



Application

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

95812 - Glenwood Community Schools TLC Application

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/31/2014 3:22 PM

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Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006
(P.L. 109-270)

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Agency

Organization Information

Organization Name:

Glenwood Community School district

Organization Type:

K-12 Education

Tax ID:

42-0864701

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Vendor Number

Recipient Information

District Glenwood Community School District
Use the drop-down menu to select the district name.

County-District Number 65-2511
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

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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)

For the past five years, Glenwood Community School District has been on a trajectory focused on improving teaching and learning for its 2,000 students. New leadership, coupled with a new nationally recognized process for writing, implementing and assessing curriculum, has significantly changed our schools.

The state's emphasis on a teacher leadership compensation system is another advancement opportunity. Our teachers, who have been at the forefront of these changes, will be rewarded, promoted and compensated for leading improvements and coaching and collaborating with colleagues. This will further our culture of excellence and cooperation to improve our schools and the lives of our staff, students and families.

We've spent more than a year building a plan for a TLC system. TLC team members, from all stakeholder groups, spent months researching TLC. Team members wanted to ensure that TLC roles created ways for teachers to increase instructional knowledge while being compensated for leadership skills. We've communicated these plans to stakeholders in many ways. Our community, our teachers, our Board members and our administrators support TLC.

Our TLC vision is: To inspire and challenge students using high performance instruction and learning by implementing a system of support, time and professional development, with increased collaboration and partnership among all stakeholders. We have four TLC goals. The first two goals focus on attracting, retaining, training, promoting and rewarding teachers. The third goal emphasizes enhancement of existing district initiatives. The fourth goal includes statewide TLC collaboration. These goals are aligned with GCSO goals and take into consideration the immediate needs of students, many of whom struggle in math. Collaboration and connection between GCSO teacher leaders and District's initiatives will be key. Adding the teacher leadership roles will strengthen our curriculum, instruction and assessment process with comprehensive professional development that provides individual teacher coaching and coaching with PLC teams, to effectively implement the Iowa Core, deliver multi-tiered systems of support in K-12 reading and math, grouping practices, instructional strategies, technology integration and content knowledge. Each of the five TLC roles, instructional coach, model coach, master classroom/technology teacher, PLC facilitator and mentor teacher, have specific duties tied to school improvement initiatives.

Retaining teachers to the profession has been another important initiative in GCSO improvements. The state's emphasis on this goal with TLC will help further it in GCSO. In Glenwood, we have long recognized that mentoring is an important part of this process to create higher job satisfaction and better instruction. The TLC system creates an effective way to provide in a systematic manner strengthened relationships, ongoing dialogue, specific feedback and authentic and continuous learning for new teachers. Through the TLC system, instructional coaches, model coaches and mentor teachers will be trained not only in how to mentor, but also in how to close the instructional gap between new and career teachers and to link the PD/training with current initiatives.

As for the teacher leader roles, the job descriptions evolved out of our goals and vision, as well as stakeholders' feedback. The roles - instructional coach, model coach, master classroom/technology teacher, mentor teacher and PLC facilitator - each have specific duties to integrate with and strengthen what we are already doing. These job descriptions call out specific needs and are intertwined with each other. We kept these teacher leaders as close to classrooms as possible. Each job is designed so that teacher leaders have direct contact with teachers and students. This will provide modeling of best-practice instruction for teachers and help leaders understand their colleagues' needs. We expect high interest in the teacher leader positions. We will encourage all interested applicants to apply, and we will follow a multi-step process to ensure the best teacher leaders are chosen.

TLC will be integral in our professional development system. A majority of PD functions will be performed by our instructional and model coaches and our PLC facilitators. Working with administrators, these leaders will be involved in everything from analyzing data and selecting PD content to training colleagues and evaluating the system's effectiveness.

In addition to PD review, the goals of the TLC system will be reviewed semi-annually. This review will combine quantitative and qualitative metrics and be performed by our Curriculum Coordinating Council, district leadership team, School Board and staff. SMART goals will be established and monitored based on this data. This review will follow a program review system we have developed for all GCSO programs.

We have built an implementation plan to sustain and support the TLC system. These supports include gathering feedback on an individual and group basis and implementing policies to allow for consistent implementation. Performance metrics on each of the four TLC goals will be in place to add accountability. Policies, including standard hiring and evaluation, will assure fair access to the positions and treatment of the staff in these roles. An organized internal and external communication system is essential to assure that everyone involved understands their roles and how the system is progressing.

We estimate the cost of this system at about \$620,000 annually. It's a significant sum, which will be covered mostly by the state

allocation for TLC. We believe it is an investment in the future of our students, our teachers and our school system as we continue the trajectory of improvement in GCSD.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

Teacher Leadership Compensation planning grant funds were used to research and construct a high-quality TLC system for Glenwood, while building support and understanding among stakeholders.

In October 2013, six teachers, six administrators and the education association president met. After that meeting, more stakeholders were added, bringing membership to 22.

The team included:

5 HS teachers

3 elementary teachers

2 MS teachers

2 parents (non-educators)

2 local business owners

1 education association president

7 administrators (superintendent, school improvement director, high school principal, high school assistant principal, middle school principal, 2 elementary principals)

In the following months, the group met to consider the advantages to a TLC system, and the problems that might arise. In five small groups, team members studied Teacher Leadership System Design Resources and state Teacher Leadership Task Force Goals.

Small groups also traveled to four school districts in Arkansas, Minnesota and Colorado to visit successful TLC systems. Team members were impressed with the collaboration they observed. After visiting an Arkansas school, one team member reported that she “saw the value” of TLC for “training masters and mentors in leadership, peer evaluations, and disaggregating data.” After observing teachers’ meetings, she wrote: “meetings are now agenda driven. Staff spends quality planned time during meetings-- not wasting time! No whining or griping about student behaviors-- but get to discussion about student growth! They’ve gone from PROCEDURAL to CONCEPTUAL. Staff has been challenged to form MEASURABLE objectives for their lessons instead of a list of activities. A parent who visited Denver Public Schools was encouraged that student achievement data showed TLC working. DPS representatives “encouraged us to be flexible and responsive to feedback,” the parent wrote. She also expressed concern that TLC would limit the number of students great teachers came into contact with, and she wondered how teacher leaders would return to the classroom if they chose to do so. This feedback helped the TLC team create an agreement with the education association to ease the transition of a teacher leader who wanted to return to the classroom. A critical part of the Glenwood team’s discussion included developing “if-then” statements. These included: “If GCSD creates positions for teachers to help lead teachers in the implementation of effective instructional strategies, then student achievement will increase through advanced teaching strategies.” This discussion spurred the group to create a mission statement and TLC roles. Two AEA workshops furthered these discussions. A core group of two teachers, two administrators and a parent attended these workshops to further refine TLC. GCSD received a \$12,507 planning grant. About \$4,000 was paid in stipends for staff working beyond contract hours and for substitutes to cover classrooms. The remaining funds paid for site visits. Team members met for more than 50 hours as a large group and in small groups for discussions, research and surveying. Site visit teams spent a day and a half in each of the four school districts, resulting in more than 50 hours of work during site visits. Team members shared TLC work. Site visit teams included people from each stakeholder group. Research was spread among the team, with parents, community members, teachers and administrators working together to glean important TLC information. Each stakeholder brought a unique perspective.

The team worked with a facilitator to create TLC roles. A smaller group of teachers, administrators and a parent outlined each tasks for each role. Team members wanted to ensure that the roles created ways for teachers to take on and be compensated for leadership skills, as well as increasing teachers’ instructional knowledge. The resulting plan has been endorsed by all team members.

Authentic engagement was key to the TLC process, so team members developed several surveys and talking points. The first survey was sent to parents, staff and community members. Responses from staff were few because of concern about anonymity. The survey was reconfigured and sent out again, resulting in more staff participation. Almost 200 people, including 90 parents, responded. People ranked their top TLC goals:

- Improve student achievement
- Reward professional growth and effective teaching
- Retain effective teachers

After the plan was created, administrators were surveyed. One-hundred percent of GCSD administrators support TLC. A series

of talking points were circulated to stakeholders and teachers. Certified staff were then surveyed about TLC:

Question	% of Positive Replies
Would you support TLC in GCSD?	79%
If TLC is implemented, would you support the teacher leaders?	94%
If TLC is implemented, would you apply for one or more of the roles?	35%

Our community was informed about TLC with an opinion piece in the local paper, as well as two community meetings where talking points were shared and questions were answered. The school board unanimously approved a resolution supporting the TLC grant application. We are fortunate to have stakeholders' buy-in. Parents support this plan because it will positively affect their child's education. Principals are excited for the resources and staff to deliver instruction, hone skills, and impact student learning. Teachers are on board because they will receive support, collaborate time, peer feedback and resources to help students.

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

Our TLC Vision: To inspire and challenge students using high performance instruction and learning by implementing a system of support, time and professional development, with increased collaboration and partnership among all stakeholders.

TLC goals:

- #1 Attract, retain, promote and reward able teachers by offering competitive salaries, PD and leadership opportunities with career development and additional compensation.

GCSD meets the minimum salary requirement for new teachers and already provides them with mentors. Sixty-six teachers (nearly 50 percent) will fill TLC leadership positions with extra days, responsibilities and compensation. A rigorous selection process will ensure that we have the highest quality teacher leaders.

- #2 Provide teachers time for professional development, collaboration and training in best practices and in analyzing teacher implementation and student achievement data.

Teacher leaders will have the time and compensation to become instructional experts and specialists in the most efficient, effective ways to increase student achievement.

- #3 Improve student achievement by strengthening learning through existing initiatives in a purposeful way

As we systematically raise the quality of instruction, student achievement will improve. Research based practices will be implemented with fidelity in every classroom.

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

Teacher leaders will meet periodically with all teachers to examine data, collaborate and provide professional development.

Leaders will meet with each other and will network with others across Iowa.

Our TLC plan is founded on the premise that teacher leadership will result in increased use of research-supported practices, student achievement and job satisfaction. Our plan will help achieve the GCSD mission “to develop in all students the knowledge and competencies required of responsible citizens in a global society” and district student outcomes to: solve problems creatively and resourcefully, work productively, learn constantly, communicate effectively, act responsibly and use technology capably.

District Strategic Goals

- Increase the percentage of students who score at the proficient level or above the appropriate NSS score for proficiency on the Iowa assessments in grades through 3-11.
- All students will feel safe (physically emotionally and academically) at school as measured by attendance, graduation rates and discipline referrals.

GCSD Statement of Mastery

We expect all students will learn and independently demonstrate mastery on academic outcomes over time. Academic outcomes are described in the GCSD published curricula. Students will demonstrate mastery through quantitative and qualitative measurements and will be evaluated using common outcome assessments and predetermined criteria developed through the curriculum process. Through core instruction using multiple teaching strategies and differentiation all students will demonstrate mastery. Students who have met or exceeded mastery will continue learning through activities that will broaden and deepen their understanding. Students who have not mastered outcomes will achieve mastery through supplemental and/or intensive instruction. Time, grouping and methodology are the variables. Achieving mastery is the constant.

The presence of teacher leaders, along with focus on improving instruction based on assessment results, will enable GCSD students to achieve these goals.

TLC will develop advanced leadership pathways designed to build capacity of teachers to use formative assessment data to guide instruction. Multiple pathways targeted to various levels of professional learning will provide individual, PLC and building support. Multiple leadership pathways will allow certified teachers to access teacher leaders in a variety of settings. One of the most important settings will be the classrooms of the teacher leaders. Embedded professional learning will occur in model classrooms on a just-in-time basis. The power of teachers observing and processing with other teachers is invaluable. A system supporting this practice will reap the benefits of increased teacher and student learning and build district capacity toward continuing efforts to provide all students with a high quality educational experience through the delivery of a guaranteed and viable curriculum (Iowa Core Standards), via research based instructional strategies as guided by data-based decision making. Current use of research-based tools and processes for selecting, growing and multiplying excellence within our workforce will lend itself well to the addition of multiple differentiated teacher leadership positions that have meaningful roles and responsibilities to support the growth and development of teachers, coupled with compensation for these roles.

The District recognizes that for schools to provide improved learning for all students it must provide opportunities for teachers to innovate, develop and learn together. Support will occur through existing and future professional learning communities within our buildings and/or District; as well as, through direct effort coaching teachers with job-embedded professional development activities and monitoring effectiveness through peer review.

Students at three of our four schools need help with math. At the middle school students have not met math AYP for six years. At the high school, students have not met math AYP for two years. West Elementary is on delay status-1 for math. We have worked diligently for four years updating, revising and improving our math curriculum . The TLC system will provide focused, expert staff members to help teachers implement this curriculum.

Using Part 3 application narrative from Year 1?

No

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

Collaboration is integral to professional development and growth in Glenwood schools. Each grade level/department teacher belongs to a professional learning community that meets on early-out Wednesdays. Teachers work in a continuous improvement cycle analyzing student data, building background knowledge, planning lessons, delivering instruction and analyzing student responses.

Our K-12 Curriculum Coordinating Council (CCC) follows a governance policy adopted by the Board of Education regarding all decisions related to curriculum, instruction and assessment. This is a formal process that addresses the following areas:

- Building a K-12 structure and progress monitoring system for multi-tiered systems of support to include extended learning opportunities
- Creating outcomes and components for each course aligned to Iowa Core
- Writing Instructional Planning Resources that include formative assessment, teacher methods, student activities and differentiated instruction
- Creating and analyzing outcome assessments to measure cognitive complexity and mastery
- Purchasing instructional materials and resources to teach Iowa Core
- Implementing competency based and standards based grading system

As part of this process, K-12 Subject Area Committees (SACs) complete the curriculum work outlined above. To support this work, Glenwood voters passed an Instructional Support Levy of \$750,000/year for 10 years.

Our TLC plan was created with these processes in mind. Adding the coaching teacher leadership roles will strengthen our current curriculum, instruction and assessment process with comprehensive professional development that provides individual teacher coaching and coaching with PLC teams, to effectively implement Iowa Core, deliver multi-tiered systems of support in K-12 reading and math, grouping practices, instructional strategies, technology integration and content knowledge. The CCC is responsible for assuring that time, money, training and materials are provided to address MTSS K-12. Currently we provide supplemental instruction for math at the end of the school day from 3-3:45 for grades 3-5. The middle school has a learning strategies block of time designated for students that need supplemental instruction on a weekly rotating basis for all core subject areas. The high school has a 20 minute seminar and a 30 minute seminar built in each day for supplemental instruction. The instructional coaching model in our TLC plan would be used to help teachers diagnose deficit areas in students' learning and identify appropriate instructional strategies to target the root cause of instructional and learning needs.

Glenwood also uses a collegial peer review process to enhance instruction. This process is based on professional dialogue and may include classroom observations. TLC will assist in this process primarily through the master classroom/technology teacher position. The TLC positions would be the support piece to provide teachers theory, demonstration, practice, coaching and feedback.

We propose the following roles:

Mentor Teachers will be selected by district administration using the HumanEx teacher leader process. Mentor teachers will introduce the Iowa Teaching Standards and district curriculum process to mentees. This will help retain new teachers in the profession as they will start in a district where the curriculum, instructional strategies and assessments are ready for implementation.

Model Coaches will serve as examples in instruction across the building, classroom management, multi-tiered systems of support, and differentiation of instruction. While in their teacher leader roles, these teachers will model instruction techniques aligned with Iowa Core and will be available for consultation. Model coaches will partner with the building principals to determine specific coaching needs. The model coach and instructional coaches will collaborate.

Instructional Coaches will work with teachers to differentiate learning, design formative assessments and coach on teaching strategies. The coach will assist in providing professional development following the Iowa Professional Development Model continuous improvement cycle to include: data analysis, theory, demonstration, coaching, observations in their classrooms and feedback. The instructional coaches will meet monthly at the building level and quarterly with the director of School Improvement and to ensure systematic implementation of Iowa Core and proven instructional strategies. The instructional coach will be an onsite professional developer who collaborates with staff to identify and assist with implementation of proven teaching methods.

Master Classroom/Technology Integration Teachers will demonstrate how to integrate best practice instruction or technology into the classrooms to increase rigor and relevance of the content and provide students opportunities to use 21st century applications. This position will support staff by removing barriers from implementation of 21st century learning through technology integration. For example, a teacher peer review group could observe a master technology integration teacher's

lesson. They could then reflect together on what they saw and discuss ways to integrate technology. Professional Learning Community Facilitators will facilitate and model expectations for a collaborative learning environment. They will follow the district adopted team norms and ensuring that the team focus is consistently on data analysis, problem solving, planning and implementation. The district already has identified PLC facilitators. The TLC grant will support training to enhance the PLC environment, strengthen collaboration between team members and support implementation of data driven instructional decisions.

Using Part 4 application narrative from Year 1?

No

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

In Glenwood's current mentoring and induction plan, mentor teachers are assigned to all teachers who are new to the profession. This program is provided through Green Hills Area Education Agency. Mentoring partnerships are also required to attend periodic training for new and second year teachers. These trainings, based on the Journey to Excellence model, provide time to learn about evaluation procedures, the Iowa Teaching Standards and District expectation and protocols. The Journey to Excellence model provides the following interactions for mentor teachers and mentee teachers:

	Year 1		Year 2
Aug.	Learning Project: Setting Goals and Identifying Hopes (1-2 hours)	Aug.	Learning Project: Setting Goals and Identifying Hopes (1-2 hours)
Aug. –Oct.	Learning Project: Classroom Management, ITS 6 (Over 3-4 week period)	Aug. – Sept..	Learning Project: Classroom Management, ITS 6 (Possibly over 3-4 week period.)
Oct. – Nov.	Learning Project: Planning and Preparation ITS 3 (Over a 3-4 week period)	Sept. - Nov.	Learning Project: Content Knowledge ITS 2 (Over 3-4 week period)
Jan. – Feb.	Learning Project: Instruction ITS 4 (Over 3-4 week period)	Jan. – Feb.	Learning Project: Monitoring Student Learning ITS 5 (Over 3-4 week period)
Ongoing, 2 Years	Learning Project: Professional Responsibilities, ITS 8 (Intro day and ongoing)	Feb. – Mar	Learning Project: Student Achievement, ITS 1 (Over 3-4 week period)
Ongoing & March	Learning Project: Professional Growth, ITS 7 (1-2 hours, ongoing and end of year reflection)	Ongoing & April	Learning Project: Professional Growth, ITS 7 (1-2 hours, ongoing and end of year reflection)
April	Learning Project: Sharing of learning (1-2 hours)	April	Learning Project: Celebration and sharing of learning (1-2 hours)

All of these activities are designed to have the mentee reflect on his/her teaching. Unfortunately the reflections from these tasks are submitted to the AEA and no specific feedback is provided to the mentees. In 2010, GHAEA surveyed mentors and mentees about the Journey to Excellence process. While the data is for GHAEA and not Glenwood specifically, we still believe it is helpful in providing information about our current program. The survey asked 147 mentors and mentees about the effectiveness of mentoring. More than three-quarters of those surveyed responded that they believed mentoring helped with building supportive environments to meeting the needs of beginning educators to focusing on using the Iowa Teaching Standards. More than 70 percent responded that mentoring helped with student achievement and teacher retention. Time was the main area of concern for those surveyed. Just 57 percent responded that there was enough time and high quality support for mentors and mentees to work together.

Mentoring and Induction with TLC

As a school district, we are continually striving to enhance the level and effectiveness of professional collaboration and support for all teachers. It is our belief that the TLC system creates an effective way to provide in a systematic manner strengthened relationships, ongoing dialogue, specific feedback and authentic and continuous learning for new teachers. Through the TLC system, instructional coaches, model coaches and mentor teachers will be trained not only in how to mentor, but also in how to close the instructional gap between new and career teachers and to link the PD/training with current initiatives. This training will occur in the summers prior to the upcoming school year. Our proposed TLC budget supports three additional days for new teachers for their first year within the district. It also supports three additional days for career teachers new to our district at the same \$100/day rate. This additional time will allow for up-front and ongoing professional development (demonstration, practice, coaching, and collaboration) to help each teacher new to Glenwood be successful in our district.

By using the TLC structure to enhance the current mentoring and induction program:

- Instructional coaches, model coaches and mentor teachers will use mentee feedback to provide more data supported PD/coaching/guidance to new teachers
- Beginning educators will feel more supported and that they are receiving more timely feedback regarding the quality of their instruction in order to grow professionally
- Novice and experienced teachers will have more professional growth opportunities as they share data and PD with leaders from all categories at monthly meetings
- Retention rates will increase as a result of teachers feeling supported and valued professionally
- Beginning educator needs will be more proactively considered throughout comprehensive school improvement planning and decision making as a result of increased teacher leadership duties.

Narrative

Using Part 5 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

The plan for the Glenwood teacher leadership compensation system begins closest to the classroom and in line with our vision, which focuses on the lives of our students. The vision of the TLC system is: to inspire and challenge students using high performance instruction and learning by implementing a system of support, time and professional development, with increased collaboration and partnership among all stakeholders.

The rationale for beginning with master classroom/technology integration teachers is to place our resources as close to student learning as possible and to transform our system and impact change by blurring the traditional lines of leadership and creating a flattened infrastructure for school improvement. There are 66 opportunities for teacher leadership our TLC system, which is a 47 percent rate of participation of the teacher workforce in teacher leadership roles. The teacher leadership roles are: master classroom/technology integration teachers, PLC facilitators, mentor teachers, model coaches and instructional coaches. These roles enhance and build on one another, from the view of the individual student and teacher to the 20,000-foot view of districtwide instructional improvement.

Up to 20 Master Classroom/Technology Integration Teachers (\$1,000)

Classroom:

- Models characteristics of effective instruction
- Provides live or video demonstrations (using Edvivation)
- Provides opportunities for teachers to view and reflect on lessons
- Meets with teachers to talk over the lesson and share resources

Technology:

- Models characteristics of effective technology integration
- Provides opportunities for teachers to view and reflect on integrated technology lessons
- Meets with teachers after lessons to talk over the lesson and share resources

30 PLC Facilitators (\$1,000)

- Facilitates communities of learning to identify student learning needs, teachers' current level of knowledge and skills in priority areas and learning opportunities for teachers
- Facilitates/leads collaborative PD teams
- Leads conversations to engage peers in analyzing and using data to strengthen instruction

8 Mentor Teachers (\$1,500)

- Serves in the Journey to Excellence mentor role for mentees
- Acclimates and welcomes new teachers to a new school environment
- Advises new teachers about instruction, curriculum, procedures, practices and the political context
- Contributes time and expertise to make significant contributions to the development of new professionals

4 Model Coaches (part-time release from classroom; \$3,500)

- Works in a partnership with the Instructional Coach to provide appropriate modeling, resources
- Supports ongoing collective learning so teachers focus on practices that directly improve student learning as evidenced by student achievement data
- Builds understanding of content standards and how components of the curriculum fit together and how to use curriculum to plan instruction and assessment
- Helps colleagues by sharing instructional and professional resources i.e. websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools
- Leads teams to collect and analyze data to make decisions related to professional growth and school wide action research
- Works inside classrooms to help teachers implement new ideas, demonstrates lessons, engages in co-teaching, observing, and giving feedback
- Models characteristics of effective instruction
- Identifies opportunities for teachers to observe other teachers modeling best-practices of instruction
- Uses current data to develop student interventions

4 Instructional Coaches (full time release from classroom; \$7,000)

- Works with district administration, including director of school improvement, and other instructional coaches to monitor districtwide initiatives that support the implementation of the Iowa Core curriculum
- In collaboration with the district administration, guides and provides input for the model coach positions based on teacher

implementation, fidelity of instruction and data

- Works in conjunction with building principal to coordinate building level curriculum, instruction and assessment practices that will assure that the Iowa Core is taught and learned
- Based on student achievement data, ensures fidelity of instruction and implementation of building level work to support district initiatives
- From a school wide perspective, identifies areas of need for professional development based on implementation data and fidelity data
- Supports ongoing collective learning so teachers focus on practices that directly improve student learning
- Builds understanding of the Iowa Core content standards and how components of the curriculum fit together and how to use curriculum to plan instruction and assessment
- Helps colleagues by sharing instructional and professional resources i.e. websites, instructional materials, readings, articles, books, lesson or unit plans, assessment tools
- Leads teams to collect and analyze data to make decisions related to professional growth and school wide action research
- Works inside classrooms to help teachers implement new ideas, demonstrates lessons, engages in co-teaching, observing and giving feedback
- Models characteristics of effective instruction
- Identifies opportunities for teachers to observe colleagues modeling best-practice instruction
- Uses current data to develop student interventions

The TLC plan creates coherent instructional improvement. The system, built on collaborative inquiry and data analysis, provides ongoing career development to retain and reward our best teachers, build relationships and collective capacity. The district currently has Subject Area Committee chairpersons that facilitate the formal Curriculum Leadership Institute process of curriculum, instruction and assessment alignment within the content areas. These facilitators are provided 3 days of training and working with the administrators to assure that the required curriculum process is completed with fidelity. These positions will be compensated for in the upcoming year through district funds, not TLC grant funds. The district currently has SAC facilitators who volunteer to serve in that role. The TLC grant will allow the district to provide further training to them. Additionally, the PLC facilitator's role is to provide a safe place for teachers to discuss students' needs, analyze data and strategize best instructional practices. Instructional and model coaches will collaborate with mentors to gain insight into new teachers' needs, with master classroom and technology integration teachers to connect our teachers to district examples of best instructional practices and with PLC facilitators to assess teachers' needs. Building leadership teams will include instructional coaches who will work with administrators to design, facilitate and evaluate PD. Instructional coaches will also collaborate with the district director of school improvement. Master classroom/tech integration teachers will open their doors to colleagues to observe and collaborate on best practices. Mentors work closely with new teachers by supporting their development over a two year span.

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

The Glenwood TLC plan proposes new teacher leader positions to increase student achievement and eliminate achievement gaps. These new positions will be filled by current or retired teachers with strengths and interests in: implementing a solid curriculum framework; developing teacher training that targets growth areas; providing a learning support network for teachers. We expect high interest in these positions. Selecting the right people is key. We will encourage all interested applicants to apply, establish a fair process and provide opportunities for a site based selection council to include administrators and teachers to select the best leaders. We have developed detailed job descriptions and hiring criteria.

Posting

The positions will be posted internally in all attendance centers. Current/retired teachers will be invited to apply. Candidates must submit:

- Confirmation of three years teaching experience (one year in district)
- Resume
- Essay describing how their leadership experience will increase student achievement (5,000 characters or less)

Application

Applicants will indicate the position(s) in which they are interested and upload two artifacts for consideration – a written narrative explaining why they want to be a teacher leader and the strengths and talents they would bring to the position and a copy of their most recent Individual Career Development Plan.

Selection

Phase 1 of the selection process will have two elements. First, colleagues from the same developmental level (elementary or secondary) will be surveyed to determine whether applicants are potential teacher leaders. This insight will assist hiring personnel with determining the applicants' past effectiveness as teachers as well as their predicted effectiveness as potential teacher leaders. Applicants with at least a 75% favorable rating will be considered for Phase 2. Second, applicants will fill out a Style Profile. Style Profile tracks the candidates' responses in two areas: Teacher Centered (TC) and Student Centered (SC) from five themes: Drives and Values, Work Style, Relationship, Influence and Thought Process. The SC score represents behaviors and attitudes that excellent teachers possess. A high value in this area is preferred. The TC score represents behaviors and attitudes that excellent teachers do NOT normally endorse. A low value on the TC score is preferred. While the scores are important, the results within the five areas are also important to gauge for possible movement to Phase 2. Scores will be evaluated within the following ranges to Phase 2.

Tier I: 55% or higher on SC with 7% or lower for TC

Tier II: 47%-54% or higher on SC with 9% or lower for TC

Tier III: 40%-46% or higher on SC with 11% or lower for TC

Applicants that score 39% or lower on SC and 15% or higher on TC will not be considered for Phase 2.

Phase 2 will also have two elements. First, district administrators will conduct face-to-face structured interviews. This interview was developed by our research team, HUMANeX Ventures Qualities of Excellence, Lincoln, NE, and aligned with the Teacher Leader Model Standards (Teacher Leadership Exploratory Consortium). Interview questions measure applicants' talents in comparison to their peers. This insight will assist hiring personnel with determining the applicants' predicted level of effectiveness as potential teacher leaders. District administrators have been trained to score these structured interviews to ensure inter-rater reliability. Applicants will be scored in the following theme areas: drives and values, work style, relationships, influence, and thought processes. Candidates are scored by an interviewer who has been trained to listen for key words that excellent teachers use, in addition to whether the response fits the theme of the question. Elementary candidates will be interviewed by a secondary administrator. Secondary candidates will be interviewed by elementary administrators. If the response includes key words and fits the theme area the response is marked as "met." If the response doesn't do either of those, the response is marked as "miss." Scores will be evaluated for advancement to Phase 3.

Met Responses 34+ = Highly Recommended

Met Responses 26-33 = High Consideration

Met Responses 15-25 = Low Consideration

Met Responses 0-14 = Not considered

Phase 3 – Elementary and secondary site based selection and review councils will be established. Administrators and teachers will serve on these councils. The councils will conduct interviews, select new teacher leaders and determine in which building teacher leaders will be placed.

During interviews, applicants will discuss their written narrative explaining why they want to be a teacher leader and their

strengths/talents and respond to questions about their most recent Individual Career Development Plan (ICDP). The purpose of Phase Three will be to determine the effectiveness of applicants' professional growth efforts as well as predict how effective they may be as teacher leaders and with which building team of teachers they might be most effective.

Review and Rehire – Teacher leader positions will be awarded for one year. Leaders' performance will be reviewed by the Site Based Selection and Review Councils and administrators, who will then decide if leaders are hired for another year. Each leader, using job descriptions, will submit a performance self-reflection to the council, and the council will provide formative feedback and determine rehire.

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Our teacher leadership plan will be integral in the design and delivery of our professional development system, which aligns with the Iowa Professional Development Model (IPDM). The system is delivered through 120-minute early-outs at least three times a month in a Professional Learning Community format focused on:

K-5 literacy framework, including instructional routines and strategies

K-5 math framework, including instructional routines and strategies

6-12 curriculum cycle, instructional routines and strategies

6-12 CRISS instructional strategies

Student Engagement

Multi-tiered systems of support (MTSS)

Reteach/reassess protocol

Work outside the classroom policy

Our PD process is aligned with the IPDM and with the Instructional Coaches guiding teachers in collecting and analyzing screening data three times a year. They will look for data trends and discuss them with the Model Coaches to develop student learning goals addressed in a MTSS. Model Coaches will use this data and additional formative assessments during weekly PD to make instructional decisions with their PLCs. Director of School Improvement will collaborate with these individuals to select content and design the process for professional development that will impact the goal areas and align with the current focus of the departments and the district. Teachers will be trained and then implement under the guidance of Instructional Coaches. A leadership team of instructional/model coaches and PLC facilitators will review the student achievement and implementation data quarterly to make adjustments and to continue the improvement cycle. A detailed look at this process follows:

IPDM Component	How the District will use teacher leaders to create and deliver PD.
Collecting/Analyzing Student Data (Formative Assessment)	Model coaches and instructional coaches will collect, organize and analyze screening, diagnostic and classroom data. They will select instructional strategies and determine progress monitoring in collaboration with classroom teachers to be implemented in a multi-tiered system of support framework.
Goal Setting & Student Learning	Instructional coaches will lead goal-setting process based on system data. Director of School Improvement will work to assure the goals support the attainment of Iowa Core. PLC facilitators will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices.
Selecting Content	Director of School Improvement and Instructional coaches will study research based professional development content on the best way to teach the Iowa Core. PD 360 will be used as an implementation tool and PD support tool for purposes of: building PLC groups, agendas and action plans so that team members can collaborate 24/7. PD 360 will be used by principals and coaches for conducting walkthroughs and providing resources such as videos and articles to teachers of effective practices, anecdotes of instruction. Instructional coaches will help identify and select learning strategies that will be helpful for teachers. Model coaches will provide learning opportunities for teachers who want to learn various teaching strategies. These model coaches will be involved in demonstrating requested strategies and following up with a coaching meeting to comment on selected effective instruction and implementation.

Designing Process for PD	Instructional coaches, principals and the director of School Improvement all play integral roles in this process. These leaders will work together as a team to design the delivery system for PD. This will include the development of a timeline for delivery and the selection of content providers. The Director of School Improvement will work to assure the vertical articulation of instructional strategies in K-6 or 7-12 and provide input on current district initiatives and how PD aligns with Iowa Core. Instructional coaches fit into this process through their modeling of best instructional practices.
Training/Learning Opportunities	Instructional coaches and model coaches will identify needed training based on implementation data. PLC facilitators will work with all teachers to field questions on implementation. Teachers will provide feedback on implementation of PD content.
Collaboration/Implementation	Instructional coaches will work with PLC facilitators to determine next steps for each group. Instructional coaches and model coaches will work with PLCs and Subject Area Committees to make changes to implementation based on feedback from observations and weekly PD discussions. Model coaches will demonstrate and discuss implementation of strategies and techniques with individual or small groups of teachers. PLC facilitators will oversee their PLC action plans and facilitate the implementation by developing in collaboration with their PLC team agendas and an accountability structure.
Ongoing Data Collection (Formative Evaluation)	Instructional coaches will collect progress data on PD implementation. This will be done with surveys, evaluation forms and student achievement data. These same leaders will present a formative data set based on this information four times per year at our district leadership team meetings.
Program Evaluation (Summative)	The director of School Improvement, model coaches and instructional coaches to analyze K-12 student achievement and implementation data as part of a continuous school improvement process in Glenwood. The team will collect the following data: the IPDM rating tool, implementation data, survey data and student achievement data. Summative evaluation will be an annual process to help inform needs, adjustments and new goals for the upcoming year.

Using Part 8 application narrative from Year 1?

No

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

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

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

A semi-annual review of our TLC goals will include quantitative and qualitative metrics. This review will be shared with Curriculum Coordinating Council, School Board and staff. SMART goals will be established and monitored based on this data to maximize the system effectiveness.

Goal 1: Attract, retain, promote and reward teachers by offering competitive salaries, PD and leadership opportunities with career development and additional compensation.

Our district will only be as good as the skills of our classroom staff. Hiring, developing and retaining people who create conditions for complex thinking is key to our students' success. We will measure success using these metrics:

- a. Evaluation data on our Journey to Excellence Mentoring program - Interviews will be conducted with all new staff members during the first and second quarters to evaluate their experiences with mentoring and induction. Data will be used to differentiate for the needs of staff.
- b. Job satisfaction surveys - Green Hills Area Education Agency will develop a survey based on researched workplace elements that cause people to stay with or leave an organization. We will administer surveys on these elements 2x/year to gain a perspective on the needs of our staff.
- c. Staff retention - We will develop trend line data to determine the percentage of our staff who are retained on annually. Our goal is to increase the retention rate based on a 2 year average for 2013-14 and 2014-15.
- d. Exit surveys - These surveys will be completed by those who leave our district so that reasons for leaving can be reviewed and used for increasing retention rates.

Goal 2: Provide teachers time for professional development, collaboration and training in best practices and in analyzing teacher implementation and student achievement data.

- a. Professional development surveys - We will administer a survey at the end of each semester to measure the impact of PD on classroom practice. This survey will help us adjust our course to maximize the impact of weekly collaboration and PD sessions.
- b. PLC evaluations - PLCs will have a continuous feedback loop through their leaders and the instructional coaches to evaluate their effectiveness at helping teachers grow skills. We will accomplish this using the Edviation tool whereby we will use groups to provide a continual dialogue of effective practices and problem solving.
- c. Training- Model and instructional coaches will be trained in their respective areas of leadership using the following models: Jim Knight-Woodruff Instructional Coaching Scale and Diane Sweeney-Student Centered Coaching. Mentors will be trained in the Journey to Excellence program. PLC facilitators will be trained using Dufour's PLCs at Work.
- d. The leadership positions will be reviewed semi-annually. Teachers will be surveyed to determine what is working in the positions and how we can adjust the roles. Conferences will take place with teacher leaders to review the feedback and adjust practices. Feedback will be used in our District's professional growth system.

Goal 3: Improve student achievement by strengthening learning through existing initiatives in a purposeful way

- a. Outcome Assessments used to determine student mastery of Iowa Core will show the percentage of students mastering the outcomes the first time without reteaching or reassessment.
- b. Standardized testing results - The Iowa Assessments will be used to look for growth in proficiency. We will analyze screening data from STAR Reading 6-12, K-5 (FAST), K-2 Kathy Richardson "Developing Number Concepts" and Marilyn Burns, 3-12 "Do the Math" assessment data. This data will show the impact on our curriculum process, professional development and the impact of TLC focus. Data will be collected and analyzed by coaches and administrators and reported to the Curriculum Coordinating Council. The CCC assures the daily schedule supports a MTSS, PD on effective instruction, quality materials and student data monitoring systems.

Goal 4: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other

- a. We will collect data through Edviation, a national online PD resource. We will be able to pull from Edviation the number of groups our teachers join and the group topics.
- b. We will track how many of our teachers attend state and national reading and math conferences. These teachers will share new practices with colleagues in PLCs.
- c. We will track the number of teachers who are members of professional organizations

In addition to the specific data for each goal, the superintendent and the director of School Improvement will use our existing District program evaluation review system to evaluate TLC as a whole.

The review asks 6 questions:

What are the probing/essential questions we need to ask?

What information/data do we need to collect to answer the question?

Sources of Information - Who or where will we collect the information?

Other resources needed and costs associated with the program or the evaluation (if applicable)?

When will we gather and analyze the data?

Who needs to know the information?

After the above questions are answered, the following 4 questions will form recommendations for improvements, next actions and implications:

What does the formative and/or the summative data suggest about the effectiveness of the program?

Looking at the data points, what might you conclude about the effectiveness of the program at this time?

What is the recommendation about the program? (List any systemic changes, staff modifications, guideline changes or budgetary considerations)

What implications(s) does this recommendation have for staff, building and/or the district? (List any that could potentially be improvements or could be potentially critical/key concerns to the school or to the district?)

Using Part 9 application narrative from Year 1?

No

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

“If you expect it, then you must inspect it.”

We have built an implementation plan to sustain our TLC system that will provide student achievement and teacher implementation data to various stakeholders. Supports include a system to gather feedback on an individual and group basis and policies that allow for consistent implementation. Standard hiring and evaluation will ensure fair access to the positions and treatment of staff who step into these roles. Organized internal and external communications are essential so that everyone involved understands their roles and how the system is progressing.

Reporting/Feedback System

A reporting system will allow various teacher leader roles to be reviewed and adjusted for continuous improvement. From pre-K to 12th grade, teacher implementation data and student achievement data will be reviewed each month by Building Leadership Teams (principals, instructional coaches and model coaches) and quarterly by instructional and model coaches and Director of School Improvement.

Building-based Teacher Development Teams (instructional coaches and mentor teachers) will meet with mentees so mentees can ask questions, request coaching and set up observations and planning times with an instructional coach or mentor. Administrators will work with PLC facilitators to determine support needed for the PLC to function effectively and solve problems. Model coaches will provide needed assistance or professional development for the PLC facilitator or team. The master classroom/technology integration teachers will provide opportunities for peers to observe their classrooms coordinated by the instructional coach/model coach and report 2x annually to the Director of School Improvement the number of observations that have taken place and teachers who have observed.

To collect data on the needs from teacher leaders, effectiveness of teacher leaders, and general comments about the teacher leadership process, staff members will be asked to complete a survey about their building level teacher leaders. Teacher leaders will review and analyze the data to determine steps to modify their current practices to be more impactful. Positions will be evaluated by principals and director of School Improvement as an extension of the professional growth system for evaluation that is currently in place.

Hiring/Communication

In year one, our hiring process will begin with principals defining the roles and job descriptions to all certified staff members during building level meetings. Staff members can apply to be instructional or model coaches, PLC facilitators, mentor teachers and/or master classroom/technology integration teachers. Staff members on selection committees will modify interview questions annually as we learn each roles' specifics.

Internal staff communication will be through our building leadership and the Curriculum Coordinating Council. This communication will be important due to the changing roles of colleagues. Principals will update and inform staff members during our professional development time on Wednesdays. These groups have existing, ongoing communication tools and protocols.

Communication with parents and community members will be done through board meetings, newsletters, Facebook, School Messenger, newspaper and the Curriculum Coordinating Council. Two-way communication will take place with these external groups to gain perceptual feedback and to deliver the results of the coaching model.

Sustained Commitment to Initiatives: The District has examples of successful implementation of past district initiatives to include:

- 3 year curriculum process that includes a long-range plan for all curriculum areas
- 4 year Curriculum Coordinating Council that meets monthly representing Pre-K-12 teachers, Board members, parents and administrators
- Board policies that govern curriculum, instruction and assessment decisions
- 2 year study of Iowa Core English Language Arts, K-12
- 3 year study of Iowa Core Math, K-12
- 5 year student engagement focus, grades 6-8
- 3 year PLC structure/SMART Goal Action Plans represent K-5 grade levels, 6-12 content
- PLC training, SMART Goal training for all teachers K-12
- 5 year CRISS instructional strategies, grades 6-12
- 2 years Google Summit partnership with Green Hills AEA to support technology integration

Shared Leadership:

- Principals and Director of School Improvement are assigned to PLC teams
 - Curriculum Coordinating Council membership is a 23, 13 teachers, 6 administrators, 2 parents, 2 Board members. The group meets monthly and is the decision making body for K-12 curriculum, leadership and instruction.
 - Subject Area Committee facilitators co-lead curriculum process with Director of School Improvement
 - Superintendent will continue to support existing structures and the TLC structure
 - Superintendent will collaborate with the GCSD Education Association concerning TLC positions
 - Director of School Improvement will maintain district level view of TLC
 - Director of School Improvement will assure training for new leadership positions occurs
 - Director of School Improvement will plan and facilitate district TLC meetings
 - Principals will meet with model and instructional coaches, and facilitate building level success
 - Principals will meet with mentors and mentees and discuss needs with them
- Supportive Culture
- CCC and Board support professional development focus and schedule
 - Principals with extensive math and literacy backgrounds
 - Superintendent's role is primarily an instructional leader
 - Instructional Support Levy passed in 2011 to support curriculum process
 - 79 percent of certified staff support a TLC system in Glenwood schools
- Weekly early outs 1:30-3:30, 3 full PD days for in-depth training
 - Teacher Quality funds to support technology layers of skills and technology integration

Grant Allocation

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

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

Certified Enrollment Number	1960.5
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$605,441.61
Total Allocation	\$605,441.61

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$121,243.20
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).	\$475,662.00

Amount used to provide professional development related to the leadership pathways.	\$8,536.41
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	\$605,441.61

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$605,441.61
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

Glenwood Community Schools anticipates that around \$606,000 will be generated by receiving \$310 per student for the Teacher Leadership and Compensation Plan (TLC). The following is a brief description of the new roles created and how each will be supported through TLC funding.

Instructional Coaches/Model Coaches:

Instructional coaches are teachers who are hired to work with and support other teachers. The primary duty of instructional coaches will be to teach alongside other teachers by modeling research-based strategies. Other duties will include guiding professional development and PLC leaders, assuring the integrity of curriculum implementation, helping teachers create common assessments, and presenting educational research or resources to small groups and individuals.

Our current average salary of 140 certified staff is approximately \$48,350. We have allowed for growth of this average salary and will use a base of \$50,000 for full time teachers to provide our estimate for Instructional Coaches. Instructional coaches will also have a supplemental contract of 24 days for training and working outside of the school day at the daily average rate which is currently \$290 per day. Model coaches will also have a supplemental contract of 12 days for training and working outside of the school day at the daily average rate which is currently \$290 per day.

Estimated total amount for Instructional/Model Coaches: \$524,625.60

Instructional/ Model Coaches	Base Salary	Add. Days	Supp. Contract	FICA	IPERS	Health Insurance	TSS	Individual Total
4 Full-Time	\$50,000	24	\$7,000	\$4,360.50	\$5,090.10	\$15,041	\$5,946	\$87,437.60
4 Half-time	\$25,000	12	\$3,500	\$2,180.25	\$2,545.05	\$7,520.50	\$2,973	\$43,718.80

Professional Learning Community (PLC) Facilitators:

PLC facilitators are teachers who interpret data and lead subgroups of other teachers. These individuals will continue the current work of district initiatives, lead PLC meetings, and use data within the collaborative setting to develop student interventions. PLC facilitators will have a supplemental contract at the daily average rate, which is currently \$290 per day.

Estimated total amount for PLC Facilitators: \$34,974.00

PLC Facilitators	Add. Days	Stipend	FICA	IPERS	Individual Total
30 Leaders	3.5	\$1000	\$76.50	\$89.30	\$1,165.80

Mentor Teachers:

Mentor teachers will model characteristics of effective instruction and help other teachers understand and implement district initiatives. Additionally, this mentorship program will support and help retain beginning teachers. Mentor teachers will have a supplemental contract at the daily average rate, which is currently \$290 per day.

Estimated total amount for Mentor Teachers: \$13,989.60

Mentor Teachers	Ext. Contract (Days)	Stipend	FICA	IPERS	Individual Total
8 Leaders	3.5	\$1,500	\$114.75	\$133.95	\$1,748.70

Master Classroom/Technology Integration Teacher:

Master classroom/technology integration teachers will demonstrate characteristics of effective instruction and provide opportunities for other teachers to view lessons or implementation of specific instructional strategies. Master classroom/technology integration teachers will meet with instructional coaches to collaboratively reflect upon lessons and instructional strategies for possible observations by fellow colleagues. Master classroom/technology integration teachers will be paid for additional days in planning. We are estimating 3.5 days of additional planning for master classroom teachers for instructional strategy and or technology integration planning for colleague observations. Master classroom/technology integration teachers will have a supplemental contract at the daily average rate, which is currently \$290 per day.

Estimated total amount for Master Classroom/Technology Integration: \$23,316.00

Master Classroom/ Tech Integration	Ext. Contract Days	Stipend	FICA	IPERS	Individual Total

20 Leaders	3.5	\$1000	\$76.50	\$89.30	\$1,165.80
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Teachers New to District:

Our budget supports 3 additional days for new teachers for their first year within the district. It also supports 3 additional days for career teachers new to our district at the same \$100/day rate. This additional time will allow for up-front and ongoing professional development (demonstration, practice, coaching, and collaboration) to help each teacher new to Glenwood be successful in our district. Note: Our current salary schedule exceeds the \$33,500 minimum salary for new teachers, so no TLC funds have been allocated for that purpose.

Estimated total amount for Teachers New to District: \$2,797.92

Teachers New to District	Stipend	Number of Days	FICA	IPERS	Individual Total
8 Teachers	\$100	3	\$22.95	\$26.79	\$349.74

Professional Development to Leadership Pathways Costs:

We have estimated a cost of \$20,000 for training and substitute teachers throughout the year for teacher leaders. The balance of these costs not covered by TLC grant will come from other District allocated resources.

Estimated Total Cost: \$619,703.12

Summary of Expenses by Category:

Category	Expense
Instructional Coaches	\$349,750.40
Model Coaches	\$174,875.20
PLC Facilitators	\$34,974.00
Mentor Teachers	\$13,989.60
Master Classroom/Technology	\$23,316.00
Teachers New to District	\$2,797.92
Professional Development to Leadership Pathways Costs	\$20,000.00
Estimated Total Cost	\$619,703.12

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