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70554 - Teacher Leadership and Compensation (TLC) System

73102 - Enhancing the Teacher Leadership Structures at Humboldt & Twin Rivers through our TLC Consortium
 Teacher Leadership and Compensation System

Status: Under Review **Submitted Date:** 2014-01-31 02:39:08
Signature: Tamela J. Johnson and Greg Darling **Submitted By:** Tamela J Johnson

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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)

Located in Humboldt County in north central Iowa, the Humboldt Community School District (HCSD) and Twin Rivers Schools (TR) have stable school populations of 1391 and 71 respectively, and an increasing number of at-risk, special education, English Language Learner, and low socioeconomic status students. Both districts strive to have high-performing schools like Humboldt's Taft Elementary, which was recently awarded 2013 Blue Ribbon Schools recognition. In 2011, the districts began a 6-12 Whole Grade Sharing Agreement focused on improving student achievement through positive relationship building and data-driven decision-making. Their partnership includes sharing staff, stakeholders, professional development initiatives, and curriculum. Therefore, they decided to apply for the Teacher Leadership and Compensation (TLC) grant as a consortium in order to expand and enhance their partnership with shared teacher-leaders.

Student achievement at HCSD-TR is consistently above the state average, due in large part to a committed staff and district initiatives that have been successful. Teacher-leaders are already embedded into the districts' professional development (PD); ten teacher curriculum leaders and four teacher Authentic Intellectual Work (AIW) coaches help plan and facilitate PD despite state funding losses in both areas. Ongoing Teacher Quality sessions, led by teachers, provide additional growth opportunities for teachers and also demonstrate their commitment to leadership and learning.

Even so, there is a sense of urgency for additional leadership roles and enhancements because of the following teacher support needs:

- IA Core implementation
- 1:1 technology (the MS will be 1:1 next year, with the other buildings phased in until 2017)
- Reversing the slight decline in literacy scores
- Needs for differentiation due to changing demographics
- Developing conceptual units to improve tasks, student work, and instruction using AIW

To focus its endeavors, the consortium's TLC committee decided to use Model 3-Comparable Plan, set goals, and sought stakeholder input. The goals are as follows:

- To write a comprehensive TLC plan tied to the districts' vision and goals that enhances the current PD system, aligns with the Iowa Professional Development Model, and improves the quality of instruction to increase student achievement
- To assure a minimum salary of \$33,500 for all HCSD/TR teachers
- To collect information from all stakeholders in order to develop and prioritize a list of district needs, as well as measure the success of the program
- To utilize qualitative and quantitative data to establish differentiated, meaningful teacher leadership roles that meet teachers' professional needs at TR, Mease, and Taft Elementary; Humboldt Middle School; Humboldt High School; and the Alternative Learning Program for the Humboldt Area
- To provide a quality teacher leadership system enabling HCSD and TR to recruit, retain, and promote excellent teachers
- To create a TLC system that would provide compensation commensurate with teacher-leaders' responsibilities and extended contract days
- To create a rigorous selection process, streamlined renewal process, and accompanying evaluation system to monitor the implementation of the TLC plan
- To enhance current teacher leadership roles and add additional teacher-leader positions

The TLC committee's efforts resulted in 30 HCSD-TR new or enhanced teacher-leader roles: 10 Curriculum Leaders, 5 Technology Integrationists, 5 Mentors, 4 General Instructional Coaches (well-versed in AIW, differentiation, and general best practice), 3 Literacy Coaches, 1 Specialized Instructional Coach (strong in strategies well-suited for at-risk, low SES, and ELL students), 1 Data Coach, and 1 Mentor Coordinator.

The 30 leadership positions will be offered to the consortium's 110 teachers. A TLC Site-Based Review Council will consider candidates based on their past practice, leadership experience, and propensity for professional growth in a rigorous selection process. Teacher leader evaluations will be based on five essential leadership traits aligned to the Iowa Teaching Standards: content knowledge and pedagogy, facilitation skills, use of implementation data and analysis, dispositions and core beliefs, and reflective capacity.

Compensation for the teacher-leader roles will be commensurate with their responsibilities. The consortium's budget allots 2% for the

salary increase of HCSD teachers on the lowest two steps/lanes of the salary schedule (TR already meets minimum salary); 23% for salary teacher-leader supplements; 70% for full/part-time replacement staff compensation; 1% for related expenses; and 4% for PD opportunities aligned with annual teacher leadership goals.

The TLC Committee will determine the effectiveness of the TLC plan and make annual adjustments based on the qualitative and quantitative data collected, the current needs and initiatives of the district, the impact on student achievement and feedback from stakeholders. The HCSD-TR Comparable Plan Model is designed to promote collaboration through the creation of an interconnected teacher-leader structure. The teacher-leaders need to collaborate with one another to ensure that the districts' teachers are getting the support they need to improve their instructional practices; each has a different area of expertise that will contribute to the success of the whole. This TLC plan puts the structures in place for the HCSD-TR schools to attract and retain effective teachers, provide and reward professional growth, develop internal leadership capacity, and improve instructional practice, ultimately leading to increased student achievement and "Learning and Success for All."

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)

The Humboldt Community School District (HCSD) and Twin Rivers District (TR) have a whole-grade sharing agreement and are applying for the Teacher Leadership and Compensation (TLC) grant as a consortium. Both districts share staff, professional development, curriculum, and a superintendent. Although the districts already have strong teacher leadership (ten curriculum leaders, four AIW coaches, four Teacher Quality leaders, and numerous committee members), they know that increasing the number of teacher-leaders results in improved student achievement. As evidenced by year-end surveys, meeting minutes, and verbal feedback, the districts' teachers respond well to teacher-leaders. Brenda Rush, teacher and former president of the Humboldt Education Association, stated, "Who is better served to understand the complexity and art of teaching than teachers? During the school day, teachers bear the greatest responsibility for, and are closest to, the instructional process - making them the ideal choice for helping fellow teachers improve instruction and transform students' learning."

The process began on September 5, 2013, when Superintendent Greg Darling presented the grant to the Humboldt District Leadership Team (DLT), a group comprised of administrators and teachers from each building that meets monthly. In October, the DLT reviewed four teacher leadership articles while considering district teacher leadership expansion. Ryan Wise, an Iowa Department of Education TLC consultant, provided personal insights and answered questions about the grant at that meeting.

To determine readiness and recruit TLC committee members, the superintendent met with staff to provide grant details, committee member expectations, and a general outline of the planning and writing process. Teachers then volunteered or were nominated for TLC committee consideration. The DLT approved the following members:

- Greg Darling, HCSD/TR Superintendent/parent
- George Bruder, Taft and Mease Elem Principal/parent
- Don Hasenkamp, TR Elem Principal/teacher
- Brenda Geitzenauer, MS Principal
- Lori Westhoff, HS Principal
- Tamela Johnson, Curriculum Director
- Jenny Boswell, Elem Teacher/parent
- Sherri Bornhoft, Elem/MS Media Specialist and Technology Teacher
- Jennifer Savery, MS Language Arts Teacher/parent
- Lucinda Boyd, Elem/MS Music Teacher/parent
- Ryan Bowman, HS Science Teacher
- Cassie Smith, HS Special Education Teacher
- Sharon Berte, TR School Board Member/parent
- Janell Smith, Humboldt School Board Member/parent
- Sue Kuehnast, parent
- Trina Carda, parent
- Jennifer Skow, parent

On October 25th, the first TLC committee meeting, HCSD members reviewed grant parameters, decided to meet weekly, and determined their first task: to identify teacher, building, and district needs through staff discussions in each building. Jenny Boswell, teacher and TLC committee member, said, "This process provided another opportunity for us to take a critical look at our classroom needs."

Discussions and data highlighted similar building priorities. HCSD elementary staff requested more support with technology, reading and math strategies, Iowa Core curriculum alignment, data, and strategies for specific student populations. Middle school staff expressed support needs for technology, instruction, curriculum, data, and strategies to help at-risk, impoverished, and ELL students. High school staff desired more support with technology, Authentic Intellectual Work (AIW), literacy, curriculum, and strategies for impoverished and at-risk students. TR teachers desired increased technology and AIW support.

After grouping the needs into five focus areas: technology, literacy, data, curriculum, and instruction, the committee developed their plan using the School Administrators of Iowa TLC workshop materials, the University of North Carolina September Scaling Up Brief, and Heartland AEA TLC materials. Utilizing radio broadcasts, newspaper articles, local TV board meeting broadcasts, and emailed minutes to staff, they

informed stakeholders of the group's progress and requested additional input. They also solicited input from the School Improvement Advisory Committee, DLT, and HCSD-TR school boards after presenting the committee's ideas.

From November 5th-January 15th, the committee spent 25 hours in nine large group sessions and at least 12 hours in small groups to collect data, create the teacher-leader structure, refine ideas, and compose the grant. The parent and school board members, however, did not attend all meetings due to scheduling conflicts and time constraints. They attended once the drafts were in progress. Nancy Schmitt, Prairie Lakes TLC consultant, joined the committee twice to provide feedback and had access to committee ideas and drafts via Google Docs.

TLC meetings were facilitated by the superintendent or high school principal; other members rotated keeping minutes. To ensure all had a voice throughout the process, the committee determined that 70% approval was required for all decisions. Eventually, the committee created 30 teacher-leader positions in accordance with TLC Comparable Model Three:

- 5 Technology Integrationists (one per building)
- 8 Instructional Coaches
 - 3 for literacy
 - 4 for AIW/general instruction
 - 1 for specialized strategies
- 10 content-specific Curriculum Leaders
- 1 Data Coach
- 1 Mentor Coordinator
- 5 Mentors

The HCSD-TR consortium used the \$15,130 planning funds for grant writers (85%), substitutes and supplies (12%), and proofreaders (3%). The time and money provided the resources necessary to create a TLC plan that will fundamentally change classroom instruction. HCSD-TR will continue to monitor data and adjust the plan to retain quality teacher-leaders, knowing that their commitment to the improved teacher-leadership plan will promote "Learning and Success for All.

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).

The Teacher Leadership and Compensation (TLC) plan developed by the Humboldt Community Schools (HCSD) and Twin Rivers School (TR) is designed to improve student achievement through the creation of an enhanced teacher leadership network. In the plan, quality teacher-leaders will collaborate with staff to improve curriculum and instruction, support technology integration, analyze and utilize data, and provide meaningful professional development and mentoring. The plan also provides for competitive salaries and extended career opportunities for teachers.

Improving Curriculum and Instruction

Current trends indicate that student achievement is high overall, but not all proficiency targets have been met. Student learning goals for 2014 entail increasing student proficiency in math, reading, scientific inquiry, technology, and writing as indicated in these goals for raising proficiencies:

- 86% (HCSD & TR) to 90% in 3rd-5th reading
- 88% (HCSD)/91%(TR) to 93% in 3rd-5th math
- 66% to 85% in 6th-8th reading
- 86% to 87% in 6th-8th math

Providing support to meet those goals, the TLC plan calls for expanded teacher-leadership in the districts. At the moment, HCSD-TR has four certified Authentic Intellectual Work (AIW) Coaches on staff and ten content-specific curriculum leaders who help plan and facilitate professional development. The AIW coaches guide improvement on teacher tasks, student work, and instruction. The Curriculum Leaders address the curriculum's scope and sequence, Iowa Core alignment, complexity, and authenticity according to the districts' six-year curriculum cycle. Unfortunately neither the Coaches nor Curriculum Leaders have time for peer observation, collaboration, data analysis, best practice research, and technology integration in their schedules. "The intangible element of time to observe, model, and support the implementation of best practices while our students are in the classroom is the next step," said Lucinda Boyd, teacher and AIW Coach.

Therefore, the TLC plan will utilize ten Curriculum Leaders and eight instructional Coaches to improve teachers' instructional practice. All will work to close the widening gap between special ed and non-special ed students, which grew by more than 10% in all subject areas over the last three years. Three of the eight instructional coaches (Literacy Coaches) will focus on helping teachers improve literacy trends. Four General Instructional Coaches, with strong pedagogical knowledge in AIW and differentiation, will work to improve instruction in all subject areas. The plan also includes a Specialized Instructional Coach to help teachers better address the needs of the increasing at-risk, low socio-economic, and English language learner populations.

Increasing Technology Integration

A significant part of the TLC plan addresses the technology component of the REACH-IT goals developed by the School Improvement Advisory Committee (SIAC). The goals, closely aligned with the Iowa Core's 21st Century Skills, are designed to help students become **R**esponsible and **E**ffective citizens who **A**cquire and apply basic knowledge, become **C**ritical and creative thinkers, and be **H**ealthy people, as well as an **I**nformation processors and **T**echnology users. Over the last eight years, HCSD-TR has made significant investments in technology; by 2016-17, the overall student/computer ratio will have increased from 5:1 to 1:1. Unfortunately, integration training has been minimal at best; teacher surveys consistently request assistance with technology integration. Therefore, the TLC plan includes adding a technology integrationist in each building. This teacher leader would be expected to stay on the cutting edge of technology and be available to share their expertise, research best practices, model technology integration, and plan professional development.

Data-Driven Decision-Making

HCS and TR establish goals to address gaps and trendlines after analyzing numerous types of student achievement data. The districts examine Iowa Assessment, MAP, ACT, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Iowa Youth Survey, locally developed culture and climate survey, dropout, attendance, course grade, discipline, career and technical education completion and competency, and participation rate data. Analysis results are also used to guide professional development plans and adjust district initiatives. Although data is teacher-accessible, teacher surveys and exit interviews indicate teachers are often overwhelmed and discouraged by the plethora of district data. Therefore, the TLC plan includes a data coach who would work with curriculum leaders, teachers and principals to access, understand, and use data to make instructional decisions.

Mentorship of Novice Teachers and New Hires

The Humboldt and TR districts are fortunate to have a wealth of experience and expertise on staff. With an average of over 16 years teaching experience and approximately 30% of staff with advanced degrees, the district's endeavor to better utilize current teachers' expertise by strengthening the newly created, AEA-approved, site-based teacher mentoring program. Under the current program, both first year and career teachers new to the district are assigned mentors. New teachers attend monthly meetings with their mentors, which are facilitated by district administrators. Not only will the TLC plan continue to provide quality mentors for those new to the districts in each building, it also shifts the primary responsibility of the program to a teacher-leader Mentorship Coordinator. The coordinator will manage the program so those new to the districts will have the support needed to become vested and effective teachers.

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 Teacher Leadership and Compensation (TLC) plan developed jointly by the Humboldt Community School District (HCS) and Twin Rivers (TR) connects to the following school improvement focuses and initiatives: literacy, data, Iowa Core implementation, specialized student populations, Authentic Intellectual Work (AIW), technology, and teacher mentoring.

One aspect of the plan addresses the literacy trend from 2009-2013: proficiency scores dropped on the Iowa Assessments for all students grades 3-11 from 83.56% to 75.72%; on the Kdg DIBELS from 67% to 61%; and on the 5th grade MAP from 88% to 67%. Therefore, the TLC plan incorporates a Literacy Coach to analyze negative trends and provide teacher support to reverse them. Currently, K-12 curriculum teams meet monthly (or 13 hours yearly) to identify trends, align curriculum, select curriculum materials, and discuss instructional practice to improve student learning. With little time for the in-depth research, collaboration, and peer observation necessary to improve instruction, individual teachers and grade-level teams are left to interpret best-practice research and districts' goals independently. As a "resident expert," the Literacy Coach would eliminate the isolated and possibly misaligned approaches impeding students' learning through modeling, observation, and collaborative planning. Media Specialist Sherri Bornhoff stated, "A literacy coach could provide our teachers with best practices and strategies in reading instruction to teach the diverse learners in our districts."

Without a formal system in place to help teachers analyze and make use of data to improve student learning, many HCS-TR staff are overwhelmed and frustrated by the volumes and complexity of the districts' data. Available data includes, but is not limited to, EdInsight, NWEA MAP and Iowa Assessment reports, and information on HEART. The TLC plan provides for a Data Coach to work with district personnel to efficiently collect, analyze, and interpret all types of data.

The Data Coach will also work with Curriculum Leaders as they implement the six-year curriculum cycle focused on the Iowa Core, best practice, and targeted data-analysis. Current content-specific teacher leaders facilitate monthly K-12 curriculum meetings without release time for planning or collaborating with the other teachers. The TLC plan allows for some release time to attend conferences, gather resources, research, and model and observe best practices. It also provides summer collaboration time with building administrators and the curriculum director to create focused PD plans.

Since the combined demographics of HCS-TR include rising sub-populations of At-Risk (10.5%), ELL (2%), and Low SES students (51%), the TLC plan also includes a Specialized Instructional Coach position. Presently, teachers meet in grade-level groups to identify students' needs, but teachers indicated they would like more support with specific, research-based strategies targeted at differentiating for these growing student populations. Data also indicates that such support is necessary; from 2010-2013 the low SES proficiency scores dropped from 76.88% to 65.99% on the Iowa Assessments (IA). The minority IA results followed the same pattern, dropping from 77.5% to 64.28%. The Specialized Instruction Coach will share and model research-based strategies to reverse the growing gaps and downward trends. Ultimately, the Specialized Instructional Coach will help HCS-TR create a culture where at-risk indicators, cultural differences, and economic stations do not impede students' achievement.

Over the last six years, HCS-TR have dedicated significant resources to strengthen its AIW initiative and develop local capacity. Four teachers serve as local coaches who work to improve the rigor and relevance of teacher tasks, student work, and instruction. Regrettably, the coaches don't have release time, so they're unable to collaborate with teachers to create student-centered classrooms characterized by higher-order thinking, substantive conversation, and depth of understanding with a high value beyond school. With the release time provided by the TLC plan, Instructional Coaches would be able to engage in that collaborative work throughout the day.

Another HCS-TR initiative supported through the TLC plan is technology. TR is already a 1:1 district and the HCS is moving from a 5:1 to a 1:1 student/computer ratio by 2017. This change will require a major shift in instructional practice for most teachers. Without the building Technology Integrationists that the TLC plan provides, teachers would be expected to utilize technology without any formalized system of instructional supports. Inevitably, the technology would become a barrier to learning instead of a tool for learning. The proposed Technology Integrationists would work with teachers to provide training, ideas, and support for technology integration, as well as with curriculum leaders and the technology director to ensure that technological practices and purchases support district goals.

Lastly, the TLC plan provides for improvements in the newly-created district teacher mentoring program supporting both first-year and experienced teachers new to the districts. To retain quality teachers and improve their overall effectiveness, the plan uses a teacher Mentor Coordinator (rather than administrators) to facilitate mentor/mentee meetings focusing on the districts' initiatives, expectations, and resources. It also continues the use of teacher mentors who meet with mentees on a regular basis and participate in classroom observations and discussions. In addition, the TLC plan includes a provision ensuring that all teachers will be paid a minimum \$33,500.

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)

Humboldt Community School District (HCS) and Twin Rivers School (TR) are committed to continued improvement of their induction and mentorship program for both novice teachers and those new to the districts. Historically, first-year teachers were enrolled in the AEA mentoring program, and all teachers new to the districts (regardless of experience) were assigned mentors, given community tours, and provided with two days to work together before school started. After getting feedback from the mentors and mentees who attended the AEA sessions as well as from experienced teachers who transitioned into the districts, the superintendent and administrators met with Kathy Brenny of AEA8 to develop a new in-house program that would better meet new teachers' specific needs.

In the newly-developed district mentor program, new first-year and experienced teacher hires continue to be assigned mentors, taken on community tours, and paid to attend a two-day workshop prior to beginning the school year which includes time for setting up classrooms together. The focus of those days is to acquaint participants with each other, the community, and the district. At that time, both mentors and mentees are given the districts' Mentor/New Professional Program Guide, a packet that includes a list of questions to ask, a classroom checklist, helpful hints on classroom discipline, an acronym list, resource links, and mentor/mentee discussion timelines. During the course of the school year, the mentors and mentees meet regularly to discuss the program guide, district

logistics, and the mentees' on-going experiences. They also work together to formulate the mentees' Individual Career Development Plans and spend time observing each other teach.

Each month, both first-year teacher mentees and their mentors attend more formal meetings facilitated by district administrators to address ethics, discipline, research-based practices, and other ideas as proposed by mentees. Carolyn Kunert, a first year teacher mentee, stated, "I like that we have input into the mentor meetings. We then talk about useful topics that help me with my classroom." Some sessions have included role-playing parent-teacher conferences and question/answer sessions regarding grading and classroom discipline.

Although the current mentorship program is young, early indications are that teachers appreciate the in-house program because it is very relevant to HCSD-TR and promotes the development of in-district relationships. "I like knowing I can go to a network of people for help when I have a question," said Katlin Bidne, another first year participant. Veteran teachers new to the district appreciate having someone to answer logistical questions about district policies and procedures. Mentors who have attended the off-site mentor/mentee sessions also like the new format. Jennifer Savery, a multiple-year mentor who attended AEA sessions and is now a part of the district program said, "Not only does our districts' program promote better relationships amongst staff members, but it also enables the district to tailor the program to meet teachers' district-specific needs...all without removing teachers from their classrooms to travel to off-site meetings."

Despite the program's early successes, one potential change planned for next year is to shift the primary responsibility of the program from the administrators to a teacher leader who will serve as the mentor coordinator. Mentees can then feel more comfortable asking questions and sharing experiences without worrying that they are doing so with the people who will be evaluating them at the end of the year. It's also logical to have a teacher coordinate a program designed to support teachers in the district; he or she would be more familiar with the information, programs, and procedures utilized by teachers on a daily basis (computer sign-ups, gradebook set-up, etc). Therefore, the new Teacher Leadership and Compensation (TLC) plan will have a teacher leader who understands teachers' needs collaborating with administrators to deliver a well-rounded, mentorship experience.

The TLC plan also makes provisions for additional ways of attracting and retaining quality teachers. Part of the TLC funds will be used to raise initial teacher pay to \$33,500; hopefully, this will result in more than the 2-58 applicants per position the districts are currently experiencing (the overall applicant average is 20). Other portions of the TLC fund will provide for instructional and curriculum coaches who will work collaboratively with all new and veteran teachers. These positions are invaluable to rural districts whose teachers are typically asked to teach a wider variety of classes than their urban counterparts (an average of almost 4 different classes to prepare a day at HCSD-TR). The extra support and collaboration provided by the proposed technology integrationist would also be extremely helpful as those new to the district would need to learn all the software and hardware available in addition to new curriculum. The overall intent of TLC plan is to provide a network of supports that will improve the quality and longevity of all veteran and first-year teachers.

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:

- 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.
- 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 Humboldt Community School District (HCSD) and Twin Rivers School (TR) are committed to establishing a community of learners where all students are engaged in an academically challenging curriculum with value beyond school. Since the goal of both districts is to prepare all students to become responsible and productive members of society, the teacher leadership positions outlined in the HCSD-TR Teacher Leadership and Compensation (TLC) plan provide the resources and support needed for all teachers to improve student learning and achievement.

The teacher leadership positions, developed from stakeholder input and district data analysis, were the result of prioritizing and addressing the building needs that could have a lasting impact at the classroom level. Not all positions detailed in the plan are new; some are simply enhancements of current teacher leadership roles. The TLC plan builds on those roles by providing additional time, compensation, and supports for teacher leaders. It also includes provisions for a more explicit and coherent teacher leadership network to increase collaboration between existing and newly created teacher leadership roles. The HCSD-TR TLC plan includes the following positions: Mentor Coordinator, Mentor, Technology Integrationist, Data Coach, Instructional Coach, Specialized Instructional Coach, and Curriculum Leader. Educators who fill the 30 leadership positions detailed in the plan will be expected to apply or reapply for positions yearly, meet the TLC experience requirements developed by the Iowa Department of Education, and complete the HCSD-TR's documentation and reflection requirements for all leaders.

Mentor Coordinator

In the TLC plan, the primary responsibility of the district mentorship program will shift from district administrators to one Mentor Coordinator. The teacher-leader in this role will maintain a full teaching schedule with four release days and eight additional contract days for training, research, and collaboration with mentors, mentees, administrators, and AEA personnel.

The Mentor Coordinator will be expected to:

- Ensure that the districts' program continues to align with the Iowa Department of Education Mentor and Induction of Beginning Educators requirements
- Collaborate with district personnel to revise annual mentor training plans
- Ensure all messages, tools, and strategies for teacher development are consistent and aligned with district goals
- Collaborate with administrators to assign mentees to mentors
- Collaborate with other teacher-leaders to provide new first-year and career teacher supports
- Organize and facilitate mentor/mentee meetings
- Provide access to resources and personnel that will support new-teacher growth
- Collaborate with administrators and the AEA Mentor-Mentee Coordinator

Mentor

Like the Mentor Coordinator, Mentors will also maintain full teaching schedules. However, they will have four additional contract days for training, research, collaboration, and mentee support. The five Mentors, one per building, will also have two release days to participate in mentor/mentee classroom observations and to collaborate with the Mentor Coordinator.

Mentors will be expected to:

- Communicate district policies, procedures, and expectations with mentees
- Share knowledge about district and community resources
- Arrange for technology orientation and supports
- Provide support in day-to-day classroom functions
- Participate in mentor/mentee sessions and observations
- Model effective instruction
- Provide professional development assistance to mentees

- Serve as a liaison between mentees and district personnel

Technology Integrationist

As technology becomes more embedded into classroom experiences, teacher requests for assistance in utilizing it effectively to improve student learning continually increase. Therefore, the TLC plan provides for five Technology Integrationists to teach part of the day and function as integrationists for the remaining 50% or 20% of their contract days depending on building needs, enrollment, and the upcoming 1:1 initiative implementation. These leaders will also have five additional contract days for training, learning, and research.

Technology Integrationists will:

- Serve on the districts' technology committees
- Research trends, programs, best practice, and tools for classroom integration
- Plan and provide individual and small group technology training
- Collaborate with teachers and other teacher leaders to design technology projects, assignments, and activities that promote learning and meet the Iowa Core's 21st Century Skills
- Model teaching strategies that infuse technology in all content areas
- Demonstrate and promote the appropriate and ethical use of technology
- Model technology integration
- Observe instruction and provide feedback
- Collaborate with IT Director, administrators, and other district personnel as needed

Data Coach

Because HSCD-TR teachers are attempting to use data to make instructional decisions, the need for support in identifying trends and interpreting data has increased. Therefore, the TLC plan also calls for a Data Coach who will spend 75% of their contract time in the classroom and 25% of it analyzing data, communicating trends to stakeholders, and assisting all district personnel with data collection. This teacher-leader will have ten additional contract days for training, data-analysis, and research.

The Data Coach will:

- Attend data and assessment trainings
- Understand national and state norm and criterion-referenced assessments
- Make data-based recommendations to teachers to enhance student achievement
- Provide PD and assistance with accessing assessment resources, analyzing data, and using data to make instructional decisions
- Collaborate with teachers to design formative, summative, and common assessments
- Collaborate with administrators, teacher-leaders and teachers to develop and prioritize intervention goals based on data analysis
- Work with all stakeholders to create a data-driven district

Instructional Coach

The TLC plan provides for eight Instructional Coach positions to support teachers' instructional needs: three literacy coaches, four general instructional coaches, and one specialized instructional coach focusing on strategies for specific sub-group populations (at-risk, ELL, and low SES students). All instructional coaches will engage in coaching duties for 50% or 20% of their contract day depending upon building needs, initiatives, and enrollment; they will also have five additional contract days for training and research.

The Literacy, General, and Specialized Instructional Coaches will:

- Promote quality instructional practices that address diversity and equity and improve classroom rigor and relevance
- Align professional learning opportunities regarding instructional practice with specific teacher needs and interests
- Provide and model research-based instructional strategies
- Assist individual and teacher teams with data-driven decision-making
- Facilitate the development of interdisciplinary teaching opportunities
- Collaborate with teachers to support task, student work, and instruction analysis
- Plan and facilitate professional learning opportunities for all staff to improve the construction and depth of knowledge, higher order thinking, substantive conversation, elaborated communication, and value beyond school in all units and classroom instruction
- Provide support for aligning classroom instruction and assessments
- Facilitate positive interactions among other teacher-leaders, colleagues, students, families, and the extended school community to improve student achievement

Curriculum Leader

The ten Curriculum Leaders included in the TLC plan will maintain a full teaching schedule with four release days and five additional contract days to collaborate with the district curriculum coordinator, attend curriculum meetings, and provide curriculum implementation support.

The Curriculum Leaders will:

- Collaborate with the Curriculum Director to plan curriculum team sessions
- Facilitate K-12 curriculum teams with strategies appropriate for adult learners
- Research and share programs, materials, strategies, technology-based curriculum tools, and instructional practices
- Help colleagues select resources that align to the Iowa Core and promote student learning
- Collaborate with the Data Coach to facilitate data-based decision making within their content areas
- Assist with the annual curriculum cycle evaluation
- Promote horizontal and vertical curriculum alignment

The success of the TLC plan is contingent upon strong communication and collaboration between all teacher-leaders. None can function independently of each other since improving instruction and learning is such a multi-faceted endeavor. The data coach, for example, sets the foundation of all decision-making by working with all teacher-leaders and stakeholders to ensure that data is the basis for all decisions. Sharon Berle, a TR School Board Member, stated, "I believe the data coach position will be incredibly helpful to the teachers, administration, school boards, and most importantly our students. Someone that can interpret data and then put into place specific teacher strategies as needed will give our students an incredible learning experience."

The following scenario demonstrates the intricacies of the HSCD-TR teacher-leadership network established by the TLC plan. Curriculum Leaders and teachers present questions to the Data Coach who gathers data, identifies trends, and assists teachers-leaders with gap-analysis in their specific areas. Once the gaps are identified, the Curriculum Leaders and Instructional Coaches step in to maximize professional learning opportunities and provide instructional support that target the gaps identified. The teachers, with the assistance of an Instructional Coach and Technology Integrationist, tailor their curriculum and instruction to address the targeted area, using research-based strategies that follow the scope and sequence established by their curriculum team and align to the Iowa Core.

Since technology also transcends all areas, teacher-leaders included in the plan need to understand the technology tools available as methods of communication and curriculum supports. The Technology Integrationists will help teacher-leaders create presentations, utilize both new and existing software and hardware, demonstrate how to use technology for learning, and much more. This position will be exceptionally important for all stakeholders as the districts increase the student/computer ratio to 1:1 by 2017.

Undoubtedly, teachers new to the districts will have questions regarding the districts' professional development, curriculum, technology, and more. Therefore, the Mentor Coordinator and Mentors need to collaborate with the other teacher-leaders to ensure that all aspects of the districts' educational programming are a part of the districts' mentoring program. Collaboration is vital for providing consistent mentee support; without it, they could easily be confused, frustrated, and completely overwhelmed. Therefore, teacher-leaders must work together to retain and grow quality teachers in both districts.

This intertwined approach to teacher leadership aligns with the Iowa Professional Development Model and aims to create a culture of interdependency that will enhance the learning of all students and staff. With the teacher-leaders' combined efforts, the HCSD-TR schools will achieve "Learning and Success for All."

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

In order to ensure the success of the Teacher Leadership and Compensation (TLC) plan, it is imperative to have a process for teacher-leader selection. Therefore, the Humboldt Community School District (HCSD) and Twin Rivers (TR) will determine teacher suitability for leadership roles with a TLC Site-Based Review Council for their consortium, comprised of an equal number of teachers and administrators. Lori Westhoff, HS principal, stated, "Having the right person in the right position will increase teacher investment. That will lead to improved utilization of teacher leaders, implementation of quality instructional strategies, and ultimately student achievement." Therefore, the council will narrow the list of potential candidates through insights gained from prior evaluations, qualitative and quantitative data found in professional development records (including, but not limited to, Individual Career Development Plans), observations, peer recommendations, and personal interviews. In addition, they will also review the candidates' previous district contributions and commitment to professional growth. After the council's top candidates are determined, they will submit them to the superintendent.

Teacher-leader job descriptions will be posted to inform HCSD-TR teachers of available positions. Interested applicants must have a minimum three years of effective teaching experience, with at least one year of experience in either district. To apply, they will submit a resume, credentials, and responses to the following questions: Why do you want the position? What are some qualities you possess that will enable you to be an effective leader in this position? What professional development and leadership background do you have to be successful in this position?

The interview process will include committee-developed interview questions that align to the required qualifications for each position. Since the teacher-leaders applicants will have already demonstrated evidence of meeting the eight Iowa Teaching Standards, the council will consider the following:

- Knowledge of Content and Pedagogy in terms of the Iowa Core, varied instructional strategies, the Characteristics of Effective Instruction, and classroom innovation
- Facilitation Skills demonstrated by active participation on district teams, strong verbal and written communication skills, deep thinking, and good listening skills
- Implementation and Data Analysis evidenced by the use of data for informed decision-making
- Disposition and Core Beliefs that promote positive collegial relationships, professional growth, professionalism, experimentation, learning, open-minded consideration of all ideas, and the districts' goals
- Self-Reflection by demonstrating a willingness to accept feedback, analyze personal performance, and make adjustments when needed
- Resource and technology usage that enhances instructional practice and student learning

When evaluating the teacher-leader candidates' demonstration of professional growth, the council will seek evidence of:

- Successful participation on district committees, leadership teams, or learning teams
- Continuous learning and professional growth
- Strong content knowledge
- Data usage to set and measure goals
- Implementation of PD initiatives and strategies
- Collaboration with colleagues to enhance educational practice

Following the interviews, the TLC Site-Based Review Council will complete the Matrix for Reaching Consensus already being used by the district. It employs a forced-choice approach to determine the best candidate(s) for position(s). The council's top candidate(s) will be communicated to the superintendent, who will make hiring recommendations to the HCSD-TR School Boards. An administrator will formally offer the year-long position to the candidate. If the teacher accepts, an announcement will be made to all staff and administrators will determine what scheduling or personnel changes, if any, will need to be made as a result of the hire.

Annually, the site-based council will measure the effectiveness of the teacher-leaders' performances based on five essential teacher leadership traits directly tied to the Iowa Teaching Standards:

- Knowledge of Content and Pedagogy (Standards 1, 2 and 4)
- Facilitation Skills (Standards 3, 7 and 8)
- Implementation Data and Analysis (Standards 1 and 5)
- Dispositions/Core Beliefs (Standard 8)
- Self Reflection (Standard 7)

Teachers demonstrating competence or mastery of these five traits will be considered for reassignment of their teacher leadership role and can complete a streamlined renewal process.

Choosing the right people to be teacher leaders in the district is imperative. This annual process provides a cyclical evaluation of the TLC teacher leaders. Involving teachers and administrators in the detailed hiring process will ensure that the selection process will provide the information needed to hire the best teacher-leaders for each of the 30 leadership positions created by the HCSD-TR TLC plan.

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.

Both the Humboldt Community Schools (HCSD) and the Twin Rivers School (TR) currently utilize teacher-leaders as a part of their professional development model. Four teacher-leaders serve as Authentic Intellectual Work (AIW) coaches, ten as curriculum leaders, six as Otweus Bullying Prevention leaders, three as PBIS leaders, and nine as Infinite Campus leaders. Because this leadership has been well-received and has resulted in district improvements, the HCSD-TR

Teacher Leadership and Compensation (TLC) plan expands and enhances teacher leadership roles in both districts. Brenda Rush, teacher and former Humboldt Education Association President, said, "Who is better served to understand the complexity and art of teaching than teachers? During the school day, teachers bear the greatest responsibility for, and are closest to, the instructional process - making them the ideal choice for helping fellow teachers improve instruction and transform students' learning." Consequently, the plan creates 30 teacher-leadership positions for the HCSD-TR consortium: ten Curriculum Leaders, eight Instructional Coaches, five Technology Integrationists, one Data Coach, one Mentor Coordinator, and five Mentors.

Presently, the District Leadership Team (DLT), comprised of administrators and teachers from all buildings, uses the Iowa Professional Development Model, district data, and input from teacher-leaders to set annual goals and create district-wide professional development plans. The DLT goals are then used as the basis for all teachers' Individual Career Development Plans (ICDP), where teachers use district and classroom data to establish personal goals and action plans. Since many teachers have limited time and expertise in using data and finding resources to improve their practice, they will have extra support through the increased teacher-leader collaboration the TLC plan provides.

The plan will also increase teacher-leader involvement in the planning, facilitation, and support of district PD. Currently, the AIW team collects data through Classroom Implementation Profile walk-throughs, Innovation Configuration Maps, scoring session minutes, scoring observations, and task revisions. As a team, they then plan and facilitate AIW professional development for all staff, helping them improve their tasks, student work, and instruction. The curriculum leaders meet with curriculum director and facilitate content-area curriculum team meetings monthly as well, utilizing district assessment data and the Iowa Core to guide their teams through the districts' six-year curriculum cycle. The Olweus, PBIS, and Infinite Campus leaders also plan and facilitate district training in those areas.

Specifically, the HCSD-TR TLC plan will improve teacher-leader involvement in PD by providing release time, extended contract time, and a more transparent teacher leadership support network. Not only will this result in more knowledgeable teacher-leaders prepared for the collaborative work expected with the plan, it will also enable them to participate in peer observations, modeling, and collaborative planning sessions that support the professional development initiatives in the districts. With their guidance, teachers will become more adept implementing and refining instructional strategies with fidelity, using data to make informed instructional decisions, and evaluating their effectiveness of their current practices.

As a part of their contracts, teacher-leaders will be expected to collaborate with administrators, the DLT, other teacher-leaders, and experts outside the school districts to design and present PD that is aligned with district goals and follows the Iowa Professional Development Model. They will also be responsible for collecting qualitative data (through personal interviews, feedback, surveys, and personal observations) as well collaborating with the TLC plan's new Data Coach to analyze district data in their areas of expertise. Their increased knowledge stemming from data analysis, research, professional training, and collaboration will enhance the overall quality of the districts' PD.

Although the districts' current professional development time is limited to two days before school starts, two days during the school year, and weekly Wednesday one-hour early out sessions, the TLC plan's teacher-leader release time enables professional development to become integrated part of the districts' daily routines. Teachers and teacher-leaders will continually be refining instruction through modeling, observation, and data collection and analysis. As a result, teachers will have timely and specific feedback regarding their progress on their ICDP and district PD goals.

Some of the teacher leaders have been and will continue to be specifically trained in Authentic Intellectual Work (AIW) the district's current PD initiative. The AIW standards and instructional strategies are all based on research and have an impact on the tasks, student work and instruction; other leaders will have slightly different focuses based on the districts' needs. The Technology Integrationists will be especially important next school year as the district implements begins phasing in its 1:1 initiative and focuses much of its PD time on helping teachers use technology for learning.

Essentially, the success of the TLC plan relies on the collaboration between the teacher-leaders, DLT members, administrators, and external experts to create a supportive, data-based PD plan that follows the cycle of professional development. By working hand-in-hand, these stakeholders will improve the current PD structure and improve student learning.

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 Humboldt Community and Twin Rivers School Districts (HCSD-TR) plan to improve student achievement and learning through increased teacher leadership. To that end, their Teacher Leadership and Compensation (TLC) committee created a teacher leadership structure that includes 30 enhanced or new teacher-leader roles. To measure the TLC plan's effectiveness, the committee (to be known as the TLC Site-Based Review Council) will collect qualitative and quantitative data on student achievement and TLC plan implementation using a program analysis rubric. Data will be collected continuously from observations, surveys, stakeholder feedback, and program documentation. In addition, the TLC will hold a budget review mid-March and a year-end review within two weeks of the close of the school year to determine programming and staffing needs.

Below are specific areas of the TLC evaluation:

Hiring and Renewal Process: After using a rigorous hiring process that includes an application, interviews, and an assessment of past practice, the TLC council will analyze additional interview, survey, retention rate, and teacher-leader documentation to determine the reliability of the hiring and contract renewal process.

TLC SMART Goal: Teacher-leaders will establish SMART goals based on the five essential leadership traits tied to the Iowa Teaching Standards (content knowledge and pedagogy, facilitation, data implementation and analysis, disposition and core beliefs, and reflective capacity). They will review their goals bi-annually with district administrators and include SMART goal implementation and/or student-achievement data in their annual teacher-leader reports.

Data-Driven Action Plans: When multiple sessions for teacher support are necessary, teacher-leaders will use baseline student achievement data, implementation records, and archived milestone to create data-driven action plans. The TLC committee will use the Program Analysis Rubric to determine the plan's effectiveness in terms of increased student achievement.

Teacher-Leader Interaction Logs: Implementation data logs will include support session types, focuses, and content. This will enable the TLC committee to determine the sessions' alignment with PD goals, the frequency of teacher-leader interactions, the number of staff impacted, the content focuses, and the types of interactions most utilized.

TLC Support Session Feedback Forms: Staff members will submit feedback forms to teacher-leaders after support sessions. Using a five point rubric, the TLC will assess the leaders' knowledge, organization, communication, attitude, and support.

Observation Record: Administrators will conduct formal teacher-leader observations bi-annually. Similar to the current evaluation process, teacher-leaders and administrators will meet before and after the observation for support and feedback. While observing, administrators will look for evidence of the five essential leadership traits referenced in the SMART goal section above. They will also review teacher-leader documentation and other gathered data to determine the effectiveness and impact of the teacher-leader on student achievement.

Self-Reflection: Teacher-leaders will complete a four-point qualitative rubric assessing themselves according to the 22 criteria of the five essential leadership traits. Using data and feedback to determine their own strengths and weaknesses, teacher-leaders will share a summary with administrators and use their findings adjust their SMART goals.

Performance Review: Based on SMART Goals, Observation Records, Data-Driven Action Plans, Support Session Feedback Forms, and interviews, administrators will complete a teacher-leader Performance Review focusing on the five essential leadership traits and make recommendations for future TLC position consideration. The TLC Site-Based Review Council will conduct interviews to determine the effectiveness of the Performance Review Process.

Personal Interviews/Surveys: The TLC will conduct bi-annual interviews and surveys to determine if building needs are being met through the TLC plan. Students, families, staff, business partners, and community members will be involved to ensure the TLC goals align with the stakeholders' vision and the reality of today's changing student, teacher, leader, and family needs.

Data: The TLC plan's impact on student achievement will be determined through the analysis of the IA Assessment Building Performance Profiles, specifically the cognitive levels of essential competencies, conceptual understanding, and extended reasoning. In addition, data from other content/skill related assessments and the teacher-leader action plans will be examined. Teacher and teacher-leader retention data will also be analyzed.

Scheduling: Twice a year, administrators will collaborate to examine building schedules and staffing needs in order to ensure that student and teacher needs are being served effectively and efficiently by the TLC plan.

Mentoring: The TLC committee will use interviews, surveys, and teacher-longevity data to determine the effectiveness of the mentor program outlined in the plan.

Goal Alignment: The TLC and DLT committees will meet annually to analyze goals, data, and teacher-leaders' annual reports to make adjustments as needed.

The HCSD-TR TLC plan's success is contingent on a solid data analysis structure. One of the key responsibilities of teacher-leaders and administrators is sharing documents through Google and setting short-term and long term TLC goals. Since data will drive revisions, the committee will continue to document and explain adjustments to all stakeholders, continually seeking DE approval and making course corrections when necessary.

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)

Over the last five years, the Humboldt (HCSD) and Twin Rivers School (TR) have established a vested interest in the sustainability of partnerships and programs. The districts share staff members and district PD initiatives, so forming a Teacher Leadership and Compensation (TLC) Consortium provides the opportunity for teacher-leaders to be shared as well. Strengthened by distributed leadership and a culture based on inquiry and transparency, over a dozen committees meet regularly to make school improvement decisions and recommendations. Their work has resulted in state-funded preschools, an Alternative Learning Program for the Humboldt Area (ALPHA), and a new middle school. Most district decisions include stakeholder input, so they are typically well-received. Ultimately, the collaborative efforts of all stakeholders have set the stage for the 30 teacher-leader positions created by the districts' TLC plan.

Establishing the readiness for change has been instrumental in building the foundation and capacity to implement and sustain an enhanced teacher leadership structure. To determine the districts' sense of urgency and commitment, the TLC committee gathered evidence from interviews, PD feedback requesting ongoing support in AIW unit development, technology, literacy, and instructional practice, meeting notes, and formal and informal conversations. Although both districts have established a strong foundation for teacher leadership, data indicates that many of the current teacher-leader roles are shortchanged due to time and scheduling restraints. "The intangible element of time to observe, model and support the implementation of best practices while our students are in the classroom is the next step in helping us to implement our leadership innovations effectively," said Lucinda Boyd, teacher and AIW Coach.

Program sustainability begins with hiring quality teacher-leaders. Lori Westhoff, HS principal, stated, "Having the right person in the right position will increase teacher investment." If teachers have positive experiences with teacher-leaders and see their value, they will continue to collaborate with them to improve their instruction. Right now, teachers are primed for teacher leadership as evidenced by building discussions, informal teacher feedback, and building needs assessments. Brenda Rush, a HCSD teacher, stated "Who is better served to understand the complexity and art of teaching than teachers? During the school day, teachers bear the greatest responsibility for, and are closest to, the instructional process, making them the ideal choice for helping fellow teachers improve instruction and transform students' learning." Therefore, the plan details a rigorous teacher-leader selection process. A TLC Site-Based Review Council will assess the candidates' applications, past practice, leadership experience, content knowledge, data usage, and propensity for professional growth before using a Matrix for Reaching Consensus to make hiring recommendations to the superintendent.

In addition to the rigorous selection process, the TLC plan includes preparing teacher-leaders for their new roles with leadership training and development. During extended contract days, two "Leadership Camps" will focus on adult learner pedagogy, TLC accountability pieces, data-driven decision-making, and organizational tools that will help teacher-leaders be successful. As professional growth opportunities related to their roles emerge, teacher-leaders will be provided release time to take advantage of them. They'll also have time to collaborate with colleagues during the school day, a component missing from the districts' current teacher-leadership structure.

The teacher-leaders will be supervised and evaluated by the districts' administrators, who will conduct two formal observations, access shared Google docs to review progress, conduct performance reviews, and gather qualitative feedback on the teacher-leaders' contributions to improving instruction. As evaluators, administrators will play a key role in creating a path for teacher-leadership sustainability; they will provide the tools and recommend programming changes necessary to perpetuate the TLC plan.

Monitoring the integrity of the plan will be members of the TLC committee, who will use evidence from feedback forms, interviews, observations, interaction records, self-assessments, performance reviews, and student data to determine the success of the TLC plan. The transparency provided through electronic and print media, radio, and local city and service organization presentations will enable all stakeholders to keep abreast of the TLC plans implementation progress and success.

As demonstrated by past practice, the HCSD-TR Schools provide the time and funding needed to sustain structures, programs, and initiatives that improve students' learning despite political and financial changes at the state level. Seven years ago, the HS began its Authentic Intellectual Work (AIW) initiative, which became the focus of district PD two years later. When funding began to wane, HCSD decided to establish local capacity by sending three teachers to the AIW Local Coach Academy. When state funding ceased altogether, the district still added two more coaches. To this day, AIW continues to be the main PD for both districts.

The cooperative work of the districts and the stakeholder support for the TLC plan provide evidence that the HCSD-TR Schools are developmentally ready to enhance and sustain an improved teacher leadership structure.

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* 1364.48

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

District Enrollment-Based Allocation \$421,378.71

Total Allocation \$421,378.71

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$10,000.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$96,750.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers)	\$297,000.00
Amount used to provide professional development related to the leadership pathways	\$15,000.00
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.	\$2,628.71
Totals	\$421,378.71

Other Budgeted Uses - Description

Item description	Amount budgeted
Substitute Cost:30 Leaders:88 Sub days \$110 per day-district will subsidize	\$2,628.71
	\$2,628.71

Total Allocation Budgeted

Total Projected Amount to be Expended \$421,378.71

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)

Attracting and retaining excellent teachers, enhancing student achievement data, addressing individual, building and district PD needs and developing internal capacity through refinement of the current teacher leadership structure are all goals that the TLC Consortium committee considered in drafting the TLS budget. The leadership positions, responsibilities, number of extra contract days, and salary supplements were adjusted and narrowed as the committee worked to stay within the budget parameters. Below is the committee's outline of the budget plan and rationale aligned with Humboldt-Twin Rivers Consortium's TLC goals:

TLC GOAL: To assure a minimum salary of \$33,500 for all HCSD-TR teachers

BUDGET PLAN: Minimum Salary \$33,500 for all full-time teachers: \$10,000

The beginning teacher salary at TR currently meets the minimum. At HCSD \$10,000 of the TLS will provide a supplement to teachers on the lowest two steps/lanes of the salary schedule.

RATIONALE: This is a TLC 'must have'. The addition of a competitive starting salary and the family insurance offered by the district are both incentives in attracting and retaining promising new teachers.

TLC GOAL: To create a TLC system that would encourage teachers to apply for teacher leadership positions with compensation commensurate with responsibilities of the leadership role and additional contract days for professional leadership growth opportunities.

BUDGET PLAN: Salary Supplements for Teachers in Leadership Roles: \$96,750 (45% of supplement for new teacher-leader positions and 55% reserved for the enhancement of current district teacher-leader positions)

RATIONALE: The district's current teacher leader annual supplements are Curriculum Leader-\$1000, AIW Coach (Instructional) \$1300 and Mentor \$1000. The chart below outlines the supplements, recommended by the TLC committee, it reflects the additional responsibilities, accountability and extra contract days outlined in the TLC plan.

Teacher Leader Position	TLS	Extra Contract Days	Extra Days Supplement (\$250 a day)	Total TLS for Teacher Leader	# of Leaders	Total TLS
Curriculum Leader	\$1750	5	\$1250	\$3000	10	\$30,000
Mentor	\$500	4	\$1000	\$1500	5	\$ 7,500
Mentor Coordinator	0	8	\$2000	\$2000	1	\$ 2,000
Technology Integrationists	\$2750	5	\$1250	\$4000	5	\$20,000
Data Coach	\$2750	10	\$2500	\$5250	1	\$ 5,250
Instructional Coaches	\$1250	5	\$2750	\$4000	8	\$32,000

TLC GOAL: To expand current district leadership roles: 10 Curriculum Leaders; 5 Mentors; 4 General Instruction (AIW) Coaches. New TLC Roles : 1 Data Coach; 5 Technology Integrationists; 1 Mentor Coordinator; 3 Literacy Coaches; 1 Specialized Instructional Coach

TLC GOAL: To write a comprehensive TLC plan that is tied to vision and goals, enhances the current PD system, and aligns with the Iowa PD Model and with the goal to improve student achievement and enhance the quality of instruction.

BUDGET PLAN: Costs for time teachers aren't providing direct instruction-TLS funds reserved for additional staffing costs for the time teacher leaders are not providing direct student instruction (hiring emeritus, part time, or full time teachers); **\$297,000**

RATIONALE: In order to enhance the current PD system and have the greatest impact on the quality of instruction and student achievement the TLC plan provides teacher-leaders time during the school day to model and observe best practices. The chart below identifies the positions that include a percentage of the day that the teacher-leader will be out of the classroom to work with colleagues to improve instruction to positively impact student achievement.

Position	Location	% out of classroom	Add'l Staff Salary/Benefits	# of people in position	TLS Funds
Technology Integrationists	HS/MS/Tail Elementary	50%	\$30,000	3	\$90,000
Technology Integrationists	Mease & TR Elem	20%	\$12,000	2	\$24,000
Data Coach	Consortium	25%	\$15,000	1	\$15,000
Literacy	Elem/MS	50%	\$30,000	3	\$90,000
General/AIW	Elem/MS/HS	20%	\$12000	4	\$48,000
Specialized Instruction	Consortium	50%	\$30,000	1	\$30,000

TLC GOAL: To provide a system of support to recruit and support new teachers and promote excellent teachers at Humboldt CSD and Twin Rivers Schools.

BUDGET PLAN: Professional Development: **\$15,000**

RATIONALE: Promoting and supporting excellence in teachers through extended PD opportunities is one way in which teacher-leaders can enhance their skills and stay abreast of Iowa Core implementation as well as current trends in education. The TLC committee set aside \$15,000 for conference fees and other expenses related to attending professional growth opportunities related to their Annual TLC SMART goal.

BUDGET PLAN: Other Expenses-Substitute Pay: **\$2628.71** The committee's plan outlines the need for funding 88 Sub days @\$110. The district has designated additional funds to subsidize the funding needed for the additional substitutes.

RATIONALE: As a teacher assumes a teacher leadership role there will be a need for additional professional growth opportunities, collaboration, modeling and observing that occurs during the times teacher-leaders are normally providing direct student instruction. The following outlines the rationale for hiring substitutes as well as the number of days designated for each position.

- 10 Curriculum Leaders: 4 Sub Days a Year to model best practice, observe curriculum implementation, attend workshops, and/or collaborate with the Curriculum Coordinator and other teacher-leaders
- 5 Mentors: 2 Sub Days a Year to observe mentees and model effective teaching practices
- 5 Technology Integrationists 2 Sub Days a Year for professional growth opportunities
- 1 Data Coach: 2 Sub Days a Year for professional growth opportunities
- 5 Instructional Coaches: 4 Sub Days a Year and 3 Instructional Coaches: 2 Sub Days a Year: model best practices, observe implementation, attend workshops and/or collaborate with colleagues
- 1 Mentor Coordinator: 0 Sub Days a Year

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 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

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