessons and the student work resulting from those lessons. All educators in the district will be given needs assessment and satisfaction surveys.

The use of this formative and summative data will be used to evaluate the effectiveness and cohesiveness of the TLC plan and the impact on student learning. The Grade-Level Team Coordinators, Mentor/Instructional Strategists, and the TLC Coordinator will be responsible for collecting and analyzing data in order to make informed decisions regarding professional development. This data will also inform instructional practice decisions that would in turn be introduced through Mentor/Instructional Strategists, demonstrated by Model Teachers, then implemented by new and career teachers in their classrooms. This recursive process will enable all staff to actively participate and evaluate instructional practices.

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) Measures of effectiveness

b) Professional growth

The current evaluation system is rigorous for teachers new to the profession and/or district, but is inadequate to distinguish teacher leadership roles. To rectify that problem, the committee has designed a rigorous selection process, in addition to building an evaluation system that will monitor effectiveness and professional growth. As recommended by all stakeholder groups, the selection process to fill all leadership positions will be clear and transparent.

Selection of leader teachers for the Teacher Leadership program at Gilbert Community Schools will be rigorous. It shall include the following steps for assuring that all teachers involved are committed to the teacher leadership initiative and are willing to serve in the leadership position. All participants involved shall have the same high level expectations, aimed at creating greater levels of student achievement for all students.

Selection Process

- A. All leadership positions will be posted, providing detailed information regarding the roles and responsibilities of each leadership position within 48 hours of receiving the TLC grant.
- B. Teacher nomination – Teachers will self-nominate. These nominations will occur by March 1, 2014. Teacher Application materials will include an application form and two peer recommendations (for full-time positions).
- C. A selection board made up of members of the Gilbert Teacher Leadership Committee, administration, teachers, and community will interview candidates (applying for full-time positions) and review applications to make a selection. A recommendation to the superintendent will be made for each of the teacher leadership roles.
- D. The interview process will provide teachers the opportunity to share evidence and provide narrative that showcase career gains such as additional education, service on leadership committees at the district level, and teacher leadership roles and responsibilities they have assumed at the building level.
- E. This selection process must occur annually for available leadership roles, including teachers currently serving in teacher leadership roles.

Both the application and interview process will embed the criteria detailed in the Teacher Leadership Skills Framework. Applicants will provide information regarding their knowledge and skills as related to the five main areas of effective teacher leadership, which correlates to the servant-leader traits: 1. Working with adult learners 2. Communication 3. Collaboration 4. Knowledge of content and pedagogy according to district goals and professional development initiatives and 5. Systems thinking. In addition, applicants will include evidence of commitment to current initiatives in the building/district.

This rigorous application and interview process will allow the selection committee to identify the applicants most qualified to serve in each of the leadership positions.

All Gilbert teachers write Individual Career Development Plans (ICDP) that are aligned to the district professional development initiatives and district goals. Current practice does not require specific data as part of the the ICDP to measure professional growth. However, numerous staff members attended a 2013-14 summer academy to learn how to more efficiently collect, analyze, and use data to measure individual growth as an educator and building implementation of professional development. The creation of leadership positions will allow for this data training to be implemented with fidelity. Data that will be used to measure growth includes, but is not limited to, Innovation Configuration Maps, Classroom Implementation Profiles, and Task-Student Work Correlations. All three data points can show growth as related to implementation of Authentic Intellectual Work (AIW).

Four Gilbert educators have completed the AIW Local Coaches program. Through intense study, these teachers learned to be leaders in professional development. The Local Coaches curriculum includes deep exploration of the coaching “diamond”: AIW Mastery, Facilitation, Core Beliefs and Self-Reflection. Local coach mastery is displayed in a portfolio that is submitted at the end of the program. Not only did the Gilbert coaches submit exemplar portfolios, but they were asked to serve as leaders to other local coaches in the state during the 2013-14 school year.

A clear and equitable evaluation system, aligned to the areas of effective leadership, is in place for two of the leader tiers, the Mentor/Instructional Strategists and the TLC Coordinator. The evaluation of the Mentor/Instructional Strategist will include a set of clearly delineated performance indicators. A self-assessment reflection (with artifacts to support the self-assessment ratings) and an assessment by the TLC Coordinator and Curriculum Director will be conducted on an annual basis. The TLC Coordinator’s evaluation will be conducted by the Curriculum Director.

Teacher leaders will receive initial and ongoing job-embedded training aligned to the roles and responsibilities of their leadership position. See the chart below for roles and ways educators serving in different positions can increase knowledge and improve pedagogy.

Learning opportunities provided to teacher leaders.	TLC Coordinator and Mentor Teachers	Model Teachers and Grade Level Team Coordinators
AIW Coordinators Academy	x	x
AIW Next Steps Academy	x	x
AIW Extended Learning Workshops	x	x
Local Coaches’ Institute	x	x
Mentoring Training	x	x
Classroom Implementation Profile - Walkthrough Training	x	optional
Technology Trainings	x	x
M-TSS/Rtl Training	x	x

Narrative

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)Description of the role teacher leaders will play in the creation and delivery of professional development.

b)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.

All teacher leaders will serve on the TLC leadership team. Partnering with the curriculum director to plan, facilitate, and deliver district Professional Development (PD). Teacher leaders will receive training to prepare to serve in a leadership capacity. Initiatives include Authentic Intellectual Work (AIW), Multi-Tiered Systems of Support, and Technology.

Grade-level team coordinators will facilitate grade-level Professional Learning Community meetings, sharing strategies for incorporating the initiatives into lesson and unit plans. Teams will also score lessons, student work, and instruction for authenticity. The coordinators will analyze data, assisting in personalizing learning.

Model Teachers promote PD through modeling and sharing lessons that apply best practices from the district and building initiatives to improve instruction. They will provide examples of exemplary student work and evidence of learning as a result of the model lessons. Participation in leadership meetings will help provide feedback about professional development.

Mentor/Instructional Strategists will collaborate with new and career teachers to plan and implement lessons that incorporate strategies and best practices from professional development initiatives. They will support teachers in data collection and partner with the TLC Coordinator to analyze professional development implementation data.

The TLC coordinator will assist in facilitating, planning, implementing, and monitoring instructional elements of Gilbert's PD initiatives. The coordinator will observe professional development, providing feedback concerning procedures and instructional practices. Assessment results will be used to refine teaching and assist teachers in making data-driven instructional decisions. The Coordinator will assist with organizing, developing, communicating, updating, and conducting PD and curriculum trainings as indicated on the district's TLC plan.

Data will be used to evaluate the effectiveness and cohesiveness of the TLC plan and the impact on PD. The Grade-Level Team Coordinators, Mentor/Instructional Strategists, and the TLC Coordinator will be responsible for collecting and analyzing data in order to make informed decisions regarding professional development. This recursive process will enable all staff to actively participate and assist in the evaluation of professional development.

The purpose of the Iowa Professional Development Model is to provide a structure for professional development that is focused, collaborative, and directly supports student achievement. Four operating principles are found in the IPDM: focus on curriculum, instruction, and assessment; participative decision making; leadership; and simultaneity. The TLC plan cohesively blends teacher leadership and professional development. The district's main K-12 PD initiative is Authentic Intellectual Work (AIW). AIW focuses on improving curriculum, instruction, and assessment. Teams score each other's instruction and tasks, which include lessons and assessments. Using research-based rubrics, the teams revise the tasks and plan instruction to meet district expectations of rigor, authenticity, and alignment to the Iowa Core.

A teacher team served as an AIW pilot group and became team leaders. Since then, AIW has grown from a beginning group of nine teachers to a full K-12 initiative. Two teachers and two administrators have completed coursework to become certified local AIW coaches. The AIW process of building teacher leaders to lead PD is replicated in the TLC plan.

While Gilbert teachers have assumed a significant role in creating and delivering PD, they have been asked to do this while teaching full time and receiving no financial compensation. Given the time and means, those chosen for full-time leadership positions will be able to fully engage in being teacher leaders and continue to expand their learning.

Alignment to the IPDM model

Collecting & Analyzing Student Data - Teacher leaders organize data and present data to the staff, collaborating to analyze student data and make instructional decisions.

Goal Setting & Student Learning - The team uses data points to set building and district goals. Walkthrough data, implementation data, and artifacts determine what extended learning opportunities are needed to improve instruction.

Designing Process - The PD design determines team size, time involved, content delivery, and collaboration. The teacher leaders will facilitate, monitor, and assess the effectiveness of the PD. The plan specifies how the leaders will operate within their roles.

Collaboration- Teacher teams meet a minimum of 50 minutes a week to collaborate. Additional time is available during early dismissals.

Implementation - Teacher leaders will support teachers in implementation of the new learning aligned to the district's PD initiatives.

Formative Evaluation - Formative data will be collected to assist in refining the roles of the teacher leaders, guide professional learning and to improve classroom instruction. Tools include walkthrough data, innovation configuration maps, logs, student data, surveys, and classroom observations.

Program Evaluation - The leadership team will use data collected (student achievement, PD implementation, correlation studies, surveys, and additional data sources) to prepare and share a program evaluation detailing the impact of the TLC initiative on teaching and student learning.

Individual Teacher Professional Development Plan - Teachers write Individual Career Development Plans aligned to the district goals. The teacher leaders will support teachers in meeting the goals through lesson design, modeling, and data analysis.

The components of the IPDM guide Gilbert's TLC plan, which cohesively blends teacher leadership and professional development.

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

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

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

The main components of Gilbert's TLC plan are building teacher leadership, improving instructional practices, and increasing student achievement. The plan's efficacy and impact on teacher leaders and teachers can be measured by setting clear outcomes and analyzing corresponding data points.

Teacher leader outcomes:

- 1) Research and model best practices.
- 2) Collaborate with other staff.
- 3) Provide professional development.
- 4) Increase student achievement.
- 5) Collect and analyze data.
- 6) Increase skills and pedagogy related to teacher leadership.

New teachers outcomes:

- 1) Learn from professional development opportunities.
- 2) Observe model teachers.
- 3) Implement research-based strategies.
- 4) Reflect on the teaching experience.

Veteran teacher outcomes:

- 1) Improve rigor and authenticity of lessons, aligned to the Iowa Core.
- 2) Make instructional decisions based on data.
- 3) Participate in a collaborative, community-based environment.
- 4) Implement research-based strategies.

Outcomes vary for teacher leaders and new and veteran teachers; however, the same data points can be used to measure impact on all groups.

Short-term data points:

- 1) Staff survey responses to determine the impact, influence, and efficacy of the teacher leaders on new and veteran teachers.
- 2) Walkthroughs to determine implementation of strategies demonstrated by model teachers and strategists and those studied in professional development.
- 3) Written reflections on professional development, strategy implementation, and peer collaboration.
- 4) Staff interviews to reveal perception of teacher leadership and to evaluate rigor, implementation, and efficacy.
- 5) Self-assessment reflections and personal goals from teacher leaders about their individual learning and impact on others.

Long-term data points:

- 1) Staff attendance and staff-retention trend data.
- 2) Achievement of annual academic goals.
- 3) Trend analysis of walkthrough data, correlation data, and authentic curriculum units.
- 4) Data on Individual Career Development Plan effectiveness.
- 4) Student achievement trends.

Monitoring and adjusting the TLC plan will be determined using a variety of data sources as indicated above. Scheduled collection and evaluation times will be set by the committee in order to provide prompt feedback and course correction. Regularly scheduled meetings will give those responsible for data collection time to examine what has been collected and recommend alterations or continued execution of the plan.

Changes in climate and student and staff clientele will mandate that the TLC committee frequently check for alignment of district needs to the current TLC goals. The committee and teacher leaders will rely on a variety of data points to justify changes in the plan and provide documentation to show when, how, and why changes were made. In addition, that documentation will provide historical perspective, which in turn can be used by the district and others to guide future actions in like situations.

Relevant feedback is a necessary part of the continuous improvement model. Once Gilbert's TLC program is established and implementation has begun, the district will continually monitor impact and effectiveness with a variety of tools and techniques (documented earlier in this section). Continued communication with the school board, District Action Committee, School Improvement Advisory Committee, students, and community will provide feedback to the TLC committee and also give the stakeholders a venue for voicing concerns and commenting on successes. Based on frequent formative assessments, the staff will have the opportunity to study the data, revise instructional practices, and improve the quality of their efforts.

As the TLC committee implements the plan, they will continue to evaluate feedback, make adjustments, implement change, and evaluate again—based on these guiding questions and the accompanying data points:

- 1) In what ways has student achievement improved as a result of professional development aligned to instructional improvement?
- 2) How have our new and veteran teachers and teacher leaders benefited from the utilization of the TLC plan?
- 3) How has student achievement data changed?
- 4) In what way has implementation of the TLC plan impacted our school culture?

The Gilbert School District will monitor and adjust its TLC plan based on the results of the above-mentioned short and long-term outcomes and data points. Measures are in place that will closely monitor the work of teacher leaders.

Part 9) Describe the school districts capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section. (5,000 characters maximum)

The educational environment and culture of the Gilbert District ensures that the TLC will be successfully implemented and sustained over time. Gilbert's infrastructure is built on tangible and intangible elements. Tangible elements are evident with extended learning opportunities, creative scheduling, and restructuring leadership roles and duties that are already in place at Gilbert. In-house support for building educational skills and instructional expertise are found in Gilbert's on-site Master's program and graduate-level courses. Creative scheduling allows daily schedules to sync with planning and PLC time for teaching teams. In addition, Gilbert is committed to adding educational associates to cover some teacher duties, allowing for increased collaborative time.

Sustainability also is evident with the administrative team and Gilbert Board of Education, supporting educational progress in a variety of ways. Gilbert administrators are part of professional development initiatives—actively participating, ensuring financial support, and providing time to successfully implement staff learning. Gilbert administrators are participating on PLC teams, becoming Authentic Intellectual Work coaches, attending trainings and academies to gain data collection experience, and promoting transformational technology in the classroom.

The School Board is fully invested in finding the best educational opportunities for its students and supporting the faculty as they promote student success. The Board also is fully committed to the TLC grant and sustaining the process after the three-year grant period is over. Both administration and Board are vital factors in the district's success with students.

Another aspect of sustainability is found in the use of data. Because the student-assessment data is good, examination of standardized student assessments has not been a priority, other than item analysis. Through the TLC planning process, the team realized the district isn't currently utilizing a quality data system to manage data. The district intends to adopt a system that will allow data to be used by all efficiently for guiding decision-making concerning instruction and to meet the needs of all learners. The consistent use of an effective data system, providing a common format for accessing data, also will help the district sustain teacher leadership.

Sustainability is a concern for all grants and initiatives, including the TLC grant. The District will determine the viability of the newly-created teacher leader positions. What does the data indicate are successful components of the TLC? What teacher leadership roles are now integral to our system and a determining factor in improving levels of student success? These are basic questions that will help the district leadership and TLC committee determine how to realign district resources to maintain the gains made through the TLC grant. Sustainability also will be reinforced with the teacher leadership positions that have been developed.

Based on future data, the district may expand the number of TLC positions (and fund those internally). Sustainability also may come in the form of state funding; the state has indicated that it intends to incorporate the TLC monies permanently to the school funding formula. Another financial option, in addition to the district and state funds, is the Gilbert Education Foundation, whose mission is to provide support to the education of Gilbert students.

Gilbert personnel and all stakeholder groups will be kept informed of student achievement and continued teacher leader impact. Newsletters, website submissions, meetings, and board reports will keep the populace abreast of the TLC progress. Regular examination and publication of implementation data will help those entities stay current and also give them the ability to ask questions, make suggestions, and support teacher leadership even after the grant monies expire.

One example of program sustainability can be found in Gilbert's Authentic Intellectual Work initiative. After receiving the initial grant, the district has sustained and grown AIW long after the initial monies were gone. Money from the district's general funds replaced and supported the initiative, as will future dollars for continuing the teacher leadership program.

At this time, the Gilbert District has no plans for partnering with another entity to implement the TLC Plan. Informally, the district will continue collaborating with other districts in their initiatives, specifically their AIW work, and will also employ the expertise of the AEA, Iowa Department of Education, and other peers in both education and industry. Gilbert Community Schools are ready and eager to begin a strong teacher leadership compensation program.

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. 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 1321.2

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

District Enrollment-Based Allocation \$408,012.98

Total Allocation \$408,012.98

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$92,681.00
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)	\$272,489.00
Amount used to provide professional development related to the leadership pathways	\$42,842.98
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	\$408,012.98

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$408,012.98
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If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted	\$0.00
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Budget Alignment

Describe how the TLC Budget is aligned to the school districts goals for the proposed teacher leadership and compensation system. (5,000 characters maximum)

Gilbert CSD's Teacher Leadership and Compensation program goals are as follows:

Gilbert's TLC Goals:

1. Attract and retain new teachers who will be afforded additional support beyond our current system.
2. Provide and reward career opportunities for veteran teachers who have specific job-embedded expertise unique to highly-competent practitioners.
3. Enhance a culture based on teacher collaboration for the benefit of student learning.
4. Focus on improving student achievement through improved targeted instruction.

The budget is directly aligned to attaining these goals. The three line items will provide stipends for each of the 28 teacher leadership positions, salary for the replacement instructors, and funding to meet the training/professional development needs to support each of the positions. Note, Gilbert's new teacher wage is \$37,498 which exceeds the grant requirement of \$33,500 so funding does not need to be allocated to this requirement.

The following are the amounts related to the line items.

1. Designated to fund the salary supplements (stipends) for teachers in leadership roles. **\$92,681.00**
2. Cost of hiring replacement teachers for full-time Teacher Leadership positions. **\$272,489.00**
3. Amount used to provide professional development related to the leadership pathways. **\$42,842.98**

Total **\$408,012.98**

Stipends

TLC dollars will not fund the full-time teacher leadership positions; however, the grant will cover additional salary stipends for all leadership positions.

	<u>Grade Level Coordinator</u>	<u>Model Teacher</u>	<u>Mentor/Instructional Strategist</u>	<u>TLC Coordinator</u>
Number of Positions	13	10	4	1
Stipend	\$1,000	\$3,500	\$6,000	\$7,500
Totals	\$13,000	\$35,000	\$24,000	\$7,500

Salary Replacement

The district has determined it will use TLC funds to hire replacement teachers rather than fund teacher leader salaries. This will accomplish two objectives: 1) provide a cost savings, so more teacher leadership roles will be available to help the district meet its 25% participation quota, and 2) keep a placeholder in the district's line item budget to allow teacher leaders to return to their previous positions with no negative consequence to the district budget. Estimated cost for salary replacements is \$272,489.00.

Training/Professional Development

Teacher leaders will receive initial and ongoing job-embedded training aligned to the roles and responsibilities of their leadership position. Cost for training and professional development for the 28 teacher leaders comprises 10.5% of the budget, totaling \$42,842.98: Purchased Services \$7,402, Workshop/Travel \$30,000, and Supplies \$5,441. The purchased services amount includes hiring substitute teachers when training is provided for teacher leaders who are teaching 100% of the time.

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