



Application

70554 - Teacher Leadership and Compensation (TLC) System

73539 - Hudson CSD Teacher Leadership System: Strengthening Instruction to Improve Student Achievement

Teacher Leadership and Compensation System

Status: Under Review
 Submitted Date: 2014-01-23 02:30:47
 Signature: Anthony D. Voss
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Applicant Information

Project Officer

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

Fax:
 Agency

Organization Information

Organization Name:* Hudson Community School District
 Organization Type:* K-12 Education
 Tax ID:
 DUNS:
 Organization Website:
 Address:

Phone: Iowa 319-988-3233
City State/Province Postal Code/Zip Ext.

Fax:
 Benefactor
 Vendor
 Number

Recipient Information

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

County-District Number* 07-3042
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.

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Abstract/ Executive Summary

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

(1) Planning:

Interested stakeholders were recruited to participate in a collaborative process to design and develop a teacher leadership model for the Hudson Community School District. A series of articles, describing the legislative process engaged in by the Iowa General Assembly, appeared in the local newspaper and blog posts from the superintendent provided the initial information used to solicit community engagement. The same vehicle was used to engage faculty members in the process, but in addition to this, announcements and notices were posted in the weekly faculty bulletin that encouraged participation. Ultimately, a stakeholder group was appointed that included administration (3), teaching faculty (3), and community members (3).

(2) Vision:

Create Effective Learning Environments That Result in Success for All Students.

Goal #1: Development and implementation of a teacher leadership and compensation system that is teacher centered and designed to strengthen instruction in the Hudson Community School District by providing enhanced career opportunities for teachers to assume roles as teacher leaders.

Goal #2: Build strong relationships between resident teachers and mentor/model teachers designed to bolster entry into the profession by implementing a teacher leadership role that works in tandem with those new to the profession.

(3) Connection to District Initiatives:

The Hudson Community School District is currently engaged in a number of initiatives where teacher leadership would prove to be of a huge benefit to our processes of strengthening instruction. Some critical initiatives include Multi-Tiered System of Supports (MTSS), Professional Learning Communities (PLC), Iowa Core Curriculum (ICC), K-6 Math and Literacy Curriculum Implementation and Development, Connected Learning Initiative (1:1 laptops 9-12), and the Pirate Term which is a Competency Based Unit of Instruction for grades 7-12.

(4) Improved Entry:

During the first year, initial teachers will be considered resident teachers. During this residency year, the contract of the new teacher will be extended five days. During two days of this five day extension, resident teachers will have the opportunity to develop deep relationships with their assigned mentor. The residency year will be designed to not only immerse the new teacher in practice, but afford them the opportunity to observe best practice. The resident teacher will be provided a minimum of four additional release time days during the course of the school year.

(5) Description of Roles:

Instructional Coaches: Instructional coaches are Hudson teachers that are no longer assigned to a classroom teaching role, but rather as a support to other teachers. The instructional coach works under the supervision of the administration in the development of curricula, research-based instructional strategies, professional development, and coaching activities. The district anticipates instructional coaches in the areas of literacy, math, and technology integration.

Model Teachers: Model teachers are identified faculty members who are assigned a full-time teaching load and act as a support to other teachers and work collaboratively with instructional coaches. The district anticipates having at least one model teacher per grade level.

Mentor Teachers: This role is designed in a deliberate effort to strengthen entry into the profession and provide additional supports beyond what is currently part of the induction process. The primary responsibility of the mentor teacher will be to offer peer assistance and coaching to new teachers.

(6) Selection:

Requirements: When we consider the requirements of a teacher leader, there are multiple attributes that would be considered that are consistent between all levels of teacher leadership. The candidate should be seen by colleagues as someone of high integrity and who is able to influence those they are called on to lead.

Credentials: The teacher leader candidate must have been a credentialed teacher for the Hudson Community School District in good standing for the 2013-2014 school year. Candidates under consideration will not have been the subject of disciplinary action for at least two years prior to being considered. Teacher leader candidates should have a strong background in a content area.

Professional Learning: Priority will be given to candidates with a strong track record of participating in and engaging in professional learning, and then infusing that newfound knowledge into practice.

(7) Strengthening PD:

Professional Development: Our belief is that for professional development to be effective it must be useful and embedded in practice. Too often there is no connection between theory and practice. It is no mistake that this process is meant to encapsulate the Iowa Professional Development Model.

(8) Monitoring and Impact

We must be clear that the formal evaluation and supervision of the teacher leaders falls under the purview of the licensed evaluator. In our district that role has been delegated to the building principals. Further, an understanding that the purpose of monitoring is in fact to increase the impact the initiative is having on teacher effectiveness, and ultimately student achievement. Therefore, we begin from the juxtaposition that we identify who is helping who, and how? We believe then that our model should be built on a framework that ensures interdependent accountability overseen by the Building Leadership Committee.

(9) Capacity and Sustainability

Our capacity to sustain the Teacher Leadership and Compensation initiative will derive from the ability to identify, coach, and nurture potential leaders. Our plan calls for the identification of 20 teachers to assume leadership positions. We do this for a couple of reasons. First, we are unsure as to how many teachers will actually elect to become teacher leaders. By starting out with a few teacher leaders, by completing the feedback loop and having success, we believe this will build the capacity for more teachers to become leaders.

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

TLC Model Number Model 3 – Comparable Plan

Narrative

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

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

Planning Grant Time: Interested stakeholders were recruited to participate in a collaborative process to design and develop a teacher leadership model for the Hudson Community School District. A series of articles, describing the legislative process engaged in by the Iowa General Assembly, appeared in the local newspaper and blog posts from the superintendent provided the initial information used to solicit community engagement. The same vehicle was used to engage faculty members in the process, but in addition to this, announcements and notices were posted in the weekly faculty bulletin that encouraged participation. Ultimately, a stakeholder group was appointed that included administration (3), teaching faculty (3), and community members (3).

The faculty members recruited each represented a specific grade level span, one member representing grades K-4; another member representing grades 5-8; and the final faculty member representing grades 9-12. Two of the parents involved in the planning committee represent students in elementary school, one parent has students in both middle and high school, while the final member of this group of stakeholders is represented by a community member with grown children. The administration engaged in this process include the K-6 principal; 7-12 principal; and superintendent of schools. The planning committee is a diverse group of stakeholders representing a cross section of the Hudson Community School District. The Hudson Board of Directors receives regular briefs both formally and informally.

Because the bulk of planning for this initiative was done during the course of the regular work day, a portion of the planning grant funds were used to cover costs associated with substitute teachers, and as compensation for community members who were required to take time away from their jobs to work on this project. By using the funds this way we were able to engage a highly qualified and diverse group of individuals to put time and effort into the development of the plan. In addition, planning grant funding was used to fund and pay for travel to SAI's: Three C's for Teacher Leadership: Culture, Collaboration, and Cultivation, and the SAI's "The Principals Role in Supporting Teacher Leadership".

Date	Focus	Participants	Expenditures
October 24 All Day	SAI: Three C's for Teacher Leadership: Culture, Collaboration, Cultivation	Administrators	Registration Cost: \$285 Transportation cost: \$105
October 25 12:00-3:00	Sections 1,2	Planning Committee	Sub Cost: \$156.21 Committee Cost: \$150 Meal: \$41
November 22 11:00-3:30	Sections 3,4,5	Planning Committee	Sub Cost: \$312.42 Committee Cost: \$225 Meal: \$41
December 5 11:00-3:30	Sections 6,7,8	Planning Committee	Sub Cost: \$312.42 Committee Cost: \$225 Meal: \$54
December 10 All Day	The Principals Role in Supporting Teacher Leadership	Administrators	Registration Cost: \$190 Transportation Cost: \$105

December 16 8:00-11:30	Sections 9,10	Planning Committee	Sub Cost: \$156.21 Committee Cost: \$150 Meal: \$120
January 6th 10:30-12:00	Visit with Waterloo Instructional Coaches	Planning Committee	Transportation Cost: \$0 Cancelled due to weather
January 10 11:00-3:30	Final Draft Editing	Planning Committee	Sub Cost: \$312.42 Committee Cost: \$225 Meal Cost: \$41
January 20 6:30-7:00	Presentation to the Board	Planning Committee	Committee Cost: \$75
January 23 11:00-3:30	Final Draft Editing if needed Cancelled-Board Approved Plan	Planning Committee	Sub Cost: \$0 Committee Cost: \$0 Meal Cost: \$0

Under this estimated budget scenario and planning schedule, we are left with approximately \$4,285.64 in unreserved grant allocation. The balance of this grant will be used for implementation activities once we receive approval of our plan. For example, the site visit to Waterloo for a discussion with Instructional Coaches was cancelled due to adverse weather. Upon receipt of funding, our intention will be to complete that site visit along with other implementation and planning activities.

Engagement and Contribution of Stakeholders: As evidenced by the schedule outlined above, we have developed a very aggressive timeline. Furthermore, because of the small, intimate size of our planning group, it was necessary to ensure that all members of the group were willing and able to engage in this work and that our time together was well spent. Planning and meeting time as a committee was spent in discussion, brainstorming, and discussing competing philosophies surrounding the implementation of this initiative in the Hudson Community School District. Actual plan writing and other technical aspects were handled outside the confines of the meeting. A collaborative virtual workspace was established using Google as a platform whereas committee members were encouraged to work on the writing process as a collaborative group.

Effort was made during meeting time to ensure that each voice was heard and that opinions were shared from differing perspectives and points of view. For example, at times the diversity of the group permitted viewing the concept of teacher leadership through competing paradigms. This type of discourse provided the opportunity for rich contextual and philosophical discussions resulting in the development of a plan that is unique to Hudson and based on the guiding principles that are paramount to the overall vision of teaching and learning in our District.

Commitment From Stakeholders: Finally, and from a practical standpoint, group norms were employed. It was agreed early on that all members needed to be in attendance for the meeting. When preparing the meeting schedule, it was important to ensure that all members were accommodated so that attendance wasn't an issue. While working as a planning committee, a model of consensus was employed where all stakeholders were encouraged to contribute. Agreement was reached on all points before moving on. The planning committee is committed to a multi-faceted process that includes teachers who are parents, parents who are educators from adjacent districts, and community members who are invested in the future of the school district and want to see the very best for our community.

Narrative

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

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

Vision: Create Effective Learning Environments That Result in Success for All Students.

The systematic philosophical approach to instruction in the Hudson Community School District derives from the statement that 'We Create Effective Learning Environments That Result in Success for All Students'. Undoubtedly this requires attention to individual learning styles and a focus on professional development that utilizes research based instructional strategies designed to meet the needs of a diverse population of learners.

A concerted effort has been underway for two years in which the District has implemented Dufour's PLC Model. Through the identification of essential learning outcomes we are able to articulate a guaranteed and viable curriculum for our student learners. This is further strengthened with the administration of common formative assessments, and an analysis of this data provides teachers with valuable information enabling them to remediate and enrich where appropriate.

Each week, teachers have the opportunity to collaborate with their colleagues. However, it has become apparent that additional supports are necessary. Empirical data collected from the faculty yields such comments as, "What is the next step after remediation when MTSS fails?" Throughout the infusion of the PLC and our work with curriculum, it is obvious that the assistance and support needed can be found within our own ranks through the implementation of a robust teacher leadership model as provided in House File 215.

The teacher leadership model proposed by the Hudson Community School District is based on a plan to create additional support for our teachers and is in effect teacher centered. Our vision then, is to implement a plan that strengthens instruction; particularly in the content areas of math, reading, and 21st Century Skills. This will be done by identifying and training teachers to take on the leadership roles of instructional coach, model teacher, and mentor teacher. These leadership roles will flow from a natural evolution of the aforementioned district wide initiatives.

Goal #1: Development and implementation of a teacher leadership and compensation system that is teacher centered and designed to strengthen instruction in the Hudson Community School District by providing enhanced career opportunities for teachers to assume roles as instructional coaches and curriculum and professional development leaders.

During the 2012-2013 school year, the faculty focused their efforts on mathematics which resulted in the implementation of a new curriculum in the 2013-2014 school year. Our implementation and rollout has thus far uncovered a need for additional supports in order to ensure the curriculum is implemented with rigor and fidelity. A teacher leadership model that includes instructional coaches, model teachers, and mentor teachers would provide those supports and fill that gap. During the 2013-2014 school year, the faculty has engaged the same process in the area of reading with an implementation target for the 2014-2015 school year. In addition to implementation, the model would support further diagnostic use of data and selection of appropriate strategies to further support student learning according to the Iowa Core. Insofar as this work [in both content areas] has proven a valuable and worthwhile experience resulting in a stronger and vertically aligned curricular framework, attention has been paid to ensure proper scaffolding with the Core. However, using the lens of the math implementation, it stands to reason that additional resources and supports will be critical for a successful implementation in the area of reading and technology.

The district is committed to supporting the digital needs of all staff, including, but not limited to curriculum resources. Additionally, the District has launched a 1-to-1 connected learning initiative in grades 9-12. This faculty has been engaged in a comprehensive professional development program designed to prepare them for a world outside the confines of the bricks and mortar of our school buildings to enhance the knowledge of teachers and students. The infusion of 21st Century Skills will undoubtedly create an additional layer of complexity to our program of study.

Goal #2: Build strong relationships between resident teachers and mentor/model teachers designed to bolster entry into the profession by implementing a teacher leadership role that works in tandem with those new to the profession. At the same time, providing a laboratory environment district wide whereas new teaching strategies can be field tested prior to full implementation.

While Hudson enjoys a very low attrition rate, we recognize the necessity of ensuring that our instructors new to the profession will require additional supports. This is where the role of mentor teachers will be paramount. Working in tandem with model teachers, our initial licensees will be afforded the opportunity to observe, be observed, and be coached by those teacher leaders. A recognition that the new teacher to the district will need training specific to the processes and initiatives that Hudson ascribes to will be important. Those skills are currently not part of most teacher preparation programs and can only be learned on the job.

Finally, when considering our student achievement data, we must consider early comments regarding the fact that Hudson does serve a very diverse population of student learners and that an achievement gap exists among subgroups (proficiency levels below). Teacher leaders will enable us to target instructional strategies designed to meet the needs of a diverse group of learners with a goal of closing that achievement gap.

Disaggregated Proficiency Levels-Iowa Assessments 2013

	FRL	Non FRL	IEP	NON IEP
Math	61.34%	86.65%	28.33%	87.65%
Reading	56.30%	81.97%	20.00%	83.33%
Science	68.91%	91.57%	58.33%	90.12%

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

The Hudson Community School District is currently engaged in a number of initiatives where teacher leadership would prove to be of a huge benefit to our processes of strengthening instruction. Some critical initiatives include Multi-Tiered System of Supports (MTSS), Professional Learning Communities (PLC), Iowa Core Curriculum (ICC), K-6 Math and Literacy Curriculum Implementation and Development, Connected Learning Initiative (1:1 laptops 9-12), and the Pirate Term which is a Competency Based Unit of Instruction for grades 7-12. In the paragraphs that follow, we will spend some time demonstrating the connection between these initiatives and our teacher leadership plan. Ultimately we believe the implementation of a teacher leadership plan will result in more job embedded professional development where strategies can rapidly be moved and applied from theory to practice.

Our implementation will consist of a teacher leadership model that is collaborative in nature with instructional coaches working first with model teachers to develop and employ research based strategies into practice. Then working in tandem with the instructional coaches, our model teachers will be equipped to model and take these strategies to scale with their colleagues. This will be done either through co-teaching, model teaching, or observation of strategies. In addition, coaches will be available to coach teachers during the implementation of the new strategy.

Multi-Tiered System of Supports (MTSS): Our elementary principal had the fortitude to organize a cohort of teachers to participate in professional development related to the implementation of MTSS in our district. The professional development serves as a launching point for our district. Going forward we see an opportunity for our coaches to engage with teachers on MTSS in answering important questions such as "We have done MTSS, and this is our result. What do we do now (if for example the student still hasn't mastered the content)?" We envision our instructional coaches researching and modeling instructional strategies that can be used during MTSS to improve instruction for those pupils. Additionally, coaches will help by co-teaching with regular classroom teachers new MTSS strategies, providing coverage for teachers to view model teachers utilizing the new strategies, or as a strategy consultant.

Professional Learning Communities (PLC): The District has implemented the DuFour Model of PLC, encompassing the identification of essential learning outcomes, use of common formative assessments, and targeted instruction for those who have mastered the essential learning outcomes and those who need additional intervention. We believe each PLC group would benefit from having a model teacher assigned to lead the analysis of formative student achievement data and act as a consultant to colleagues in the modeling of instructional strategies. In this regard we see the instructional coach working in close collaboration with the model teachers to formulate and implement specific research based strategies.

Iowa Core Curriculum Implementation (ICC): Work on implementation of the Iowa Core continues in earnest at the Hudson Community School District. We believe a collaborative approach is the best way in which to engage in this work. The district is currently in year one of a math adoption. This research-based methodology is a new paradigm for many of our faculty. Additional supports are necessary and will continue to be necessary in future years. It makes sense to utilize the built in structures of our PLC and the instructional coach working in tandem with the model teachers during this adoption. In addition, the district has plans to launch a new literacy component during the 2014-2015 school year. This will lead to a new methodology where the use of a literacy coach will be a tremendous benefit to the staff members. Many of the new methodologies have technology based components and require a proficient knowledge of those skills. This is where we believe the district will first begin to see and reap the benefits of a technology instructional coach. Again, working in tandem with the model teachers, the coach can model strategies designed to integrate technology into instruction.

The implementation of the Iowa Core Curriculum should not be limited to the work related to the adoption and alignment of content specific standards, but rather a specific approach to instruction that encompasses the characteristics of effective instruction. Our model will lend itself to a way in which our model teachers and instructional coaches are able to effectively embed these START characteristics into practice through modeling and co-teaching.

Connected Learning Initiative (1:1 Project): Hudson schools is implementing a one to one computer initiative in grades 9-12 during the spring of 2014. While the district currently employs an information technology coordinator, a need for a technology integration coach has been identified. As with the case with other instructional coaches, our connection would include the integrationist working closely with model teachers and career teacher alike to infuse strategies into instruction. We are cognizant of the fact that a connected learning initiative entails more than merely placing devices in the hands of our students and teachers and expecting rigorous learning to occur. Furthermore we are well aware that our faculty are approaching this paradigm through differing perspectives. A technology integrationist coupled with model teachers developing and co-teaching strategies utilizing the Iowa Professional Development Model will ensure a successful learning environment for our learners.

Pirate Term: Finally, our district has begun work in the realm of competency-based instruction with the incorporation of a 'Pirate Term' held at the end of the school year. Model teachers specializing in competency-based instruction will be able to act as a clearinghouse of ideas for instruction where our faculty will be able to go for help in co-teaching and model instruction.

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

Current Mentoring and Induction Program: The Hudson Community School District is fortunate to have a very low attrition rate. During a typical year, the District can expect to have one or two initial teachers participating in the mentoring and induction program. Our current model utilizes mentor teachers that are selected by the building principal and are typically teachers who either teach at the same grade level or teach in the same content area. The approach is through a collaborative relationship with the Area Education Agency where the mentor and mentee participate in a series of classes over two years that include research-based strategies for best

practice, learning through reflective practice, professional conversations about teaching, parental involvement, learning styles of students, time management, ethics, classroom management, differentiated instruction, and analyzing student achievement data. We have, however, identified a gap in the current mentoring program. Currently, we have an insufficient number of trained mentors and these mentors attend training alongside their assigned mentee. We propose to select several faculty to undergo AEA 267 mentor training in advance of hiring new teachers, so that there is a pool of qualified mentors to select from.

Additionally, all of our new teachers have a contract that is one day longer than the rest of the teaching faculty. This extra day is used at the beginning of the school year and has primarily been an orientation meeting where the building principal uses it to discuss procedures and provide ancillary information to the new hires. The extra day has been used as an informal meeting and could be strengthened. While our process is informal and we have a low turnover rate, we do propose improvements in the process.

Residency Year: During the first year, initial teachers will be considered resident teachers. During this residency year, the contract of the new teacher will be extended five days. During two days of this five day extension, resident teachers will have the opportunity to develop deep relationships with their assigned mentor. The residency year will be designed to not only immerse the new teacher in practice, but afford them the opportunity to observe best practice. The resident teacher will be provided a minimum of four additional release time days during the course of the school year. The purpose of these days will be to collaborate and learn from their mentor teacher through a blend of observation, co-teaching, and modeling. In addition, the resident teacher will have access to other model teachers and instructional coaches during their release time.

Improved Mentoring and Induction Program: The district will help develop the capacity and confidence of new teachers by enriching the new teacher's knowledge about teaching and learning. The mentor teachers will help minimize the transition to the Hudson School District, help prevent isolation, provide the new teachers with tools for reflective practice in non-judgmental ways. Fresh knowledge from incoming teachers should be accepted and mined!

These duties must be carried out by someone who is approachable, encouraging and an effective communicator with all stakeholders. Therefore, a deliberate process should be established to ensure that those serving in mentor teacher roles is deliberate. It is important that the mentor help the new teacher take risks, create a balance between their professional and personal life, maintain confidentiality, and have an open-door policy that welcomes observations.

Current practice has had the district essentially contracting the work of developing the mentor/mentee relationship to the Area Education System. The district then assigns the mentors after the start of the school year--largely by default due to the few number of mentor teachers. Under our improved system, we propose a deliberate approach of assigning and selecting the mentor in advance of the school year and adding an additional two days to the contract of the mentor teacher, and an additional five days to the contract of the resident teacher.

Further, we propose to utilize this funding to strengthen the induction process by not only including work with the building and district administrators on routine matters of business, but providing opportunities to engage with their mentor on the following:

- Current district initiatives including PLC work, connected learning (1 to 1), MTSS.
- Curriculum, instruction, and assessment processes in the district.
- Development of common formative assessments.
- Critical teaching and learning policies specific to the Hudson Community School District.

We propose a blended workshop format where mentor teachers and resident teachers have an opportunity to work and learn together in the preparation of the teacher for their new career. As a culmination, a recommended work product may include a plan and timeline of when the new teacher attains the appropriate professional development as it relates to current district wide initiatives.

We further propose scheduled release time during the school year where mentors and resident teachers are encouraged to collaborate together. This additional release time is proposed in addition to continued participation in the collaborative relationship with the Area Education Agency.

University Connection: Our district has also been invited to participate in the University of Northern Iowa's grant application to participate in the year long student teaching pilot. We see this as a unique opportunity to further expand and improve our ability to attract and retain teachers to the profession. By partnering with the University of Northern Iowa, it will give the District access to additional training for those selected as mentor teachers in the pilot program.

Narrative

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

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

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

The district proposes a unique teacher leadership model that meets the needs of the faculty at the Hudson Community School District. Three specific leadership roles have been identified, the teacher instructional coach, model teacher and mentor teacher. For the purposes of the Hudson Community School District, instructional coaches serve as the anchor in this model.

Instructional Coaches: Instructional coaches are Hudson teachers that are no longer assigned to a classroom teaching role, but rather as a support to other teachers. In addition to an extended contract of 10 days, the instructional coach works under the supervision of the administration in the development of curricula, research-based instructional strategies, professional development, and coaching activities. The district anticipates instructional coaches in the areas of literacy, math, and technology integration. They will have a strong collaborative relationship with Model Teachers, whereas the model teaching classrooms can be viewed as laboratory settings to test strategies through co-teaching and support. Instructional coaches will also have the opportunity to serve as peer coaches for career and resident teachers in the implementation of specific research based teaching strategies. Other responsibilities may include the following but are not limited to:

- Member of the Building Leadership Committee
- Research and provide content knowledge, teaching strategies, and other resources to staff about teaching and learning. (Teacher Leader Model Standards 1b, 2, 7a)
- Collaborate with teaching faculty on assessment techniques (specifically the development and implementation of common formative assessments) and assist in the interpretation of the assessment data results. (Teacher Leader Model Standards 1a, 5a)
- Dialogue both formally and informally with faculty through coaching sessions. (Teacher Leader Model Standards 1c, 4b)
- Demonstrate lessons to faculty using research-based instructional strategies. (Teacher Leader Model Standard 1b)
- Research and prepare materials used for professional development in the district; coordinate the adoption of curriculum resources, offer fresh, creative solutions in difficult situations. (Teacher Leader Model Standards 1d, 1e, 5b, c)
- Coordinate and facilitate instructional material pilots and implementation for the district.
- Integrate technology and analysis of data in an effort to advance teachers' learning and practice. (Teacher Leader Model Standards 1a, 2)
- Uses information about adult learning to respond to the needs of all colleagues. (Teacher Leader Model Standard 3b)
- Plan and coordinate school-based professional development opportunities linked to individual professional development plans, job competencies, and provide one to one professional development based on staff needs. (Teacher Leader Model Standards 1b, 3f)
- Possess good observational and analytical skills with an ability to offer fresh, creative solutions in difficult situations. (Teacher Leader Model Standards 1d, 1e, 5b, c)

Model Teachers: Model teachers are identified faculty members who are assigned a full-time teaching load and act as a support to other teachers and work collaboratively with instructional coaches. In addition to an extended contract of 5 days, the model teachers work under the direct supervision of the building principal and work collaboratively with instructional coaches in the area of implementing research-based instructional strategies, professional development, and peer coaching career and resident teachers. The district anticipates having at least one model teacher per grade level, and that the roles of model teachers be differentiated based upon expertise in literacy, math, or technology. They will operate under a strong version of collaboration with instructional coaches and will test out new teaching strategies in their classrooms with the assistance of instructional coaches. Model teachers will have the opportunity to provide examples of exemplary practice through modeling, co-teaching, and collaborating with career and resident teachers in the implementation of scientifically researched instructional strategies. Other responsibilities may include but are not limited to:

- Member of the Building Leadership Committee
- An ability to provide instruction that reflects multiple perspectives and multicultural education.
- Present an inviting atmosphere as model classroom that welcomes observations.
- Be open to modeling innovative teaching methodologies by incorporating techniques such as team teaching and demonstration lessons.
- Serve as a laboratory classroom for coaches' strategies.
- Provide student achievement and assessment data to evaluate strategy effectiveness.
- Collaborate with colleagues to construct exemplary lessons.

Mentor Teachers: Mentor teachers are currently employed by the district as part of the district's current leadership structure and have served in a capacity reserved for those teachers new to the profession. This role is further expanded in this section in a deliberate effort to strengthen entry into the profession and provide additional supports beyond what is currently part of the induction process. It is worth noting that the District currently enjoys a very low attrition rate and does not have new teachers to the profession every year. However, in planning for a teacher leadership initiative we recognize the value of considering our current structure and ways in which it can be improved. The District anticipates only utilizing this role on an as needed basis for resident teachers (within two years of their service) or teachers that are new to the district. In addition to an extended contract of two days, the mentor teachers work under the direct supervision of the building principal and work collaboratively with model teachers and instructional coaches in the area of providing supports to new teachers. The primary responsibility of the mentor teacher will be to offer peer assistance and coaching to new teachers. Mentor teachers will have the opportunity to serve as a resource to the new teacher in an effort to build their professional network within and outside of the district. Other responsibilities may include but are not limited to:

- Member of the Building Leadership Committee
- Participate in pre-service induction at Hudson Community School District.
- Present a warm and inviting atmosphere that welcomes observations from resident teachers.
- Collaborate with colleagues (instructional coaches and other model teachers)
- Construct exemplary lessons for the benefit of resident teachers.
- Participate in peer coaching and peer observation for resident and new teachers.

The Building Leadership Committee will weave these three roles together through a collaborative process. Instructional coaches will support the entire faculty with a close relationship with model teachers. Model teachers support the entire faculty and work closely with the mentor teachers. Mentor teachers, in turn, support the resident teachers. As a result of these relationships, the district will be positioned to embed coherent professional development into practice. This will create strengthened instruction, as well as, an alignment with the Iowa Professional Development model resulting in increased student achievement.

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

a)Measures of effectiveness

b)Professional growth

A common concern that emerged during the selection process centered on an inquiry as to whether or not we would have enough teachers express an interest in teacher leadership. Although teacher leaders will accept additional compensation for assuming these roles, it does not come without risk and at the same time more responsibility and accountability. We understand that the mere offer of additional compensation for teachers as an intrinsic motivator is indeed a fallacy. So the question then became, do we first lower our standards to attract a larger group of interested teachers? And second, do we reduce the load of responsibilities for those who assume the mantle of leadership. The answer to both questions is a resounding no. With that as our backdrop, we propose a rigorous process for selection that challenges our educators while at the same time elevating the stature of the field.

Requirements: When we consider the requirements of a teacher leader, there are multiple attributes that would be considered that are consistent between all levels of teacher leadership. The candidate should be seen by colleagues as someone of high integrity and who is able to influence those they are called on to lead. A teacher leader is self motivated and is aware of their limitations and understand their strengths. At the same time, they are a proven life-long learner able to confidently take risks in an effort to expand their own skill set. Our teacher leaders will also be disciplined and understand the professional relationship between multiple stakeholders. In addition, the teacher leader must understand the system as a whole and be prepared to bring innovative ideas and strategies to scale in the district. As a demonstrated and effective communicator, the teacher leader will have the ability to identify and solve problems while being an effective coach, while at the same time be coached and accept constructive feedback from supervisors. Finally, it is imperative that our teacher leaders have the ability and comfort level to be able to have critical conversations with those they are coaching.

Credentials: The teacher leader candidate must have been a credentialed teacher for the Hudson Community School District in good standing for the 2013-2014 school year. Candidates under consideration will not have been the subject of disciplinary action for at least two years prior to being considered. Teacher leader candidates should have a strong background in a content area. Endorsements for reading or math are preferred for those interested in being instructional coaches for reading or math. Candidates for technology teacher leaders should have proven experience integrating technology into instruction, and those candidates with specialized technology certifications working in a connected learning environment will be given priority. Those educators aspiring to be a model or mentor teacher will have strong pedagogy skills.

Professional Learning: Priority will be given to candidates with a strong track record of participating in and engaging in professional learning, and then infusing that newfound knowledge into practice. Those candidates most likely to be considered for positions of teacher leadership include those on the forefront of the District's work on the PLC initiative. They will have or have agreed to attend the PLC institute. Our teacher leaders will have already demonstrated leadership through the implementation of the PLC; attended, engaged, and led staff development in preparation for the District's connected learning initiative; or participated in professional development that will be utilized as the district engages in the new MTSS (Multi Tiered System of Supports). Our teacher leaders will also have been instrumental in professional development and research into new curriculum material prior to and during implementation.

Furthermore, we recognize that those teachers identified and selected as teacher leaders will need additional professional development to prepare them for their new role. Indeed, there is an understanding that the role of leadership differs from the role of classroom teachers. Our plan will be unsuccessful if we merely identify and select teacher leaders and then assign them without any plan of leadership training.

Application Process: Upon notification of our successful application, interested teachers will be invited to apply for leadership positions. This process will require interested candidates to submit a letter of application outlining and addressing their qualifications. In addition, candidates will be invited to submit an updated resume that includes a detailed description of current professional development activities and their alignment to successful implementation in the Hudson Community School District.

Because of the size of our school district, there is general agreement that the selection committee will interview all qualified applicants. There continues to be hesitation that there will be a greater number of leadership positions available than there are qualified candidates. The selection committee will ensure that quality will not be sacrificed in an effort to ensure that all positions are filled. In the event that qualified candidates are not available, an effort will be made to build internal capacity and nurture future leaders by providing leadership training (see section nine).

The interview and screening of candidates will follow a standard interview protocol. In addition to a traditional question and answer format, candidates will be asked to demonstrate their competencies through a presentation of the leadership capabilities.

Selection Committee: The Board of Directors will appoint the selection committee comprised of equal parts teacher and administrator. The committee will operate under a model of consensus. Once the committee has interviewed and vetted all candidates, the names of those selected will be forwarded to the Superintendent of Schools. The superintendent will forward those candidates on to the board for appointment.

Narrative

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

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

b)Description of how the district's 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.

Professional Development: Our belief is that for professional development to be effective it must be useful and embedded in practice. Too often there is no connection between theory and practice. We believe that part of the role of our instructional coach will be to develop meaningful professional development that utilizes research-based instructional practices. Further, our plan then would be to utilize our model teachers and classrooms as laboratories where strategies can be tested and modified to meet the needs of our instructional model. By using this type of delivery system, model teachers can then deliver that new strategy as a learning component of our professional development plan. Our instructional coaches will be well positioned to provide the theory, and with the help of the model teachers demonstrate the strategy to colleagues. Following this demonstration, career teachers would be afforded the opportunity to take this strategy to scale in practice. To ensure the strategy is implemented with fidelity (furthering our fostering of a guaranteed and viable curriculum), coaches would be able to guide those teachers through the implementation. It is no mistake that this process is meant to encapsulate the Iowa Professional Development Model.

Multi-Tiered System of Supports (MTSS): By its very nature, the process by which we deliver instruction should be data driven, and should consider formative, summative, and standardized achievement data. Formative data first and foremost permits instructors to determine the effectiveness of the instruction and curriculum. In instances where student success isn't achieved for at least 80% of the students, it would be indicative of a problem with instruction. Instructional coaches working in tandem with model teachers would be able to analyze and provide additional strategies that ensure uniformity. These procedures will help the district ensure that a guaranteed and viable curriculum is executed with reliability.

If the curriculum is working for 80% of the students, then how do we address the 20% of students that it is not working for? This becomes the next question that merits a response from our teacher leaders. In some instances, the instructional coach or model teacher could be providing the treatment option for those groups of students. That treatment option could come in the form of a new strategy that is demonstrated in a small group setting, and then replicated to scale in teachers' classrooms. By coaching our teachers on these new strategies it is embedding the professional development into practice.

Iowa Professional Development Model (IPDM): Our plan for implementing teacher leadership into the Hudson Community School District clearly has a very strong tie to the IPDM. The process begins through an analysis of multiple data points and through the evaluation of said data, professional development is designed and implemented. While the collection and analysis of the data is completed by the classroom teacher, the instructional coaches no doubt accompany instructors on this journey of discovery.

The data will trigger a response. This is where the work of the instructional coaches becomes important. Our instructional coaches will be able to research and test strategies to address the stories that are being told by our data. By working with model teachers, these strategies can be further vetted and tested out in classrooms. Those strategies with the most promise will be brought to scale throughout the district. Model teachers along with instructional coaches can demonstrate those strategies through a variety of mediums and provide coaching during the scale up process. Our professional development then becomes more job-embedded into practice and has a much more likelihood of success. The commitment by the faculty will strengthen the overall goal of providing a guaranteed and viable curriculum for all learners. Each model teacher and instructional coach will be involved in scaling-up the strategies district-wide.

During the scale-up process of the new strategies, instructional coaches and model teachers alike will be able to monitor and evaluate the effectiveness of the strategies through peer coaching and observation. Strategies that are successful will become a routine component of practice. Then the cycle begins anew with the evaluation of new data and the identification of a new problem of practice.

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

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

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

The district chooses to employ a goal oriented approach to evaluate the monitoring and impact of the teacher leadership and compensation model. In addition, we recognize that the monitoring and impact of the program will evolve as the program continues to evolve. By ensuring the process remains organic, we will be better positioned to meet the needs of all our teaching staff.

First, we must be clear that the formal evaluation and supervision of the teacher leaders falls under the purview of the licensed evaluator. In our district that role has been delegated to the building principals. Further, an understanding that the purpose of monitoring is in fact to increase the impact the initiative is having on teacher effectiveness, and ultimately student achievement. Therefore, we begin from the juxtaposition that we identify who is helping who, and how? We believe then that our model should be built on a framework that ensures interdependent accountability overseen by the Building Leadership Committee. A goal in which all parties are equally responsible and vested will no doubt nurture a collaborative environment.

Why is this? Many teachers are eager to provide positive feedback to their peers, but reluctant to identify areas of struggle. By creating a system of interdependent accountability, we believe we can improve on a climate of trust, respect, and continuous improvement. By providing honest feedback in relationship to interdependent goals, we will be able to have honest and candid conversations about what is going well in *instruction* and what is not.

This is further bolstered by making a strong claim again that the evaluation of the program remains the responsibility of the building administrator. The monitoring and impact of the program is designed to provide formative feedback.

When considering how we are going to measure and monitor the impact that teacher leaders have on instruction, we choose to employ the Teacher Leader Model Standards as our framework. These standards are sponsored by the American Federation of Teachers, the National Education Association, and the Center for Teaching Quality. The commission has identified seven standards with criteria and exemplars. For the purposes of our program, we elect to utilize the following six standards: Fostering a Collaborative Culture to Support Educator Development and Student Learning; Accessing and using Research to Improve Practice and Student Learning; Promoting Professional Learning for Continuous Improvement; Facilitating Improvements in Instruction and Student Learning; Promoting the Use of Assessments and Data for School and District Improvement; and Advocating for Student Learning and the Profession.

By utilizing a formative process, we envision an environment wherein teacher leaders will develop goal statements in collaboration with their building principal and other teachers that they will be working with. Through a process of conferencing with all interested stakeholders, where the teacher leaders provide a body of evidence, aligned to the Teacher Leader Standards, that effort is being made to meet all standards. The teacher leader along with the building principal and teaching staff will be empowered to make changes and adjustments that ensure continuous improvement of all vested parties. In order to yield fruitful results, it will be imperative that the formative feedback loop is timely, goal oriented, and based on the collected data. It is difficult to ascertain as to the frequency of the conferencing and feedback at this time, but at the outset it is not unrealistic to believe the feedback will occur daily and weekly. Undoubtedly as the program continues to develop maturity the frequency of the feedback may diminish somewhat. However, continual feedback on goals as they relate to the standards will continue to be a primary vehicle in which we monitor the effectiveness of our program. It is for this reason that great lengths have been made to ensure that our description of teacher leadership roles (described in section 5) are aligned to these standards.

We now turn to the question of underperforming teacher leaders. We believe that by identifying areas of concern early on, we may be able to remediate those concerns and still provide a valuable experience for both the teacher leader and those they are collaborating with. However, in the event the teacher doesn't perform or respond well to feedback, we will work to provide additional support for the teacher while simultaneously enter into a more formal process as outlined by the teacher evaluation process for teachers in need of assistance. In our district those teachers in need of assistance are referred to as Tier III teachers, either in the awareness or assistance phase of the plan.

Finally, we consider the long term role of our teacher leaders and their ability to serve in the role over time. Teacher Leaders will be considered one year assignments, but eligible for renewal annually. If the teacher leader was successful in achieving the goals that were outlined at the beginning of the assignment or is making adequate progress on those goals as determined mutually through the formative collaborative feedback loop, the teacher leader will be eligible for renewing their assignment. If however, it is determined through the collaborative formative process that progress was not adequate or that the teacher simply does not wish to continue in the leadership role, they will be reinstated to the role of teacher. It is desirable that this occur prior to April 20th annually in the event additional staffing changes need to be considered.

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

Our capacity to sustain the Teacher Leadership and Compensation initiative will derive from the ability to identify, coach, and nurture potential leaders. While the legislation contained in House File 215 sets a 25% minimum target for teacher leaders, we propose to exceed that benchmark. In

the Hudson Community School District, to meet the mandated benchmark, we would need to identify 13.75 teachers to assume leadership positions. Our plan calls for the identification of 20 teachers to assume leadership positions. We do this for a couple of reasons. First, we are unsure as to how many teachers will actually elect to become teacher leaders. In the event that not enough teachers express interest initially, we will need to ensure that we have enough to successfully launch the program. By starting out with a few teacher leaders, by completing the feedback loop and having success, we believe this will build the capacity for more teachers to become leaders.

Second, by identifying such a large number of teacher leaders we are able to distribute the leaders evenly throughout the school district. In addition, the volume of identified leaders across the district will be able to serve as an internal network of support for one another, bolstering their ability to serve those they work with collaboratively. By sharing the leadership in this fashion, it improves the district's ability to sustain the initiative over time. Indeed, we are asking our teachers to take a risk by becoming leaders. While sharing that leadership with multiple individuals, we are not only minimizing that risk but providing opportunities to learn from one another.

Support for and engagement in the teacher leadership program should be supported from all those serving in leadership capacities in the district. This starts with the Board of Directors who have been engaged in the development of the program from the very beginning while receiving regular updates from the superintendent of schools and building administrators.

Building Leadership Committee: The building leadership committee will be comprised of the instructional coaches working in tandem and collaboration with building administrators. The primary function of this committee is to ensure that strategies and treatments are being implemented with fidelity across the school district. They will also be tasked with the planning and delivery of professional development. This professional development may be embedded into practice or as part of an overall staff wide professional learning opportunity. It will be the responsibility of the building principal to guide the instructional coaches in their work and collaboratively identify areas of deficiency and weakness. This committee will also be responsible for the development and modeling of new curricular material and ensuring that a guaranteed and viable curriculum is enacted. It is imperative that the committee meet frequently with the administration to monitor progress, solve problems that may occur, and provide the necessary safety net for the instructional coaches.

Teacher Leadership Committee: The teacher leadership committee is comprised of instructional coaches working in collaboration with other teacher leaders in the district such as the model and mentor teachers. The primary functions of this committee will be to identify problems of practice and to design a strategy or treatment to address that deficiency. This committee will test the strategy and if successful, develop a protocol to take the strategy to scale district wide. After implementation of the strategy, the teacher leadership committee will be responsible in ensuring the successful integration of the strategy district wide. Where it is not successful, the committee will develop a plan of success to address the problem with implementation.

Training: We have spent some time discussing the training that will be necessary to ensure the success of our teacher leaders in their roles. In addition to this training, there should also be consideration of the training necessary for principals. Most principals will be unaccustomed to the distributive leadership model that we are proposing. It would be unreasonable to assume that principals will just know how to share and collaborate in leadership functions when it comes to teaching and learning in the school district. As the primary instructional leader in the school, the principal will undoubtedly experience a change in the way in which they lead their buildings. For this reason, we must consider what training is necessary for these individuals. There is no doubt that the key to capacity and sustainability comes from the ability of the principals to see value in the teacher leaders assigned to their building, and to provide them with the tools, feedback, and support they need to be successful. Scholarly research on the subject is clear that in schools where teacher leadership models thrive and improve teaching and learning, support from the building principals is a critical variable.

In addition, we must not rely on one time training for all of our leaders (principals included), but on a model that embeds training into practice, much in the same way we suggest is beneficial for our teacher leaders. Again, we turn to the Iowa Professional Development Model as an example of how this cycle of training will be of benefit to our teachers leaders and administrators.

Another critical role of the principal is to develop and create instructional schedules that are conducive to and complement the work of all teacher leaders in the building.

Finally, as the plan develops and builds it will be necessary to continue to monitor and gauge the effectiveness of the program, making adjustments as necessary. As new staff are hired, it will be prudent to evaluate candidates on their potential to demonstrate leadership characteristics in an effort to build our bench for future leaders.

Grant Allocation

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

Certified Enrollment Number* 670.0

The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.

District Enrollment-Based Allocation \$206,909.40

Total Allocation \$206,909.40

Part 10 - Budget Items

	Amount Budgeted
Use of TLC Funds	
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$46,656.65
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)	\$160,252.75
Amount used to provide professional development related to the leadership pathways	\$0.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan.	
<i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$206,909.40

Other Budgeted Uses - Description

Item description	Amount budgeted
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\$0.00

Total Allocation Budgeted

Total Projected Amount to
be Expended \$206,909.40

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

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

Extra compensation is designed to compensate teachers for additional work (lengthened contract)
Salary supplement for additional work being performed.

Minimum Salary: The salary for beginning teachers exceeds \$33,500. No supplemental allocation is necessary for this component.

Salary Supplement: We propose salary supplements of \$6,000 for three instructional coaches in the areas of literacy, math, and technology. When considering IPERS and FICA, we anticipate a total allocation of \$20,984.40. Additionally, we propose a model teacher per grade level with a salary supplement of \$2,000. When considering IPERS and FICA, we anticipate a total allocation of \$30,310.80. Finally, we propose a salary supplement of \$1,000 for those serving as mentor teachers to those new to the profession (resident teachers). Since we have very low turnover, it is difficult to anticipate how many mentors we will need. We have budgeted generously, assuming we will need three mentor teachers for a total allocation of \$3,498 when calculating for FICA and IPERS. The total necessary to fund the salary supplements is \$54,793.20.

Instructional Coaches

Type	Role	Additional Compensation
Literacy	Instructional Coach/PD	\$6,994.80
Math	Instructional Coach/PD	\$6,994.80
Technology	Instructional Coach/PD	\$6,994.80
		Total: \$20,984.40

Model Teachers

Grade Level	Role	Additional Compensation
K	Model	\$2,331.60
1	Model	\$2,331.60
2	Model	\$2,331.60
3	Model	\$2,331.60
4	Model	\$2,331.60
5	Model	\$2,331.60
6	Model	\$2,331.60
7	Model	\$2,331.60
8	Model	\$2,331.60
9	Model	\$2,331.60
10	Model	\$2,331.60
11	Model	\$2,331.60

12	Model	\$2,331.60
		Total: \$30,310.80

Mentor Teachers

Building Level	Role	Additional Compensation
Elementary	Mentor	\$1,166.00
Middle	Mentor	\$1,166.00
High School	Mentor	\$1,166.00
		Total: \$3,498.00

Coverage: By appointing instructional coaches from the ranks of regular classroom teacher, it will be necessary to hire additional staff to fill the roles vacated by the coaches. We anticipate hiring three new teachers at a total cost of \$168,389.32. We have also budgeted \$5,000 for substitute teachers that will be used for coverage for model and mentor teachers to work with resident and career teachers in observation and co-teaching. \$5,000 is estimated to provide coverage for approximately 48 days.

New Hires to Replace Instructional Coaches

Position	Full Compensation
Backfill Teacher	\$56,129.77
Backfill Teacher	\$56,129.77
Backfill Teacher	\$56,129.77
Total: \$168,389.31	

Professional Development: Professional development is hard to anticipate at this time because we are uncertain of what vendors will be available and what expenses might be. At the outset, we are hopeful that professional development can be attained through our traditional providers such as the AEA, and in some instances perhaps the Iowa Department of Education. Until we have better clarity about those services, we are a bit uncertain. We have multiple community resources that may be able to provide leadership training. These resources will be tapped when appropriate to do so. At this time, we have budgeted \$10,000 for professional development.

Total Budget: We believe that funding for this initiative will be per pupil, and will follow the student per open enrollment. Therefore, we used line eleven of the PEACE application to calculate a total allocation of \$224,750. Our total requirements for implementation are \$238,182.52. Under this scenario, we have obviously exceeded our allocation. In order to close this gap, we intend to utilize existing professional development funds using a blend of professional development 3376; and Iowa Core Curriculum 3373.

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 Yes

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.

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 district's TLC plan. Yes

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