



Application

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

140256 - Gladbrook-Reinbeck Community School District Teacher Leadership and Compensation Grant Application  
Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/15/2015 8:43 PM

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## Primary Contact

AnA User Id

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Program Area of Interest

Teacher Leadership and Compensation System

Fax:

Agency

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## Organization Information

Organization Name:

Gladbrook-Reinbeck CSD

Organization Type:

K-12 Education

DUNS:

Organization Website:

www.g-r.k12.ia.us

Address:

City State/Province Postal Code/Zip

Iowa

319-345-2712

Phone:

Ext.

Fax:

Benefactor

Vendor Number

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## Cover Sheet-General Information

### Authorized Official

Name Jay Mathis  
Title Superintendent  
Organization Gladbrook-Reinbeck Community School District

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

Address **300 Cedar St.**

City/State/Zip\* **Reinbeck Iowa 50669**

City State Zip

Telephone Number **319-345-2712**

E-Mail **jay.mathis@gr-rebels.net**

### Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.  
If you are an individual, please provide your First and Last Name.*

Name **Deb Oleson**  
Title **Business Manager/ Board Secretary**  
Organization **Gladbrook-Reinbeck Community School District**

Address **300 Cedar St.**

City/State/Zip **Reinbeck Iowa 50669**

City State Zip

Telephone Number **319-345-2712**

E-Mail **deb.oleson@gr-rebels.net**

County(ies) Participating, Involved, or Affected by this Proposal	Grundy County, Tama County
Congressional District(s) Involved or Affected by this Proposal	1st - Rep. Rod Blum (R), 4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	25, 36
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	50, 72
<i>District Map</i>	

## Minority Impact Statement

### Question # 1

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

**Not Applicable**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

### Question # 2

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

**Not Applicable**

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

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

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

Indicate the group(s) negatively impacted.

### Question # 3

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

**Not Applicable**

If YES, present the rationale for determining no impact.

### Certification

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

**Yes**

Name of Person Submitting Certification.

**Matthew Switzer**

Title of Person Submitting Certification

**Director of Curriculum and Innovation**

## Recipient Information

District

**Gladbrook-Reinbeck Community School District**

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

County-District Number 38-2502

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

Honorific Mr.  
Name of Superintendent Jay Mathis  
Telephone Number 319-345-2712  
E-mail Address jay.mathis@gr-rebels.net  
Street Address 300 Cedar St.  
City Reinbeck  
State Iowa  
Use the drop-down menu to select the state.  
Zip Code 50669

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## TLC Application Contact

Honorific Mr.  
Name of TLC Contact Matthew Switzer  
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## Demographic Profile

October 2014 Certified Enrollment 596  
October 2014 Free/ Reduced Lunch % 26  
AEA Number 267

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

TLC Model Number Model 3 Comparable Plan

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## Narrative

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)



In 2013, a group of educators, parents, and stakeholders in the Gladbrook-Reinbeck Community School District came together to apply for the Teacher Leadership and Compensation (TLC) Grant. The team met numerous times, exploring the TLC options, meeting with AEA personnel, reading articles on teacher leadership, speaking with neighboring school districts about their applications, surveying parents and students, gathering job descriptions, keeping agendas, communicating with the community, looking at data, and dividing up tasks to write a grant application which they felt was appropriate and beneficial to the needs of the district at the time. A majority of the planning funds were used to pay committee members, pay for assistance from a grant writer, and purchase supplies/food for committee meetings. The application scored far below the cut score (59).

During the 2014-15 school year, a tremendous amount of change occurred. Both principals left the district, and the newly hired, first-year superintendent began discussions on possibly closing a building to meet budget restraints from a continuing loss of student enrollment; the district had over 120 fewer students enrolled than it had seven years ago, with projections affirming a continued decline.

That spring, the school board voted to close the middle school building in Gladbrook, thus upending an entire community and splitting a proud district into pieces. The superintendent resigned his position not long after, along with the high school principal. A handful of people in the district lost their jobs, and many staff, students, and parents were left wondering about the future of the school.

As the dust began to settle, our stakeholders began to realize we had been presented with an incredible opportunity. By the time a newly hired, shared Director of Curriculum and Innovation came along to revive the TLC grant application, the district found many of the educators and stakeholders from the original TLC Committee in new situations, and in many instances, new jobs in different communities. A total of 7 administrators had come through to lead the district over the past three years, and amidst this drastic, uncertain, and tumultuous time, re-applying for the TLC Grant became a non-priority. The community began to ask what it could do to prove that Gladbrook-Reinbeck schools are a great place to learn, and how we can support our most needy population during this difficult transition. Our students needed us now more than ever.

Today, the Gladbrook-Reinbeck School District has relocated all remaining students and teaching staff into two attendance centers in Reinbeck. While our certified enrollment from last year indicates nearly 600 students, in reality, members in the community have open enrolled over 100 students to neighboring districts. We share a superintendent with Eldora-New Providence, and the Director of Curriculum and Innovation is shared with three other local districts. We were able to hire a former teacher to lead the high school, and move the existing Dean of Students to lead at the elementary building. With some optimism emerging, repurposed and functional buildings, and a priority to restore some semblance of unity and stability for our staff and students, we were able to reconvene a stakeholder TLC planning committee with little or no left over planning funds to revive and rewrite our original application. The amount of work this committee provided in such a short turn around (less than 3 months) is astonishing; even more so is the quality and level of excitement our plan has generated in the community.

Our current and most viable plan looks at long-term and short-term needs from multiple data sources. It gently acknowledges and supports the teachers and students as we rise from our most current cultural struggles. It generates an excitement in our staff as teachers begin to consider taking on new roles to support our students. Our plan also directly addresses and supports current initiatives like PLC's, AIW, 1 to 1 technology and other district professional learning goals. Most importantly, it sets up our district to become the beacon of student engagement, support, and innovation that it once was.

The plan utilizes an Instructional Strategist who will work with teachers in K-12 to look at data, best practice, and support their work in PLC's and AIW. The Instructional Strategist will also pour efforts and resources into ten Model Teachers to pilot and pioneer best practice for student achievement, higher-order thinking, and 21st Century Learning. Finally, the plan empowers Mentor Teachers with time and resources to guide and apprentice our newly hired

teachers. We realistically planned, with the assistance of AEA Deputy Chief Kathy Enslin, a budget that reflects our current and projected student enrollment decline, and were able to create leadership positions for over 30% of our staff. We've also designated funds to raise the base salary for at least one teacher.

In summary, the GRCSD TLC plan outlines a coherent process accessible to all teachers and ties processes and initiatives like PLC's, AIW, and technology into a comprehensive guide to improve student learning outcomes.

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

TLC Model Number

Model 3 Comparable Plan

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## Narrative

Using Part 1 application narrative from previous application? **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).

**How the planning grant and planning time was used to develop a high quality plan:**

In 2013, a group of educators, parents, and stakeholders in the Gladbrook-Reinbeck Community School District came together to apply for the Teacher Leadership and Compensation (TLC) Grant. The team met often, exploring TLC options, meeting with AEA personnel, reading articles on teacher leadership, surveying parents and students, gathering job descriptions, keeping agendas, talking to the community, and dividing up tasks to write a grant application which they felt was beneficial to the district at the time. A majority of the planning funds were used to pay committee members, pay for a grant writer, and purchase supplies/food for committee meetings. The application scored far below the cut score (59).

In 2014-15, a great amount of change occurred. Both principals left the district, and the newly hired, first-year superintendent began discussions on closing a building to meet budget requirements. In the spring of 2015, the school board voted to close Gladbrook Middle School, thus upending an entire community and splitting a proud district into pieces. The superintendent resigned not long after, along with the high school principal. A handful of people in the district lost their jobs, and many TLC Committee members found themselves in new situations. Amidst this tumultuous time, reapplying for the TLC Grant became a non-priority.

Then, late in May of 2015, an effort arose to reapply for the TLC grant. Our stakeholders realized we had been presented with an powerful opportunity to prove that G-R was still a great place to learn. The first-year Director of Curriculum sent out surveys to gauge why the grant application had failed, general feelings about reapplying, and interest in a new committee. A stipulation arose, however; any members of a new TLC committee would need to donate their time to the cause. Fewer than \$650 remained in planning funds.

**How each stakeholder group engaged with and contributed to the plan:**

A new TLC committee was formed in June 2015. Surveys were sent to staff and community members seeking guidance and counsel over a new application. With excitement growing, the TLC team committed time and effort to help re-design a viable TLC grant application.

The new committee, consisting of teachers, administrators, and parents were renewed to produce a quality plan for supporting students.

The new TLC Committee includes:

- Jay Mathis, Superintendent (GRCSD and Eldora-New Providence)
- Andy McQuillen, GRHS Principal
- Jason Strub, GRES Principal
- Matthew Switzer, Director of Curriculum
- Val Ehlers, Teacher-Librarian
- Jackson Anderson, Special Education Teacher
- Jennifer Wrage, 6th Grade Teacher
- Megan Welter, 6th Grade Teacher
- Andrea Rowe, High School Teacher
- Jennifer Strohbehn, High School Teacher
- Corey Rogers, AEA267 Consultant
- Lori Knaack, Parent

**Description of the support for and commitment to the plan:**

The new team met four times since early August 2015. The meetings had different purposes: from educator and stakeholder buy-in, to contacting the previous TLC group, to rewriting the application, to delegating tasks, to site visits and conversations with districts familiar with the TLC process.

The first meeting was to inform the committee of the previous application, familiarize new committee members on the TLC process through AEA provided powerpoints, TLC materials on the Department of Ed website, and to speak with previous committee members. We reviewed the proposed budget and positions on the first application in comparison with our new goals and desired outcomes. We found much of the previous application no longer applied to our new situation; a building had closed, a large number of students had open-enrolled to other districts, and our staff and students were consolidated into two buildings. These factors presented the committee with new opportunities to effectively revise the original plan.

Our next meeting was a full day for members to speak with Kathy Enslin from AEA267, a qualified resource for districts seeking assistance on the TLC Grant. Kathy was able to guide the committee in delegating tasks, while also affirming district goals and initiatives that support and integrate with the TLC positions proposed. Kathy also brought a number of resources for the committee including exemplar applications, Department of Ed resources, and help from the SAI website. Kathy clarified the terms of the grant, helped the committee assess its current realities, and provided direction for a model that would best serve the GRCS D students.

The second half of this meeting allowed the committee to visit with teacher leaders at Hudson schools to ask how the working parts of TLC can come together, how Hudson got teachers to apply, the data impact of TLC, and the selection process.

In reflection of our visit with Kathy Enslin and Hudson schools, the revised TLC grant planning committee had two insights: our culture will be impacted, and our teachers are ready to lead.

The following Monday, the committee used the remainder of the planning grant money to pay for substitutes to allow teachers to finalize their dedicated sections of the grant writing.

Thus, in a matter of a few months, with little funding, the TLC Committee members and administrators armed with a passion to unify our district and help students in GRCS D, developed a viable plan with long and short-term attainable goals to increase student achievement. The committee presented the plan to district leadership teams, community boards, the school board, and staff members. The feedback for the plan has been overwhelmingly positive. We anxiously anticipate the great things our teacher leaders will do as we empower them with Teacher Leadership.

Of the original 2013 TLC Committee, only two are currently employed by GRCS D and on the current TLC committee.

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## Narrative

Using Part 2 application narrative from previous submission?      **No**

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

State Goals:

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

At Gladbrook-Reinbeck, our vision is “Educating for the choices and challenges of tomorrow.”

We work diligently (1.) to have a rigorous curriculum that challenges students and aligns to the Iowa Core. (2.) Our focus is on the characteristics of effective instruction and ensuring all students graduate with the skills necessary to be productive citizens. (3.) We also put a focus on our PLC teams. Staff members meet regularly in grade alike Professional Learning Communities (PLC) teams to discuss assessment data, curriculum alignment, intervention and enrichment ideas for students and effective teaching techniques and activities for the classroom. Some of this time is from scheduled collaboration times during the week and other time is provided during Professional Development (PD) time.

Our vision directly aligns with the state’s vision for the teacher leadership compensation program. The state wants to transform the teaching profession with greater support and more career opportunities for teachers. This will then create a system with quality implementation for increased student learning, student outcomes, and opportunities for success in a globally competitive environment.

The intended goals of the Teacher Leadership and Compensation System, as described by both the legislation and the task force, are as follows:

- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction.

In addition to a clear vision for the program, we also have clear goals that correlate with that of the state. Our number one goal is to make sure we focus on improving student achievement by strengthening instruction. Gladbrook-Reinbeck’s PLC teams have focused on reading, writing, and math. Each group studies data to determine what interventions or enrichment opportunities students should receive. The students are placed in small groups and served during identified “Rebel Time” using the Multi-Tiered Systems of Supports (MTSS) at the elementary and secondary levels. These groups are data driven and targeted on specific skills from the current classroom curriculum as well as the Iowa Core.

In our elementary, we target student gaps in achievement through our instruction in our “Rebel Time” groups. “Rebel Time” groups are intervention and enrichment groups that occur 30 minutes daily, which targets essential skills from the Iowa Core. The elementary PLC groups look at data weekly based on the common formative assessments created. They give all students a teacher-designed, common pre-test at the beginning of the unit and set smart goals for what they want to achieve by the end of the unit. They then assess at the conclusion of the unit. Data is studied and students are grouped based on their results. All students are expected to reach proficiency on all core concepts taught.

We are looking to replicate this model of assessment, data collection, and action steps at our junior high and high school levels. The models may look a little different, but we are hoping the end results are the same. Our goal is to make sure all students are proficient at each grade level on all of the essential skills in all subject areas aligned to the Iowa Core. The TLC Program will help give teachers the tools needed to keep advancing in their trade. Increased collaboration, peer growth opportunities, professional development, and leadership will help enable Gladbrook-Reinbeck staff to meet the vision and goals they have set for themselves.

Our second goal is to promote collaboration by developing and supporting leadership opportunities for teachers in Gladbrook-Reinbeck and other school districts in the area. We are not only collaborating among Gladbrook-Reinbeck staff, but also pursuing opportunities to collaborate with the neighboring districts of Grundy Center, Dike-New Hartford, and Aplington Parkersburg. As a TLC Team, we explored Model Two and Model Three before deciding upon the Comparable Model that we could make our own. One of the things we are doing includes peers observing peers.

Each teacher can pick a classroom, they want to observe and have another teacher or administrator cover their classroom for them while they observe. There are questions they answer from their observation in addition to making sure they meet pre- and post-observation to discuss the learning experience.

These are our two main goals because our data shows we currently retain teachers and usually have quality candidates from which to select from for our open positions. We want to continue to keep these two areas as goals as well, but they are not as high of a focus.

Lastly, we always want to reward the professional growth of our staff by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation. This should continue to help retain great teachers at Gladbrook-Reinbeck and in the profession. Our TLC Planning Team is dedicated to the implementation process and the progress of our district. We have involved staff and are working together to help each other grow to insure student success.

Using Part 3 application narrative from previous submission?      **No**

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

In order to meet our district vision and mission, the Gladbrook-Reinbeck Teacher Leadership Compensation (TLC) Team will integrate teacher leaders into two district initiatives: Professional Learning Communities (PLCs) in the elementary and Authentic Intellectual Work (AIW) in the junior high and high school. The administrative team will continue to oversee and guide initiatives. The TLC Grant will fund one Instructional Strategist, ten model teachers, and two mentor teachers.

**Initiative 1: Implementation, Alignment, and Assessment of the Iowa Core**

Gladbrook-Reinbeck CSD continues to implement the Iowa Core with fidelity. Professional development has focused on unpacking the standards, aligning instructional materials to the Core, and the development of common assessments in all curricular areas and grade levels.

**Initiative 2: Multi-Tiered System of Supports (MTSS, formerly known as RTI)**

Our TLC leaders will assist in implementing supports to improve our MTSS system and instruction time.

How TLC plan will connect, support, and strengthen our Initiatives:

**Instructional Strategist:** The strategist will attend professional workshops, research best practices, and support teachers with implementation of the Iowa Core. The strategist will help in the development and analysis of summative and formative assessments.

**Model Teachers:** Teachers, as a part of the District Improvement Team, will assist in the planning and delivery of professional development focused on the Iowa Core. Model Teachers will open their classrooms to observation of effective instructional practices and structures that have proved to meet expectations of the Iowa Core.

**Mentor Teachers:** Our two mentor teachers will work with teachers new to our district to ensure a smooth transition to the professional environment and district culture.

**Structure 1: Professional Learning Communities (PLC)**

GRCS D strives for all students to be proficient at grade level in reading and math and make one year's growth in one year's time. With the implementation of PLC's, we will ensure that all students' academic needs are met to reach proficiency level. Through this process, we identify students at risk, adjust instructional strategies, and analyze data to guide teaching practices. PLCs meet on a weekly basis to strengthen teaching practices and focus on student achievement.

The Essential Questions that will guide our PLC work will be:

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?

**Structure 2: Authentic Intellectual Work (AIW)**

Authentic Intellectual Work (AIW) is defined by three criteria: construction of knowledge through disciplined inquiry, to produce discourse, products, and performance that have value beyond school. GRCS D AIW teams will seek to create a common language for participating staff, based on the Framework of Authentic Pedagogy and Student Achievement during professional development. Our successful implementation of AIW team collaboration will result in:

1. Staff having a deeper, common understanding of what high quality work looks like in the participating disciplines.
2. Staff having a deeper, common understanding of the relationship between quality assignments and quality student work.
3. Participating staff evaluating the effectiveness of current curriculum and next steps for curricular revisions.

**Processes:** How the TLC plan will connect, support, and strengthen Instructional Leadership through PLC's and AIW.

**Instructional Strategist:** The strategist will attend professional workshops, research best practices, assist in data analysis and assessments, guide interventions, and support teachers with implementation of research-based strategies focused on student mastery. They will work closely with the model teachers by co-teaching and meeting on a regular basis to discuss strategies and best practices. They will assist the administration by reviewing PLC and AIW goals and developing professional development.

**Model Teachers:** Model teachers will be willing to try new approaches and share reflections and results with teachers as support for best practice. Model Teachers will facilitate discussion in PLC's and AIW around student data and mastery, and effective teaching strategies. Teachers will open their classrooms for observation and collaboration over

effective instructional practices and structures.

**Mentor Teachers:** Mentor teachers will work with teachers new to our district for two years to ensure a smooth transition to the professional environment and challenges faced in our district, with a goal of retaining and improving entry into the profession. Mentors will be expected to collaborate and meet frequently with mentees as they assimilate and contribute positively to the culture of learning and achievement.

The TLC plan will help to effectively promote these action steps, allowing strong collaboration among teachers while promoting professional growth. The Instructional Strategist, mentor teachers, and model teachers will assist in a smooth and successful implementation of the many action steps and their complexities through collaboration and reflection. The compensation will help to recruit and maintain excellent teachers and provide support to refine their practice. As a result, this will lead to student improvement and preparation to succeed in a globally competitive world.

Using Part 4 application narrative from previous submission?      **No**

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

## **Our Current Program**

After analyzing our current mentoring program, we arrived at the conclusion that some gaps exist. After interviewing teachers new to the profession and teachers new to the district, we feel we could do more to strengthen the confidence, success, and retention rates of new teachers. Our current model leans more in favor of initial teachers (teachers new to the teaching profession) than it does for teachers who are just new to the district. Presently, mentor teachers are trained for a two year period and no further training is required of them. An initial teacher is assigned a mentor within the building they teach, whether elementary, junior high, or high school. Both mentor and initial teachers attend training sessions offered by the AEA in Cedar Falls and continue to meet on a regular basis throughout a two year period. They also use this time to discuss questions, concerns, struggles, and triumphs. Formal administrative observations of the initial teacher occur two times each year for the first two years. Administrators provide feedback following these observations. Teachers are required to provide a portfolio with artifacts showing implementation of the teaching standards. Our Mentor/Mentee teachers meet to work on portfolios, standards, and reflections. They are provided release from class one half day per semester to complete the requirements for the AEA's program.

The gaps in our new teacher program are:

1. **Time issues:** Mentor and initial teachers struggle to find common meeting times. Mentor teachers are also to support initial teachers by observing them and providing feedback. It is difficult to find time to do this other than during the mentor teacher's preparation period.
2. **Leave issues:** Added stress is placed on initial teachers to prepare for training sessions outside of the district.
3. **Training Span:** Our current program provides support for a two year span and does not continue after the first two years for both mentor and initial teachers.
4. **Professional Development:** Although it focuses on many of the strategies to improve student achievement and professional growth, it falls short of providing the support system needed to implement these strategies (observation, modeling, mentoring, and feedback).
5. **Teachers new to the district:** There is currently no support structure in place for experienced teachers new to the district other than an added day of professional development. This creates a large gap in support and communication between teachers new to the district and current staff.

The TLC committee feels implementation of an Instructional Strategist, Model Teachers, and Mentor Teachers will address many of the gaps and will create a support system for all teachers in the district.

Model and Mentor teachers will apply for positions and qualified candidates will be selected by a hiring committee.

The skills the committee will be looking for in both Model and Mentor teachers include:

1. Excellent collaboration and communication skills
2. A record of increasing student achievement
3. Instructional expertise
4. An understanding of how to facilitate growth in adults
5. Expertise in content, curriculum development, student learning, data analysis
6. 3 Years of successful teaching history

Funds from the grant will be used for the following:

1. Increasing the minimum teacher salary to \$33,500 for all instructors
2. \$6,000 in additional pay for instructional strategist.
3. \$3,000 in additional pay for Model Teachers.
4. \$1,500 in additional pay for Mentor Teachers.

New Mentor/Mentee Program Facilitator Roles:

1. Mentor makes initial contact with mentee
2. Mentor is available to answer mentee questions
3. Assists in enrolling mentees/mentors in AEA mentoring classes, if needed
4. Mentor guides mentee in creating professional goals
5. Mentor follows-up after staff meetings
6. Mentor helps mentee prepare for open house, conferences
7. Mentor explains grading program and report card processes

8. They meet on a regular basis
9. Both maintain logs of meeting hours
10. Mentor guides mentee in document collection for professional teaching portfolio
11. Plans a meeting for experienced teachers who are new to the district
12. Mentor checks-in on mentee's professional goal progress
13. Mentor assists mentee in collection of classroom inventory, ordering of instructional materials, and completing end of year checkout
14. Conducts survey with mentees/mentors pertaining to program effectiveness
15. Meets with administration to discuss recommendations for program changes

Model and Mentor Teachers will attend training where they will learn about the evaluation process, leadership team, and field testing. The training provides a strong infrastructure to deliver the needed collaboration time and support to assist all educators in their professional growth and help to improve student achievement. Model Teachers will be in their classrooms full time, but will open their doors to new teachers and veteran teachers alike to observe teaching strategies implemented by the Model Teacher. Personalized coaching from Model and Mentor teachers will consist of team teaching, model teaching, instructional strategies, professional feedback, lesson reviews, and review of student work. This system provides more support for teachers new to the field than our current system allows, and the support continues year after year. Meetings will take place on a regular basis to focus on high quality instructional strategies aimed at meeting student learning needs.

As a district, we feel our system will help our endeavor to move forward, to grow together professionally (new and veteran teachers), and be successful as educators and provide quality, research-based strategies to help students become successful in school and beyond. We feel our collaborative school culture is enticing to teachers who want to see the impact of their work through a personalized learning environment.

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## Narrative

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

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

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

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

The Gladbrook-Reinbeck TLC planning committee has designated the following roles as key to accomplishing the district's mission and goals.

**Instructional Strategist, Model and Mentor Teachers:**

**Required:**

- 3 or more years of successful teaching
- Iowa Teaching Certification
- Must have taught in the Gladbrook-Reinbeck CSD for a minimum of one year

The Instructional Strategist will be highly qualified educators who are knowledgeable about curriculum and instruction in a variety of curricular areas and in multiple grades. This person will be able to increase student learning by fostering instructional excellence throughout the buildings. This strategist will aid in the delivery of professional development across the content areas. Modeling instructional strategies with large groups, small groups and individuals will be important. In addition to modeling assessment methods, feedback will be provided to ensure effective instruction and student learning. The Instructional Strategist will no longer be assigned to a classroom-teaching role, but rather as a support to other teachers with an extended contract of ten days.

The Instructional Strategist will:

- Demonstrate exemplary instruction for teachers through the following researched-based practices: observation, coaching, model lessons, collaborative lesson planning, and small and large group professional development.
- Assist staff with the gathering, examining, and analyzing of formative and summative assessment data to identify learning concerns for individual students and groups of students.
- Provide intensive instructional support that is responsive to the identified needs of students.
- Assist staff with the gathering, examining, and analyzing of formative and summative implementation data.
- Identify and assess concerns with individual teachers and groups of teachers.
- Provide coaching support that is responsive to the identified needs of staff and individual teachers.
- Assist district staff and principals in observing and supporting instruction.
- Assist in professional development around the Iowa Core and district initiatives, including follow-up observations and support in classrooms.
- Keep current on research-based instructional strategies and best practices with an emphasis on student engagement and learning.
- Distribute information to the appropriate personnel concerning research-based instructional strategies.
- Provide professional development as needed and requested by building administrators.
- Assist school staff in explaining instructional or assessment issues to parents.
- Demonstrate success as a collaborative adult team member (willing to model best practices as an Instructional Strategist).

The Model Teachers will:

- Maintain open communication between District teaching staff, Instructional Coaches, and Principals.
- Provide model lessons and support for building teachers as they design demonstration classrooms.
- Support training sessions for designated teaching staff in any content area, curriculum development, methodology, and assessment.
- Demonstrate exemplary instruction for teachers through the following researched-based practices: observation, coaching, model lessons, and collaborative lesson planning.
- Support small and large group professional development
- Spend time outside of the school day for professional reading and classroom planning.
- Implement district initiatives as quickly and effectively as possible.
- Establish and maintain advocacy for district initiatives.
- Accept visitors in the classroom during instructional and non-instructional times.
- Facilitate professional learning opportunities within the building and district, which may include descriptions and demonstrations of best practices of district initiatives.
- Full-time teaching duties with an additional five contract day.

**The Mentor Teachers will:**

- Follow and support the district's mentoring and induction program.
- Mentor makes initial contact with mentee
- Mentor is available to answer mentee questions
- Assists in enrolling mentees/mentors in AEA mentoring classes, if needed
- Mentor guides mentee in creating professional goals
- Mentor follows-up after staff meetings
- Mentor helps mentee prepare for open house, conferences
- Mentor explains grading program and report card processes
- They meet on a regular basis
- Both maintain logs of meeting hours
- Mentor guides mentee in document collection for professional teaching portfolio
- Plans a meeting for experienced teachers who are new to the district
- Mentor checks-in on mentee's professional goal progress
- Mentor assists mentee in collection of classroom inventory, ordering of instructional materials, and completing end of year checkout
- Conducts survey with mentees/mentors pertaining to program effectiveness
- Meets with administration to discuss recommendations for program changes

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

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

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

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

For Gladbrook-Reinbeck Community School District's Teacher Leadership Program to be successful, it is necessary to find teachers who demonstrate:

- strong teaching practices
- the ability to reflect about their instructional practice
- a commitment to ongoing professional growth
- a desire to serve as a leader
- a willingness to learn the habits and practices of teacher leaders

Overview of Positions:

**Instructional Strategist:** This position will consist of one K-12 instructor that will provide instructional support for the K-12 staff in all curricular areas, participate in district leadership teams, and assist in planning and implementation of the district's professional development.

**Model Teacher:** This position will consist of 10 instructors that will model exemplary instruction for teachers through researched-based practices while remaining a full-time instructor.

**Mentor Teacher:** This position will consist of two instructors that will follow and support the district's mentoring and induction program while remaining a full-time instructor.

**Selection and Evaluation Team:** The TLC team chose a tiered hiring process: beginning with the district Instructional Strategist, then model teachers, and finally mentor teachers. First, the school will hire the district's Instructional Strategist. The team responsible for hiring all positions will include three administrators (two building principals, one curriculum director) and three teachers (at least one from each building). No committee members may apply for any teacher leadership position.

In order to determine and evaluate the criteria, the selection process will include viewing the candidates' submitted resumes and cover letters as well as responses to interview questions. The questions will meet the characteristics and objections the district has identified in the TLC Plan related to measuring effective teacher leaders and professional growth. A three-point rubric was created to help the review committee determine which applicants best fulfill the criteria for selection. The rubric has been developed to outline in detail the job required criteria with applications measuring as:

1 = not meeting the criteria, 2 = meets the criteria, 3 = going beyond the criteria.

**K-12 and Curricular Adaptability:** Demonstrates the ability to transfer experience and knowledge into a variety of grade levels and curricular areas.

**Deep Understanding of the Iowa Core Curriculum Standards and District Goals:** Applicants will provide examples to the committee showing the use of evidence based instructional strategies that align directly to the Iowa/Common Core Standards and District Goals. Applicants must show evidence they would be able to assist others to successfully implement the standards during instruction.

**Teacher Leadership Position Experiences:** Examples would be those who have served as a mentor teacher, Authentic Intellectual Work leaders, Student Assistance Team, District Advisory Committee, School Improvement Leadership Team, and Building Leadership Team members, TLC, and those who can apply PLC understanding to a variety of grade levels and situations. Teachers who have shown district leadership opportunities will rate higher in the selection process than those who have shown leadership in professional organizations outside of the district.

**Current Participation and implementation of Professional Development:** A greater emphasis in the selection process will be put towards teachers that show implementation of evidence based instruction developed through professional development opportunities.

**Deep Understanding of Evidence Based Instructional Strategies:** Candidate is recognized as skilled in evidence based instructional delivery strategies and evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

The other necessary components for the application materials include:

**Instructional Strategist, Model and Mentor Teachers:**

Required:

- 3 or more years of successful teaching
- Iowa Teaching Certification
- Must have taught in the GRCSB for a minimum of one year

The committee will accept and review applications for hiring these positions on a yearly basis. Once the committee has interviewed and vetted all candidates, the names of those selected will be forwarded to the superintendent will remain neutral unless needed throughout the selection process. After meeting with the candidates, the superintendent will forward those candidates on to the school board for appointment. In developing recommendations, the committee shall utilize measures of teacher effectiveness and professional growth, consider the needs of the school district, and review the performance and professional development of all applicants. Any teacher recommended for assignment or reassignment in a teacher leadership role shall have demonstrated to the committee's satisfaction competency on the Iowa Teaching Standards as set forth in section 284.3. The committee will operate under a model of consensus.

#### Annual Review

The Instructional Strategist, Model and Mentor Teachers will be evaluated on the following major functions annually: Number and types of coaching opportunities, professional development implementation, professional learning opportunities, and student achievement data.

The Mentor Teacher roles will be evaluated on the following major functions annually:

The Number and type of interactions with mentee and mentee and mentor feedback from surveys.

This information will not be used for in evaluation of the teacher leader, but will help to determine the effectiveness of the role in student achievement. Teacher leaders may use this information for goal setting and professional learning.

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## Narrative

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

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

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

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

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

One of the operating principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be truly effective. The Gladbrook-Reinbeck CSD teacher leadership system design takes this principle to heart by making teacher leaders (Instructional Strategist, Model Teachers, and Mentor Teachers) the backbone of our professional development system. Teacher leaders, with guidance and support from administrators and the School Improvement Leadership Team (SILT), will be primarily responsible for planning and implementing professional development. Although not all teacher leaders will be responsible for the delivery of professional development, their input and expertise will be sought and utilized.

Teacher Leaders will use the IPDM Cycle of Professional Development in their planning for professional development and as a guide for their work with teachers. Teacher leaders will collect and analyze data on the current state of instructional practices in the district, feedback from teachers, and student achievement data. This data will then be used to set explicit goals for professional development.

Based on both data and goals, content for professional development will be selected while adhering to the requirements of the district's guiding principles of professional learning.

These are:

1. Maintains the focus of professional learning on student learning and operates on the belief that all students can and will learn.
2. Respects and nurtures the diverse intellectual, reflective, and leadership capacity of each individual in our schools.
3. Includes multiple, diverse perspectives to strengthen the organization and improve decision making.
4. Is planned, implemented, and evaluated collaboratively.
5. Is embedded, ongoing, and sustainable at the district and site levels, and differentiated where appropriate.
6. Utilizes best available research and data.

Our design process seeks to recognize that not all teachers learn in the same way. Our teacher leaders will provide differentiated levels of professional development including one-on-one, small group, and whole group opportunities. The state's cycle of professional development will guide the work teacher leaders do in all settings. The Instructional Strategist will provide support at two levels.

1. S/he will be responsible for guiding the professional development of teacher leaders and, with the support of the curriculum director, will lead the planning, facilitation, and monitoring of professional development in the district.
2. S/he will also provide one-on-one and small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, and reflection.

Model Teachers will serve as content area experts and/or technology integrationists. They will provide demonstrations and observations as well as opportunities for co-planning and co-teaching. Additionally, they will be in the classroom on a full-time basis so their classrooms will serve as open observation sites and in-district laboratories for implementing new strategies.

PLC Leaders will provide leadership during Professional Learning Community (PLC) meetings. During PLCs, teachers will have opportunities to plan, problem solve, develop materials and lessons, and engage in peer coaching. PLCs will focus on the areas of teaching and learning, student engagement, technology, and assessment.

Four critical questions will be examined:

1. What do we expect students to learn?
2. How will we know when they've learned it?
3. How will we respond when they don't?
4. How will we deepen the learning for students who have already mastered essential knowledge and skills?

Model Teachers will provide a venue where all teachers can observe high-quality instruction and the implementation of key district initiatives and instructional strategies. This will meet the mandate called for in the IPDM for all teachers to have multiple opportunities to see demonstrations. All professional development opportunities will be evaluated to measure their effectiveness. This will take the form of observations and direct feedback from staff. This information will allow us to make adjustments to our professional development delivery.

Another vital role for teacher leaders is related to the IPDM's operating principle of simultaneity. In the past, it has been a challenge for the district to maintain previous initiatives while implementing new ones. The result has been a feeling among teachers that initiatives will come and go and that they should just keep moving forward with the status

quo. The teacher leadership system will provide a venue for vetting both past and present initiatives to make sure they have a history of success in our current areas of need and are research based. They will also support teachers in making connections between initiatives and seeing how they build on and support one another. Finally, teacher leaders will work to ensure that past strategies and initiatives are maintained and strengthened over time. Using teacher leaders will enable the district to provide coherent, coordinated, high-quality professional development in a variety of settings and with varying levels of support to meet the needs of teachers and the high standards laid out in the Iowa Professional Development Model.

Using Part 8 application narrative from previous submission?      **No**

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

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

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

Gladbrook-Reinbeck CSD will measure the impact/effectiveness of the TLC plan through a series of measures. The district has established leadership teams, an enhanced induction mentor program, and the peer review process in order to meet the following goals:

- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction.

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

Short term measures

- Ensure all staff is at minimum salary
- Bi-weekly review of collaborative logs
- Monthly feedback from new teachers
- Monthly feedback concerning the professional development program.

Long term measures

- Annually survey mentor/mentee teachers
- Annually review retention rates
- Annually survey about effectiveness of:
  - The professional development program
  - The Induction mentor program

Retain effective teachers by providing enhanced career opportunities measures.

Short term measures

- Receive feedback concerning the rigorous process for selecting model teachers.
- Track the percentage of model teachers in the district.

Long term measures

- Annually review retention rates of career teachers.
- Annually survey staff concerning opportunities for enhanced career options.
- Annually survey teachers concerning job satisfaction.

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

Short term measures

- Monitor weekly collaboration time from master collaboration schedules
- Review monthly progress reports
- Review bi-annual data from staff effective collaboration survey

Long term measures

- Annually collect and review all data regarding time spent in collaboration

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

Short term measures

- Ensure at least twenty-five percent of the teachers in the district have a teacher leader role.

Long term measures

- Annually review the number of teachers in a leadership role.

Improve student achievement by strengthening instruction measures.

Short term measures

- Analyze student data to gauge instructional effectiveness:
  - MAP Testing

•Iowa Assessments

•FAST

•Common formative assessments

Long term measures

•Analyze student achievement data for trends over time:

•MAP Testing

•Iowa Assessments

•FAST

•Common formative assessments

The evaluation team will meet four times per year to gather, organize, and analyze the collected data. The district will make data-informed decisions. The driver of the decisions will be determining students' next steps in learning. Assessment data will be analyzed collectively to inform teachers' next steps. Evidence will be used from multiple measures to determine trends in student learning. Through this process the District will expand understating of how it can continue to transform in order to ensure success for all students in the District.

Meeting 1 (September)

•Plan to monitor progress

•Create data gathering tools, documents, etc.

•Choose inquiry focus

Meeting 2 (April)

•Using an Effective Data Teams process, analyze data

•Plan for Problem Solving

Meeting 3 (June)

•Problem solve

•Plan for next year implementation

Meeting 4 (August)

•Final preparation for implementation

Using Part 9 application narrative from previous submission? **No**

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

The Gladbrook Reinbeck Community School District has taken part in several successful initiatives such as 1:1 Technology Integration, Professional Learning Communities(PLCs), and Authentic Intellectual Work (AIW). Becoming 1:1 with technology initiated teacher and technology coordinator led Professional Development (PD) and technology sessions which gave teachers an edge on maximizing their instruction with the incorporation of technology. The PLC framework is student-focused and has allowed educators to collaborate on developing strategies benefitting individual students. Our AIW initiative began in 2014 which has focussed our instruction and incorporated more higher order thinking strategies. Working with our AIW teams, we look at ways to improve the components of the construction of knowledge, elaborated communication, and value beyond school. The structure of these initiatives will contribute to the success and sustainability of our TLC plan. Our emphasis on developing effective instructional strategies are also strengthened by our district's School Improvement Leadership Team (SILT) and District Advisory Committee (DAC).

Our current professional development initiatives also ensure the sustainability of the teacher leader positions. These include: 1) increasing collaboration through PLCs and AIW, 2) implementation of the Iowa Core, 3) addressing professional goals through Individual Career Development Plans, and 4) addressing individual student needs through Multi-Tiered System of Supports. Each of these professional development initiatives will guide and be supported by the teacher leader positions.

Sustainability can also be developed through future action. It is the commitment and responsibility of the TLC Committee, district administrators, and Board of Directors to keep a clear and targeted focus on the key purpose of each leader position and its corresponding roles and responsibilities. It will be crucial to the success of these positions that such roles and responsibilities are not beyond the defined scope of the position as it will lead to the erosion of the intended responsibilities for teacher leadership positions. This will maintain the fidelity and the sustainability of the plan and its proposed positions.

Several staff members will be responsible for the continued success of this plan. Training and support will be provided to our teacher leaders through courses offered at AEA 267. Administration will continue to ensure the alignment intended and enacted roles and responsibilities, as well as commit time for training and implementation.

The building administrator will facilitate team meetings among teacher leaders, provide organizational assistance in maintaining the underlying structures, and collaborate in development and delivery of professional development to remain aligned to the purposefully designed strategy for school improvement. Building administrators will also encourage full utilization of the roles by their staff and support the teacher leaders in carrying out their responsibilities. The TLC Team selected to participate in the selection and review process will ensure that quality candidates are selected for these positions and the quality of the teacher leadership system is maintained. The expertise and interpersonal skills of the selected teacher leaders are a key to its success. Ultimately, the success of the plan lies in the acceptance of these roles by staff and their willingness to utilize the proposed teacher leaders positions to continue the district focus on results and a collaborative culture.

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## Assurances

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

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

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

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

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

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

## Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$650.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$132,123.00
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).	\$5,000.00
Amount used to provide professional development related to the leadership pathways.	\$12,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$149,773.00</b>

## Grant Allocation

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

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

Certified Enrollment Number	596.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$186,357.28
Total Allocation	\$186,357.28

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### Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

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### Total Allocation Budgeted

Total Projected Amount to be Expended	\$149,773.00
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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	\$36,584.28
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### Budget Alignment

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

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

- Gladbrook-Reinbeck Community School District has a base salary of \$32,850 and a single teacher at that base. \$650 from the TLC grant will be used to raise the base to \$33,500.
- GRCS D currently employs 43 teachers to serve approximately 479 students (596 students on 2014 certified enrollment; for 2015-16, estimated 126 open-enrolled out and 9 students open-enrolled into the district). The TLC plan creates 13 teacher leadership positions (30.2% of the staff), with more opportunities created by membership on the Selection and Evaluation Committee.
- \$121,052 will be used to compensate teachers in leadership positions. Additional contract days will be used to train new teacher leaders.
- GRCS D has budgeted \$8,000 for training and professional development for Teacher Leaders to offset costs for class registrations, professional development association memberships, training material purchases, and other similar expenses. An additional \$12,408 has been budgeted to cover travel costs, equipment and supplies for Teacher Leaders.
- GRCS D has included \$5,000 to cover the cost of substitute teachers for mentors and new teacher collaboration and observation time, Instructional Strategist, Model teacher, and other collaboration and observation time.
- New Teacher mentoring and additional contract days are budgeted with \$4,000 from the TLC Grant.
- Members of the Selection and Evaluation committee will receive a \$300 stipend (not to exceed \$1800 total) for their work in interviewing, selecting, and evaluating teacher leadership roles, district goal alignment, and student achievement impact each year.

From stakeholder and educator feedback, budgeting roles in this manner will allow GRCS D to develop leaders from a group of exemplary applicants, increase student achievement outcomes, and improve instructional practice. The Teacher Leadership roles and vision align perfectly with GRCS D’s mission to “Educate for the Choices and Challenges of Tomorrow.” Teachers, Administrators, Parents, and stakeholders over the past three years have helped to develop a budget which supports strong Teacher Leadership positions, including:

**Instructional Strategist:** Provide exemplary professional development to teachers in instructional support, data analysis, coaching, PLC and AIW initiatives, and collaborative culture.

Total #:	Grade levels	FTE	Extra Days	Stipend
Salary	FICA/ IPERS + benefits	Training and materials	Total	1
pre-K-12	1.0	10	\$6,000	\$55,860
\$16,562	\$2,000	\$80,422		

**Training and Materials**

- Books, Student-Centered Coaching and Student-Centered Coaching at the Secondary Level by Diane Sweeney
- AEA267 Coaching and Professional Development classes, Teacher Leadership Network registration fees
- Workshops and seminars as needed

**Goals**

- Demonstrate exemplary instruction for teachers through the following researched-based practices: observation, coaching, model lessons, collaborative lesson planning, growth and reflection, and small and large group professional development.
- Gather, examine and analyze student formative and summative assessment data
- Assist district staff and principals in observing, supporting instruction and PD with PLC and AIW

**Model Teachers: Work with the Instructional Strategist to provide training and observation for teaching staff on best practice, instructional strategies, and assessments.**

Total #:	Grade levels	FTE	Extra Days	Stipend (per person)
Salary	FICA/ IPERS (per person)	Training and materials (per person)	Total	10
pre-K-12	NA	5	\$3,000	NA
\$563	\$500	\$40,630	Training and Materials: Books: Student-Centered Coaching or Student-Centered Coaching at the Secondary Level by Diane Sweeney (as appropriate to grade level). Training provided by Instructional Strategist; supplies, seminars and conferences as needed.	

**Goals**

- Maintain open communication between District teaching staff, Instructional Coaches, and Principals.
- Provide model lessons, exemplary instruction, professional learning and training seessions for building teachers
- Support small and large group professional development
- Spend time outside of the school day for professional reading and classroom planning.
- Implement district initiatives as quickly and effectively as possible.
- Accept visitors in the classroom during instructional and non-instructional times.

**Mentor Teachers: Work with new teachers to the district to improve teaching practice, promote retention in the profession, and guide in best practice, instructional strategies, district initiatives, and student achievement analysis.**

Total #:	Grade levels	FTE	Extra Days	Stipend (per person)
Salary	FICA/ IPERS (per person)	Training and materials (per person)	Total	2
pre-K-12	NA	0	\$1,500	NA
\$282	\$500	\$4,564	Training and Materials: Training, books provided by Instructional Strategist, administrators, and AEA267; supplies, seminars and conferences as needed.	

## Goals

- Follow and support the district's mentoring and induction program.
- Mentor initiates contact, meetings, post-observation, trainings and support for mentee in all areas, including:
- professional goals, lesson planning, assessment practice
- classroom and building procedures, grading, meetings, conferences, etc.
- other mentoring tasks to help mentee assimilate with school culture

## Teacher Leadership Grant Budget Summary

	Budget Amount
Number of Teacher Leadership Positions	Percent of Staff in TLC position
TLC Budget (596 enrollment- 117 open enroll out= 479) x \$312.68	\$149,773
Instructional Strategist	\$80,422
1	2.3%
Model Teachers	\$40,630
10	23.3%
Mentor Teachers	\$4,564
2	4.6%
Selection and Evaluation Committee	\$2,099
3 Administrators and 3 teachers	
Base Salary Increase	\$650
Substitute Teachers	\$5,000
New Teacher Orientation, training	\$4,000
Supplies, Training, travel	\$12,408
Total Budget:	\$149,773
13 Teacher Leaders	30.2%