



Application

70554 - Teacher Leadership and Compensation (TLC) System  
72782 - Greene County Teacher Leadership and Compensation Grant  
Teacher Leadership and Compensation System

Status: Under Review  
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### Primary Contact

**AnA User Id** TIM.CHRISTENSEN@IOWAID

**First Name\*** Tim J Christensen  
First Name Middle Name Last Name

**Title:** Superintendent

**Email:** tchristensen@jscsd.org

**Address:** 204 W. Madison

**City\*** Jefferson Iowa 50129  
City State/Province Postal Code/Zip

**Phone:\*** 515-386-3202  
Phone Ext.

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

**Fax:** 515-386-3591

**Agency**

### Organization Information

**Organization Name:** Jefferson-Scranton CSD

**Organization Type:** K-12 Education

**Tax ID:** 42-1383021

**DUNS:** 04-260-6863  
**Organization Website:** <http://www.jscsd.org/>  
**Address:** 204 W. Madison

Jefferson                      Iowa                      50129  
City                              State/Province                      Postal Code/Zip

**Phone:** 515-386-4168  
Ext.  
**Fax:** 515-386-3591

**Benefactor**  
**Vendor Number**

## Recipient Information

**District** Jefferson-Scranton Community School District

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

**County-District Number** 37-3195

*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.*

**Honorific** Mr.

**Name of Superintendent** Tim Christensen

**Telephone Number** 515-386-4168

**E-mail Address** christensent@greenecountycsd.net

**Street Address** 204 W. Madison

**City** Jefferson

**State** Iowa

*Use the drop-down menu to select the state.*

**Zip Code** 50129

## TLC Application Contact

**Honorific** Mr.

**Name of TLC Contact** Tim Christensen

**Telephone Number** 515-386-4168

**E-mail Address** christensent@greenecountycsd.net

**Street Address** 204 W. Madison

City

Jefferson

State

Iowa

*Use the drop-down menu to select the state.*

Zip Code

50129

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## **Abstract/ Executive Summary**

Provide an overview of the school district's proposed Teacher Leadership and Compensation (TLC) plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

## **Abstract**

Two critical components that are lacking from current district culture are utilizing teachers that demonstrate exemplary instructional strategies to assist peers in strengthening their own teaching strategies as well as helping peers identify attributes that define well prepared quality teachers. Second, teachers need additional time to collaborate with peers. Teachers have expressed feelings of teaching in isolation and the desire to participate in collaborative groups.

The ultimate goal of this project is to increase the number of teachers that demonstrate best practice of teaching in order to increase student achievement. To implement this plan, teacher leaders must be in place to assist peers in reaching higher levels of best practices of teaching.

## **Executive Summary**

To ensure that all students possess the career and college readiness necessary skills and knowledge to be successful and productive members of society, schools must provide them with well-prepared, high quality teachers. It is often difficult to attract and retain excellent teachers, especially in rural areas with high levels of poverty. To remedy this, we must compensate educators according to their experience, level of education, the challenging tasks that they perform, as well as the success that they demonstrate in performing these tasks in the classroom.

Many school districts are exploring ways to attract and retain excellent teachers to improve current classroom instruction. The Teacher Leadership Compensation Grant (TLC) funds will assist the Greene County Community School District in fulfilling the following statewide TLC goals:

- Provide a way to attract promising new teachers by offering them competitive salaries
- Provide ongoing professional development and leadership opportunities
- Assist in retention efforts by providing enhanced career opportunities for teachers and school districts to learn from each other
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities
- Improve student achievement by strengthening instruction

## **Vision**

Identify and utilize teacher leaders as exemplary models of teaching to provide opportunities for instructional coaching, modeling and mentoring, ensuring that every classroom has a high-quality teacher, thus increasing student achievement while changing school culture so that it is based upon collaborative teaching and learning.

## **Goals**

The following district goals were established as being crucial elements in supporting the vision of the TLC grant:

1. Integrate and align current district initiatives for teacher leadership roles (Model Teachers, Mentor Teachers, Curriculum Leaders, and Instructional Coaches)
2. Improve and expand upon the current mentoring program
3. Create and institute a program evaluation and monitoring system
4. Provide teachers with ongoing and relevant professional development opportunities
5. Promote a school culture of collaboration
6. Increase student achievement gains using a valid and reliable value-added assessment or additional measurements of individual and/or school-wide student achievement gains or growth.
7. Increase student achievement gains reflected in standardized testing
8. Reward professional growth by providing opportunities for increased leadership and monetary compensation

Using TLC funding, the Greene County CSD plans to create 27 teacher leadership positions, which are vital in moving the district forward in professional development, alignment with Core Curriculum, and the Iowa Professional Development Model.

The following four teacher leadership roles will be created: (1) Model Teachers, (2) Mentor Teachers, (3) Instructional Coaches, (4) Curriculum Leaders.

1. 15 Model Teachers (teachers that spend 100% of their time engaged in student instruction and invite colleagues to observe demonstration of best practice strategies and teaching strategies)
2. 4 Mentor Teachers (teachers that spend 50% of their time engaged in student instruction and 50% of their time providing feedback and coaching teachers with best practice strategies )
3. 3 Instructional Coaches (teachers that spend 100% of their time providing feedback and coaching teachers with best practice strategies )
4. 5 Curriculum Leaders (teachers that spend 100% of their time engaged in student instruction and also assist beginning and

career teachers with content specific resources and strategies)

"If teachers are to change their instruction methodologies, they need materials and training that are concrete and specific, not a vague concept. They need resources that they can employ in their classrooms the very next day." (Daggett, 2005, pg. 6) These teacher leadership roles put in place by the district meet this need.

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

**TLC Model Number**

Model 3 Comparable Plan

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## **Narrative**

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

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan
  
- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan
  
- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

In education, the term stakeholder often refers to individuals that are invested in the success and welfare of a school and its students. Stakeholders play an important role and have an opportunity to influence the decision-making process. The Greene County CSD chose the following four stakeholder groups to form and represent the Teacher Leadership Committee (TLC): parents, teachers, administrators, and school board members. Stakeholders were provided with an opportunity to give voice on their ideas, concepts, and perspectives.

### **Planning Grant and Available Planning Time Used to Develop a High-Quality Plan**

In order to develop a high-quality plan, a group of individuals was selected to reflect diverse perspectives and experiences. The TLC grant planning resources were utilized to identify and assemble a core group of individuals that represented the following stakeholder groups: parents, teachers, administrators and school board members. There are a total of 20 members (4 parents, 6 teachers, the president of the Teacher Association, 7 administrators and 2 school board members) that comprise the Teacher Leadership Committee.

Parents were selected from each principal's advisory team. Teachers were selected to represent all school buildings in the district (elementary, intermediate, middle and high school, as well as membership from the teacher association and the District K-12 Reading Specialist). Due to the size of the district, all building principals, as well as the superintendent and the curriculum director, participated as members of the group. School board members were selected because of the role that they serve on the Teacher Negotiations Committee.

In order to maximize planning time, bi-weekly meetings were held to create a quality action plan, which contained the following components: vision, goals, resources, key staff, roles and responsibilities, timeline, training, accountability, and evaluation. A subcommittee, which was assembled from the Teacher Leadership Committee, was established to attend monthly TLC grant planning and development meetings held at Area Education Agency (AEA) 11 in Johnston. This sub-committee was comprised of the superintendent, K-12 Reading Specialist, the president of the Teacher Association and a parent representative. It was the responsibility of the subcommittee to attend all TLC planning meetings to acquire knowledge and gather information to share with the Teacher Leadership Committee.

### **Description of How Each Stakeholder Group Engaged in the Process**

Each stakeholder group attended bi-weekly meetings, which consisted of whole group collaboration and rich discussions, as well as working in small groups (e.g. groups that included only members of the specific stakeholders and/or groups that included one member from each stakeholder group). Meeting agendas were driven by the development of the action plan. Stakeholder groups were actively engaged in the planning process using graphic organizers and discussion protocols to gather perspectives from each represented group, which contributed to the development of the TLC action plan.

### **Support & Commitment for the TLC Plan**

Without the commitment and support from all stakeholder groups, even the best intended plan is at great risk of not being successful. A high degree of commitment and support from all groups was evident.

**Parents** faithfully attended every meeting, actively engaged in rich and meaningful conversations, and provided valuable feedback. Additionally, parents have committed to attending future TLC meetings in order to stay actively engaged. Parents are interested in the TLC plan because they want their children to receive a quality education, which will enable their child to lead a successful and rewarding life as an adult in our global society.

From survey feedback, **teachers** expressed a high level of commitment and support of the TLC plan. Teachers crave time to collaborate with peers. This summer, teachers have committed to attending the Professional Learning Community Institute in Minneapolis, MN. This 3 day training will provide teachers with training on how to transform simple collaborative groups into fully functioning PLC's. Teachers sincerely want every child to be successful and will assist with teacher leadership position interviews. They are committed to educating the whole child by guiding and nurturing them in becoming empowered, engaged, creative, critical thinking individuals who will contribute and thrive in our 21<sup>st</sup> century world.

Throughout this process, **administrators** have shown a high degree of commitment to the TLC plan. They have also committed to attend the Professional Learning Community Institute in Minnesota. Starting in the fall of 2014, administrators will meet weekly with teacher leader groups to build a quality system of distributed leadership. Administrators recognize there is a direct correlation between excellent classroom instruction and increased student achievement. Establishing defined teacher leadership roles and fostering a culture of collaboration is a priority. The TLC will also provide administrators with additional assistance to improve classroom instruction. One administrator working with 35 teachers in an effort to improve instruction is overwhelming. The TLC grant will increase the number of leaders in a building working to improve instruction; the ratio could

become 10 to 1 instead of 35 to 1. Administrators will be at the forefront of this cultural change and continue to foster a close relationship with all stakeholder groups.

**School Board** member involvement was not a requirement of the TLC grant. Two board members wanting to serve on the district Teacher Leadership Committee, shows a high degree of commitment and support for this plan. School board members will continue to be involved through monthly teacher leadership reports at board meetings. Board members need to be aware of and support a plan that will restructure the district in terms of removing some teachers from classrooms and moving them into leadership roles.

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## **Narrative**

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

**In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system (attract able/promising new teachers; retain effective teachers; promote collaboration among teachers; reward professional growth and effective teaching; improve student achievement).**

## **Vision**

Identify and utilize teacher leaders as exemplary models of teaching to provide opportunities for instructional coaching, modeling and mentoring, ensuring that every classroom has a high-quality teacher, thus increasing student achievement while changing school culture so that it is based upon collaborative teaching and learning.

## **Goals**

The following district goals were established as being crucial elements in supporting the vision of the TLC grant:

1. Integrate and align current district initiatives for teacher leadership roles (Model Teachers, Mentor Teachers, Curriculum Leaders, and Instructional Coaches)
2. Improve and expand upon the current mentoring program
3. Create and institute a program evaluation and monitoring system
4. Provide teachers with ongoing and relevant professional development opportunities
5. Promote a school culture of collaboration
6. Increase student achievement gains using a valid and reliable value-added assessment or additional measurements of individual and/or school-wide student achievement gains or growth.
7. Increase student achievement gains using standardized testing
8. Reward professional growth by providing opportunities for increased leadership and monetary compensation

## **Existing District Goals**

The district identified the following three goals to increase student achievement: improve reading instruction, increase teacher collaboration and leadership, and increase technology integration in classroom instruction.

### **Improvement of Reading Instruction**

The Iowa Department of Education has identified two buildings in the district as Schools in Need of Assistance. In order to address this deficit and improve reading achievement, the district created a new position, K-12 Reading Specialist. This individual, who previously taught Title I Reading, works directly with teachers both in and out of the classroom. She helps serve as a mentor and resource for the teachers. In addition to the K-12 Reading Specialist position, the School Board approved a K-12 literacy policy, which is closely aligned with the State's Early Literacy policy and includes students in grades K-12. Students that fail to demonstrate reading proficiency during the school year are provided evidence based interventions and additional learning opportunities to aid in increasing proficiency.

### **Increased Teacher Collaboration and Leadership**

Recommendations from a previous Department of Education site visit and a School in Need of Assistance Audit and Diagnosis process suggested the need to increase teacher collaboration and leadership. To provide more time for teacher collaboration and leadership, the school calendar was adjusted for scheduled early dismissals on Wednesday afternoons (1:45-3:30). In addition, teachers are provided time to collaborate at 7:30 on Tuesday mornings. During this time, teachers are engaged in the following:

- Planning, practicing and debriefing lessons
- Writing unit plans
- Organizing, analyzing and summarizing data
- Solving problems related to student learning
- Locating evidence based strategies
- Reading, reflecting, and sharing research based articles that support learning goals
- Modeling lesson and strategies
- Working with Core Curriculum

### **Increased Technology Integration in Classroom Teaching**

Addressing the need for increased technology in classroom instruction, the district adopted and implemented a 1:1 Chromebook technology initiative at the high school, and sets of classrooms iPads and carts of Chromebooks available to K-8 grade students. To facilitate and support this initiative, a half-time Technology Integration Specialist position was created. This individual works directly with teachers to assist in the integration of technology in classroom instruction. She has been instrumental in helping both teachers and students acclimate to the new initiatives while working towards seamlessly integrating the Chromebooks as tools to enhance learning in the classroom.

## **How Will The TLC Plan Be Tailored To The Context While Also Working Toward The Statewide Goals Of The System?**

The goals of the Teacher Leadership Compensation Grant include the following:

**Goal 1: Provide a way to attract promising new teachers by offering them competitive salaries**

The district currently offers competitive starting salaries in the amount of \$34,500.

**Goal 2: Provide ongoing professional development and leadership opportunities**

Teacher leaders will participate in professional development in content skills and practices, instructional coaching, and Core Curriculum. Teacher leaders will also be provided with Ongoing training specific to each specific teacher leadership role. Resources (MISIC, AEA, and Solution Tree) will be accessed to provide professional development training.

**Goal 3: Assist in retention efforts by providing enhanced career opportunities for teachers and school districts to learn from each other**

The TLC grant will provide teachers with rich opportunities to interact and collaborate with teacher leaders. Teachers will be able to strengthen their classroom instruction by watching and interacting with Model Teachers, being observed and working closely with both Mentors and Instructional Coaches and by working with a Curriculum Leader to ensure implementation of the Core Curriculum. Opportunities for collaboration for the teacher leaders will also be provided on a weekly basis.

**Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities**

The following four new teacher leadership positions in the district will be established: Model Teachers, Curriculum Leaders, Mentor Teachers and Instructional Coaches. All teachers are provided equal opportunities to pursue the teacher leadership positions.

**Goal 5: Improve student achievement by strengthening instruction**

By providing teachers with opportunities to work with teacher leaders, teachers will be able to identify and work on areas of classroom instruction that need additional support. Providing excellent instruction will lead to improved student achievement.

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

Improvement is a continuous process that ensures that all students are successful and achieving at high levels. Schools are capable of creating more engaging learning environments so that all students succeed. Continuous improvement of schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with professional development, and focused and aligned resources are critical factors in schools that demonstrate continuous growth. School improvement planning includes:

- Creating a collaborative culture of improvement to ensure that all student are achieving at high levels
- Encouraging creativity and innovation through research-based practices
- Focusing and aligning professional development resources
- Providing data to support and document achievement and growth

### **Description of how the TLC plan will connect to, support and strengthen the district's key School Improvement Initiatives**

The following denotes the Greene County Community School District's key school improvement initiatives:

- Core Curriculum Implementation
- Literacy
- Technology Integration
- Data Walls
- MTSS (Multi Tiered System of Support)

#### **Core Curriculum Implementation**

All teachers in the district have participated in Iowa Core Investigations in ELA. All elementary teachers and 5-12 math teachers have also participated in the Iowa Core Investigations in math. Using the investigations as a foundation in theory piece, all teachers are engaged in writing standards-based units of instruction at every grade level and in every content area. These units of instruction, when complete, will include: targets, identified text sets for instruction, text based questions, teaching strategies, learning activities, writing tasks, differentiation to scaffold instruction, and assessments (both formative and summative). The district employs a full time Curriculum Director who is in charge of curriculum, instruction and assessment. This individual designs and delivers professional development, observes classroom teachers and provides feedback, analyzes district data, guides grade level and content teachers through curriculum analysis and selection of new resources, as well as coordinates assessments schedules for the system. Using the TLC framework of the district plan, Curriculum Leaders will be able to provide support in locating resources, identifying strategies and assessments, and helping with the unit writing process. Mentors and Instructional Coaches will be able to view classroom practices ("units in action") and provide coaching and feedback so that every student shows growth. Model Teachers will provide opportunities for teachers to see strategies and assessments in action so they can implement units of instruction in their own classrooms.

#### **Literacy**

The district has identified literacy as both a focus and a priority. Currently, there is only one individual available to coach teachers in literacy strategies. The TLC plan will provide a network of support to teachers at all grade levels and content areas. Model teachers will provide strategies to classroom teachers through demonstration. Mentors and Instructional Coaches will provide theory, feedback and coaching. Curriculum Leaders will be available to locate resources and high quality complex text for use in instruction. In order to help teachers improve classroom instruction, teacher leaders will meet on a regular basis to collaborate, communicate and provide support at all grade levels.

### **Technology Integration**

“We can—and must—prepare all students with a 21st century education that will position them with the knowledge and skills they need to thrive, whether they continue their formal education or enter the workforce after high school..” (Maximizing the Impact: The Pivotal Role of Technology in a 21st Century Education System report, pg.3) The district recognizes the importance of technology integration and the implementation of 21st Century Skills, however the district is only able to employ a half-time Technology Integration Specialist to serve the needs of all classroom teachers. This individual works directly with teachers in order to help them seamlessly integrate technology in the classroom instruction. Currently, there are four school buildings in the district (elementary, intermediate, middle and high school). The Technology Integration Specialist is only employed half-time in a position that would minimally require a full time person. The TLC plan will help strengthen and support this individual through collaborative initiatives with all teacher leaders. All teachers in the district need to possess a minimal level of technological literacy, which can be achieved through the TLC plan. To increase literacy, classroom teachers will work with teacher leaders that are technologically proficient to model, support and collaborate.

### **Data walls and Multi-Tiered System of Supports (MTSS)**

The school district is currently working towards expanding a data-driven culture. The TLC grant will be an integral part of improving current practices. In each school building teachers meet on a regular basis to analyze student data using data walls (all student names and pictures are placed on a wall or chart and are grouped according to achievement level in all subject areas). Teachers collaborate to discuss where students are, where we need them to be, and how to get every student moving forward. Through rich conversations and analysis, teachers are provided opportunities to determine if core instruction is meeting students' needs or requires adjustments. Teachers identify students who need to be accelerated and those who need more assistance in mastering a concept. Teachers also distinguish what evidence based interventions are appropriate. By including all teacher leaders in these collaborative efforts, teachers will be able to effectively plan interventions, identify strategies and resources, and obtain assistance with implementation.

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

"Beginning to teach in a public school classroom may be one of the greatest challenges teachers face in their professional careers. Mentor programs help beginning teachers to confront this challenge and make a successful transition into teaching by relying on the expertise of veterans to provide a clinical, real-world training process. Research suggests that districts that provide effective support are likely to develop teachers who remain on the job longer and improve student achievement and academic performance" (Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-to-Staff Schools, pg. iii, 2004).

The report continues to state that nationally, nearly 30 percent of teachers leave the profession within five years of entry. Rural and high poverty districts experience even higher rates of attrition. Losing a well-educated and talented teacher in the first year of teaching is a tragic loss. Losing a talented teacher in a hard-to-staff school because of inadequate support and guidance during the early years is a tragic loss that can be avoided.

#### **Analysis of the effectiveness of the current induction and mentoring program**

The current mentoring program has proven successful but there is room for improvement and expansion. The district implements the Iowa Mentoring and Induction Program for Beginning Educators. This two-year mentoring induction program adequately sets forth the minimum requirements beginning teachers need in order to work towards receiving their standard teaching license. This program is effective in terms of providing all the necessary groundwork for the mentor/mentee. Our mentees have expressed concerns about contact hours with experienced veteran teachers. Lack of time in a day is a constant struggle that our district, like most districts face. In order to provide maximum opportunities for our beginning teachers, more time and access to model teachers is required. Mentoring new teachers is a critical component to help create and support successful teachers. Beginning teachers need continual support with well-designed mentoring programs to improve and refine their classroom instruction. Providing a high-quality mentoring program is intended to not only retain new teachers, but most importantly it is about supporting and developing high quality teachers that will remain in the teaching profession.

#### **Areas of Improvement Identified in Current Induction and Mentoring Program**

Because mentoring has been identified as such a vital component in the success of the beginning teacher's career, our district has identified and constructed a list of challenges and areas of improvement for the current mentoring program.

- Additional support from mentor teachers
- Additional time to collaborate with teachers
- Additional classroom observations and time to discuss with mentors
- Additional resource allocations
- Accessibility and responsiveness to concerns, progress and questions of new teachers

#### **How the TLC will Address Gaps in Current Mentoring Program**

Using TLC funding, the Greene County CSD plans to create 27 teacher leadership roles, which are vital in moving the district forward in professional development, alignment with Core Curriculum, and the Iowa Professional Development Model . The following four teacher leadership roles will be created: (1) Model Teachers; (2) Mentor Teachers; (3) Instructional Coaches; (4) Curriculum Leaders.

1. 15 Model Teachers (teachers that spend 100% of their time engaged in student instruction and invite colleagues to observe demonstration of best practice strategies and teaching strategies)
2. 4 Mentor Teachers (teachers that spend 50% of their time engaged in student instruction and 50% of their time providing feedback and coaching teachers with best practice strategies)
3. 3 Instructional Coaches (teachers that spend 100% of their time providing feedback and coaching teachers with best practice strategies )
4. 5 Curriculum Leaders (teachers that spend 100% of their time engaged in student instruction and also assist beginning and career teachers with content specific resources and strategies)

Additional Improvements to the current mentoring program include the following:

- Allocating five additional contract days throughout the year for beginning teachers
- Increased time to observe model teachers with their mentor teachers
- More time for reflection and collaboration with instructional leaders
- More observations by mentor teachers and instructional coaches
- Time to work on Core Curriculum analysis and implementation with curriculum leaders
- Ability to fully implement the Iowa Professional Development Model

Observations are an important factor of learning how to teach; it is an opportunity to expose beginning teachers to different

methods of teaching. In order to guide these observations, model questions will be developed around each of the effective teaching strategies. These questions will be the foundation for the observations and, later, discussion, feedback, and coaching

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## **Narrative**

**Part 5) Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum) Please include the following information in your narrative:**

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

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

“Within every school, there is a sleeping giant of teacher leadership that can be a catalyst to push school reform...By using the energy of teacher leaders as agents of school change, the reform of public education stands a better chance to succeed.” (Katzenmeyer & Moller, 2001)

According to Livingston (1992) teachers have long served as school representatives rather than school leaders who facilitate change. Today, leadership roles have begun to emerge with promising new opportunities for teachers to positively impact education. Teachers are now serving in roles such as mentors, professional development facilitators, and instructional/curriculum specialists.

Teacher qualifications are important (i.e. bachelor's degree, state certification, subject matter expertise) but these qualifications do not ensure the effectiveness of the teachers. Classroom teachers often lack opportunities for on the job training and the time and tools to improve their classroom instruction. There is a critical need to provide teachers with more opportunities to collaborate with peers and receive feedback on classroom instruction, professional development, Core Curriculum, and classroom management.

### **Proposed Teacher Leadership Roles**

The overarching goal of creating teacher leader positions is to help close the student achievement gap and accelerate learning for all students by building teacher capacity through implementation of effective instructional practices (Casey, 2008).

The Greene County CSD recognizes that there is a great need for a network of instructional teacher leaders. It is essential to define and establish specific teacher leader roles in order to provide cohesiveness to the differing roles. The district has proposed the following four teacher leadership roles: Model Teachers, Mentor Teachers, Curriculum Leaders and Instructional Coaches. A Total of 27 teacher leadership positions will be established.

1. 15 Model Teachers (teachers that spend 100% of their time engaged in student instruction and invite colleagues to observe demonstration of best practice strategies and teaching strategies)
2. 4 Mentor Teachers (teachers that spend 50% of their time engaged in student instruction and 50% of their time providing feedback and coaching teachers with best practice strategies)
3. 3 Instructional Coaches (teachers that spend 100% of their time providing feedback and coaching teachers with best practice strategies )
4. 5 Curriculum Leaders (teachers that spend 100% of their time engaged in student instruction and also assist beginning and career teachers with content specific resources and strategies)

It is important to note that Mentor Teachers and Instructional Coaches share the same responsibilities and duties. The noted difference is that Instructional Coaches spend 100% of their time in their role, while Mentor Teachers spend 50% of their time engaged in student learning and spend 50% working with teachers.

#### **Model Teachers**

There will be a total of 15 Model Teachers. The Model Teacher's role is to provide demonstrations of good teaching practices in their day-to-day classroom instruction. Model Teachers will open up their classroom to allow beginning teachers, as well as experienced teachers with opportunities to observe them teaching. Teachers that observe Model Teachers will observe best practice in the classroom that is demonstrated using the Iowa Professional Development Model. Teacher observers will then be able to practice components of the Iowa Professional Development Model strategies in their own classroom instruction. Qualities of an effective Model teacher include: preparedness, creativity, respectfulness, high expectations for students, professional knowledge, good communicator, enthusiastic, promotes collaboration, differentiated learning, teaches with clear learning objectives, instructional effectiveness and the ability to make real connections with students. Model teachers will not evaluate teachers, change or dictate current curriculum, or take on administrative roles.

#### **Responsibilities and Duties**

- Provide ideas for differentiating instruction and planning lessons in partnership with fellow teachers
- Serve on one or more committee and model leadership and commitment to continuous improvement
- Lead teams that collect and analyze data to make decisions related to professional growth and school-wide action research
- Assist with selection of professional development content and seek and share knowledge regarding current theories, research and effective practices in adult learning
- Work with the Teacher Quality Committee to advance a collective responsibility for building capacity of teachers and articulating the link between professional and student learning
- Assist administrators and teachers to keep their focus on teaching, learning, and continuous professional improvement
- Lead conversations to engage peers in analysis and utilization of data to strengthen instruction

- Guide teacher discussions regarding teacher strengths and weaknesses of student performance as a group, individuals, by classrooms, and in disaggregated clusters categorized by race, gender, and previous school placement.

#### **Mentor Teachers**

There will be a total of 4 Mentor Teachers. The Mentor Teacher's role will be to provide instruction and classroom support; facilitate Iowa Core implementation; engage in lifelong learning opportunities; facilitate opportunities using data to drive instructional decisions; facilitate collaboration between teachers; provide school leadership; and provide relevant and up-to-date resources. Qualities of an effective Mentor Teacher include: attitude and character; effective communication skills; professional competence and experience; and effective interpersonal skills. Mentor Teachers do not evaluate teachers, serve as a substitute teacher, change or dictate current curriculum, and will not take on administrative roles.

#### **Responsibilities and Duties**

- Foster a safe and trusting environment for teachers
- Increase collaboration, co-planning, modeling co-teaching
- Provide descriptive feedback based on teacher-requested observations
- Assess learning
- Provide ideas for differentiation of instruction
- Increase teacher content knowledge
- Dissect Iowa Core to guide identification of essential knowledge and skills
- Collaborate with teachers to analyze formative and summative student achievement data
- Assist teachers with data analysis to improve student learning
- Engage teachers in reflective thinking regarding their own instruction practices
- Engage in learning opportunities to keep current with research and instructional practices
- Provide opportunities for professional learning
- Facilitate professional development opportunities that include consultants from outside the district
- Share best practice knowledge
- Act as a strong advocate for student learning and achievement
- Connect with all teacher leaders by sharing proven instructional practices that positively impact students.

#### **Curriculum Leaders**

There will be a total of 5 Curriculum Leaders. The Curriculum Leader's role will be to become an expert in the Core Curriculum and Core Curriculum implementation. They will provide expertise in knowledge and implementation of Core Curriculum and locating relevant resources or research when needed. Qualities of an effective curriculum leader include: attitude and character; effective communication skills, professional competence and experience; and effective interpersonal skills. Curriculum Leaders will not evaluate teachers, change or dictate current curriculum, or take on administrative roles.

#### **Responsibilities and Duties**

- Provide ideas for differentiating instruction
- Plan lessons with fellow teachers
- Help colleagues by sharing instructional professional resources, websites, instructional materials; reading articles, books, and lesson and/or unit plans assessment tools
- Build understanding of content standards, how components of the curriculum fit together, and how to utilize curriculum to plan effective instruction and assessment
- Serve on one or more district committees and model leadership while committing to continuous improvement
- Support school initiatives and represent their building on community or district task forces
- Work with the Teacher Quality Committee to advance a collective responsibility for building capacity of teachers
- Articulate the link between professional and student learning
- Help administrators and teachers to stay focused on teaching, learning, and continuous improvement of their professional skills

#### **Instructional Coaches**

There will be a total of 3 Instructional Coaches. The Instructional Coach's role will be to provide instruction and classroom support; facilitate Iowa Core implementation; engage in lifelong learning opportunities; facilitate opportunities using data to drive instructional decisions; facilitate collaboration between teachers; provide school leadership; and provide relevant and up-to-date resources. Qualities of an effective Instructional Coach include: attitude and character; effective communication skills;

professional competence and experience; and effective interpersonal skills. Instructional Coaches do not evaluate teachers, serve as a substitute teacher, change or dictate current curriculum, and will not take on administrative roles.

### **Responsibilities and Duties**

- Foster a safe and trusting environment for teachers
- Increase collaboration, co-planning, modeling co-teaching
- Provide descriptive feedback based on teacher-requested observations
- Assess learning
- Provide ideas for differentiation of instruction
- Increase teacher content knowledge
- Dissect Iowa Core to guide identification of essential knowledge and skills
- Collaborate with teachers to analyze formative and summative student achievement data
- Assist teachers with data analysis to improve student learning
- Engage teachers in reflective thinking regarding their own instruction practices
- Engage in learning opportunities to keep current with research and instructional practices
- Provide opportunities for professional learning
- Facilitate professional development opportunities that include consultants from outside the district
- Share best practice knowledge
- Act as a strong advocate for student learning and achievement
- Connect with all teacher leaders by sharing proven instructional practices that positively impact students.

### **How Teacher Leadership Roles Work Together to Strengthen Instruction and Improve Student Learning and Student Achievement**

In a rapidly changing society, educators are required to meet increasingly complex challenges. Teacher leaders are an important mechanism for advancing the teaching profession. Ultimately, teacher leaders can raise standards for all teachers in a school building and district. We want to increase the probability that successful teachers are identified and placed in positions to share their vast knowledge with colleagues. To achieve an expanding repertoire of skills for the entire profession, while steadily improving student achievement, all teachers, at all stages in their career must maintain and expand upon their growth as a professional through collaborative efforts; essentially learning from each other (National Foundation for the Improvement for Education, 1999).

The primary component that will create cohesiveness is the Iowa Professional Development Model (Theory, Demonstration, Practice, Feedback and Coaching). The District has identified effective teaching strategies on which to focus. Teacher leaders, in conjunction with administration, will present the **theory** behind these effective strategies as part of professional development. In their classrooms, Model Teachers will **demonstrate** effective teaching strategies for other teachers to observe. Teachers will then have an opportunity to **practice** those effective teaching strategies.

Mentor Teachers and Instructional Coaches will observe teachers and work closely with them as they practice the strategies. They will provide **feedback** and conduct **coaching** conversations with teachers to help them modify and adjust current teaching strategies in order to improve upon and become more effective using them. Improved instruction will ultimately lead to improved student achievement.

### **Part 6) Describe how teacher leaders will be selected. (5,000 characters maximum) Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:**

a)Measures of effectiveness

b)Professional growth

## Importance of Teacher Leaders

While student learning depends first, last, and always on teacher quality (Katzenmeyer & Moller, 2001) it has been demonstrated that the quality of leadership matters in determining the motivations of teachers and the quality of instruction in the classroom (Fullan, 2001; Segiovanni, 1999).

The teacher leader is well versed in adult learning theory and uses that knowledge to create a community of collective responsibility within his or her school. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader ensures improvement in educator instruction and, consequently, student learning.

## Selection of Teacher Leadership Selection Committee

In order to choose the best candidates to fill the Teacher Leadership positions, a teacher leadership selection committee must be formed. This group will be comprised of administrators and teachers. Two teachers from each building in the district (a total of 8 teachers who are not seeking a leadership role) will be selected to serve on the committee. Teachers will be selected according to teaching experience and a willingness to participate on a committee that will promote change in the district. The following 27 Teacher Leader positions will need to be filled:

1. Model Teachers (15)
2. Mentor Teachers (4)
3. Curriculum Leaders (5)
4. Instructional Coaches (3)

## Selection of Teacher Leaders

Future teacher leaders will be selected based on the following criteria:

- **Teaching Experience-** minimum of 3 years of preK-12 teacher experience (one of these years must include a teaching assignment in the district)
- **Measures of effectiveness** Evidence of ability to successfully fill one of the Teacher Leader roles (evidence will be provided by candidates in the form of a written essay and a rubric that measures the qualities of each teacher leader, which are clearly defined in part 5 of this grant)
- **Professional growth** (that include both past and current efforts to stay comprised of best practice and continual professional improvement)
- **Priority** will be given to the candidate who is currently or has previously served in a school-based leadership role (i.e. grade-level team leader, department chair, lead teacher, or teacher team leader) whose responsibilities include facilitation of a teacher team.

During phase I, applicants will be asked to submit evidence that they meet the qualifications to be selected to interview for a teacher leadership position. This evidence will be formatted as a written document that includes the following criteria:

- Describe your future career goals and explain why you want to become a teacher leader
- Describe a leadership experience in which you led a group of teachers in your school to improve student achievement. In your response, describe the specific leadership actions and skills you demonstrated.
- Reflect on how the experience you described impacted the quality of individual teachers and the quality of teaching and learning in your school.

These applications will be reviewed by the administrative team. In addition to the submitted evidence, teacher evaluations, eWalk data, individual professional development plans and collaboration data will be used to screen applicants for advancement to phase II. Previous professional growth opportunities will also be evaluated for rigor, relevance, and alignment to the teacher leadership positions that are available. Teacher qualifications are important (i.e. bachelor's degree, state certification, subject matter expertise) but these qualifications do not ensure the effectiveness of the teachers. Extended learning beyond an initial degree must be rigorous and show evidence of true professional growth. If teacher applicants do not meet the minimum requirements, they are automatically eliminated as possible teacher leader candidates.

If teachers are selected to advance to phase II, they will be invited to apply for a specific position (Mentor Teacher, Model Teacher, Curriculum Leader or Instructional Coach). Each teacher leader applicant will interview with the Teacher Leadership Selection Committee. During this interview, applicants will be rated using a rubric specific to each position. This rubric will be created based on the roles and responsibilities outlined in part 5 of the TLC plan.

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## Narrative

**Part 7) Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum) Please include the following information in your narrative:**

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

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

*Click here To access the Iowa Professional Development Model page.*

### **Utilization of Teacher Leaders in the Development and Delivery of Professional Development**

The District Leadership Team, which is comprised of teachers leaders and administrators, meet monthly throughout the year and have reviewed research related to effective teaching strategies. Work from John Hattie, as well as ISEA's, A Framework for Understanding the Iowa Teaching Standards and Criteria, which is based on the work of Charlotte Danielson, were used to guide discussions that ultimately identified 11 effective teaching strategies.

- Actively Engaging Students in Learning
- Providing Descriptive Feedback to Students
- Providing Students with Real World Learning
- Activating Student's Prior Knowledge
- Differentiating Instruction
- Providing Students with Clear Learning Targets
- Being Intentional about the Questions Students are asked
- Collaboration (teacher/teacher, student/student, student/teacher)
- Formative Assessment
- Making Decisions Using Data
- Implementation of the Core Curriculum.

An online survey has been created so that teachers can rate themselves on their skills and knowledge related to each of the effective teaching strategies. Results from this survey will be analyzed by administrators and teacher leaders to plan future professional development. Teacher leaders will work collaboratively with the curriculum director to plan, identify resources, and deliver differentiated professional development related to these strategies.

### **Alignment with the Iowa Professional Development Model**

All teacher leadership roles, which have been identified by the district, truly encompass instructional coach qualities. Jim Knight (2008) defines instructional coaches as people who deeply understand research based practices. They frequently model practices in the classroom, observe teachers, and engage in supportive dialogical conversations with them about what they observed. All elements within this definition clearly align with the elements of the Iowa Professional Development Model of theory, demonstration, practice, feedback, and coaching.

In order to present the **theory** behind a particular effective teaching strategy, teacher leaders will be paired with district administrators based on individual areas of expertise. Teacher leaders, in collegial collaboration with administrators, will present **theory** and **demonstration** to teachers at the beginning of each trimester (during Wednesday early dismissal/collaboration times). During the remainder of the trimester, teachers will be asked to observe a Model Teacher **demonstrating** effective use of the identified teaching strategy. Teachers will be required to **practice** the identified teaching strategy in their classroom. Mentor Teachers and Instructional Coaches will observe teachers in their classrooms and provide **feedback** and **coaching** in order to make adjustments and improvements to the teaching strategy.

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

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

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

Just as good teaching involves formative assessment and monitoring, in order to be successful in the TLC plan, the district developed a set of monitoring pieces to help evaluate the achievement of the goals and effectiveness of the TLC plan. To monitor this on a regular basis, the district plans to have scheduled and purposefully planned meetings every Wednesday after district-wide professional development time. For the first hour, teacher leaders will meet in groups based on their roles. The curriculum director will facilitate the meeting with Curriculum Leaders, the elementary and middle school principals will facilitate the meeting with the Model Teachers, and the intermediate principal and high school principal will facilitate the meeting with Mentor Teachers and Instructional Coaches. The purpose of these collaborative meetings will be to allow teachers in similar roles to analyze data connected to goals, share ideas and information, identify needs for teacher leaders and classroom teachers, and formulate action steps for continual progress. The last half hour will involve all teacher leaders meeting with the administrative team to discuss road blocks, celebrate successes, and identify areas that need more support. Data will be analyzed related to the goals and effectiveness of the plan to ensure that teacher leaders are working cohesively across leadership roles and with the administrative team.

The TLC plan identifies 8 goals. The following measurements of effectiveness will be put in place through this process:

**1) Integrate and align current district initiatives for teacher leadership roles**

The district will create a graphic that identifies how each teacher leadership role is aligned to each district initiative. This graphic will be evaluated at each collaborative meeting to monitor, based on feedback, if there is enough support in each area or adjustments are needed so no one individual is overwhelmed and all duties are balanced.

**2) Improve and expand upon the current mentoring program**

The district will gather this data through a perceptual survey for mentors and mentees. Questions asked would include information about how often teachers were able to access support from teacher leaders, how many different people were able to provide support, and how this impacted their growth. If teachers are answering questions positively, this goal will be met.

**3) Create and institute a program evaluation and monitoring system.**

With the district TLC system in place, the goals listed in this section will be monitored. The district will continue to develop and refine an action plan identifying steps, responsibilities, timelines, resources, and communication plan. This action plan will be used to monitor progress.

**4) Provide teachers with ongoing and relevant professional development opportunities.**

The district will accomplish this goal through surveys, feedback, and the collaborative conversations with teacher leaders and administrators. By collecting information from teachers about how professional development is meeting their needs and identifying gaps that still needs to be addressed, the district can and will be more responsive to professional growth. If teachers indicate that professional development opportunities are meeting their needs, this goal would be met.

**5) Promote a school culture of collaboration**

The district plans to accomplish this goal by expanding our Professional Learning Community (PLC) process and will monitor by using the DuFour's PLC implementation rubric. The ultimate goal is to achieve a perfect score on the rubric, indicating fully functioning PLC groups throughout the district.

**6) Increase student achievement gains using a valid and reliable value-added assessment of additional measurements of individual and/or school-wide student achievement gains or growth.**

The district has identified STAR Reading and STAR Math as our value-added assessments, which allow us to track growth over time, compare students to other students who take the same assessment, and determine if students are meeting or exceeding expected growth targets. The STAR assessment is administered 3 times per year for purposes of screening and more frequently to progress monitor students receiving interventions. STAR data analysis will indicate progress on this goal.

**7) Increase student achievement gains using standardized testing**

The district administers the Iowa Assessments in reading, math, and science. Data is analyzed to monitor percentile ranks and standard scores. This data will be used to measure the effectiveness of this goal.

**8) Reward professional growth by providing opportunities for increased leadership and monetary compensation.**

The district will monitor the number of teachers who apply for a leadership position each year. If teachers want to remain in leadership positions or additional teachers apply for leadership roles, the data will indicate that the TLC plan is successful.

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



## **Implementation**

The key to any successful implementation is the development of a quality action plan. The Greene County CSD has developed a quality action plan to provide a clear vision that guides the implementation of the TLC plan. The action plan includes the following components (as outlined throughout the TLC plan):

- Vision for TLC plan
- Goals
- Identification of Resources
- Identification of Key Staff
- Identification of Roles and Responsibilities
- Timeline
- Training
- Accountability
- Evaluation

The vision statement was created in order to frame the entire TLC plan. Goals were established and resources were determined. Key staff was identified along with their roles and responsibilities. The district is currently in the process of developing the remainder of the timeline for the plan, as well as identifying training and professional development for teacher leaders. Accountability and evaluation of teacher leaders is being finalized. The foundation for these two action plan components has been determined. The district will follow a process similar to the Iowa Professional Development Model, a cycle of continual evaluation and improvement.

Although a quality action plan is imperative to the success of the TLC plan, it is also important to note that the district has experienced recent success with teacher leaders. The district currently employs a K-12 Reading Specialist (who spends 100% of their time working with classroom teachers by providing resources and relevant reading strategies) and a Technology Integration Specialist (who spends 50% of their time working with classroom teachers with technology integration). This grass roots effort has the potential to easily expand into a larger scale teacher leader initiative. The district has also laid the foundation for the TLC plan by initiating a collaborative culture through weekly early dismissals, which provide teachers with opportunities to meet in collaborative groups and work toward common goals. With these initial components in place, the district has been able to evaluate the current system and identify potential teacher leaders.

## **Sustainability**

According to Jerald (2010), there are three core activities to help sustain improvement: maintaining the improvement beyond initial implementation, extending the improvement effort after initial success and adapting the improvement effort so that it can continue to thrive over a long period of time. Jerald continues by stating that “many schools are littered with layer upon layer of past reforms that no longer produce results, if they ever did at all.”

### **Role of Key Staff Responsible for the Success of the Plan**

Although the entire district will ultimately be responsible for the success of the TLC plan, the following individuals have been identified as “key” staff that will be considered main individuals on the frontline for the success of the plan: administrators, teacher leaders and classroom teachers.

Building principals will need to provide conditions in which teacher leadership and collaboration can emerge as well as support opportunities for leadership by aligning teacher strengths and roles. Principals must also establish a culture of honesty, trust, and professionalism between themselves and the teachers.

The district is confident that the elements of the teacher leadership plan will be sustainable over time for the following reasons:

- Clearly defined action plan
- Process to continually monitor, evaluate, assess and make adjustments when necessary
- Time allocated for teachers to plan for their role, collaborate with peers, and engage in professional development opportunities
- Distributed leadership between teachers leaders and administrators

To be effective, school leadership must include all administrators and teacher leaders working as a team. The keys to this work are collaboration and instructional coaching. Collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom practice that will lead to better results for their students, for their team, and for their school.(DuFour et.al, 2006) Knight (2008) describes instructional coaching as intense differentiated support for teachers that enable them to implement proven practices. (Knight, 2008)

Although the district is confident of the sustainability of the grant, the district also recognizes that change takes time, so it is

important to stay focused and persevere.

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## Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

<b>Certified Enrollment Number</b>	1303.5
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$402,546.87
<b>Total Allocation</b>	\$402,546.87

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## Part 10 - Budget Items

<b>Use of TLC Funds</b>	<b>Amount Budgeted</b>
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$104,922.00
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)	\$287,000.00
Amount used to provide professional development related to the leadership pathways	\$0.00
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>	\$10,624.87
<b>Totals</b>	<b>\$402,546.87</b>

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## Other Budgeted Uses - Description

<b>Item description</b>	<b>Amount budgeted</b>
Additional Contract Days for New Teachers	\$10,624.87
	<b>\$10,624.87</b>

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$402,546.87

*If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.*

Remaining Allocation to be Budgeted \$0.00

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## Budget Alignment

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

Greene County School District  
 Teacher Leadership and Compensation Grant  
 Budget Alignment

The Greene County School District Teacher Leadership and Compensation Grant funds will be used for the following purposes as outlined in the Teacher Leadership and Compensation Grant:

- Provide additional Contract Days for new teachers
- Pay Salary Supplements for Teacher Leaders (Model Teacher, Mentor Teacher, Curriculum Leader, Instructional Coach)
- Pay to cover the costs for the time Teacher Leaders are not providing direct instruction in the classroom and to pay for the costs of substitutes when teachers are out of their classrooms observing teacher leaders.

The beginning salary for a teacher at the Greene County Schools will be \$34,500. Therefore, no grant funds will be required to increase teacher salaries to meet the state minimum.

\$10,624 will be earmarked to extend the contracts of an estimated ten first year teachers by five additional days. We currently have a strong mentoring and induction program, but additional time for new teachers is important. These additional days will be before school begins and during the school year and will include work with administrators, model teachers, mentor teachers, instructional coaches, and curriculum leaders. New teachers will receive instruction on previous district and building professional development, receive information on implementation of the Core Curriculum, and be able to work with Teacher Leaders to develop and implement lessons using research based practices.

Number of Additional Days per teacher	Estimated Cost Per Day with FICA/IPERS	Total Cost Per Teacher	Estimated Number of New Teachers	Total Cost
5	\$212.49	\$1,062.48	10	\$10,624.87

\$104,922 will be used to provide salary supplements for teachers in leadership roles. This will include fifteen Model Teachers (teaching full time) at a rate of \$2,000, four Mentor Teachers (50% teaching/50% coaching) at a rate of \$5,000, five Curriculum Leaders (teaching full time) at a rate of \$2,000, and three Instructional Coaches (coaching teachers full time) at a rate of \$10,000.

Teacher Leader Role	Number of Teacher Leaders	Salary Supplement per Teacher Leader	Cost	Cost with FICA/IPERS
Model Teacher	15	\$2,000	\$30,000	\$34,978
Mentor Teacher	4	\$5,000	\$20,000	\$23,316
Curriculum Leader	5	\$2,000	\$10,000	\$11,658
Instructional Coach	3	\$10,000	\$30,000	\$34,978
Total	27		\$90,000	\$104,922

\$287,000 will be used to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs of substitutes when teachers are out of their classroom to observe/meet with a model/mentor teachers, instructional coaches, or curriculum leaders.

FTE to replace Teacher Leaders FTE for Substitutes (cover for teachers observing/meeting with teacher leaders)	Estimated Cost (Salary, Benefits)	Total Cost
7	\$41,000	\$287,000

The focus of Teacher Leadership and Compensation Grant funds will be to pay salaries for additional contract days, salary supplements, and additional staff.

Another extremely important part of the success of the Teacher Leadership and Compensation Grant is to train teacher leaders for their new roles. District funds will be used to send teacher leaders along with district administrators to Professional Learning Community Training in Minneapolis. District funds will also be used to send teacher leaders to Core Curriculum training provided by the Mid Iowa School Improvement Consortium (MISIC). Training on being an instructional coach will also be provided to Teacher Leaders by the district administration using resources provided by MISIC.

## 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