



Application

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

138064 - Teacher Leadership and Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 09/30/2015 4:49 PM

Primary Contact

AnA User Id

SARA.GRIMM@IOWAID

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City

State/Province

Postal Code/Zip

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Phone

Ext.

Program Area of Interest

Early Literacy Implementation

Fax:

563-547-2679

Agency

Organization Information

Organization Name:

Howard-Winneshiek Community School District

Organization Type:

K-12 Education

DUNS:

Organization Website:

Address: 1000 Schroder Drive

Cresco Iowa 52136
City State/Province Postal Code/Zip
Phone: 563-566-2221
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Vendor Number

Cover Sheet-General Information

Authorized Official

Name John Carver
Title Superintendent
Organization Howard-Winneshiek CSD

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

Address 1000 4th Avenue East

City/State/Zip* Cresco Iowa 52136
City State Zip

Telephone Number 563-547-2762

E-Mail jcarver@howard-winn.k12.ia.us

Fiscal Officer/Agent

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

Name Clint Farlinger
Title Business Manager
Organization Howard-Winneshiek CSD

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County(ies) Participating, Involved, or Affected by this Proposal	Howard County
Congressional District(s) Involved or Affected by this Proposal	1st - Rep. Rod Blum (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	26
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	51
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **No**

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

If YES, present the rationale for determining no impact.

Groups will be equally distributed among all classrooms and have equal access to resources provided by the grant.

Certification

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

Name of Person Submitting Certification. **Sara Grimm**

Title of Person Submitting Certification **Elementary Principal**

Recipient Information

District **Howard-Winneshiek Community School District**

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

County-District Number **52-3141**

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

Honorific

Name of Superintendent **John Carver**

Telephone Number **563-547-2762**

E-mail Address **jcarver@howard-winn.k12.ia.us**

Street Address **1000 Schroder Drive**

City **Cresco**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **52136**

TLC Application Contact

Honorific

Name of TLC Contact **Sara Grimm**

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E-mail Address **sgrimm@howard-winn.k12.ia.us**

Street Address **1000 4th Avenue East**

City **Cresco**

State **Iowa**

Use the drop-down menu to select the state.

Zip Code **52136**

Demographic Profile

October 2014 Certified Enrollment **1244**

October 2014 Free/ Reduced Lunch % **47**

AEA Number **1**

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

TLC Model Number **Model 2 Instructional Coach Plan**

Narrative

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

The Howard-Winneshiek (HW) Community School District teacher leadership planning team's goal was to develop a TLC plan that capitalizes on the strengths of the district, and moves us towards meeting targeted staff development and student achievement goals. Our vision is to improve student learning by increasing teacher effectiveness through a system built on teacher leadership and aligned to district and statewide goals.

Our theory of action for the HW TL plan:

- attract promising new teachers with a competitive starting salary & a supportive mentoring program
- retain excellent teachers by providing enhanced career opportunities
- provide opportunities for teachers to collaborate and reflect on best practices
- distribute leadership & ownership for student achievement amongst all staff
- give highly effective teachers opportunities to grow & share their expertise
- reward teachers who engage in leadership roles with appropriate compensation
- provide a system that monitors effective implementation of our plan
- increase student achievement
- achieve a greater realization of our Vision & Mission *to discover, develop and expand passions, creativity and strengths and to prepare and empower our students to think creatively, serve, contribute and succeed locally and globally.*

The HW TLC grant will provide the funding, focus, & structure to assist the district to meet its goals and fulfill our theory of action:

- **Attract & Retain-**Our plan is to attract the best candidates for teaching positions in our district & ensuring that we retain these teachers by offering a competitive starting salary, expanding our Mentoring & Induction program and ensuring that all new teachers to the district will receive the supports they need to be successful.
- **Collaboration & Reflection-** The district's PD plan will be shaped by our Teacher Leaders and administrators meeting to analyze formative and summative student data, teacher data, and other meaningful district data. With full implementation of the district's TLC plan, collaboration will be incorporated into the district's PD plan & each teacher will create a specific Individual Career Development Plan (ICDP) plan that corresponds to his/her teacher leadership role. Teacher leaders will help staff refine/focus the instructional practices learned through PD opportunities. Following this plan, 100% of the faculty will engage in collaborative opportunities to learn from each other.
- **Distribute Leadership-** The TLC grant will provide for a system of distributed leadership among the staff. Individual teachers will gain more ownership and input regarding district initiatives and be provided with more opportunities for professional growth targeted to increase their teaching skills and increase student achievement.
- **Share Expertise-** We will fill 100% of the teacher leader roles identified in the HWCSD TLC plan when the TLC plan is fully implemented. Full implementation will provide enhanced career opportunities in a wide range of leadership roles ensuring that opportunities are available for all teachers. With dynamic teacher leaders, full implementation of this TLC plan will give highly effective teachers opportunities to grow & share their expertise.
- **Reward-** Selection for a TLC position will require teachers to apply within our locally generated selection process & demonstrate their ability to relate to adult learners. Those exemplary teachers selected for a teacher leader role will be required to work extended time appropriate to the position but will be rewarded with appropriate compensation for their work in the leadership role.
- **Monitor/Evaluate-** The Leadership team will meet quarterly to analyze a variety of formative & summative data (from both students and teachers), to ensure that the TLC plan contributes to improved teaching & learning, professional growth & gains in student achievement.

Empowering teachers will be an integral piece in moving the system forward. Currently HWCSD has many positive programs in place to improve student achievement. Unfortunately, many of these are done in isolation. Our plan will help us align & strengthen existing initiatives in order for all programs to work cohesively to improve student achievement. We recognize that we currently have great teachers that have not been given the opportunity to lead positive change. This plan will provide them with the opportunity that will only increase the odds of preparing our students to be successful now & in the future.

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

TLC Model Number

Model 2 Instructional Coach Plan

Narrative

Using Part 1 application narrative from previous application? **No**

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

Please include the following information in your narrative:

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

The HWCS D has been working on the Teacher Leadership process for over 2 years. The process began in 2013-14 with the district sending a team to training. During the Fall of 2014-15 the TLC committee was formed & met regularly to research information, discuss district needs, and seek input. The Teacher Leadership Committee spent a total of over 200 cumulative hours planning for and developing a TLC program. The plan developed capitalizes on the strengths of the district, and moves us towards meeting targeted staff development and student achievement goals.

The process for developing the TLC plan included:

Four meetings were held during the 2013/14 school year, attended by two teachers and two administrators, information was shared with staff. The decision was made to seek additional guidance and information before pursuing the grant. During the Fall of 2014-15 the district decided to form a steering committee and explore a TLC program.

-A review of research and best practices:

- Iowa Department of Education Teacher Leadership Resources <https://www.educateiowa.gov/teacher-leadership-and-compensation-system>
- ASCD Teacher Leadership <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx>
- Southwest Educational Development Laboratory-Leading Change from the Classroom <http://www.sedl.org/change/issues/issues44.html>
- The Learning Leader: How to Focus School Improvement for Better Results Douglas B. Reeves
- Competency based research (Iowa CBE Collaborative facilitated by the Iowa Department of Education and WestWind Education Policy Center, Pittsfield New Hampshire CSD meetings with Rose Colby and Fred Bramante.

-Attendance at trainings and workshops:

- School Improvement Symposium
- Teacher Leadership Workshops facilitated by AEA1
- Outreach to other school districts to learn about their TLC plans: Charles City and HW held a joint meeting with both teams to discuss data collection, types of leadership positions, and how we might work together in the future to support each other in teacher leadership development. We collaborated with Turkey Valley and South Winneshiek in another meeting to share ideas for local collaboration. HW also met with Luther College and University of Iowa representatives to discuss how we could partner with leadership roles and how they could support our work.
- HW received a planning grant, which was used to send a team of teachers to the teacher leadership trainings and workshops mentioned above, including travel and registration costs \$380, pay for substitutes & supplies when teachers attended TLC meetings \$1,400, compensate steering committee members for their time & effort devoted to the development of the TLC plan. This compensation allowed a larger, more diverse group to participate in the planning process \$3,000, Develop procedures, processes & training in district for selecting and training teacher leaders \$4200.

-Stakeholder input:

- Teacher input was received by utilizing a half-day of PD to discuss the leadership opportunities. Needs of the staff, students, & district were discussed in small groups. The advisory committee compiled the input and shared the results to develop leadership opportunities and support from the teaching staff.
- Feedback from parents and community stakeholders in regards to the TL & restructuring was solicited via letters to elem parents & information on the district website for the school year of 2014 - 2015.
- Feedback was sought utilizing small group conversations, large group meetings, surveys, & an open forum process. Continuously solicited, this feedback ensured the plan developed reflected the goals and vision of the district. Additional input was sought from members of the SIAC and District Advisory Committee in order to effectively represent stakeholders. The steering committee was ultimately composed of: Two elementary, one junior high, and two high school teachers, representing each building in the district & the HW Education Association, three building administrators, the superintendent and one local business representative.
- The steering committee met 12 times over the course of a year to develop the TLC plan, advised by continuous feedback from stakeholder groups. The steering committee members participated in Keystone AEA's TLC workshop series. Parents and community leaders, participating in SIAC and District Advisory Committee meetings, reviewed and provided input on the plan during its development. SIAC members included ten parents, seven of whom are not

on staff in the district. The District Advisory Committee members included 15 members, including business owners from the various communities within our district. The public was made aware of efforts to pursue the TLC grant through articles published in the local newspaper, in the weekly blog published by the district and at the district booth at the local fairgrounds.

- All teachers in the HWCS D were engaged in the development of the TLC plan. The entire teaching staff, including those not otherwise participating on the steering committee:
- Took part in discussions at staff meetings throughout the plan's development, provided input via surveys, were invited to review the grant & provide feedback before submission.
- 50% of teachers expressed interest in applying for one or more of the leadership positions.
- All members of the administration fully support the plan and actively participated as steering committee members.
- Additionally, the school board was made aware of efforts to develop a TLC program and voted unanimously to support the plan on 08/18/2014. The proposed TLC plan supports a commitment previously made by the school board to commit resources in a manner that reflects a collaborative culture as a priority. Overall, parents, SIAC members, District Advisory members, teachers, administrators, and school board members showed overwhelming support for a TLC program at HW.

Narrative

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

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

State Goals:

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

Our theory of action for the HW TL plan:

- attract promising new teachers with a competitive starting salary & a supportive mentoring program
- retain excellent teachers by providing enhanced career opportunities
- provide opportunities for teachers to collaborate and reflect on best practices
- distribute leadership & ownership for student achievement amongst all staff
- give highly effective teachers opportunities to grow & share their expertise
- reward teachers who engage in leadership roles with appropriate compensation
- provide a system that monitors effective implementation of our plan
- increase student achievement
- achieve a greater realization of our Vision & Mission to discover, develop and expand passions, creativity and strengths and to prepare and empower our students to think creatively, serve, contribute and succeed locally and globally.

The HW TLC grant will provide the funding, focus, & structure to assist the district to meet its goals and fulfill our theory of action:

•Attract & Retain

Our plan is to attract the best candidates for teaching positions in our district & ensuring that we retain these teachers. HW will offer a competitive starting salary of \$33,500. We will also expand our Mentoring & Induction program by including teachers that may not be new to the profession but are new to HWCSD. This will help ensure that all new teachers to the district will receive the supports they need to be successful. We will also expand the time allowed for mentors to work with mentees to ensure they are meeting 1-2 hours a week. The district will annually review recruitment & retention data along with mentoring & induction data to ensure that 100% of vacancies are filled with highly qualified teachers.

• Collaboration & Reflection

The district's PD plan will be shaped by our Teacher Leaders and administrators meeting to analyze formative and summative student data (attendance data, office referrals, common grade level assessment data, universal screener data, grades), teacher data (PD logs, teacher surveys, questionnaires), Clarity data and other meaningful district data. With full implementation of the district's TLC plan, collaboration will be incorporated into the district's PD plan & each teacher will create a specific Individual Career Development Plan (ICDP) plan that corresponds to his/her teacher leadership role. Teacher leaders will help staff refine/focus the instructional practices learned through PD opportunities. Following this plan, 100% of the faculty will engage in collaborative opportunities to learn from each other.

•Distribute Leadership

The TLC grant will provide for a system of distributed leadership among the staff. Individual teachers will gain more ownership and input regarding district initiatives and be provided with more opportunities for professional growth targeted to increase their teaching skills and increase student achievement. 100% of our teachers will be involved in PLC teams & these teams will have support from our three instructional coaches and six curriculum leaders. These leaders will provide professional development, classroom modeling, classroom observations, teacher feedback, data review, and instructional responses to data within the PLC teams. This structure allows the district to promote collaboration & develop opportunities for ALL teachers to learn from each other.

•Share Expertise

We will fill 100% of the teacher leader roles identified in the HWCSD TLC plan when the TLC plan is fully implemented in the 2016-17 school year. Full implementation will provide enhanced career opportunities in a wide range of leadership roles ensuring that opportunities are available for all teachers. With dynamic teacher leaders, full implementation of this TLC plan will give highly effective teachers opportunities to grow & share their expertise.

•Reward

Selection for a TLC position will require teachers to apply within our locally generated selection process & demonstrate their ability to relate to adult learners. This process was developed with input from stakeholders and researching current systems in place in other school district. Those exemplary teachers selected for a teacher leader role will be required to work extended time appropriate to the position but will be rewarded with appropriate compensation for their work in the leadership role.

•Monitor/Evaluate

The Leadership team will meet quarterly to analyze a variety of formative & summative data (from both students and teachers), to ensure that the TLC plan contributes to improved teaching & learning, professional growth & gains in student achievement. Iowa Assessments indicates that we are as a district 76.6% of our students are proficient in reading and 77.4% of our students are proficient in math. Our goal is to have 100% of our students proficient in reading and math & 100% of our students making growth annually in all content areas.

Empowering teachers will be an integral piece in moving the system forward. Currently HWCSD has many positive programs in place to improve student achievement. Unfortunately, many of these are done in isolation. Our plan will help us align & strengthen existing initiatives in order for all programs to work cohesively to improve student achievement. We recognize that we currently have great teachers that have not been given the opportunity to lead positive change. This plan will provide them with the opportunity that will only increase the odds of preparing our students to be successful now & in the future.

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

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

The Howard-Winneshiek CSD vision is to discover, develop, and expand passions, creativity, and strengths while fulfilling our mission to prepare and empower our students to think creativity, serve, contribute, and succeed locally and globally. In the past several years we have closed 3 campuses and brought all K-12 students to one location.

This process has been a growing and learning opportunity for stakeholders as we have noticed differences in structures, processes, initiatives, and procedures. We are working to empower our teachers and better serve our students. The TLC grant will allow us to support and strengthen our current reality by connecting with TLC goals and leadership roles.

TLC Goal:

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

Current Reality:

Our district has partnered with Keystone AEA to provide mentoring support to our new teachers, but the current reality is that it is very challenging for mentors and mentees to find time to collaborate, discuss classroom management, study effective instructional strategies, observe model teachers, and support each other. Additionally we currently have a very informal mentoring and induction process for those who have been teaching for a while but are new to our district. The TLC grant will provide the district with the necessary structure to fully support teachers who are either new to the profession or new to the district.

MENTOR TEACHERS will have 2 additional full days before school and 7 release days during the school year. As models of exemplary classroom management and effective instructional strategies, they will support the professional development of Beginning Teachers and teachers new to the District. They will routinely meet with their mentees, keep a log of meetings and discussion topics, model, observe, and provide feedback to mentees, and help plan and deliver monthly M&I meetings.

MENTEE TEACHERS will have 2 additional full days before school and 7 release days during the school year. The release days during the school year will be used to:

- collaborate with their Mentors
- observe Model Teachers
- work with Instructional Coaches on classroom management
- implementation of benchmarking, and instructional responses to data
- learn to implement District curriculum
- District-endorsed research-based instructional strategies, and assessment.

TLC Goals:

Retain effective teachers by providing enhanced career opportunities

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

Current Reality

Our district has many teachers with untapped leadership potential. As these teachers grow in their confidence and ability they may seek fulfillment outside our district if we do not have opportunities for them to harness their passions and utilize their skills. We want to retain our talented teacher leaders and develop their skills and leadership abilities within our district. The TLC grant will allow us to provide opportunities for those teachers in many areas including: instructional coaching in literacy, math, and technology; curriculum leadership; mentoring of new teachers; modeling instructional strategies; and taking on district initiatives while on special assignment. By providing leadership opportunities to our skilled specialists we will focus their talents and improve our systems.

TLC Goal:

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

Current Reality

HW has been working for several years to develop and facilitate a system of PLCs in which teachers collaborate regularly to improve instructional practices and student achievement. The reality of the current system is that some PLCs function more effectively and produce greater results than others. The TLC grant will allow us the opportunity to strengthen and support this system by putting in place instructional coaches and curriculum leaders that can facilitate discussions of instructional practices, provide professional development, and structure opportunities for observations and feedback where teachers are learning from each other and improving their teaching skills, strategies, and abilities.

TLC Goal:

Improve student achievement by strengthening instruction.

Current Reality

We have been working for many years to become a data driven system that utilizes current reality of our teaching abilities and student performance to drive our professional development and district initiatives. We have found that we are data-rich, but are lacking a formalized system of collecting, organizing and analyzing data in meaningful ways and then providing our teachers with the necessary PD to help them meet the needs of our students. The TLC grant will allow us to personalize and individualize our teacher PD and opportunities will be targeted to meet individual's needs. Instructional coaches and curriculum leaders will provide teachers with opportunities for structured collection and analysis of student data. Teacher PD will then be designed utilizing research-based instructional strategies and methodologies to meet the needs of their students.

Teachers have also been working to develop instructional resources to meet the need of Iowa Core, CBE and K-3 literacy instruction. Our curriculum leaders and instructional coaches will lead curriculum resource adoption, creation, and implementation conversations with our PLC groups to ensure fidelity to Iowa Core and authentic instruction in the classroom.

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

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

HW has partnered with AEA1 to offer mentoring and induction to our teachers who are new to the profession. With this partnership, mentor teachers are trained for a two year period and no further training is required. An initial teacher is assigned a mentor within the building or subject area they teach. Both mentor and initial teachers attend training sessions offered by AEA1 and continue to meet on a weekly basis throughout a two year period. During these weekly sessions, both mentor and mentee work together on topics/materials provided through the AEA . They also use this time to discuss questions, concerns, struggles, and triumphs. Formal administrative observations of initial teachers occurs three times each year for the first 2 years. Administrators provide feedback following these observations. Teachers are also required to submit a collection of artifacts showing implementation of the teaching standards. This partnership has met state requirements, but when analyzing the current program, we realize that we may not be meeting the needs of our teachers. Our new teachers need a solid base to connect them to our district processes, procedures, and past initiatives, as well as providing them with a mentor for their classroom management and instructional practices. When discussing the mentoring program with teachers who have experienced the program, we feel we could do more to strengthen the comfort, confidence, success, and retention rates of new teachers. Over the last 4 years, there have been 25 new hires within the district, while 11 teachers have left the district. We have found that we need to enhance our support structure to get our new hires the support and resources that they need in order to find success and fulfillment in our classrooms.

When analyzing our current model, we have also found that teachers new to our district, but not necessarily new to teaching have not felt they have been supported properly. The system in place for these teachers has been very informal and often times based solely on their asking for assistance or demonstrating a need for a more formalized program.

Analysis of our current program has identified gaps in the following areas:

- Time: Mentor and Mentee teachers struggle to find common meeting times, thus it often takes place outside of contract time and in a haphazard fashion.
- Time Out of the Classroom: Added stress is placed on mentee teachers to prepare for days out of the classroom to attend training at AEA1
- Training: Our current program provides support for a two year span and does not continue after the first two years for both mentor and initial teachers.
- Professional Development: Although it focuses on many strategies to improve student achievement and professional growth, more time and support is needed implement these strategies with fidelity. (Observation, modeling, mentoring, and feedback)
- Teachers new to the district: There is currently no support structure in place for experienced teachers new to the district other than an informal system of communication and observation. This creates a large gap in support and communication between teachers new to the district and current staff.

Implementing the TLC grant will address many of the gaps and will create a support system for all teachers in the district:

MENTOR TEACHERS will have 2 additional full days before school and 7 release days during the school year. As models of exemplary classroom management and effective instructional strategies, they will support the professional development of Beginning Teachers and teachers new to the District. They will routinely meet with their mentees, keep a log of meetings and discussion topics, model, observe, and provide feedback to mentees, and help plan and deliver monthly M&I meetings. The number of Mentor Teachers will vary according to the number of new teachers.

MENTEE TEACHERS-The number of Beginning Teachers would vary based on hiring. They will be assigned to the classroom 100% of the time. These leaders will have 2 additional full days before school and 7 release days during the school year. The release days during the school year will be used to:

- collaborate with their Mentors
- observe Model Teachers
- work with Instructional Coaches on classroom management

- implementation of benchmarking, and instructional responses to data
- learn to implement District curriculum
- District-endorsed research-based instructional strategies, and assessment.

They will be expected to demonstrate their own continuous professional growth and to provide a safe, caring environment where students are learning and succeeding. Their minimum salary will be brought up to \$33,500 (adding \$715 to the HW Salary Schedule).

Narrative

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

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

Please include the following information in your narrative:

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

Our vision is to increase student achievement, so our plan for teacher leadership roles begins with those that are closest to the classroom and have the most direct link to instructional practices. The rationale for beginning with these roles is to transform our system and impact change by creating leadership from within the ranks of the teachers for school improvement. The teacher leadership roles that create the coherent instructional improvement strategy are Instructional Coaches, Curriculum Leaders, Mentor Teachers, Mentee Teachers, Model Teachers, and Teachers on Special Assignment. All of these teacher leaders would be working closely with district leadership to improve HWCS D.

Our Goals:

Goal 1: Increase the percentage of teachers who routinely collaborate and effectively work with Instructional Coaches and Curriculum Leaders.

Goal 2: Increase implementation of district supported research-based instructional practices that have shown effectiveness in impacting and/or increasing student learning and achievement.

Goal 3: Increase the number of teachers in meaningful teacher leadership and collaboration roles.

Goal 4: Increase the systematic support for Beginning Teachers in their first two years in the district to retain high quality employees

Goal 5: Increase teacher classroom engagement strategies and create model classroom structures that reflect 21st Century Learning Skills

Teacher Role(s)	Additional Days	Per Diem	Teaching Assignment	Length of Assignment	Salary Supplement	Total Cost of Position
Instructional Coaches - FT (3) PK-3 4-8 9-12 (Literacy/Math, Technology, Behavior Specialist)	FT=5 extra days	\$330/day x5=\$1,650 for extra days (each) \$4,950 total for extra days + \$820.71 (benefits)= \$5770.71	FT-no teaching assign	1 year	\$7,000 stipend + \$1160.60 benefits= \$8160.60 each \$24,481.80 stipend for 3 coaches \$65,000 each salary + \$19,977 benefits= \$84,977each \$254,931 total salary for 3 coaches \$3,000 stipend + \$497.40 benefits= \$3497.40 each \$20,984.40 total stipend for 6 Curriculum Leaders	\$285,183.51
Curriculum leaders PT (6)	-----	-----	100% teacher in classroom	1 year		\$20,984.40

Mentor & Induction Teachers (2)	-2 full days (each) before school starts -7 release days (each) Cost: \$896 sub for 7 days (\$128/day)= \$1792 subs total	\$384.72/day x 2= \$769.44 for extra days (each) \$1,538.88 total for extra days	100% teacher in classroom 1 year	\$3,500 stipend + \$580.30 benefits= \$4080.30 each \$8,160.60 total for 2 mentors + \$715 per new teacher (HW requirement of \$33,500)	\$11,491.48 ? cost based on # of new teachers
Model Teachers (6)	-2 full days before school starts -3 release days (18 subs; \$128/day) \$2304 total	\$384.72/day x 2= \$769.44 \$4616.64 total for extra days	100% teacher in classroom 1 year	\$3,000 stipend + \$497.40 benefits= \$3497.40 each \$20,984.40 total	\$27,905.04
Teacher on Special Assignment (6) PK-3; 4-8; 9-12	5 additional contract days -4 release days (24subs; \$128/day) \$3072 total	\$384.72/day x 5= \$1923.60 \$11,541.60 for extra days	100% teacher in classroom 1 year	\$3,000 stipend each + \$497.40 benefits= \$3497.40 \$20,984.40 total	\$35,598.00
TOTAL	\$7,168 (subs)	\$23,467.83 (extra days)		\$350,526.60	\$381,162.43

Teacher Roles & Responsibilities

INSTRUCTIONAL COACHES will not be assigned a classroom and will engage in full-time instructional coaching. Our TLC plan includes 3 full-time and 6 part-time Curriculum Leaders. While working with individual teachers, PLCs, and/or entire buildings, ICs will:

- share the responsibility of carrying out the vision, mission, and goals of the school community via the district and school improvement plans
- provide professional development in a variety of forms including planning and delivering District professional development
- provide classroom modeling, observations and feedback
- provide PLC planning, data review, and instructional response to data
- lead curriculum resource adoption and implementation
- assist in district reporting
- study research-based classroom strategies, explore which instructional methodologies are appropriate for a specific class or grade level, and share findings with colleagues

ICs will serve as members of the building teacher leadership team to analyze student data and assist in professional development planning to address identified needs. They will participate in an IC PLC, where their own learning will be continuous. They will have 5 extra days to provide District professional development, to plan and deliver with other teacher leaders for new teacher workshop, to strengthen the instructional leadership of Model Teachers, and to

enhance their own continuous professional growth. They will receive a stipend of \$7,000.

CURRICULUM LEADERS will be full-time teachers and will receive a stipend of \$3,000. Curriculum leaders will be carrying out the directives of the Instructional Coaches. They would be embedded in Iowa Core, 21st Century Learning Skills, and the instructional aspect of our core curriculum. They would be facilitators of the MTSS process that teachers could contact for assistance.

MENTOR TEACHERS will have 2 additional full days before school and 7 release days during the school year. As models of exemplary classroom management and effective instructional strategies, they will support the professional development of Beginning Teachers and teachers new to the District. They will routinely meet with their mentees, keep a log of meetings and discussion topics, model, observe, and provide feedback to mentees, and help plan and deliver monthly M&I meetings. Mentor Teachers will receive a stipend of \$3,500. The number of Mentor Teachers will vary according to the number of new teachers.

MENTEE TEACHERS-The number of Beginning Teachers would vary based on hiring. They will be assigned to the classroom 100% of the time. These leaders will have 2 additional full days before school and 7 release days during the school year. The release days during the school year will be used to:

- collaborate with their Mentors
- observe Model Teachers
- work with Instructional Coaches on classroom management
- implementation of benchmarking, and instructional responses to data
- learn to implement District curriculum
- District-endorsed research-based instructional strategies, and assessment.

They will be expected to demonstrate their own continuous professional growth and to provide a safe, caring environment where students are learning and succeeding. Their minimum salary will be brought up to \$33,500 (adding \$715 to the HW Salary Schedule). All teachers who have met the expectations of a Beginning Teacher and are awarded a standard license are designated Career Teachers. Career Teachers are assigned to the classroom 100% of the time, have a standard contract, and follow the salary schedule with no stipend or extra days. They are required to improve student learning and achievement by implementation of District curriculum and instructional practices, as well as demonstrate continuous professional growth.

MODEL TEACHERS- will be assigned to the classroom 100% of the time, but will have the flexibility to collaborate with peer observers. Model Teachers will attend District trainings to learn research-based strategies, which they will practice in their own classrooms with support from their principal and ICs. They will allow other teachers to come into the classroom to observe, and then reflect on those observations with the peer observers. Their lessons will demonstrate the research-based, District-supported instructional and classroom strategies that show the most promise to lead to student learning and achievement. Additionally, Model Teachers will serve as part of the leadership team in their buildings to identify, plan, and deliver professional development. As models of exemplary teaching practice, they will have 2 extra days on their contract, 3 release days during the school year (half day increments for training) and a stipend of \$3,000.

Teachers on Special Assignment (TOSA) will be assigned to the classroom 100% of the time but will also engage in the planning, development, and implementation of curriculum and related professional development. There are 6 TOSA opportunities in our TLC plan. The focus areas will be determined by the leadership team. Possible areas of assignment might include: Literacy, Math, Science, Social Studies, CTE, CBE, teacher leaders support). TOSAs work with teacher teams to organize and manage the development, implementation, and assessment of curriculum, as well as provide professional development and pedagogical modeling in the development, implementation, and assessment of curriculum. They will remain current in the literature and research in curriculum as they work with building principals and building teacher leaders in data collection, analysis, and action planning. They will serve on a Building Leadership Teams. TOSAs will have 5 additional days in their contracts, 4 release days during the school year, and

receive a stipend of \$3,000.

Using Part 6 application narrative from previous submission? No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

The TLC planning committee has developed a rigorous selection process that includes multiple measures for examining past effectiveness & professional growth that will assist & guide this important work. The HW selection process includes multiple, meaningful measures of effectiveness and professional growth. Leadership positions will be posted with job requirements – including at least three years of teaching experience and one year of experience in the district. A selection committee will accept applications, screen for potential candidates, conduct interviews, & make recommendations regarding the final selection of candidates.

Recruit

Recruit Meetings will be held in each building to address the opportunities and benefits for teacher leaders. Teachers who have been at Howard-Winn at least 1 year & also have at least 3 years of teaching experience will be sent eligibility letters. Teacher leadership positions will be posted & the TLC planning committee will encourage teachers to apply

Training of Selection Panel

The selection panel will be made up of equal numbers of teachers & administrators with each building being represented. Members of the Selection Committee will be nominated by the TLC team and appointed by the superintendent. If a teacher decides to apply for a leadership position, they'll be excused & a replacement will be found. Confidentiality will be maintained throughout the selection process. Members of the selection panel will have training based on the seven domains of the Teacher Leader Model Standards, their functions and exemplars. They will also become familiar with selection criteria, practice with the rubrics for examining evidence of practice and the rubrics for interviewing, and be trained in resolving differing perceptions.

PHASE 1
Initial Application

Each applicant will be asked to write a letter of application explaining why they want the position and why they believe this position is important to the district. They will also submit:

- A resume screened for evidence of continued growth as a professional and prior leadership experiences.
- Written responses to several prompts designed to help determine past effectiveness, professional growth and dispositions for peer mentoring. Prompts may include:
 - Describe your professional development experiences, including memberships, presentations, attendance at conferences &/or future professional development goals.
 - Describe an initiative or research-based strategy that you implemented & tell how you evaluated the effectiveness of that work on student achievement.
 - Describe the personal characteristics/habits that will help you be effective in the role for which you are applying.
- A copy of their most recent Individual Career Development Plan
- Three letters of recommendation that speak to effectiveness and fitness for teacher leadership. Two of these letters must come from people in the Howard-Winn CSD. The third may come from within or outside the district. The letters will be sealed & sent directly to the Selection Committee. 2.

All of these materials will be screened by the Selection Committee who will use a rubric to determine the candidates to interview for the leadership position, interview for another position, or screen from the selection process.

Candidates will respond to the same questions from a bank created for each leadership role. Questions will be developed using the criteria from Teacher Leader Model Standards as a guide. Candidates will also be asked to respond to a realistic, hypothetical situation pertinent to the leadership position. Candidates may also respond to any questions regarding materials submitted in PHASE 1. Interviewers will be listening for evidence of effective teaching practices as well as evidence that the candidate is coachable and willing to take on the rigors of the learning required for a particular position.

PHASE 2
Interview

	<p>The 7 domains of the Teacher Leader Model Standards will be used with their functions and exemplars as the scoring rubric for all of the above materials.</p> <p>I: Fostering a Collaborative Culture to Support Educator Development & Student Learning</p> <p>II: Accessing & Using Research to Improve Practice & Student Learning</p> <p>III: Promoting Professional Learning for Continuous Improvement</p> <p>IV: Facilitating Improvements in Instruction & Student Learning</p> <p>V: Promoting the Use of Assessments & Data for School & District Improvement</p> <p>VI: Improving Outreach & Collaboration with Families & Community</p> <p>VII: Advocating for Student Learning & the Profession</p>
<p>Scoring</p>	
<p>PHASE 3 Final Selection</p>	<p>The Selection Committee will discuss the top candidates & make recommendations to the superintendent for each position.</p> <p>For the Annual Review of Assignment, the Selection Committee will examine the following evidence:</p> <ol style="list-style-type: none"> 1. Each teacher leader will be continuously involved in self improvement. During training they will use a self-assessment tool that will be revisited throughout the year (mirroring the work done with peers). As part of this self-reflection, they will develop a professional growth plan which will help to move them forward in their practice. (Measure of professional growth) 2. Teacher Leaders will collect feedback from peers regarding their experiences with TLs. (Measure of effectiveness) 3. They will submit a self-analysis of strengths and areas for growth (aligned to the ITS), along with a resulting plan for professional growth. (Measure of effectiveness) <p>Triangulating the above evidence will give the Selection Panel ample evidence regarding effectiveness as a teacher leader.</p>
<p>PHASE 4 Yearly Review & Reapplication</p>	

The Howard-Winn CSD selection process plan calls for considering multiple data points when hiring and evaluating the effectiveness & professional growth of teacher leader candidates. Considering candidates from multiple perspectives will help us hire candidates who are most ‘fit’ for leadership positions and provide robust evidence for judging effectiveness.



Narrative

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

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

The HW TLC plan establishes teacher leaders in an active role regarding both design, delivery and evaluation of professional development. This both formalizes and extends the role of the teacher leader. Teacher Leaders will participate in the creation of the APR goals with the administrative team. These goals will then be proposed to the SIAC and approved by the School Board to determine what professional development is needed to support and attain those goals. After District professional development has been addressed, building leadership teams will meet to develop their building professional development plans for the school year. Both District and building professional development plans will continue to be based on the IPDM and will identify how each teacher leader will be directly involved, including formative evaluation during the year that allows refining plans during the year.

IPDM (Iowa Professional Development Model)

Establish PD leadership team

At the end of the school year, principals will meet with their Instructional Coaches, Curriculum Leaders, and Teachers on Special Assignment to review building-level student data to determine areas of strength and need and recommend a PD plan for the following school year. The results will be shared with the District PD planning team which includes District administrative team and Teacher Leaders from all buildings.

- Teacher Leaders will work with their respective Building Leadership Teams to review student data in their areas and set annual goals, which will be included in the C-Plan and reviewed by the District PD planning team to identify PD needs.
- The District PD planning team, which includes District administrative team and Teacher Leaders from all buildings, will review District data at the end of each school year to identify PD needs and plans for the following year. Data reviewed will include C-Plan goals, AYP, AMOs, and building goals.

Collect/analyze student data

All HW teachers are responsible for collecting a variety of student data in accordance with the district guidelines.

- Mentor Teachers will help Beginning and New Teachers learn our data collection methods.
- All Teacher Leaders will support their PLCs in data analysis.
- Instructional Coaches will assist in training Curriculum Leaders in data analysis. They may also support individual teachers and PLCs with data analysis.
- Curriculum Leaders and Instructional Coaches assist with building-level data collection and analysis.
- ICs and TOSAs will assist with district-level data analysis. Goal setting & student learning

Goal Setting and Student Learning

- After reviewing building data, Instructional Coaches and Curriculum Leaders will work with their principal to set building goals for the year.
- They will also be part of the process to develop PLC and Career Development Plan goals that address improvement in student learning.
- Teacher Leaders will be part of the District planning team to help meet District APR goals as well as setting professional development targets to meet AYP AMOs.

Selecting Content

Once the principal, ICs, and Curriculum Leaders have set student learning goals, they will select research-based PD that addresses the identified need and align with District initiatives.

- TOSAs will be involved in selecting District PD content that is research-based.
- The principal, ICs, and Curriculum Leaders will design their building PD plan based on the IPDM to define formative assessments to refine PD in order to meet the annual student learning goal.

Designing Process

As part of the District professional development planning team, ICs, CLs, and TOSAs will have an active role in the design of District PD and supporting building PD. They will design PD to include theory, demonstration, practice, and collaboration, reflecting the IPDM.

Training & Learning Opportunities

Building and District PD may be delivered by and teacher leader or others who have the necessary expertise. Training must align with District initiatives.

Collaboration

Teacher Leaders will be actively involved in leading PLC work which address the 4 Questions in the PLC Flowchart. Mentor & Model Teachers, ICs, CLs, and TOSAs will have a teacher leader PLC facilitated by the Instructional Coaches and/or Building Principals.

Implementation

All Teacher Leaders will support their colleagues in the implementation of research-based practices that are determined to be areas of focus and need by the District and building professional development planning teams.

- Model Teachers will welcome observers in their classrooms as they demonstrate instructional practices. They will facilitate PLC work.
- Mentor Teachers will collaborate with New and Beginning Teachers by discussing, modeling, and observing. They will facilitate these conversations.
- ICs and CLs will work with PLCs to plan for implementation. They will model, observe, reflect, and support teachers in efforts to implement instructional practices with fidelity.

Formative Evaluation

Principals, and Teacher Leaders will review student data on a regular basis to make adjustments in their year-long plans, as needed.

Program Evaluation

Principals, and Teacher Leaders will review building implementation of professional development initiatives. They will include analysis of pertinent student data to evaluate the impact of PD, including needed changes. Building PD evaluations will be compiled and evaluated at the District level to determine District PD needs.

Developing teacher Career Development Plans

Teachers and PLCs will create, develop and work to implement their CDPs with guidance and support from principals and TLs.

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

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

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The HWCS D has a clear vision to measure the impact and effectiveness of the TLC goals. The vision is one of continuous improvement, as detailed in the IPDM, with the center of the model being student learning. Coordination of statewide and local school district goals will be integral to the success of our Teacher Leadership and Compensation (TLC) plan. Tools to measure, monitor, and ensure successful implementation of short and long term goals will also be employed to support the TLC program’s impact and effectiveness. We propose to build the program through a progression of preparation, implementation, reflection, and revision in order to best support the goals of our district. Howard Winneshiek will conduct an ongoing and rigorous program evaluation of its entire TLC Plan.

Determining the Impact and Effectiveness of the TLC Plan

TLC Goal	Short-term Measures of Effectiveness	Long-term Measures of Effectiveness
Improve student achievement by strengthening instruction	Instructional Coaches will observe teachers to gain understanding of individuals’ skills, strategies, approaches, demeanor, and personality in the classroom to analyze and inform implementation.	Each spring the District Leadership Team (DLT) will conduct a needs analysis that considers school/grade level/content area/subgroup performance results.
Promote collaboration by developing and supporting opportunities for teachers to learn from each other.	Instructional Coaches and Curriculum Leaders will analyze data and student work with teachers to identify strengths, isolate areas of need, determine trends, and highlight effective instructional strategies.	The DLT will draft a theory of action for each identified focus area with indicators to be used for monitoring and evaluation purposes for each identified focus area.
Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.	The district will create job descriptions for the proposed new teacher leadership positions (Instructional Coach, Curriculum Leader, Mentor Teacher, Model teacher, and Teacher on Special Assignment) and hire teachers to fill them.	The DLT will survey teachers annually, analyze the results, and share them with district stakeholders.
Retain effective teachers by providing enhanced career opportunities.	The district will create job descriptions for the proposed new teacher leadership positions (Instructional Coach, Curriculum Leader, Mentor Teacher, Model teacher, and Teacher on Special Assignment) and hire teachers to fill them.	The district will track the percentage of teachers leaving the district to pursue other professional challenges, such as teaching elsewhere, pursuing administrative positions, and teaching at the college level to see if there is a decrease.
Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.	Instructional coaches and Curriculum Leaders - in consultation with the DLT- will identify professional development plans, roles, content, and schedules.	The DLT will survey teachers annually, analyze the results, and share them with district stakeholders.

Monitoring, Evaluating, and Adjusting the TLC Plan

HWCSO will utilize the DLT for monitoring and evaluation of the TL program. This team will meet regularly and will be charged with tracking the overall impact of the teacher leadership program, as well as quality of implementation.

For the purpose of measuring short-term impact, the DLT will:

- set and track annual goals aligned to teacher leadership program goals
- set and track mid-year outcomes aligned to teacher leadership system outcomes
- collect and discuss informal feedback from teachers, administrators, and teacher leaders on a monthly basis

For the purpose of tracking quality of implementation and long-term impact, the DLT will:

- develop a matrix to define quality implementation and long-term impact in a way that aligns to goals and outcomes identified in Part Two.
- develop strategies, tools, and resources to monitor and evaluate the maturity and effectiveness of the teacher leadership program that include how the performance of teachers and students changes over time.
- develop and oversee an evaluation process for teacher leadership roles.

The annual review process developed by the DLT will:

- outline a set of standards to be used for evaluation of teacher leadership roles.
- specify timelines and protocols to be used for the evaluation of instructional coaches and other teacher leadership positions.
- include a process for reviewing effectiveness of the evaluation process.

Through this process, the DLT will have the information they need to make recommendations about the future of the teacher leadership program. At the same time, the district will have the information needed to plan and request modifications to the teacher leadership system at HWCSO.

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

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

Systems are sustainable only when the correct supports are in place. We have a comprehensive plan to assure that these are fully developed on day one of this implementation and will be sustained over an extended period. These supports include the following:

- AEA partnership to provide training on coaching skills, data analysis, and professional development
- Feedback data on an individual and group basis
- Policies, including standard hiring and evaluation, to assure fair access to the positions and treatment of the staff who step into these roles
- An organized communication system to assure that everyone involved understands their roles and how the system is progressing. This includes external and internal stakeholders who have knowledge of the program and what will cause it to succeed.

Ultimately, however, success and sustainability of the proposed teacher leadership system hinges on the effectiveness of the process used to select teacher leaders, define their work within the district, and support and protect their efforts. A key factor for success will be matching the right people with the right leadership positions. If we take great teachers out of classrooms for no reason or if we fail to define the right work for our teacher leaders, we risk adding roles without impact. Recognition of these realities is at the heart of this proposal, which has been developed in a way that increases the likelihood that a teacher leadership system at HWCSD will match the right people with the right work in the right way.

Key District Personnel Responsible for Success of the Plan

Position	Roles in ensuring success of the plan
Administrative Team	<ul style="list-style-type: none"> • Communicate program and progress to stakeholders • Facilitate DLT • Monitoring the timeline for internal leadership hires and external replacement teachers • Training for new leadership positions supported through AEA or additional outside sources • Mobilize new leadership team with regular collaborative meetings to support implementation • Plan and facilitate leadership meetings • Facilitate the system of evaluation for each leadership position • Establish clear vision and goals for school improvement efforts • Collaborate with teacher leaders to reflect on formative data and make adjustments and refinements as needed
Teacher Leaders	<ul style="list-style-type: none"> • Develop positive and meaningful relationships with teachers to support improved teaching and learning • Collaborate with administrators to reflect on formative data and make adjustments and refinements as needed
District Leadership Team	<ul style="list-style-type: none"> • Provide oversight for efforts related to curriculum, student achievement, assessment, professional development, and teacher leadership

Teachers

- Collaborate with teacher leaders and administrators to improve teaching and learning in pursuit of district vision and goals.

Assurances

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

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

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

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

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

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

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$715.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$350,526.60
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).	\$7,168.00
Amount used to provide professional development related to the leadership pathways.	\$4,798.76

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.

These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.

\$25,765.56

Totals

\$388,973.92

Grant Allocation

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

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

Certified Enrollment Number 1244.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$388,973.92

Total Allocation \$388,973.92

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$388,973.92

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

Budget Alignment

Using Part 10 application narrative from previous application? No

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

Our vision and theory of action for the HW TL plan: attract new teachers with a competitive salary & a supportive mentoring program, retain teachers by providing enhanced career opportunities, provide opportunities for teachers to collaborate and reflect on best practices, distribute leadership & ownership for student achievement amongst all staff, give highly effective teachers opportunities to grow & share their expertise, reward teachers who engage in leadership roles with appropriate compensation, provide a system that monitors effective implementation of our plan, increase student achievement, achieve a greater realization of our Vision & Mission to discover, develop and expand passions, creativity and strengths and to prepare and empower our students to think creatively, serve, contribute and succeed locally and globally. The leadership positions are coordinated, providing multiple & varied types of supports to meet needs of teachers. Our system design includes multiple meaningful teacher roles that are differentiated both in responsibilities and compensation, supported by PD specific to the needs of our TLs.

INSTRUCTIONAL COACHES will work with individual teachers, PLCs, and/or entire buildings, ICs will: provide PD in a variety of forms including planning & delivering District PD, provide classroom modeling, observations & feedback, provide PLC planning, data review, & instructional response to data, lead curriculum resource adoption & implementation, study research-based classroom strategies, explore instructional methodologies & share findings with colleagues.

Teacher Role(s)	Additional Days	Per Diem	Teaching Assignment	Length of Assignment	Salary Supplement	Total Cost of Position
Instructional Coaches - FT (3)	FT=5 extra days	\$330/day x5=\$1,650 (each) \$4,950 total for extra days + \$820.71 (benefits)= \$5770.71	FT-no teaching assign	1 year	\$7,000 stipend + \$1160.60 benefits= \$24,481.80 each \$65,000 each salary + \$19,977 benefits= \$84,977 each	\$285,183.51

CURRICULUM LEADERS work to support directives of the ICs. They would be embedded in Iowa Core, 21st Century Learning Skills, & the instructional aspect of our core curriculum.

Teacher Role(s)	Additional Days	Per Diem	Teaching Assignment	Length of Assignment	Salary Supplement	Total Cost of Position
Curriculum leaders PT (6)	-----	-----	100% teacher in classroom	1 year	\$3,000 stipend + \$497.40 benefits= \$3497.40 each	\$20,984.40

MENTOR TEACHERS as models of classroom management & instructional strategies, they will support the PD of Beginning Teachers & teachers new to the District. They meet with their mentees, keep a log of meetings & discussion topics, model, observe, & provide feedback to mentees, & help plan & deliver monthly M&I meetings. The number of Mentor Teachers will vary according to the number of new teachers.

MENTEE TEACHERS-The number will vary based on hiring. These leaders will have 2 additional full days before school and 7 release days during the school year. The release days will be used to: collaborate with their Mentors, observe Model Teachers, work with ICs on classroom management, implementation of benchmarking, & instructional responses to data, learn to implement District curriculum, District-endorsed research-based instructional strategies, & assessment.

Teacher Role(s)	Additional Days	Per Diem	Teaching Assignment	Length of Assignment	Salary Supplement	Total Cost of Position
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					\$3,500 stipend + \$580.30 benefits= \$4080.30 each \$8,160.60 for 2	\$11,491.48
Mentor & Induction Teachers (2)	-2 full days -7 release days = \$1792 subs total	\$769.44 for extra days (each) \$1,538.88 total	100% teacher in classroom	1 year	+ \$715 per new teacher (HW beginning salary requirement of \$33,500)	

MODEL TEACHERS- will attend District trainings to learn research-based strategies, which they will practice in their own classrooms with support from ICs. Other teachers use classroom to observe, & reflect on those observations with Model Teacher. Lessons demonstrate the research-based, District-supported instructional & classroom strategies.

Teacher Role(s)	Additional Days	Per Diem	Teaching Assignment	Length of Assignment	Salary Supplement	Total Cost of Position
Model Teachers (6)	-2 full days -3 release days (18 subs; \$128/day) \$2304 total	\$384.72/day x 2= \$769.44 \$4616.64 total	100% teacher in classroom	1 year	\$3,000 stipend + \$497.40 benefits= \$3497.40 each	\$27,905.04
					\$20,984.40 total	

Teachers on Special Assignment (TOSA) will engage in the planning, development, & implementation of curriculum and related PD. The focus areas will be determined by the leadership team. Possible areas of assignment might include: Literacy, Math, Science, Social Studies, CTE, CBE, teacher leaders support). TOSAs work with teacher teams to organize & manage the development, implementation, and assessment of curriculum & provide PD & modeling of curriculum. They will remain current in the literature and research in curriculum as they work with building principals and building teacher leaders in data collection, analysis, and action planning.

Teacher Role(s)	Additional Days	Per Diem	Teaching Assignment	Length of Assignment	Salary Supplement	Total Cost of Position
Teacher on Special Assignment (6) PK-3; 4-8; 9-12	5 additional contract days -4 release days \$3072 total	\$384.72/day x 5= \$1923.60 \$11,541.60	100% teacher in classroom	1 year	\$3,000 stipend+ \$497.40 benefits= \$3497.40	\$35,598.00
					\$20,984.40 total	

Professional Development will be of critical importance to ensure that our Teacher Leaders in all roles develop and enhance their knowledge and skills in the areas of effective instructional practices, Iowa Core expertise, collaborative processes, peer coaching, and leadership. This PD will be provided throughout the year by utilizing the following resources, differentiated by the requirements of each particular role: Keystone AEA PD, Iowa DE PD supports, Collaboration with other TLC districts, particularly those with more experience. The district will absorb the cost for professional development because we feel it essential to support our Teachers Leaders.