



Application

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

95933 - Teacher Leadership and Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review  
Submitted Date: 10/31/2014 10:25 AM

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### Primary Contact

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

**Fax:**

**Agency**

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### Organization Information

**Organization Name:** Hinton Community Schools

**Organization Type:** K-12 Education

**Tax ID:** 42-6021681

**DUNS:**

**Organization Website:**

Hintonschool.com

**Address:**

Hinton Community School

315 West Grand

Hinton

Iowa

51024

City

State/Province

Postal Code/Zip

712-947-4329

**Phone:**

Ext.

**Fax:**

**Benefactor**

**Vendor Number**

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## Recipient Information

**District**

Hinton Community School District

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

**County-District Number**

75-2988

*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**

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315 West Grand

**City**

Hinton

**State**

Iowa

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

**Zip Code**

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## TLC Application Contact

**Honorific**

Mr.

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## **Narrative**

**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

## District TLC Plan Vision

***“To accelerate student learning outcomes, the Hinton Community School District will empower highly effective teachers to use their leadership skills and expertise in curriculum and instruction to implement a system of professional collaboration and support for new and career teachers, compensating the teacher leaders commensurate with their professional training and preparation.”***

The district's vision for the TLC plan aligns with the state Theory of Action. It also is consistent with the board approved goals. The focus for all district goals and initiatives is increased student learning.

## District Board Goals

### 1. Student Achievement:

All students will be proficient in reading, math, and science, as measured by the Iowa Assessments national percentile rank in each of the grade spans of 3-5, 6-8, and 9-11.

### 2. Curriculum and Instruction:

Teachers will use Curriculum Mapper to define and describe their curriculum, allowing for vertical and horizontal articulation and alignment with the Iowa Core.

### 3. Technology:

1:1 technology will be implemented in grades 9-12 and classroom iPads in grades K-8. Teachers will be provided with research based, quality strategies for integrating technology in the classroom.

### 4. Professional Development:

A plan of comprehensive, quality professional development will be created to support district initiatives - MTSS, PBIS, and AIW - and provide research based teaching strategies for all teachers.

The district believes the TLC plan will positively impact the effectiveness of initial and career teachers in the classroom and thus increase student learning. The district plan identifies **three types of teacher leaders** with **15 teacher leader positions**, which would require participation of 30% of the career teachers.

## TLC Plan Goals

- To involve **30% of the staff** in leadership roles by empowering and encouraging teachers to assume leadership positions with increased responsibilities and commensurate compensation.

- *Aligns with state TLC goals 2 and 4*

- *Aligns with board goal 4*

By providing opportunities for 30% of the staff to assume leadership roles, the district will benefit by retaining effective teachers and increasing the skills of teacher leaders. The teacher leaders will provide support for all of the board goals.

- To increase student achievement by providing teachers with continued support and guidance in implementing research based and data driven professional development, through the use of **Instructional Coaches (10)**.

- *Aligns with state TLC goals 3 and 5*

- *Aligns with board goals 3 and 4*

By providing teacher mentors, instructional coaches for all district initiatives, and curriculum support, all teachers will become more effective leaders of learning in their classrooms.

- To offer support for new teachers through a comprehensive mentoring program, including support from **Mentor Teachers (3)**, observation, modeling, collaboration opportunities, and quality professional development.

- *Aligns with state TLC goal 1*

- *Aligns with board goal 4*

By offering a quality mentoring program (and competitive salaries), the district will be able to acquire and retain new teachers who will become confident, effective instructors in their classrooms upon reaching career teacher status.

- To provide teachers with support in quality curriculum development that is aligned with the Iowa Core, district goals, and district initiatives through a teacher **TLC Coordinator (1)** position.

- *Aligns with state TLC goals 2, 4, and 5*

- *Aligns with board goal 2*

A teacher TLC Coordinator will provide support for all teachers in mapping a curriculum that is well articulated vertically and horizontally within the district, and aligned to the Iowa Core. This, along with quality professional development and collaborative data analysis, will increase the effectiveness of teachers and thus increase student achievement.

- To provide teachers with support in implementing technology (1:1 / classroom iPads) in the classroom that will enhance student learning through a **Technology Coach (1)** position.

- *Aligns with state TLC goals 2, 4, and 5*

- *Aligns with board goal 3*

The Technology Coach position will provide a teacher leader with the opportunity to research and share effective strategies for integrating technology in the classroom with all of the teachers. The Technology Coach will also be instrumental in providing teachers with support in infusing 1:1 technology into their daily lessons.

increased compensation commensurate with additional responsibility.

**•Aligns with state TLC goals 2, and 4**

Career teachers will see the TLC plan as a career path with many exciting opportunities. The result is providing career opportunities to keep teachers in the education field, while improving their skills.

By implementing the positions of instructional coaches for each of the teams, there will be enhanced opportunities for deeper learning and support for individual teachers. The Instructional Coaches will be responsible for ensuring data collection and analysis, as well as additional training in the initiatives. The Technology Coach will also provide training and support to teachers in effectively using technology to enhance student learning. The TLC Coordinator will ensure consistency in mapping and aligning curriculum to the Iowa Core and in collecting and analyzing district data. The TLC Coordinator will also collaborate with the instructional coaches in planning and providing professional development to support the initiative and in collecting and analyzing the data resulting from implementation of the initiatives.

The training, collaboration, and support given to new and career teachers through the TLC plan will dramatically improve the quality of teaching and learning in the Hinton district.

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

TLC Model Number

Model 3 Comparable Plan

**Narrative**

Using Part 1 application narrative from Year 1?

No

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

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

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

The planning grant for Hinton Community School was developed by the administrative team and the HCEA chief negotiator. It called for assembling a TLC committee of teachers and administrators to research the criteria of the grant application and how it might meet the needs of the district. The committee, with input from the District Advisory Committee, would collaboratively develop a draft of a TLC plan for the Hinton School District.

All teachers in the district were given information about the planning committee's task and volunteers were solicited. The committee was then selected by the administration to include teachers from TK-3; 4-6; 9-12 and special education, building principals and superintendent. The chief negotiator for the Hinton Education Association and the HCEA President/ISEA Rep. were two of the teachers selected.

Planning grant funds were used to secure substitute teachers for committee members during collaborative planning and NWAEA TLC grant meetings on eight different occasions. Funds were also used to compensate committee members for time spent outside of the normal school day and for grant writing.

Committee members began the planning process by looking at the district student learning goals, PD goals, and building initiatives – MTSS, PBIS, and AIW. Data collected from each of the initiatives was analyzed. The committee concurred that teacher leadership would provide enhanced support for our goals and initiatives, leading to increased student learning. Planning committee members attended NWAEA training for the TLC grant, where they researched and reviewed documents from the Iowa DE and two AEAs (NWAEA and Heartland AEA). They looked at TLC models and researched schools using those models. Committee members shared ideas with teachers and administrators from other schools, gathering ideas for developing a plan for the Hinton district. Committee members met later to plan a skeleton outline for a TLC plan.

The committee met in mid-January with the DAC members to explain the grant and to secure feedback on the components of the plan. DAC members provided ideas for the TLC plan from their point of view as parents, students, community members, business persons, and professionals. The DAC committee was most concerned with determining the most important leadership positions, filling the positions, finding time for leadership in addition to classroom duties, determining appropriate compensation, and maintaining the plan in future years.

The **TLC committee worked collaboratively with DAC members** to address concerns and acquire new ideas for the plan.

All of the DAC members were in agreement that it would be a positive move for the district to adopt a teacher leadership plan. They felt it would provide challenge and incentive for teachers to develop their leadership skills, with the end result being increased student achievement.

The planning committee met with the entire staff to explain the basic components of the plan, to discuss these ideas in small groups, and to answer questions about the plan. The biggest concern of the teachers seemed to be how the half time teaching/half time leadership positions would work, especially in the elementary classrooms. After the meeting, **teachers took an interest survey**. The results of the survey showed that there would be more than enough interest in the leadership positions to warrant proceeding with the TLC plan. From a 50 member staff, the numbers of teachers interested in various positions are as follows: Mentor Teacher (14); MTSS/PBIS Coach (8); AIW Coach (7); Technology Coach (4); and TLC Coordinator (3), with a total of 48% of the teachers responded positively.

The plan was also shared with the **Hinton Community School Board** at their January and October board meetings. TLC legislation and grant opportunities were summarized. Components of the proposed TLC plan were discussed and suggestions from board members were used. Board members expressed concerns about funding in future years, budgeting to pay substitute teachers, roles of mentor teachers, and finding adequate time to complete leadership responsibilities. After addressing their concerns, board members felt that it would be exciting to implement a TLC program and would improve student achievement in the district. **The Board unanimously voted to approve the TLC plan.**

Board questions and comments were given consideration by TLC committee members as they completed the final stages of the plan. The board's involvement resulted in building support for the **future of teacher leadership in the district.**

In revising the TLC Plan for the second grant submission, the committee attended an all-day training session sponsored by NWAEA. They collaborated during work time on how to improve the grant for the next submission. The revised grant was then presented to the District Advisory Committee for feedback and approval. No major changes were made to the grant, but more specific details were added.

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## **Narrative**

Using Part 2 application narrative from Year 1?

No

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

**State Goals:**

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

## District TLC Vision

***“To accelerate student learning outcomes, the Hinton Community School District will empower highly effective teachers to strengthen their leadership skills and expertise in curriculum and instruction to implement a system of professional collaboration and support for new and career teachers, compensating the teacher leaders commensurate with their professional training and preparation.”***

Hinton Community School has a staff of 50 highly qualified teachers. The district has been able to attract and retain teachers, due to its location to a large city, competitive salaries, small school size, quality staff, and supportive community. Providing teachers with a plan for career growth and leadership is seen as a positive direction for the district and an exciting opportunity for teachers.

The TLC plan vision aligns with the state Theory of Action and district goals. The district believes that the key to increased student achievement is quality teacher instruction. Teacher leadership programs give highly effective teachers opportunities to grow, refine, and share their expertise.

### District Board Goals:

Student Achievement:

- All students will be proficient in reading, math, and science, as measured by the Iowa Assessments national percentile rank in each of the grade spans of 3-5, 6-8, and 9-11. (Improvement is expected every year until 100% proficiency is reached.)

Curriculum and Instruction:

- All teachers will define and describe their curriculum with vertical and horizontal articulation in subject areas, and alignment to the Iowa Core.

Technology:

- All teachers will be provided with research based, quality strategies for using technology in the classroom.

Professional Development:

- A long term plan of comprehensive, quality professional development will be created to provide research based teaching strategies for all teachers, supporting district initiatives - MTSS, PBIS, and AIW.

### District Achievement Data:

These goals are based on a number of data sources.

- Iowa Assessments
- ICAM Scores
- ACT Scores
- PBIS Data
- MTSS Data

Data showed a need for increasing student achievement in reading and math, especially in the middle grades (6-8). To improve achievement, several initiatives will be a major focus (MTSS, PBIS, and AIW). Additionally, the district is focused on continued alignment to the Iowa Core (using Curriculum Mapper) and integrating the use of advanced technology in the classroom.

District initiatives require teachers to implement the components of MTSS, PBIS, and AIW consistently and with fidelity. They require a continuous collection of data. The TLC plan will provide consistency in data collection and on-going support for teachers, thus enhancing the impact of the initiatives on student achievement.

The TLC Planning Committee, along with other stakeholders (DAC and School Board) designed a TLC plan to reflect the district vision, accomplish district goals, and align with the statewide Theory of Action and TLC goals.

### TLC Plan Goals:

1. By August 2015, 30% of the staff will assume **leadership roles** with increased responsibilities and additional compensation of \$5,000-\$10,000, depending on their leadership position.

*The district will benefit by **retaining highly effective teachers, increasing the skills of teacher leaders, and improving staff morale and school culture.***

2. By November 30, 2016, **student achievement will increase by using Instructional Coaches** to provide continued support and guidance in implementing district initiatives and research based teaching strategies.

*All teachers will become more **effective leaders of learning** in their classrooms.*

3. By May 31, 2017 the district will **support and retain new teachers** through a comprehensive mentoring program including

quality PD, observation, modeling, feedback, and collaboration opportunities with a **Mentor Teacher**.

*The district will be able to acquire and retain new teachers who will become confident, effective instructors in their classrooms.*

4. By August 1, 2015 the district will provide teachers with support in **quality curriculum development that is aligned with the Iowa Core** through a teacher **TLC Coordinator**.

*A teacher TLC Coordinator will provide support for all teachers in mapping curriculum aligned to the Iowa Core, planning quality professional development, and facilitating collaborative data analysis.*

5. By August 1, 2015 the district will provide teachers with support in integrating technology into the classroom (1:1 in high school /classroom iPads in elementary) through a **Technology Coach** position.

*The high school is in its first year of a 1:1 initiative. Professional development has begun, but the need for continual support in integrating technology is crucial. Although we have a half time technology coordinator, his time is spent in keeping the technology up and going. The Technology Coach position will provide a teacher leader with the **opportunity to research and share effective strategies for implementing technology in the classroom.***

6. By May 31, 2015 the district will **provide all teachers with a career path** that will reward them for additional training and personal growth by providing leadership opportunities and increased compensation commensurate with additional responsibility.

Using Part 3 application narrative from Year 1?

No

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

The Hinton Community Teacher Leadership Compensation (TLC) plan will integrate teacher leaders into existing initiatives and district goals with the expectation that these leaders will provide quality support and professional development for all teachers that will lead to increased student achievement.

**Initiative #1: MTSS (Multi-Tiered Support System)**

Teachers in grades TK-6 are using this system to improve student learning/achievement scores. All teachers identify students that may be at-risk, implement quality teaching strategies, collect data and work in grade level teams. With the TLC plan, **3 instructional coaches** will serve to support teachers by providing guidance to the teachers in implementing MTSS, by modeling strategies, and by leading data collection and collaboration.

**Initiative #2: PBIS (Positive Behavior Instructional Support)**

Teachers in grades TK-6 are using this system to improve achievement scores by creating a positive schoolwide learning environment for maximum learning. Teachers are currently collecting data on student behavior, implementing strategies to create a positive classroom, and building positive behavior. With the TLC plan, **2 instructional coaches** will serve to support teachers by collaborating with them on classroom management and recognizing appropriate student behavior. They will assist teachers in implementing strategies to effectively deal with challenging student behavior and will oversee the positive behavior supports initiative.

**Initiative #3: AIW (Authentic Intellectual Work)**

Teachers in grades 7-12 have been involved with AIW for 3 years in an effort to improve achievement scores by implementing tasks that are rigorous, promote elaborate communication, and have value beyond school. Currently teachers are divided into five teams that are run by member collaboration. With the TLC plan, **5 instructional coaches** will serve to support the teams by providing guidance in implementing AIW tasks and collecting data. They will model strategies and provide support for individual teachers. The 5 coaches will also collaborate with the TLC Coordinator to plan and deliver quality professional development in AIW.

**Initiative #4: Curriculum mapping with alignment to the Iowa Core**

Teachers in grades TK-12 have been using Curriculum Mapper for several years to vertically and horizontally articulate their curriculum and to align it to the Iowa Core. This is a never ending process of revising and writing new curriculum. With the TLC plan, a full-time **TLC Coordinator** will serve to support teachers in their curriculum mapping, assist in the implementation of district initiatives (MTSS, PBIS, AIW, Technology), and collaborate with instructional coaches on data collection and analysis.

**Initiative #5: Mentor support for new teachers**

Currently, new teachers are assigned a mentor who attends AEA mentoring sessions with them and serves as a resource for them throughout the two year mentoring period. With the TLC plan, **3 Mentor Teachers** will provide support to new teachers **through collaboration, modeling, observation and feedback, and direct instruction regarding the initiatives and best instructional practices.**

**Initiative #6: Technology Coach**

The district currently has a half time technology coordinator whose responsibility it is to keep all technology up and running. The high school initiated a 1:1 program in Sept. 2014. All other classrooms have access to sets of iPads/computers. The **TLC Technology Coach position** will provide guidance for teachers at all levels **integrating best practices using technology to support instruction and learning.** The Technology Coach will collaborate with classroom teachers 1/1 and in groups, **model multiple strategies for infusing technology** into current teaching practices and engage in the **integration of technology into the curriculum.**

Using Part 4 application narrative from Year 1?

No

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

### **Current Mentoring Program:**

Hinton Community School generally has only two or three new teachers each year, most often due to retirements. Since our new teachers generally complete the first two years successfully and continue to teach at Hinton, we do not feel that retention is an issue.

Currently the district uses the services of NWAEA to provide a mentor program for new teachers. The mentors/mentees meet at the AEA four times a year for two years to train and collaborate on best practices. Participants are given an assignment (generally involving classroom observations of the mentee and the mentor). AEA sessions include classroom management strategies and requirements of the Iowa Teaching Standards.

The district administrators select teacher mentors based on successful teaching experience, generally in the same teaching area or grade span.

There is a **need for more structure in the program**, including the selection of mentors, designated time for working with mentees, expectations of both mentor and mentee, and data collection.

### **Determining Gaps:**

In analyzing the effectiveness of the current mentor/mentee program, the TLC planning committee surveyed staff members who had been in one of these two roles in the past five years. From the survey, three areas of need were identified.

### **Addressing Gaps:**

#### **1. Mentors/Mentees did not feel they received adequate training.**

The TLC plan gives the mentor teacher 10 extended contract days for the purpose of mentor training, including summer training and personal research. Both mentor/mentee will be given release time throughout the year for collaboration and training.

#### **2. Mentors/Mentees did not feel they had enough time for collaboration in the school setting.**

The TLC plan gives both the Mentor Teacher and the mentee release time for collaboration, instruction on district initiatives, modeling, co-teaching, observation and AEA training.

#### **3. Mentees rated the overall effectiveness of the program in the middle range.**

The TLC plan provides for more training and time for collaboration and observation for both the mentors and mentees. Mentor teachers can meet with new teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback teachers' plans and ideas, or to review and discuss the results of a lesson.

### **Details of the Mentoring Plan:**

- A Mentor Teacher will be selected for each building level using the following criteria:
- At least three years of successful classroom teaching
- Strong interpersonal and communication skills
- Ability to work with adults
- Positive role model
- Demonstrates understanding of the Iowa Teaching Standards
- Demonstrates commitment to students' academic success
- Demonstrates commitment to teaching excellence
- The Mentor Teachers will **teach fulltime and have release time** for AEA trainings, collaboration, modeling, co-teaching, and observing with mentee teachers. The costs of the substitutes will be covered by TLC funds.
- Mentor teachers shall have **extended contracts** of 10 days and receive a stipend of \$5000 for their leadership work. The 10 days shall be used for training to strengthen the instructional leadership of the mentor teachers.
- The Mentor Teachers will **collaborate weekly with the mentees** on classroom management, lesson planning, teaching strategies, curriculum, data analysis, and district initiatives. Mentors will **model best practices** teaching strategies and be available to **co-teach with the mentees**.
- Mentees will be given half-day monthly **opportunities to observe** not only the Mentor Teachers but numerous other teachers. After the observations the mentors and mentees will meet for feedback and collaboration.
- Specific duties of the mentor include:
  - Meet with mentee for one full day prior to the first regular contract day.
  - Attend all staff meetings together and debrief after.
  - Help mentee prepare them for the first week with students.
  - Meet with mentee daily during the first two weeks of school.

- Meet once a week before or after school to collaborate formally with mentee.
- Use release time to observe mentee followed by a post-observation collaboration once a month the first year and bi-monthly the second year.
- Use release time for modeling and team teaching.

**Data Collected:**

- Curriculum Maps and Lesson Plans
- Assignments from AEA
- Informal observation and collaboration notes
- Mentor/ mentee logs
- Exit interviews from those completing the program or leaving the district

The district's TLC plan will enhance the current mentoring program by providing support tailored to the district's initiatives as well as the needs of new teachers.

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## **Narrative**

Using Part 5 application narrative from Year 1?

No

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

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

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

**b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.**

**Part a:**

It is the district's belief that a program of teacher leadership will positively impact the effectiveness of initial and career teachers in the classroom and thus increase student learning. The district TLC plan **identifies three types of teacher leaders** with 15 teacher leader positions, which would require participation of 30% of the career teachers on staff. Based on a survey given to all of the district's teachers, we currently have 48% of our career teachers indicating an interest in serving as a teacher leader. Using model #3, the district designed a plan tailored to its specific goals and needs. The following positions will be created:

**Mentor Teacher, Instructional Coach, Technology Coach, and TLC Coordinator.**

The following table outlines the details and responsibilities of the teacher leaders.

MTSS/PBIS Coach	AIW Coach	Mentor Teacher	Technology Coach	TLC Coordinator	Teacher Leaders
3/2	5	3	1	1	Number of Positions
100%	100%	100%	50%	0%	Percent Time Teaching
10 Days	10 Days	10 Days	10 Days	15 Days	Extended Contract Time
X	X	X			Release time for leadership duties
\$5000	\$5000	\$5000	\$5000	\$10,000	Stipend from TLC Grant

Specific responsibilities of teacher leaders are as follows:

**Mentor Teachers**

- Attend mentor/mentee training and leadership trainings offered by AEA
- Meet with mentee for one full day before start of school and daily the first 2 weeks of school
- Meet once a week to collaborate with mentee
- Observe mentee followed by a post-observation collaboration and coaching once a month
- Provide mentee with leadership guidance in the district initiatives
- Collaborate with mentee in the planning, monitoring, reviewing, and implementing of best instructional practice, classroom management, and organizational strategies
- Assist mentee in collecting and analyzing classroom student data
- Provide support through collaborative planning, modeling, and co-teaching
- Report to stakeholders through presentations and newsletter / newspaper articles

**MTSS / PBIS Instructional Coaches**

- Attend AEA/State training on MTSS / PBIS initiatives and teacher leadership
- Provide guidance and support to district teachers in implementing the initiatives, including modeling of strategies and 1/1 collaboration
- Facilitate PLC team meetings for MTSS or PBIS
- Oversee testing, implementation, and data collection of the MTSS or PBIS initiatives
- Work with initial and career teachers in planning, monitoring, reviewing, and implementing best instructional practices
- Collaborate with teachers to support classroom management, positively recognize appropriate student behavior, and effectively deal with challenging student behavior (PBIS)
- Collaborate with the TLC Coordinator and other coaches in planning and delivering PD activities
- Report to stakeholders through presentations and newsletter / newspaper articles

**AIW Coaches**

- Attend training in becoming an AIW coach from the Center for AIW
- Provide guidance and support regarding the AIW initiative to AIW teams, including modeling of strategies and 1/1 collaboration
- Collaborate with the TLC Coordinator and other coaches in planning and delivering professional development activities
- Work with initial and career teachers in planning, monitoring, reviewing, and implementing best instructional practices

- Lead AIW team members in collecting and analyzing data
- Collaborate with TLC Coordinator and other coaches in planning PD for all initiatives
- Report to stakeholders through presentations and newsletter/newspaper articles

**Technology Coach**

- Research best practices in using technology to support instruction and learning
- Plan and deliver PD activities regarding the integration of technology in the classroom
- Collaborate with classroom teachers 1/1 and in groups, modeling multiple strategies for infusing technology into current teaching practices
- Engage in the development and integration of technology into the curriculum
- Assist in the implementation of the 1:1 technology initiative
- Collaborate with TLC Coordinator and other coaches in planning PD for all initiatives
- Report to stakeholders through presentations and newsletter/newspaper articles

**TLC Coordinator**

- Assist in implementation of the district initiatives
- Monitor the collection and analysis of district student achievement data
- Collaborate with instructional coaches on collecting and analyzing data specific to the initiatives
- Collaborate with the instructional coaches in planning and delivering PD activities to support district initiatives
- Oversee curriculum mapping and alignment to the Iowa Core
- Report to stakeholders through presentations and newsletter / newspaper articles
- Oversee the TLC plan
- Coordinate the work of teacher leaders
- Plan, facilitate and monitor professional learning for teacher leaders
- Facilitate monthly teacher leader meetings to collect feedback and improve communication within the TLC system

**Part b:**

The leadership roles defined in the TLC plan extend the existing framework for accomplishing district goals.

Currently teachers implementing MTTs, PBIS and AIW function in collaborative (PLC) teams. There is no designated leadership for the teams but they receive support from administrators and NWAEA. By implementing the positions of instructional coaches for each of the teams, there will be enhanced opportunities for deeper learning and support for individual teachers. The Instructional Coaches will be responsible for ensuring data collection and analysis, as well as additional training in the initiatives.

The Technology Coach will provide training and support to teachers in effectively using technology to enhance student learning. Mentor teachers will work intensively with new teachers through collaboration, observation, modeling, and team teaching to extend the current AEA training.

The TLC Coordinator will ensure consistency in mapping and aligning curriculum to the Iowa Core and in collecting and analyzing district data. The TLC Coordinator will also collaborate with the instructional coaches in planning and providing professional development to support the initiatives.

**All of the teacher leadership positions focus on supporting teachers as they work to improve student achievement.**

The district recognizes that effective instruction is essential to increased student learning. Effective instruction is defined by the district as using research based/best practice teaching strategies, with an emphasis on creating student centered classrooms that teach for understanding. Formative assessments and teaching based on learner differences are essential components of the instruction.

The TLC plan puts the majority of the responsibility for planning and implementing PD in the hands of the TLC Coordinator and the Instructional Coaches. They will follow the Iowa Professional Development Model in planning PD to accomplish the district goals.

The training, collaboration, and support given to new and career teachers through the TLC plan will ultimately improve the quality of teaching and learning in the Hinton district.

**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 a

Hinton CSD believes that a successful TLC program depends on selecting teachers who demonstrate strong teaching practices, are reflective about their instructional practice, show a commitment to continuous professional growth, and have a desire to serve in a leadership role. All teachers with at least 3 years of teaching experience (1 within the district) will be eligible to apply.

A rubric will be developed using the Teacher Leadership Exploratory Commission's suggestions for evaluating teacher leaders on seven domains. The following characteristics will be included in the rubric.

- Fostering a Collaborative Culture
- Demonstrates the ability to work within groups to solve problems, address conflicts, and promote change.
- Demonstrates proficiency in contributing to the learning of colleagues through leading collaborative learning communities.
- Using Research to Promote Student Learning
- Uses research-based instructional strategies appropriate for content area and student needs to engage students in active learning.
- Demonstrates successful implementation of district initiatives in the classroom (MTSS, PBIS, AIW).
- Collects and analyzes data on the implementation of instructional strategies.
- Promoting Continuous Professional Development
- Provides evidence of commitment to personal professional growth.
- Participates in PD opportunities provided by the district.
- Collaboratively works with others to plan and/or facilitate PD opportunities aligned with the Iowa Core, school/district goals, and new research.
- Facilitating Improvements in Instruction
- Demonstrates an understanding of the Iowa Core, subject content, teaching pedagogy, and student developmental needs.
- Creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
- Provides a well-managed, safe, and orderly environment conducive to learning and encourages respect for all.
- Challenges students by providing appropriate content and developing skills which address individual learning differences.
- Models reflective practice in teaching.
- Works collaboratively to ensure that teaching practice reflects a shared mission.
- Promoting the Use of Assessment and Data
- Selects appropriate diagnostic, formative, and summative assessment strategies/instruments for content area and student needs.
- Gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery and to provide timely/constructive feedback to student and parents.
- Improving Collaboration with Families and the Community
- Communicates effectively with students, parents(guardians),district personnel, and stakeholders.
- Successfully participates in parent conferences, district advisory committee meetings, school board meetings, and/or community organizations.
- Advocating for Student Learning and the Teaching Profession
- Understands the process of developing educational policy at the local, state, and federal levels.
- Demonstrates a commitment to professional ethics/district expectations.
- Demonstrates evidence of promoting growth in others to impact student learning.

A selection committee composed of equal numbers of teachers and administrators will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of teacher leaders.

The steps in selecting and hiring teacher leaders are as follows:

1. Announce open leadership positions specifying requirements, duties and responsibilities, extra days, salary supplement, and annual review of position.
2. Collect and review applications from teacher candidates. Applications include:
  - Resume outlining educational degrees and certifications, conferences attended, involvement in professional organizations, PD involvement and any leadership roles previously assumed.
  - Written responses to several questions that seek to determine their proficiency in written communication and philosophy as an

educator.

- Individual Career Development Plans for the past three years.
  - Curriculum maps from at least two classes or content areas that demonstrate understanding of curriculum planning and the Iowa Core.
3. Conduct interviews of selected teacher leader candidates.
    - Evaluate candidate's teaching practices (observation, video, and/or questioning).
    - Evaluate candidate as a teacher leader through questioning of past, future goals for self and district, and leadership vision.
    - Evaluate candidate for evidence of reflective teaching and coachability.
  4. Selection committee members score each interviewed candidate using the leadership rubric.
  5. Selection committee collaborates on final recommendations for leadership positions based on application materials, interviews, and rubric data.
  6. Selection committee makes recommendations to the superintendent for leadership positions.
  7. Candidates selected are announced.

**Part b**

Evidence of professional growth will be evaluated in the application materials, written responses, and the interview.

At the end of each TLC implementation year, the selection committee will re-evaluate each teacher leader for evidence of continued professional growth and growth in leadership skills. This will be based on:

- Written self-evaluation of teacher leaders.
- Survey data of staff.
- Observations conducted by committee members.

Teacher leaders may then re-apply for continuation of their leadership position.

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## Narrative

Using Part 7 application narrative from Year 1?

No

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

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

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

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

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

## Part a

Hinton Community School District uses the Iowa Professional Development Model as a guide for planning. Data analysis is the basis for setting district goals, which in turn are used to determine the content of professional development. Each teacher serves on a PLC team focusing on one or more district initiatives (MTSS, PBIS, and AIW). These initiatives, with the addition of technology integration and curriculum mapping/alignment to the Iowa Core, form the basis for the first year's PD under the new TLC plan. The PLC teams provide input into planning up-coming PD opportunities based on the needs of the individual teams and the district as a whole. The input includes days and time needed, training and learning activities, and data collection. In our TLC plan, a TLC Coordinator will be responsible for overseeing the district initiatives of MTSS, PBIS, and AIW, as well as Technology Integration and Curriculum Mapping/Iowa Core alignment. Instructional Coaches from each of the PLC (initiative) teams will collaborate with the TLC Coordinator to review input from the PLC teams, re-analyze data, co-plan and deliver professional development activities designed to improve instruction through the implementation of strategies appropriate to each initiative.

With the district's new TLC plan the teacher leaders have the responsibility of planning professional development using the Iowa Professional Development Model. With increased PLC team collaboration, all teachers will have more input into the professional development planning. Administrators will also have a collaborative role in the planning process.

## Part b

Although the entire IPDM is used in planning PD for the district, the main emphasis lies in four areas: 1) collecting and analyzing student data; 2) using student data to establish goals and select content; 3) ensuring an ongoing PD cycle; and 4) coordinating periodic synthesis of summative evaluation data. In looking at the various teacher leadership positions, the roles of each teacher leader in planning PD are outlined below.

### TLC Coordinator:

- Collects and distributes district student achievement data to instructional coaches and mentor to plan for full staff **data analysis** and feedback.
- Collaborates with instructional coaches in collection and analysis of student data from various initiatives.
- Oversees the setting of **PD goals** based on data collected with staff and instructional coaches/mentor.
- Collaborates with instructional coaches in the **selection of content** for PD to align with goals (Training and learning activities to align with initiatives).
- Oversees the **continuation of the IPDM cycle** through monthly meetings with instructional coaches to review progress of PD plan.
- Coordinates **quarterly evaluation of PD plan** with instructional leaders to determine if the plan is best addressing district goals and needs.

### Instructional Coaches:

- Collaborate with TLC Coordinator and PLC teams **in analyzing student data** (district student achievement and data from initiatives) to determine possible district goals and student needs.
- Collaborate in a teacher leader team to **develop goals** for student learning.
- Collaborate in a teacher leader team to **select content** to for PD to accomplish goals. Currently the content focus is on the initiatives (MTSS, PBIS, AIW and Technology Integration and Alignment to the Iowa Core).
- Facilitate discussion in PLC teams to **create training and activities** to meet student learning needs related to the initiative focus of an individual team.
- Participate **in delivering PD** through identification of research based instructional strategies, modeling, coaching, and team teaching.
- Collaborate with other teacher leaders quarterly to **evaluate the impact of the selected PD on student learning**.

### Mentors:

- Collaborate with TLC Coordinator and PLC teams **in analyzing student data** (district student achievement and data from initiatives) to determine possible district goals and student needs.
- Collaborate in a teacher leader team to **develop goals** for student learning.
- Participate **in delivering PD** to beginning teachers through sharing of research based instructional strategies, reinforcing initiatives (MTSS, PBIS, AIW), analyzing data, observation, modeling, coaching, and co-teaching.
- Collaborate with other teacher leaders quarterly to **evaluate the impact of the selected PD on student learning**.

All professional development opportunities will be **evaluated to measure their effectiveness**. Teacher Leaders will utilize all

data collection, including student assessments, observation, teacher surveys, and professional development implementation to create a summative program evaluation to show the overall results of the TLC system.

By following the Iowa Professional Development Model, teacher leaders will be able to provide well-planned, high-quality professional development with several levels of support to meet the needs of teachers and thus positively impact student learning.

Using Part 8 application narrative from Year 1?

No

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

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

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

**Part a:**

The goals of the district's TLC plan align with district vision and goals, Statewide Theory of Action and Leadership/Compensation goals. Short-term and long-term measures are identified to determine the impact of the TLC plan.

1. To **involve 30% of the staff in leadership roles** by empowering and encouraging teachers to assume leadership positions with increased responsibilities and commensurate compensation.

Short Term Measures	Long Term Measures
<ul style="list-style-type: none"> <li>• Job descriptions and selection criteria established</li> <li>• Applications submitted</li> <li>• Teacher leader selection process initiated</li> <li>• Teacher leaders selected</li> <li>• Training for teacher leaders in place</li> </ul>	<ul style="list-style-type: none"> <li>• Number of teacher applicants for leadership positions</li> <li>• Involvement of more staff in leadership positions</li> <li>• Revision of selection process and training based on data and feedback</li> <li>• Sufficient funding for teacher leaders</li> </ul>

2. To **increase student achievement** by providing teachers with continued support and guidance in implementing research based and data driven professional development through the use of **Instructional Coaches**.

Short Term Measures	Long Term Measures
<ul style="list-style-type: none"> <li>• PLC team data analysis</li> <li>• Teacher participation rates in PD sessions and PLC team meetings</li> <li>• Teacher leader activity logs (PD conducted, observations, modeling, team teaching, research)</li> <li>• Feedback from teachers on quality of TLC program and teacher leaders</li> </ul>	<ul style="list-style-type: none"> <li>• District wide student achievement data - Iowa Tests, ACT scores, AYP report</li> <li>• Misc. student data - attendance, discipline records, graduation rate</li> <li>• Revision of planned PD and TLC Plan reflective of teacher feedback and student data</li> </ul>

3. To offer **support for new teachers** through a comprehensive mentoring program, including support from a **Mentor Teacher**, observation and collaboration opportunities, and quality professional development.

Short Term Measures	Long Term Measures
<ul style="list-style-type: none"> <li>• Selection of quality mentors</li> <li>• Activity logs of mentors/mentees (collaboration times, PD trainings, observations, coaching, modeling, co-teaching)</li> <li>• Classroom student data</li> <li>• Feedback from mentee/mentor on success of the program (satisfaction survey)</li> <li>• Mentee meeting Iowa's 8 Teaching Stds</li> </ul>	<ul style="list-style-type: none"> <li>• Number of mentees with successful completion of 2 yr program/gaining standard teaching license</li> <li>• Teacher retention data</li> <li>• Revision of mentor program reflective of staff feedback</li> </ul>

4. To provide teachers with support in quality curriculum development that is **aligned with the Iowa Core**, district goals, and district initiatives through a teacher **TLC Coordinator position**.

Short Term Measures	Long Term Measures
<ul style="list-style-type: none"> <li>• Curriculum maps written for all subjects/grades</li> <li>• Maps aligned to Iowa Core</li> <li>• Maps reflect implementation of teaching strategies/activities of MTSS, PBIS, AIW and Technology Integration</li> <li>• PD trainings and time dedicated to writing curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous revision of curriculum maps to reflect changes in teaching strategies, content, student needs, and data analysis</li> <li>• District student achievement data</li> </ul>

5. To provide teachers with support in **integrating technology** (1:1 / classroom iPads) in the classroom that will enhance student learning through a **Technology Coach** position.

Short Term Measures	Long Term Measures
<ul style="list-style-type: none"> <li>•Trainings for Technology Coach</li> <li>•Technology PD training sessions for staff</li> <li>•Technology Coach's activity log – training sessions, modeling, individual collaboration, team teaching, research</li> <li>•Teacher implementation data</li> <li>•Feedback from teachers and technology coach (survey and informal)</li> <li>•Feedback from students, parents and District Advisory Committee (survey and informal)</li> </ul>	<ul style="list-style-type: none"> <li>•District student achievement data</li> <li>•Continual expansion of available technology</li> <li>•Revision of technology plan and PD reflective of feedback from staff, students, parents, DAC, and school board</li> </ul>

6. To provide all teachers with a **career path** that will reward them for additional training and personal growth by providing leadership opportunities and increased compensation commensurate with additional responsibility.

Short Term Measures	Long Term Measures
<ul style="list-style-type: none"> <li>•Staff presented TLC plan with details on positions, requirements, job descriptions, selection process, and compensation</li> <li>•Selection of qualified teacher leaders for each leadership position</li> <li>•Implementation of TLC plan</li> </ul>	<ul style="list-style-type: none"> <li>•Data on teachers with advanced degrees</li> <li>•Revision of TLC plan reflective of feedback from teachers - leadership positions, responsibilities, compensation, etc.</li> <li>•Continued funding and support for the TLC Plan</li> </ul>

**Part b**

In **monitoring and adjusting** the TLC plan:

**PLC Team Members will:**

- Collect and analyze student data based on implementation of the key initiatives
- Collaboratively analyze district student achievement data during the 3<sup>rd</sup> quarter of the year
- Collaborate quarterly to provide feedback to teacher leaders on implementation of initiatives and positives/concerns with TLC plan
- Complete an annual evaluation survey of the TLC Plan

**TLC Team (TLC Coordinator/Instructional Coaches/Mentors/Administration) will:**

- Collaborate (monthly) on implementation of initiatives
- Collaborate (quarterly) on data collected on the initiatives, making adjustments as indicated
- Collaboratively analyze (quarterly) the role of teacher leader of a PLC team
- Present information on initiatives and student data collected to DAC/School Board at their regular meetings
- Annually consider data collected and feedback from all stakeholders in making revisions to TLC Plan

**District Advisory Committee will:**

- Receive reports given by TLC team members and provide feedback
- Complete an annual survey regarding the TLC plan
- Provide annual approval for TLC Plan

**School Board will:**

- Receive monthly reports given by TLC team members and provide feedback
- Provide annual approval for TLC Plan with guarantee of financial support

Using Part 9 application narrative from Year 1?

Yes

**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)**

**Policy and Hiring:**

The current starting salary at Hinton is the \$35,883 which exceeds the minimum state requirement of \$33,500. The Hinton CSD is committed to supporting a salary level that is competitive with other schools in the area so as to attract highly qualified teachers.

The TLC plan will provide enhance implementation of selected initiatives – RTI(MTSS),PBIS, AIW,1:1 technology, and curriculum mapping.

Teacher leaders will receive compensation for increased responsibility and time. TLC funds will provide teacher leaders with stipends.

Detailed job descriptions are written for each teacher leadership position. This gives stability and long term continuity to the TLC plan.

The Teacher Selection Committee (composed of two administrators and two teachers chosen by the district association) will implement a fair and equitable procedure for selecting teacher leaders. Using a scoring rubric for evaluating the applicants, they will make recommendations to the superintendent for the ultimate selection of the teacher leaders.

The TLC plan will serve as policy for teacher leadership positions. The TLC plan will be placed in teacher handbooks and formally board approved.

The school board officially approved supporting the TLC plan at their January meeting.

**Training and Support:**

The TLC plan will support current initiatives- RTI(MTSS), PBIS, AIW, 1:1 technology, and curriculum mapping/Iowa Core alignment – by providing extended training to teacher leaders, who in turn will support all initial and career teachers through modeling, PD, data analysis and collaboration.

The teacher leaders will be supported by training from the AEA and the State, especially as it pertains to coaching and mentoring. Coaches from Hinton School will participate in training by the AEA on the Kansas Coaching Project. The AEA and the state will continue to provide specific training on the RTI (MTSS) and PBIS initiatives. The AEA, along with the Center for Authentic Intellectual Work, will be instrumental in training the AIW coaches.

Teacher leaders will be encouraged to continue their individual professional growth by seeking training that will increase their knowledge and skills.

Regularly scheduled opportunities for teacher leaders to collaborate as a group will provide support for the TLC program.

**Feedback and Reporting:**

Collecting feedback for the purpose of evaluation and modification is critical to sustaining any project or initiative over time. Feedback can include various types of data, collaborative discussion, survey results, and comments/suggestions from stakeholders.

Teachers are collecting and analyzing data for RTI (MTSS), PBIS, and AIW.

With the TLC plan, teacher leaders will have the responsibility of ensuring that regular data is collected with fidelity. The coaches will take the lead in the analysis of the data within their PLC teams.

The Curriculum /PD Leader will oversee the analysis of district-wide student achievement data. The analysis is done by teacher leaders, the entire teaching staff, and the DAC. Results of the data analysis will lead to development of district and TLC goals and modifications to the TLC plan.

The Curriculum/PD Leader will also meet regularly with the Instructional Coaches to analyze data from the various initiatives – RTI(MTSS), PBIS, AIW, and 1:1 technology. Coaches will report back to their PLC teams for collaborative discussion on any modifications needed to improve student learning.

In sustaining the TLC plan, it is also important to involve other stakeholders in looking at the data to gather feedback. The Curriculum/PD Leader will present data from the initiatives to the DAC at their regular meetings.

Annual surveys will be administered to initial and career teachers, mentors and mentees, administrators, and DAC members for the purpose of collecting feedback on the success of the TCL plan. Teacher leaders and administrators will consider modifications to improve the plan.

The TLC selection committee will annually review data to determine the productivity of each coach, mentor, and teacher leader before recommending teachers for leadership positions for the next year. This includes but is not limited to:

- Data from RTI (MTSS), PBIS, AIW, Iowa Assessments, Clarity survey, mentor surveys
- Trainings attended by teacher leaders.
- Logs of PLC team meetings held, along with what was accomplished at each meeting.
- Curriculum maps and alignment reports
- Logs of teacher observations; one-on-one teacher collaboration; and modeling strategies in classrooms.

**Communication:**

Upon approval by the state, an informational article about the plan will be placed in the school newsletter and the local newspaper. Monthly articles from teacher leaders will be placed in the school newsletter.

Teacher leaders will take turns reporting at DAC and school board meetings.

The Curriculum/PD Leader will be responsible for communicating any specific information on concerns or decisions to the teachers. The instructional coaches will also be responsible for communicating with their teams..

**Current Infrastructure Lending On-going Support to the TLC Plan**

- 90% of the staff are career teachers
- 48% percent of the staff expressed a desire to become a teacher leader.
- 50% of our staff has a Master Degree, demonstrating a desire for continuous learning.
- District initiatives are researched based to improve student achievement, enhance teacher instruction, and place leadership roles in the hands

of the teachers.

- A mentoring program is in place.
- PLC teams (RTI, PBIS, and AIW) are in place for collaborative learning.
- Teacher committees have been involved in shared decision making and planning.
- The role of “coach” has already been established for AIW teams with the AEA providing the coaches.

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## Grant Allocation

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

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

<b>Certified Enrollment Number</b>	546.0
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$168,615.72
<b>Total Allocation</b>	\$168,615.72

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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
Amount designated to fund the salary supplements for teachers in leadership roles.	\$93,264.00
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).	\$121,736.72
Amount used to provide professional development related to the leadership pathways.	\$5,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$220,000.72</b>

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## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

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## Total Allocation Budgeted

Total Projected Amount to be Expended \$220,000.72

*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 (\$51,385.00)

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## Budget Alignment

Using Part 10 application narrative from Year 1? No

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

**The allocation budget reflects the 238 open enrolled students into the Hinton School from schools already receiving the TLC grant.**

**The total will be \$220,000.72.**

The TLC Plan's budget is closely aligned with the district goals. The school board has committed to providing support to MTSS, PBIS, AIW, 1:1 Technology, and curriculum development/alignment to Iowa Core. They have also made a commitment to teacher leadership and compensation with the board approval of the district TLC Plan.

The board goals of the district are:

1. Student Achievement:

All students will be proficient in reading, math, and science, as measured by the Iowa Assessments national percentile rank in each of the grade spans of 3-5, 6-8, and 9-11.

2. Curriculum and Instruction:

Teachers will use Curriculum Mapper to define and describe their curriculum, allowing for vertical and horizontal articulation and alignment with the Iowa Core.

3. Technology:

1:1 technology will be implemented in grades 9-12 and classroom iPads in grades K-8. Teachers will be provided with research based, quality strategies for using technology in the classroom.

4. Professional Development:

A plan of comprehensive, quality professional development will be created to support district initiatives -MTSS, PBIS, and AIW- and will provide research based teaching strategies for all teachers.

The TLC Plan designates 15 teacher leadership positions that will support district goals and align with the state TLC goals. Implementing a TLC program *aligns with state goals #2 and #4 and district goals.*

The budget reflects funding support for the following teacher leadership positions:

- The TLC funding supports and enhances the district's mentor program by providing enhanced opportunities for teacher mentors and mentees.

**Mentor Teachers** will provide support to new teachers through collaboration, modeling, observation and feedback, and direct instruction regarding the initiatives and best instructional practices. The Mentor Teacher will be given extended contract days (paid with TLC funds) for professional development in mentoring and effective teaching. Release time for the mentors and mentees will be covered by substitutes paid with TLC funds.

*Aligns with state TLC goal 1 and district board goals.*

- The TLC funding supports and enhances the use of MTSS, PBIS, and AIW by providing **MTSS/PBIS and AIW Instructional Coaches** for each PLC team. These coaches will provide MTSS, PBIS and AIW support to their team members through collaboration, modeling, data collection and analysis, and planned professional development. Instructional Coaches will be given 10 days extended contract time for attending MTSS, PBIS, and AIW trainings and for planning and collaboration that takes place outside the school day. TLC funds will support the extended contract time and extra responsibilities. Release time will be given for testing, as well as assisting teachers with the implementation of MTSS/PBIS supported by TLC funds.

*Aligns with state TLC goals 3 and 5 and district goals.*

- The TLC funding supports and enhances curriculum mapping and PD by providing for a **TLC Coordinator**. The TLC Coordinator will oversee the district initiatives of MTSS, PBIS, AIW, 1:1 technology, and curriculum mapping/alignment of district curriculum to the Iowa Core; arrange for the collection and analysis of all data (initiative and student achievement); co-plan (with the Instructional Coaches) and deliver professional development activities designed to improve instruction that corresponds with the initiatives and best instructional practices. The TLC Coordinator will be a full time position with an extended contract of 15 days. This time will be used for accomplishing the assigned duties as well as for professional training in district initiatives, including curriculum mapping and best instructional practices. The extended contract days of the TLC Coordinator will also be supported by TLC funds.

*Aligns with state TLC goals 2, 4, and 5 and district board goals.*

- The TLC funding supports and enhances the implementation of the effective use of technology in the classroom by providing for a **Technology Coach**. The Technology Coach will research quality strategies for using technology in the classroom, model and train teachers in using the strategies to support district initiatives, and work collaboratively with the TLC Coordinator to provide quality professional development using technology. The Technology Coach will be a half-time position with a 10 day extended contract. The extended contract will be used for professional training and collaboration that occurs outside the school day. The person hired to cover the other half of the Technology Coach's teaching load will be paid with TLC funds.

*Aligns with state TLC goals 2, 4, and 5 and board goals.*

The district's vision expresses a belief that with a program for compensating teachers for leadership roles and expertise, in a collaborative, supportive structure, student achievement will increase. Thus the budget of the district's TLC plan reflects salary supplements for teachers in compensating them for extra time and leadership responsibilities.

Salary supplements for teachers in leadership roles are:

- TLC Coordinator \$10,000
- Mentor teachers (3) \$5,000 each for a total of up to \$15,000
- Technology Instructional coach (1) \$5,000
- MTSS/PBIS coach (5) \$5,000 each for a total of \$25,000

•AIW coach (5) \$5,000 each for a total of \$25,000

Benefits for the teacher leadership compensation equals: \$13,264

Budgeted amount for covering teacher time out of the classroom: \$121,736.72

Time out of the classroom is for mentor training, teacher leadership training, collaboration on assessments, collaboration on teaching practices, observation of classrooms of teachers and other teacher training. This includes replacement of the teaching positions of the TLC Coordinator and Technology Coach.

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## Assurances

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

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

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

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

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

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