



Application

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

138919 - Glidden-Ralston TLC Application

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/13/2015 11:12 AM

Primary Contact

AnA User Id

KREG.LENSCH@IOWAID

First Name*

Kreg

Lensch

First Name

Middle Name

Last Name

Title:

Email:

klensch@glidden-ralston.k12.ia.us

Address:

106 West 10th Street

City*

Glidden

Iowa

51443

City

State/Province

Postal Code/Zip

Phone:*

712-830-4522

Phone

Ext.

Program Area of Interest

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

Fax:

Agency

Organization Information

Organization Name:

Glidden Ralston Community Schools

Organization Type:

K-12 Education

DUNS:

01-645-1130

Organization Website: www.glidden-ralston.k12.ia.us

Address: 602 Idaho Street
Box 488

Glidden Iowa 51443
City State/Province Postal Code/Zip

Phone: 712-659-3411
Ext.

Fax: 712-659-2248

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Kreg Lensch

Title Superintendent

Organization Glidden-Ralston

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

Address 602 Idaho St.
Box 488

City/State/Zip* Glidden Iowa 51443
City State Zip

Telephone Number 712-659-3411

E-Mail klensch@glidden-ralston.k12.ia.us

Fiscal Officer/Agent

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

Name Denise Best

Title SBO

Organization Glidden-Ralston

Address 602 Idaho St.
Box 488

City/State/Zip Glidden Iowa 51443
City State Zip

Telephone Number 712-659-3411

E-Mail	dbest@glidden-ralston.k12.ia.us
County(ies) Participating, Involved, or Affected by this Proposal	Carroll County, Greene County
Congressional District(s) Involved or Affected by this Proposal	4th - Rep Steve King (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	6, 24
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	12, 47
<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. **No**

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. **No**

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. **Yes**

If YES, present the rationale for determining no impact.

All funds will be spent on improving the system as a whole, thus no disproportionality

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. **Kreg Lensch**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District **Glidden-Ralston Community School District**

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

County-District Number **14-2520**

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

Name of Superintendent **Superintendent**

Telephone Number **712-659-3411**

E-mail Address **klensch@glidden-ralston.k12.ia.us**

Street Address **602 Idaho St.**

City **Glidden**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **51443**

TLC Application Contact

Honorific

Name of TLC Contact **Kreg Lensch**

Telephone Number **712-659-2205**

E-mail Address **klensch@glidden-ralston.k12.ia.us**

Street Address **602 Idaho St.**

City **Glidden**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **51443**

Demographic Profile

October 2014 Certified Enrollment **276**

October 2014 Free/ Reduced Lunch % **29**

AEA Number **11**

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

TLC Model Number **Model 3 Comparable Plan**

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)

Abstract/Executive Summary

“Teacher leaders are exemplars in their classrooms, effective coaches of their peers, and change agents who contribute to school, district, state, and national educational reform.” (Snell and Swanson, 2000) “Teachers are also leaders when they function in professional communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement.” (Childs-Bowen, Moller, & Scrivner, 2000)

The Glidden-Ralston and Paton-Churdan School Districts jointly developed the TLC plan based on common school improvement initiatives and professional development, which utilizes a system of continuous improvement. Collaborative relationships have been established between the two districts who share a superintendent, four teachers, and the Technology Integrationist/ Curriculum Director. Moving towards a more structured and focused collaborative effort that encompasses shared teacher leaders between the districts is the next natural step. Funding from the TLC grant will be used to create a sustainable culture that embraces and values an evolving shared teacher leadership system to continually increase student achievement.

According to Rotherham and Willingham (2009), part of the 21st century skills movement's plan is the call for greater collaboration among teachers. Indeed, this is one of the plan's greatest strengths; we waste a valuable resource when we don't give teachers time to share their expertise. The districts are fully committed to providing their students with optimal learning experiences at all grade levels. To achieve this, the two districts will create a culture based on teacher leadership and collaboration within and between the two districts. A key outcome of this partnership is additional quality opportunities for collaboration and shared resources.

TLC funding will assist the Glidden-Ralston and Paton-Churdan school districts to meet the following five TLC State Goals:

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

The goal of the Teacher Leadership Compensation grant is to create a sustainable culture that embraces and values an evolving teacher leadership initiative system to continually work towards increasing student achievement.

TLC Vision

Empower teachers by increasing leadership opportunities and promote meaningful collaboration that will improve instructional practices and increase student achievement.

TLC Goals

The following five goals were established to strengthen, enhance and support the Glidden-Ralston and Paton-Churdan School District's key TLC initiatives:

- 1. Attract, hire, develop, and retain high-quality teachers.**
- 2. Improve student achievement/performance using evidence-based instructional strategies and best practices.**
- 3. Promote a culture of teacher collaboration both within and between districts.**
- 4. Foster, develop and reward teachers' instructional skills through shared leadership, coaching, and collaboration.**
- 5. Improve and expand the current mentoring program.**

Connection of TLC Components

The Glidden-Ralston and Paton-Churdan School Districts currently implement the following four initiatives: 1) Characteristics of Effective Instruction, 2) Common Core (alignment, implementation and assessment), 3) STEM, and 4) Personalized Learning (student-based approach).

Allocation of TLC funding will be used to create, establish, and support the following two leadership roles:

1. Instructional Coach (2)
2. Lead Teacher (12)

There will be a total of 14 teacher leaders. The following descriptions of teacher leadership roles provide an overview of their key responsibilities within the TLC plan.

Instructional Coach (2 Positions)

The Instructional Coach will spend 100% of time in a non-teaching position to work with teachers in a supportive manner that encompasses reflection, modeling, and training. The Instructional Coach will use student data to drive instruction and assess efficacy. Coaches will continually work towards building positive, respectful and trustworthy relationships with the teachers to ensure effective communication and collaboration.

Lead Teachers (12 Positions)

The Lead Teacher will spend 100% of their time in a classroom teaching position. The Lead Teacher is a hybrid position. Due to the low numbers of certified enrollment in each district, there is not an identified need to create separate model and mentor teacher leaders positions. A hybrid position which melds together the model and mentor teacher will strengthen district professional learning systems, creating continuity to improve and enrich teaching and learning.

Because of low teacher turnover, Lead Teachers will spend the majority of their time engaged in the role of a model classroom teacher. As a model teacher, Lead Teachers will open their classrooms for other teachers to observe and provide high-quality instruction which includes implementation of current district initiatives. As a mentor teacher, Lead Teachers will work with beginning and new teachers to help build a critical foundation through enhanced planning, instruction and content knowledge.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application?

No

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

Please include the following information in your narrative:

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

Part 1

The Glidden-Ralston and Paton-Churdan School Districts' education community is comprised of teachers, staff, administrators, school board members, parents, community members and most importantly students. To provide students with optimal learning opportunities, teacher leaders will be a critical component to collaborate with individual teachers as well as groups of teachers to improve instruction and increase student achievement. TLC planning funds were used to hire a grant writer and pay stakeholder groups for time spent in planning meetings.

To develop a high-quality plan, a group of individuals that reflected diverse perspectives and experiences was selected. These individuals represented the following stakeholder groups: Parents, Teachers, Administrators, Community Members and School Board Members. There were a total of 18 people (parents (three), teachers (six), administrators (three), community members (four) and school board members (two) that comprised the Teacher Leadership Planning Committee for each district.

Parents were selected from each principal's advisory team. Teachers were selected to represent a variety of grade levels. Due to the small size of the districts, both district principals, the superintendent and the Technology Integrationist/Curriculum Director participated as members of the group. Community Members were chosen due to their knowledge of the respective school district's initiatives. School board members were selected based on their affiliation with the Teacher Negotiations Committee.

Description of How Each Stakeholder Group Engaged in the Process

After each district's planning group met for the first time, both districts formed sub committees comprised of teacher representatives from all grade levels. Sub groups were instrumental to help identify the teacher leader roles. The Instructional Coach was unanimously accepted as the primary teacher leadership role. From rich conversations, the Lead Teacher role, which encompasses duties and responsibilities of both the mentor and model teacher, was proposed. Rather than creating separate mentor and model teacher roles, a teacher leaders that encompassed responsibilities of both was a better option.

Both districts periodically updated the school boards on the TLC planning progress. District planning teams presented information and discussed the TLC process during SIAC meetings, staff meetings and PLC group time to update stakeholder groups on the TLC plan.

To maximize planning time, monthly meetings were held to create a quality action plan that contained the following components: vision, goals, resources, key staff, roles and responsibilities, timeline, training, accountability and evaluation.

The sub-committee group attended monthly meetings, which consisted of whole group collaboration and rich discussions, as well as working in small groups. Meeting agendas were driven by the development of the action plan. Stakeholder groups were informed of the progress of the group through various means of communication (e.g. e-mail, presentations to various groups, and newsletter articles that are delivered to all box holders in the community). Resulting from formal groups meetings and smaller subgroup meeting discussions, all stakeholder groups helped guide and refine the TLC plan.

Commitment and Support from Stakeholders

All stakeholders are fully committed to the TLC plan, which has been documented both qualitatively and quantitatively through discussions and survey data.

Parent Commitment = 100%. Parents faithfully attended meetings and actively engaged in relevant and meaningful conversations which resulted in valuable feedback. Parents have volunteered their time to assist in the development of the TLC plan through their involvement on the School Improvement Advisory Committee (SIAC).

Community Member Commitment = 100% Community Members expressed a high degree of interest in the TLC plan. As stated by one Community Member, "I support this grant fully as it is a way to help both the students and the teachers. The teachers can help and share ideas with each other to better the way they do things which will also help the students by getting the knowledge of more than one teacher." Another community member stated, "As a former teacher, I feel like I understand where the teachers are coming from and feel like it is important to continue to support teachers now as a community member."

Teacher Commitment =100% Teachers expressed a high level of commitment and support for the TLC plan. All teachers are genuinely excited to be provided with more opportunities for support, collaboration and shared resources.

Administrator Commitment=100% have shown a high degree of commitment to the TLC and been instrumental in the development and research required for this plan. "I feel this is an excellent opportunity to fill in the final missing pieces to truly achieve a complete and comprehensive educational experience for students and staff alike. Right now both districts are very solid academically and give students a wide variety of opportunities. This is a missing piece to provide both educators in each of the small districts a chance to collaborate with others and additional resources. I am extremely committed to make this transition a possibility." (Building Principal).

School Board Commitment=100% "I support our school district applying for the TLC grant because it will help our small district to be able to have a person in place who will give our teachers the support they need to learn from highly effective teachers and their techniques that they use in the classroom. Our board believes that we must take advantage of every opportunity we can to give our teachers the chance to learn and grow so they can be more effective in their classroom." (School Board Member)

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.

Part 2

The Glidden-Ralston and Paton-Churdan School Districts' collaborative TLC plan is built on the State's Theory of Action: "If we support a system that leverages teacher capacity to lead a process of collaborative inquiry using multiple sources of data to analyze student learning and teacher practice in support of teachers' individual and collective growth, then student learning will improve."

TLC Vision

Empower teachers by increasing leadership opportunities and promote meaningful collaboration that will improve instructional practices and increase student achievement.

TLC Goals

The following five goals were established to strengthen, enhance and support the Glidden-Ralston and Paton-Churdan School District's key TLC initiatives:

1. Attract, hire, develop, and retain high-quality teachers.
2. Improve student achievement/performance using evidence-based instructional strategies and best practices.
3. Promote a culture of teacher collaboration both within and between districts.
4. Foster, develop and reward teachers' instructional skills through shared leadership, coaching, and collaboration.
5. Improve and expand the current mentoring program.

District Goal 1: Attract, hire, develop, and retain high-quality teachers

- State Goal 1: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- State Goal 2: Retain effective teachers by providing enhanced career opportunities.
- State Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

The districts will attract new teachers with a competitive salary. Minimum salaries have been raised to \$33,500. Teachers new to the districts will receive accelerated coaching during the first two years.. Through the proposed TLC system, the districts seek to build a culture that focuses on teacher professionalism that will make the Glidden-Ralston and Paton-Churdan School Districts an attractive and fulfilling place to teach, grow and stay.

District Goal 2: Improve student achievement/performance using evidence-based instructional strategies and best practices

- State Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- State Goal 5: Improve student achievement by strengthening instruction.

Both districts have made a concerted effort to study Characteristics of Effective Instruction. Creating and implementing leadership roles will enhance and support classroom instruction and will increase the capacity to insure that these methods will be consistently practiced in both districts. Effective teachers will lead to increased student achievement.

District Goal 3: Promote a culture of teacher collaboration both within and between districts

- State Goal 5: Improve student achievement by strengthening instruction.

The individual districts maintain an established system of collaboration. The TLC grant will provide opportunities to expand existing collaboration by aligning staff experience with teaching and learning resources and initiatives of both districts.

District Goal 4: Foster, develop and reward teachers' instructional skills through shared leadership, coaching, and

collaboration

- State Goal 2: Retain effective teachers by providing enhanced career opportunities.
- State Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- State Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

To reward professional growth, teacher leaders will be compensated financially for five additional days. Teacher leaders will be provided additional opportunities to participate in professional learning; ensuring that they can lead the work of the districts. The TLC teacher leadership plan provides career pathways with choices for teacher leadership and the opportunity for teachers to lead and advance.

District Goal 5: Improve and expand the current mentoring program

- State Goal 1: Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- State Goal 2: Retain effective teachers by providing enhanced career opportunities.
- State Goal 3: Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- State Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

During the Summer of 2015, a new mentoring program was created to better meet the needs of the Paton- Churdan staff. This program consists of mentor training and includes an intensive one- day training session that provides information on how to support new teachers on a physical, emotional and institutional level. The primary goal of the mentoring program is to provide support with increased contact hours for the mentor/mentee, which includes scheduled weekly meeting while also providing “just in time” support to beginning teachers. Mentors are provided with a detailed list of school calendar specific conversation starters (e.g. parent/teacher conferences) in addition to appropriate topics to help prepare for upcoming events. Glidden-Ralston will implement this mentoring program Fall of 2016.

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)

Part 3

The Glidden-Ralston and Paton-Churdan School Districts have engaged in a joint collaborative partnership for the past three years. The two districts adopted the same professional development structure and school improvement initiatives at all grade levels, PK-12. The districts jointly developed the TLC plan based on common school improvement initiatives and professional development which utilizes a system of continuous improvement.

Teacher leaders will be integrated into leadership teams and teacher leadership roles at the community, district and building levels. The leadership positions listed below represent 25% of the combine Glidden-Ralston and Paton-Churdan teaching staff. The integration of teacher leaders will be accomplished through tiered leadership teams.

Teacher Leadership Roles:

- 1. Instructional Coach (2)
- 2. Lead Teacher (12)

The TLC plan connects directly to, supports and strengthens both district's existing initiatives: 1) Characteristics of Effective Instruction; 2) Common Core (alignment, implementation and assessment); 3) STEM (support and expansion of current curriculum and programs: e.g. First Lego League, STEM, First Tech Challenge) and 4) Personalized Learning (student-based approach). The two districts' school improvement initiatives are interconnected and directly align with the districts' following leadership roles: Instructional Coaches (2) and Lead Teachers (12).

District Initiative

1. Characteristics of Effective Instruction

Both districts have spent a number of years and a considerable amount of time with instruction and training focused on student centered classrooms; Teaching for Understanding; Formative Assessment; Rigor and Relevance and differentiation of instruction.

2. Common Core (alignment, implementation, and assessment)

Both districts have supplied time and training on curriculum design, including the Understanding by Design (UBD) process, completing the I-Cat process, and providing opportunities to rewrite and align curriculum.

TLC Connections and Support

The Instructional Coaches and Lead Teachers will coach teachers on individual instructional strategies to implement the Core; specifically focusing on the instructional shifts that need to occur within our classrooms. After reviewing district wide data, the Instructional Coach will meet with teachers to discuss instructional strategies to improve learning.

The Instructional Coaches and Lead Teachers will strengthen the district's work with Core implementation by analyzing alignment data, creating action plans and pacing guides that will demonstrate full implementation of the Core. The Instructional Coaches will work with PLC teams to evaluate current assessments and to create new assessments that demonstrate student mastery of the Core Curriculum Curriculum Standards.

4. Personalized Learning (student- based approach)

This approach includes the study and implementation of Standards Based Grading at the K-3 level, the establishment of Personalized Learning Plans and providing opportunities for student voice in order for classrooms to increase engagement and productivity.

Both districts place an increased emphasis on a student based learning approach. The Instructional Coaches and Lead Teachers will research and provide instructional and environmental strategies to help ensure successful implementation of this approach. These strategies include differentiation strategies to help the districts to implement a personalized learning approach for every student.

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)

Part 4

Beginning teachers often experience teaching in isolation, difficult students, curriculum challenges, and inadequate preparation which cause them to leave the education field in high numbers (Palmer, 2010). When new teachers are hired, they are expected to impact student learning immediately without the benefit of any period of apprenticeship. New teachers essentially have to learn how to teach while on the job. Mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. Mentors help orient new teachers to the school community and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher's career. Teachers experience a higher success rate and schools retain more teachers if a successful and structured mentoring program is in place.

Analysis of the Effectiveness of the Current Teacher Induction and Mentoring program

The primary goal of a mentoring program is to increase teacher performance and retention which will ultimately lead to improved student achievement. Successful mentoring enhances relationships that focus on helping teachers improve their competencies and professional growth, as well as meeting the level and quality of support that provided teachers in need of mentoring.

The Glidden-Ralston Community School District currently implements Heartland AEA's State Mentoring and Induction program. Prior to this academic school year, the Paton-Churdan Community School District also implemented the same mentoring and induction program but has since developed a new mentoring program to better meet the needs of beginning teachers and teachers new to the district. It was determined that the current mentoring and induction program was not fully meeting the needs of the districts. Mentoring is more than a procedure or an activity; it is the formation of a relationship that will significantly benefit teachers to help improve their competencies.

The mentoring program for both districts require only a mere ten contact hours per semester and lack opportunities for the mentor and mentee to develop and maintain a close personal relationship. The required amount of time that a Mentor/Mentee were scheduled to meet was viewed as inadequate to establish and develop a relationship that is deemed necessary to be of value to either person. The current mentoring program does not always provide activities that are meaningful and relevant to the mentor/mentee.

Targeted Areas for Improvement:

- Frequency of meeting
- Usefulness of information
- Lack of "just in time" help
- Opportunity to build a trusting relationship
- More personalized training
- Provide additional support
- Provide more individualized and less generalizable support
- Meet the needs of the new teacher in a timely manner

Action Steps for Improvement

The Paton-Churdan district developed a new mentoring program during the summer of 2015 and implemented the program in August to create a more personal and meaningful experience for both the mentor and mentee. This program provides a plethora of opportunities for the pair to meet to develop a trusting relationship. As part of the new mentoring program, the title of "Mentor" was replaced with "Professional Partner." The role of the Professional Partner is to establish and build close trusting relationships with teachers in their first two years in the teaching profession. The Professional Partner will work with the Mentee on three identified critical needs of the beginning teacher; physical support (e.g. scheduling, location of materials and services, and classroom organization);

emotional support (e.g. serve as a sounding board, assist with time management, listen and provide appropriate feedback, and assist with work/life balance); institutional support (e.g. developing lifelong learning traits, setting high expectations, professional goal setting, and community/school involvement).

The goal of the mentoring program is to provide support for the Professional Partner and new teacher. This includes an opportunity to meet and discuss/share successes and concerns and pinpoint areas for improvement.

A distinct improvement to the mentoring program is the addition of a Professional Partner/Mentee monthly checklist which provides a beginning dialogue on specific topics for scheduled monthly meetings. These meetings are in addition to the weekly (daily if needed) interactions between the pair. As part of the mentoring program a one-day intensive training for beginning and teachers new to the district is provided. "Mentor Bootcamp" is held in the summer and is an entire day devoted to the Professional Partner and Mentee to introduce research, theory and background; explaining physical, emotional and institutional support.

The Glidden-Ralston district will implement the same teacher mentoring and induction program during the 2016-2017 school year.

Teacher Leadership Connections and Supports

How teacher leaders will support new teachers and address identified mentor gaps

Instructional Coach

- Complete observations in new teacher classrooms
- Provide feedback, coaching and modeling of effective instructional practices and strategies
- Work with Professional Partner and Mentee when needed

Lead Teacher

- When this person performs mentor teacher duties
- Will provide on-going formative feedback to new teachers to support the use of evidence-based instructional strategies.
- Will meet on a weekly basis with mentee

- When this person performs model teacher duties
- Model teachers will demonstrate the use of the following evidence-based instructional strategies:
 - gradual release of responsibility
 - differentiated instruction
 - formative assessment
 - classroom management (PBIS)
 - engagement strategies
 - technology integration

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.

Part 5

Looking towards the future, teacher leadership must demonstrate true influence — it must matter more than other strategies working to improve schools. According to Coggins (2014), there are five goals for teacher leadership: 1) Improve student outcomes; 2) Improve the access of high- need students to effective teachers; 3) Extend the careers of teachers looking for growth opportunities; 4) Expand the influence of effective teachers on their peers; and 5) Ensure a role for teachers as leaders in policy decisions affecting their practice. With this understanding, teacher leadership can become more than just a nice idea — it can be an irreplaceable part of school improvement and a key tool for building a high- performing, sustainable teaching force for the future.

The Glidden-Ralston and Paton-Churdan Community School Districts' TLC Plan will create district cultures that are designed to maximize the capacity of each school building and improve classroom instruction, resulting in enhanced practice, strengthened collaborative cultures, which ultimately improves student achievement.

The Glidden-Ralston and Paton-Churdan Community School Districts identified two teacher leadership positions:

•Instructional Coach (2)

•Teacher Leader (12)

Instructional Coach (2)

Teacher Leadership Role	Number of Positions	Extended Contract Days and Responsibilities	Additional Compensation	Assignment
Instructional Coach	2	10 extended contract days and assigned responsibilities throughout the calendar year	\$7500	100 % Teacher Leader

Instructional Coach

An Instructional Coach is an on-site teacher leader who teaches educators how to use proven teaching methods. Instruction Coaches use a repertoire of effective instructional practices to collaborate with teachers, identify practices that will effectively address teachers' needs, and help teachers implement those practices. There will be two full-time Instructional Coaches that will be shared between the Glidden-Ralston and Paton-Churdan Community School Districts.

Responsibilities and Duties

Include but are not limited to the following:

- Work inside classrooms to help teachers implement research-based strategies, demonstrates lessons, engage in co-teaching, observe, model and provide relevant feedback.
- Provide ideas to differentiate instruction.
- Guide implementation in districts' initiatives.
- Assure integrity and consistency of curriculum across the districts.
- Align both districts' curriculum and Core Curriculum
- Collaborate on common assessments.
- Coach teachers with guided reflection.
- Research and share instructional resources.
- Engage in leadership activities (e.g. collaborating with administrators to plan professional development, researching best practices and compiling materials/resources to enhance learning).
- Build congruence among professional development, district/building goals and school system initiatives.

- Support teachers to build teaching skills, analyze student achievement data, assist in the application of new knowledge and provide and coordinate professional development.

Lead Teacher (12)

Teacher Leadership Role	Number of Positions	Extended Contract Days and Responsibilities	Additional Compensation	Assignment
Lead Teacher	12	5 extended contract days and assigned responsibilities throughout the calendar year	\$2500	100 % Classroom Instruction

Lead Teacher

There will be twelve Lead Teachers that are shared between the Glidden-Ralston and Paton-Churdan Community School Districts. The Lead Teacher will continue to teach full time in the classroom. Due to low numbers of student enrollment in each district and a small number of staff proportionate to the number of students; a hybrid position combining the model and mentor teacher responsibilities and duties will be created. A combined position will strengthen district professional learning systems by creating continuity to improve and enrich teaching and learning. The Lead Teacher will exhibit characteristics and attributes of both model and mentor teacher roles. The mentor teacher’s role is to promote growth and development of the new teachers and teachers new to the district to improve student learning. The model teacher’s role is to open their classrooms for other teachers to observe specific instructional strategies and best practice.

Specific Responsibilities and Duties

Include but are not limited to the following:

- Provide opportunities for teachers to view and reflect on lessons - Meets with teachers after lessons to discuss the lesson.
- Contribute time and expertise to create significant contributions to the development of new professionals.
- Support 1st and 2nd year teachers with collaboration and support for retention purposes.
- Serve as role a model to acclimate beginning and new teachers to the district and advise teachers about instruction, curriculum, procedures, practices and politics.
- Collaborate, discuss, and reflect on Core Standards.
- Share instructional resources to use with students; share professional resources.
- Work with the mentee to implement new ideas, demonstrate model lessons, observe lessons, and provide feedback to enhance teachers' self-efficacy; reflect on practices; instills a bias for action.
- Meet with administrators and Instructional Coaches to communicate and coordinate instructional needs.
- Demonstrate a repertoire of instructional strategies that improves student achievement in the classroom.
- Align instructional practices with the Core, Universal Constructs, 21st century skills and Characteristics of Effective Instruction.
- Welcome visitors to the classroom during instruction and non-instruction times.
- Work with Instructional Coaches to design research-based lessons to be observed.

Benefits of Teacher Leader Roles

The TLC plan will provide the Glidden-Ralston and Paton-Churdan School Districts with opportunities to strengthen and expand the current teacher leadership system. The TLC plan will:

- Provide teacher leaders availability throughout the school day, thereby providing more opportunities to meet the

increasing requests from teachers for instructional support.

- Create release time for teacher leaders to collaborate with colleagues, thus increasing the opportunities for teachers to learn and implement district-supported research-based instructional practices.
- Increase the rigor of teacher leadership opportunities and training for increased clarity and articulation with each teacher leader role relative to district expectations.
- Increase collaboration among teacher leaders, administration and other teachers both in and within the two districts.
- Provide meaningful and responsive assistance to beginning teachers and teachers new to the district to meet their immediate needs and on-going professional development.

Interconnectedness of Teacher Leader Roles

While the roles of Instructional Coach and Lead Teacher possess their own set of individual responsibilities, all teacher leaders will work as a unified team to target the TLC's vision, goals, and needs of the Glidden-Ralston and Paton-Churdan School Districts. TLC funds will help assist the two districts to implement the TLC plan to improve the retention of teachers, create opportunities for collaboration; to strengthen instruction through reflective teaching, ultimately leading to increased student achievement.

The teacher leadership roles created in this plan, in conjunction with existing district curriculum, will create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and achievement. The TLC plan provides opportunities for ongoing development and career advancement as one method of retaining best teachers and building the collective capacity that comes with a system built on collaborative inquiry.

Lead Teachers will work closely with new and beginning teachers to support personal growth and development. Instructional coaches will collaborate with Lead Teachers to identify beginning teachers' needs. It is imperative that the teacher leader roles communicate effectively to reduce isolation, cultivate trust and create a collaborative culture within a cohesive system. Because Instructional Coaches don't perform in a teacher role, they will have time to meet with other leadership components as well as collaborate and co-teach with classroom teachers. Instructional Coaches will work with classroom teachers to identify areas where they may require additional support and training. Data will be collected to evaluate student outcomes and teacher effectiveness to determine whether the TLC plan meets the goals set forth by the school districts.

Teacher Leaders will Support the TLC Vision and Goals by:

- Encouraging a positive culture that inspires, transforms, and sets high expectations for improved student achievement and retention of effective teachers
- Promoting a structured process in which every teacher collaborates to share the responsibility of fostering continuous school improvement
- Building a systemic approach to professional learning through research of best practices, reflective dialogue and modeled instruction to improve teaching and learning
- Creating a fluid process of sustainable school improvement through multi-tiered teacher leadership opportunities and resources to strengthen teacher effectiveness
- Providing opportunities for professional growth for teacher leaders to promote and sustain effective teaching practices

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.

Part 6

Teacher Leader Selection Process

The rigorous selection process used by the Glidden-Ralston and Paton-Churdan School Districts includes the following five phases:

- 1. Posting and Recruitment**
- 2. Application (letter of interest, resume, references, letters of recommendation)**
- 3. Screening**
- 4. Interviewing**
- 5. Deliberation**

Phase 1 -Posting and Recruitment

The successful recruitment of highly qualified teachers is critical to the TLC plan effectiveness. The recruitment process will commence with the superintendent, Technology Integrationist/Curriculum Director, and principals presenting information about the TLC grant and the leadership opportunities to district staff. A job description for each position will be posted at the Glidden-Ralston and Paton-Churdan school buildings. The job description will include the following: qualifications for the position, supervisor, stipend/and or salary, goals of the position, performance expectations, work assignments, selection/progress of growth, term limit and expected professional development and time commitments.

Phase 2 -Application

Consideration will only be given to candidates that possess a minimum of 3 years successful teaching experience with one year of experience in either the Glidden-Ralston or Paton-Churdan School District.

Candidates for each teacher leader position (Instructional Coach & Lead Teachers) will be required to submit a letter of interest, resume and three letters of recommendation (one from an administrator and two from colleagues) to the superintendent. Submission materials should demonstrate the candidate's measures of effectiveness and personal growth. A letter of interest is submitted to explain interest in serving in a teacher leader position, which highlights current and/or previous experiences that directly relate to the desired teacher leader position for which they are applying. A resume is used to highlight and identify past trainings, pertinent leadership positions, evidence of professional growth, past experience with adult learners and the ability to work effectively as part of a team. Letters of recommendation will provide a third-person perspective on credibility/collegiality and past instructional strategies.

Phase 3 -Screening

In the screening and selection process, the Selection and Interview Committee (comprised of the superintendent, two principals, four teachers, and the Technology Integrationist/Curriculum Director) will review and narrow the pool of candidates to a small group that the committee believes is best qualified for the two teacher leader positions.

Screening criteria is based on the stated qualifications in the position announcement. The process begins with a review of the application materials required in the teacher leader position announcement and submitted by each candidate. A screening rubric based on the qualifications of the position will be developed. The first step of review is to identify any candidates who do not meet the minimum qualifications listed in the position announcement.

After candidates who do not meet the minimal qualifications are eliminated, the Selection and Interview Committee members will separately rank the applications using criteria derived from the position announcement. These rankings are combined and discussed, after which the committee identifies a finalist group of candidates for each teacher leader position to proceed to the interview and deliberation process phase.

Phase 4 and Phase 5-Interviewing and Deliberation Process

The interview and deliberation process is comprised of the following seven steps:

1. Establish an Interview Selection Committee.

The committee will be comprised of the superintendent, one principal from each district, the Technology Integrationist/Curriculum Director and four teachers (two from each district).

1. Review applications.

All applications will be reviewed to verify qualifications and identify candidates to be interviewed.

1. Determine the format of the interviews.

The Interview Selection Committee will conduct a 60 minute interview (45 minutes of questions and 15 minutes of role play). More specificities of the interview format will be developed and will remain consistent for all candidates.

1. Develop interview questions.

Interview questions for the Instructional Coach will be adapted from Partnering to Learn "Interview Questions for Hiring New Coaches" and interview questions for the Lead Teachers will be adapted from the Routledge Publishing Co.

1. Establish an interview schedule.

After candidates are selected for an interview, a schedule will be created. Time will be allotted for the committee to debrief at the conclusion of each interview.

1. Conduct interviews.

Interviews will be scheduled during the month of May of 2016 to ensure that candidates will have an opportunity to participate in Lead Teacher training(s).

1. Identify and select candidates.

The Interview Selection Committee will evaluate all interviewed candidates based upon the scoring rubric and rank in order of hiring preference.

1. Notify candidates and announce selections.

Selected candidates will be contacted and offered either an Instructional Coach or Lead Teacher position along with a contract that provides a job description; outlines specific responsibilities and compensation for the position. A total of 14 teacher leaders will be offered positions.

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.](#)

Part 7

To be able to transfer new learning into classroom instruction, teachers need multiple opportunities to see demonstrations, plan together, work out problems, rehearse new lessons, develop materials, engage in peer coaching, and observe each other. (Iowa Professional Development Model, 2009)

The Glidden-Ralston and Paton-Churdan School Districts' TLC plan provides the needed support to effectively deliver professional development. District professional development structures and the TLC plan will create a robust system of support to develop each individual teacher, as well as the collective capacity of the organizations. The fidelity and rate with which the adoption of new practices are implemented will be increased by directing support as close to the classrooms as possible. Teacher leaders will:

- Support professional development at all levels; monthly district PLCs to weekly school and grade/content level collaboration and professional development sessions.
- Support differentiated collaboration and professional development through individualized coaching of teachers at the school/classroom level related to district initiatives.

The Glidden-Ralston and Paton-Churdan Schools utilize a district-wide professional development plan that consists of three components:

1. Professional development during district Wednesday early outs; which can be building-directed, teacher-directed, or in district Professional Learning Communities (PLCs)
2. Monthly teaching and learning meetings for building leaders
3. Professional modules for differentiated support

IPDM Key Components

Teacher Leader Responsibilities

Establish Professional Development Leadership Team

Instructional Coaches and Lead Teachers will review building-level student data, C-Plan goals, and AYP results, to identify areas of need and assist in the development of a district-wide PD plan.

Collect and Analyze Data

All District Teachers will collect and analyze student data according to the Glidden-Ralston and Paton-Churdan assessment plans. Instructional Coaches and Lead Teachers will instruct staff on how to use data to improve universal instruction.

Goal Setting and Student Learning

Instructional Coaches and Lead Teachers will lead the SMART goal and ICDP goal setting process. These goals are established following the district wide data study held each fall. Instructional Coaches and Lead Teachers will facilitate ongoing conversations throughout the school year to adjust instructor goals as data is collected to improve student achievement.

Selecting Content

Instructional Coaches and Lead Teachers will meet with faculty in PLC groups to discuss needs of the district and each individual faculty member. Specific needs will be communicated to the leadership team to help inform and guide professional development selection.

The Glidden-Ralston and Paton-Churdan School administration and teacher leaders will monitor the delivery of professional development through the existing PLC structure.

Designing Process

Instructional Coaches and Lead Teachers will assist in the creation of implementation plans, design professional development to include theory, demonstration, practice, and collaboration; while reflecting the IPDM for all teachers.

Instructional Coaches will differentiate teaching needs of individual teachers and teaching teams by assisting in the creation of implementation plans.

Instructional Coaches and Lead Teachers will deliver district and building will design professional development and align with current district initiatives.

Training and Learning Opportunities

Instructional Coaches will co-teach and model the strategies being examined.

Lead Teachers will support teachers in the implementation of the initiatives.

Collaboration

The districts have practiced collaboration through PLCs for many years and will continue the process of working through this collaborative design and facilitation of learning when implementing the TLC process.

Instructional Coaches and Lead Teachers will lead this work as well as provide support for teachers.

Implementation

All Teacher Leaders will focus on improving teaching and learning by monitoring student achievement data. By examining data, the administration, Teacher Leaders, and BLT teams can direct, create, and execute purposefully based professional learning opportunities. The implementation will be assessed with data from TLC surveys, data study, and implementation notes.

Ongoing Data Collection (Formative Evaluation)

Instructional Coaches and Lead Teachers will collect and analyze progress data on professional development implementation through surveys and student achievement data. The results of the formative data set based on this information will be shared at the Building Leadership Team meetings.

Program Evaluation (Summative Evaluation)

Instructional Coaches and Lead Teachers will use the following data points to measure the effectiveness of both districts professional learning plan:

- Student achievement data
- Walkthrough data from building principals
- Implementation data from PLC and data team notes
- Score from the IPDM self study

This information will be shared with the district BLT team, SIAC team and the stakeholder groups.

Developing Teacher Career Plans

Instructional Coaches and Lead Teachers will evaluate and update the design format to record SMART goals and data/action steps.

Additionally, these teacher leaders will assist teachers in writing career development plans by analyzing data, setting SMART goals and designing action steps to meet the SMART goals. Instructional Coaches and Lead Teachers will also support teachers in continued data analysis throughout the year to ensure that teachers are using data to measure progress on growth goals.

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.**

Part 8

The Glidden-Ralston and Paton-Churdan Community School Districts possess the infrastructure, experience, and resources to implement evaluate and adjust the TLC plan. In the cycle of the continuous improvement process, the district gathers student, classroom, and system level data for the purpose of collaboration to revise and improve instructional practices to increase student achievement. The evaluation process for the districts' TLC plan is presented in the table below.

Teacher Leadership Evaluation Plan

Goal	Measureable Outcomes	Data Source	Measurement (ST=Short Term; LT=Long Term)	Annual Action Steps & Reporting
1) Attract, hire, develop, and retain high-quality teachers.	<ul style="list-style-type: none"> -Rate of teacher turnover. -Academic degree attained of certified staff. -Average level of experience. 	-Teacher application data.	<ul style="list-style-type: none"> -From the candidates that apply for the teacher leader positions, academic degree attained and years of experience will be considered first among qualified applicants. (ST) -Measure the percentage of teachers in each cohort of beginning teachers that are continuing employment in both districts. (LT) 	<ul style="list-style-type: none"> -During the summer months, Paton-Churdan and Glidden-Ralston will analyze retention data, and teacher qualifications and experience for each cohort to report to the TLC team and administration. -In the fall, the annual application data from the previous fiscal year will be reviewed.

<p>2) Improve student achievement/performance using evidence-based instructional strategies and best practices.</p>	<p>-Average ACT scores -Number of students who meet growth targets on the Iowa Assessments. -Compare academic growth of students in relation to the amount of engagement of teachers with the Instructional Coaches.</p>	<p>-Administer FAST, STAR, and Iowa Assessments. -Walk through data.</p>	<p>-Measure the percent of students proficient in reading and math (LT) -Measure students who demonstrate growth using the FAST and STAR tests for reading in fall, winter, and spring. (ST) -Examine the correlation between engagement of teacher leader roles/supports and walkthrough data to determine if the supports resulted in measurable increased implementation of instructional strategies.</p>	<p>-In the Spring, PLC teams will analyze results for trends and professional development opportunities which will be adjusted as needed.</p>
<p>3) Promote a culture of teacher collaboration both within and between districts.</p>	<p>-Number of teachers/ Instructional Coaches/ and Lead Teachers who collaborated or co-taught -Number of times Instructional Coaches, Lead Teachers, or classroom teachers crossed school district lines (Paton-Churdan to Glidden-Ralston and vice versa) to offer collaborative support and input.</p>	<p>-Notes from small group PLC meetings. -Examine the results of the climate and culture survey.</p>	<p>-Percent of staff that indicate a positive impact on teaching and learning as a result of the additional collaboration and co-teaching opportunities created by the TLC plan.</p>	<p>-In the spring, data will be shared to assess the positive impact of the additional collaboration and co-teaching opportunities. This data will be shared with the TLC team.</p>

<p>4) Foster, develop and reward teachers' instructional skills through shared leadership, coaching, and collaboration.</p>	<p>-Number of applications to fill leadership positions.</p> <p>-Continued support of the TLC program.</p>	<p>-Number of qualified applicants to fill leadership positions.</p> <p>-Evaluation and feedback from survey results.</p>	<p>-Number of leadership positions filled by staff members (ST)</p> <p>-Turnover rate of teacher leader positions. (LT)</p>	<p>-Prior to the end of the school year, teacher leader surveys will be administered and results compiled.</p>
<p>Improve and expand the current mentoring program.</p>	<p>-100% of staff enrolled in the Year 1 and Year 2 mentoring program</p> <p>-Lead teachers who work in the capacity of a mentor role will take surveys to collect data on perceived effectiveness of the mentoring program.</p>	<p>-Evaluation and Feedback surveys will be conducted internally to ensure the programs are equipping new staff and mentors to have a positive impact on student learning and teacher retention.</p>	<p>-Results of the survey data will be analyzed and appropriate and relevant goals will be established based on the outcomes.</p>	<p>-Prior to the end of the school year, TLC surveys will be administered and the results compiled.</p>

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)

Part 9

Capacity to Implement the TLC Plan

Sustainability is key to the success of the TLC plan. The Glidden-Ralston and Paton-Churdan School Districts used the Framework for Thinking about Sustainability model to help guide the conceptualization of sustainability. For sustainability to occur, the following elements must exist: motivation and readiness to sustain the program, an implementation system in place that allows the program to be sustained, validation of program value to allow sustainability and fuel motivation. Each element has situations and events to actualize it: (a) motivation and readiness are signified by awareness among the school population that a need exists for such a program, (b) the implementation system comprises the resources available to support the program and the process used to guide its functioning, and (c) validation exists when members of the environment perceive a benefit to sustaining the program. Validation serves as fuel for continued motivation and readiness.

Successful Implementation of Past District Initiatives

Glidden-Ralston

Grade 3-9 teachers were trained in the IDM process which is completely supported, implemented, and sustained by classroom teachers. During this process, teachers consistently analyzed student data, specifically in the area of literacy, and created plans of action to help increase student achievement. Teachers worked independently in their classrooms and collaborated with colleagues to implement instructional practices targeted at individual students to increase student achievement. This initiative has been successfully implemented for several years within the 3rd-9th grade levels. Longitudinal data has provided evidence that student achievement has increased.

Paton-Churdan

In 2011, the district focused on a partnership with the Greene County Community School District to effectively implement formative assessment at all grade levels. At the beginning of the year, the district invited Margaret Heritidge (Assistant Director for Professional Development at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA) to discuss formative assessment with teachers. Each district Wednesday early out is used to develop and build upon purposefully planning formative assessment.

Process and Sustainability Management:

The Superintendent, Technology Integrationist/Curriculum Director, building administration, and the Teacher Leadership Team will be responsible for the following tasks to assure sustainability of the plan:

- Plan and implement training for the new teacher leadership positions during the summer of 2016.
- Hire internal leadership and external replacement teachers in a timely manner.
- Receive and communicate stakeholder feedback using online surveys and face-to-face forums.
- Organize collaborative leadership meetings for Instructional Coaches.
- Oversee and allocate funds for teacher leaders.
- Monitor the evaluation process of teacher leaders.

Roles and Responsibilities of District Personnel Responsible for Ensuring the Success of the TLC Plan

Role	Responsibility
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Teacher Leadership Team	<ul style="list-style-type: none"> •Meet at designated times during the school year. •Evaluate the effectiveness of the TLC plan. •Use staff feedback to evaluate the current success of the TLC plan at building and district levels. •Use feedback to guide improvements to the TLC plan. •Evaluate effectiveness of meeting the five goals of the TLC plan and communicate relevant feedback to district staff.
School Board	<ul style="list-style-type: none"> •Stay current regarding the TLC plan. •Provide input if needed. •Provide feedback to the school board, staff, and community. •Keep current on teacher leadership information and research by attending state meetings. •Connect with Iowa school districts that implement the TLC plan.
Superintendent	<ul style="list-style-type: none"> •Monitor the timeline for internal leadership hires and external replacements. •Facilitate the system of evaluation for every teacher leader position. •Allocate and adjust funding with changes in teacher leader roles. •Create and disseminate TLC surveys for data elements.
Technology Integrationist/Curriculum Director	<ul style="list-style-type: none"> •Provide professional development and alignment of technology related resources. •Provide training opportunities on technology integration for teacher leaders. •Provide technology resources for teacher leaders.
Building Principals	<ul style="list-style-type: none"> •Create an environment that is conducive to train and support teacher leaders. •Build an understanding of the interconnectedness of the coaching model, school improvement plans, and district initiatives. •Collaboratively plan, coordinate and support professional learning. •Support teacher leaders. •Promote and model professional learning.
Teacher Leaders	<ul style="list-style-type: none"> •Reflect, refine and implement effective instructional practices to increase student achievement. •Engage in continuous learning. •Engage in professional collaborative relationships. •Participate in data conversations that influence instructional decisions.

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.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$52,461.00
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).	\$0.00
Amount used to provide professional development related to the leadership pathways.	\$8,400.00

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>	\$89,122.00
Totals	\$149,983.00

Grant Allocation

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

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

Certified Enrollment Number	480.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$150,086.40
Total Allocation	\$150,086.40

Other Budgeted Uses - Description

Item description	Amount budgeted
The districts will hire two full time replacement teachers to fill vacancies left by coaches	\$89,122.00
	\$89,122.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$149,983.00
<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	\$103.40

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)

**Part 10
Overview**

Using TLC funds, the Glidden-Ralston and Paton-Churdan Community School Districts will implement a system that works towards and achieves the TLC plan goals. Funds will be allocated for salary supplements for teacher leader positions, replacement of classroom teachers by Instructional Coaches and professional development. TLC funds will help the two districts move from a loosely-organized teacher leadership structure where most leadership positions are unpaid and do not benefit from ongoing professional support; to a system that trains, supports, and compensates all teacher leaders.

Funding will enable the district to meet the following five TLC Goals: 1) attract, hire, develop, and retain high-quality teachers; 2) improve student achievement/performance using evidence-based instructional strategies and best practices; 3) promote a culture of teacher collaboration both within and between districts; 4) foster, develop and reward teachers' instructional skills through shared leadership and 5) improve and expand the current mentoring program. Attainment of these goals will enable the districts to improve classroom instruction and student achievement.

Vision

Empower teachers by increasing leadership opportunities and promote meaningful collaboration that will improve instructional practices and increase student achievement.

The TLC goals are directly aligned to the proposed budget. All monies spent will:

1. provide a competitive salary to teachers that are hired by the district (Goal 1)
2. invest in teacher leaders who help to develop and train high quality teachers; increase student achievement; promote a culture of collaboration; reward teachers in leadership positions; and provide opportunities for increased leadership (Goals 1,2,3,4,5)
3. provide additional support through professional development (Goals 1,2,3,4,5)

Minimum Salary Requirement

The Glidden-Ralston and Paton-Churdan School Districts currently meet the minimum salary requirement of \$33,500.

Instructional Coach (2 Positions)

The Instructional Coach will spend 100% of his/her time in a non-teaching position and work with teachers in a supportive manner that encompasses reflection, modeling, and training. They will use student data to drive instruction and assess efficacy. Coaches will continually work towards building positive, respectful and trustworthy relationships with teachers to ensure effective communication and collaboration.

- Teacher leadership duties and responsibilities 100%
- Calendar Contract plus 10 additional days
- Paid \$7,500 in compensation for 10 extended days that include assigned responsibilities throughout the academic calendar year
- Two full time Instructional Coaches to serve the Glidden-Ralston and Paton-Churdan districts

Teacher Leadership Role	Extended Contract Days and Responsibilities	Additional Compensation	Total Compensation (FICA & IPERS Included)
Instructional Coach	10 extended contract days and assigned responsibilities throughout the calendar year	\$7500	\$17,487

The Lead Teacher will spend 100% of his/her time in a classroom teaching position. There is not an identified need to create separate model and mentor teacher leaders positions. A hybrid position which blends the duties and responsibilities of the model and mentor teacher will strengthen district professional learning systems, creating continuity to improve and enrich teaching and learning.

Due to low teacher turnover, the Lead Teacher will spend the majority of their time engaged in the role of a model classroom teacher. Serving as a model teacher, the Lead Teacher will provide high-quality instruction, which includes implementation of current district initiatives and will open their classrooms for other teachers to observe. Serving as a mentor teacher, the Lead Teacher will work with beginning and new teachers to help build a critical foundation through enhanced planning, instruction and content knowledge.

- Classroom responsibilities 100%
- Calendar contract, plus 5 additional days
- Paid \$2,500 in compensation for 5 extended days that include assigned responsibilities throughout the academic calendar year
- 12 Lead Teachers to serve the Glidden-Ralston and Paton-Churdan districts

Teacher Leadership Role	Extended Contract Days and Responsibilities	Additional Compensation	Total Compensation (FICA & IPERS Included) for 12 Lead Teachers
Lead Teacher	5 extended contract days and assigned responsibilities throughout the calendar year	\$2500	\$34,974

Replacement Costs

The districts will hire two full time teachers to fill positions left vacant by the newly hired Instructional Coaches. Funds required to fill the two vacancies are estimated at \$44,561 for each full-time teacher, totaling \$89,122.

Professional Development

The remaining grant funds will be allocated for professional development for staff. The two districts will provide teacher leader training accessing professional learning opportunities available through Heartland AEA, Prairie Lakes AEA and statewide networks.

The proposed teacher leadership budget reflects the vision of the two districts’ TLC plan. By allocating grant funds to implement the identified teacher leadership roles, teacher leaders will have a significant impact on strengthening current district initiatives. The Glidden-Ralston and Paton-Churdan districts are confident that the teacher leadership and compensation plan will provide the necessary structures to meet the goals of the TLC plan.