



Application

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

91996 - Iowa Falls & Alden TLC Application (Year Two)

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/29/2014 4:31 PM

Primary Contact

AnA User Id JOHN.ROBBINS@IOWAID

First Name* John Paul Robbins
First Name Middle Name Last Name

Title:

Email: jrobbins@ifacadets.net

Address: 710 North Street

City* Iowa Falls Iowa 50126
City State/Province Postal Code/Zip

Phone:* 641-648-6400
Phone Ext.

Program Area of Interest Teacher Leadership and Compensation System

Fax:

Agency

Organization Information

Organization Name: Iowa Falls CSD

Organization Type: K-12 Education

Tax ID:

DUNS:

State

Iowa

Use the drop-down menu to select the state.

Zip Code

50126

Narrative

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

Iowa Falls CSD and Alden CSD are submitting a joint application for TLC funding. The districts have been whole grade sharing for the past eleven years, and have adopted/implemented the same school improvement initiatives during this time. This has allowed both districts to identify identical teacher leadership positions at each of the five school buildings, develop the same expectations and responsibilities for each leadership position, and use the same measures and processes for accountability. The planning process for the Iowa Falls-Alden TLC System featured parents, teachers and administrators. We worked closely together, researching effective teacher leader programs. We actively sought, received, and incorporated stakeholder feedback into the design of the system. The end result is an exemplary system that: is visionary; meets the intended goals; contains differentiated teacher leader roles that seamlessly fit with the districts' school improvement initiatives; provides a rigorous, research-based process for the selection of teacher leaders; includes research-based professional development that incorporates the key elements of the IPDM; incorporates a detailed process to determine the impact of the system and to monitor and adjust the system; is sustainable; has key staff in place to make the system function effectively; and has a budget that is aligned with the districts' goals for the TLC system.

The vision for the TLC system is: **Empower teachers to lead systemic, collaborative school improvement initiatives to advance teaching and learning practices with the ultimate goal of increased student learning and achievement.**

System goals directly align with the state's goals:

- Attract competent and promising new teachers
- Retain effective teachers
- Cultivate collaboration
- Promote professional growth and effective teaching
- Improve student achievement by strengthening instruction

Seven leadership roles were identified in response to research, student data, and how teachers can best be assisted in improving instruction, and ultimately student achievement.

1) Mentor Teacher

Provides guidance/support to new initial, new-to-district, and selected career teachers. Identifies skills, knowledge, and goals to assist mentees' success, and provides necessary assistance.

2) Mentor Coordinator

Facilitates the mentoring program, ensures accountability, and provides professional development for mentors, new initial, new-to-district, and selected career teachers.

3) Technology Integration Leader

Assists teachers to incorporate hardware, software, and pedagogy to improve learning, including 21st Century Skills.

4) Data Leader/Academic Intervention Coach

Analyzes student achievement data and conveys data results to validate and/or adjust instruction aligning with the Iowa Core Curriculum.

5) Authentic Intellectual Work (AIW) Student Engagement Coach

Models instruction; scores instruction, tasks and student work; and assists with new teacher AIW training.

6) Instructional Practices Inventory (IPI) Student Engagement Coach

Models instruction, analyzes levels of student engagement, and assists with new teacher IPI training.

7) Student Success Coach

Helps to change and/or manage student behavior and/or attendance issues that interfere with learning.

The district's school improvement initiatives are interconnected with each other and directly aligned with TLC leadership roles. A picture showing the interconnectedness of districts' school improvement initiatives could not be uploaded to Iowa Grants, but can be viewed at <http://bit.ly/1wz6O7n>.

The following table shows the direct alignment between school improvement initiatives and leadership roles.

School Improvement Initiative	Leadership Role
Authentic Intellectual Work	AIW Coach
Instructional Practices Inventory	IPI Coach
Technology Integration	Technology Integration Coach
Iowa Core Curriculum	Data Leader
AIW, IPI, Technology, ICC	Mentor and Mentor Coordinator

Student Success	Student Success Coach
-----------------	-----------------------

A rigorous selection process is in place to select teacher leaders that incorporates research-based criteria. Applicants for leadership roles must provide proof of instructional effectiveness, success in previous leadership roles, expertise in the specific leadership role sought, success in working with adults, effective communication skills, continuous learning, support from peers, and support from administration.

Once chosen, all teacher leaders have the responsibility to actively pursue, develop, and facilitate research-based professional development that is aligned with and incorporates the key elements of the *Iowa Professional Development Model*. Leaders are expected to collaborate with each other, deliver professional development that improves instruction and ultimately student achievement, and be accountable to the site base review council.

The impact of the TLC system is measured in the short-term by detailed formative and summative measurements that are unique to each leadership role. In the long-term, impact of the TLC system is measured by the extent to which the goals of the TLC system are met. The system is monitored and adjusted, as needed, through a quarterly review process involving all teacher leaders and the site based review council.

The districts have the capacity to implement and sustain the TLC system. The system is designed for success because it is attainable, has widespread support among stakeholders, is attractive to potential teacher leaders, meets the professional development needs of all teachers, has key staff members in place (site based review council) to ensure the plan operates effectively, and has a budget that is aligned with the districts' goals for the TLC system. Ultimately the system will lead to increased student achievement.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

A TLC Planning Committee (TLCPC) was formed to develop a high quality teacher leadership system. This system would align with the districts' vision and goals for teacher leadership, include all "five must haves" as identified by the State of Iowa, and earn the support and commitment of all Iowa Falls and Alden stakeholder groups.

Membership on the TLCPC included a total of nine teachers, five parents, and six administrators – or an equivalent of four stakeholder representatives for each of the districts' five schools. The Iowa Falls and Alden Education Associations appointed one teacher representative from each of their respective buildings to serve on the TLCPC and to provide feedback on Master Contract implications as the system was developed.

Funds from the Teacher Leadership Compensation (TLC) Planning Grant were used to research, discuss, and design a leadership system that would ultimately lead to increased student learning and achievement through teacher-led professional development. Specifically, the planning grant paid for:

- a) Meetings and Work Sessions Involving the Entire TLCPC: The committee met as a whole group to plan the entire scope of the work, assign sub-committee work, receive and discuss information from sub-committee work, receive and incorporate on-going feedback from stakeholders as the system was being developed, and make final decisions on the details of the TLC system. There were eight work sessions where the entire committee met during and/or after the school day.
- b) TLCPC Subgroup Work: Subgroup work took place between meetings involving the entire committee. Subgroup work included attending TLC workshops, conducting research of proven teacher leadership models, writing sections of the TLC plan/application, and receiving/reporting feedback from stakeholder groups as the plan/application was developed.
- c) Conference Registration: Subgroups attended TLC-related conferences and workshops during the development of the plan.
- d) Travel Expense: The travel costs associated with subgroup attendance at conferences and workshops.

A breakdown of expenses paid through the TLC Planning Grant is displayed in the table below. Additional expenses will be incurred to make the TLC system fully operational once funding is awarded by the Department of Education.

Item	Expense
Salaries and Benefits for Committee and Sub-group Work Outside of the Contract Day	\$3,956.90
Substitute Teachers	\$1,746.62
Conference/Workshop Registration	\$415.00
Travel	\$626.64
Total	\$6,235.77

The TLCPC wanted to make sure that the TLC system was grounded in research, so that successful practices were incorporated into the local leadership system. Research efforts included a thorough review of literature provided by the Department of Education; a comprehensive review of literature of on-line sources from other states; incorporation of research-based ideas from the Center for Strengthening the Teaching Profession; attendance at the *Employee Relations Conference* sponsored by the Iowa Association of School Boards; attendance at *3 C's for Teacher Leadership: Culture, Collaboration, Cultivation* sponsored by School Administrators of Iowa; and attendance at TLC workshops sponsored by AEA 267.

All TLC models were studied in view of their strengths, weaknesses, alignment to the districts' vision and goals, current teacher leadership framework, and anticipated costs. All stakeholders had an opportunity to voice their opinions, and a collective decision was made by the TLCPC to move forward with *Model #3* because it was the best fit for both school districts.

The TLCPC designed teacher leadership roles, job descriptions, and responsibilities for teacher leader positions. All roles, job descriptions and responsibilities were based on the agreed upon needs that would move the districts forward in fulfilling its vision and goals for the TLC system, aligning school improvement initiatives with teacher-led professional development, and increasing student learning / achievement. The TLCPC also designed a rigorous selection process for leadership positions, a process to monitor progress, and an evaluation process to ensure the effectiveness of the teacher leaders and the TLC system. Support for and commitment to the TLC system was accomplished by providing initial informational sessions to stakeholder groups as committee work sessions began, providing on-going information to stakeholder groups as the plan was being developed, and actively seeking and using input from stakeholder groups as the system was developed. Once completed, the TLC system earned 100% support of the district's administrators, 100% support of the teachers on the TLCPC, 100% support of the parents on the TLCPC, and 100% support of the school board members from Iowa Falls and Alden. All Iowa Falls and Alden teachers were surveyed prior to the submission of the TLC application for year-two. Survey results show 82% of all

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

TLC Vision: Empower teachers to lead systemic school improvement initiatives to advance teaching and learning practices with the ultimate goal of increased student learning and achievement. This vision directly connects to the vision of the statewide TLC system as expressed in the state's *Theory of Action*.

District Mission: *Empowering every student to learn, lead, and succeed.* Our mission is aligned with our TLC vision in that our teacher leaders will lead the way to increased student achievement. The TLC system will assist in the implementation of our districts' mission.

District Vision: *Striving for excellence in all we do.* This vision will be carried through the implementation of the TLC system – it will be excellent.

District Values: *Commitment, Attitude, Dedication, Effort, Teamwork, and Success (CADETS).* The TLC system will be successful, through the commitment, attitude, dedication, effort and teamwork of our teacher leaders.

TLC Goals:

1. Improve student achievement by strengthening instruction.

Student achievement is our top goal. Data indicate the need to increase student proficiency in ELA, math, and science. As the quality of instruction increases, student achievement will improve. The districts' school improvement model supports strengthening instruction through teacher leadership in the district initiatives of Authentic Intellectual Work, Instructional Practices Inventory, technology integration and common core implementation. Implementation of the TLC system will ensure that these research-based practices are implemented with fidelity in every classroom through the use of leaders who are mentors, technology integration leaders, data leaders / academic intervention coaches, AIW coaches, IPI coaches, and student success coaches.

2. Promote professional growth and effective teaching by providing career pathways with increased leadership responsibilities and increased compensation.

Teacher leaders will enable us to implement the above listed research-based initiatives with fidelity through increased support. These leaders will have increased professional development responsibilities and additional compensation.

3. Cultivate collaboration by developing and supporting opportunities for teachers to learn from each other.

Collaboration will occur among teacher leaders and among all teachers. Teacher leaders will collaborate regularly to examine data, plan for and provide professional development, and provide ongoing support of each other. As a result, all teachers will collaborate regularly to learn from our teacher leaders and from each other. Teacher leaders will collaborate with their fellow teachers during professional development time, and collaboration time built into the school day.

The Department of Education and AdvancED conducted accreditation visits in October of 2014. Both agencies recommend that we: 1) Analyze and use student achievement data more deeply to inform instruction; and 2) Implement a more comprehensive mentoring and coaching process for teachers. Through the TLC system, we will be cultivating collaboration and developing and supporting opportunities for teachers to learn from each other specifically in the areas of data analysis and mentoring through the addition of data leaders / academic intervention coaches, and mentors.

4. Retain effective teachers by providing enhanced career opportunities.

A minimum of 25% of teachers will be identified as leaders through a rigorous selection process. Applicants for leadership roles must provide proof of instructional effectiveness, success in previous leadership roles, expertise in the specific leadership role sought, support from peers, and support from an administrator. Additional compensation and additional leadership work in areas of strength for teacher leaders, will lead to increased career gratification and assist in retaining effective teachers.

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

The base salary for all teachers will exceed \$33,500. Teachers will receive intensive mentoring support, as well as support in district professional development initiatives, by highly trained teacher leaders. A competitive starting salary, as well as the support from the TLC system, will attract competent and promising teachers.

Evaluation of Goals

1. Compare student achievement data before and after the implementation of the TLC system.
2. Compare IPI data before and after the implementation of the TLC system.
3. Compare mentor survey results before and after the implementation of the TLC system.
4. Impact will be measured by a series of surveys and reflections contained in *Leadership Logs*.
5. Analyze teacher retention rate before and after the implementation of the TLC program.
6. Verify that the salary for new teachers exceeds \$33,500.

Student Achievement Data

Achievement has improved in recent years, but much work remains before all students are proficient. Every school building in the district is on the "Watch List" and/or is a "School in Need of Assistance." Implementation of the Iowa Core will be strengthened through teacher leadership that supports teachers and their work toward increasing student achievement. Iowa Assessment data indicate our need to increase student proficiency in the areas of ELA, math and science. All leadership roles directly support teachers in increasing student achievement and meeting district goals in these academic areas. Our system provides teachers with expertise and success in increasing student achievement by empowering teacher leaders, allowing them to work closely with staff to increase student achievement by focusing on improving current practice and professional development initiatives.

Using Part 3 application narrative from Year 1?

No

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

The Iowa Falls and Alden CSDs have been engaged in continuous improvement for decades. Ten years ago, the districts entered into a whole grade sharing agreement for students in grades 6-12. In conjunction with the whole grade sharing agreement, the districts have adopted the same professional development structure and the same school improvement initiatives at all grade levels, PK-12. The Iowa Falls and Alden districts jointly developed our TLC plan based on these common school improvement initiatives and professional development, which utilizes a system of continuous improvement. Our plan connects directly to, supports and strengthens our existing initiatives: Iowa Core implementation, Authentic Intellectual Work (AIW), technology integration, data, student engagement, student success and teacher mentoring.

The district's school improvement initiatives are interconnected with each other and directly aligned with TLC leadership roles. A picture showing the interconnectedness of districts' school improvement initiatives could not be uploaded to Iowa Grants, but can be viewed at <http://bit.ly/1wz6O7n>.

Current Reality #1

There currently is not a formal system in place to collect, analyze, and use data to improve student learning. Most teachers are overwhelmed by the amount of data and the complexity of organizing the data. This data includes, but not limited to; EdInsight, Iowa Assessment, NWEA MAP, FAST, TELPA, I-ELDA, and a vast array of local summative assessment data.

TLC Support for Current Reality #1

The TLC system includes a Data Leader/Academic Intervention Coaches to help district teachers effectively and efficiently collect, analyze and interpret data to strengthen current data collection and use in order to make better instructional decisions.

Current Reality #2

Over the past five years Iowa Falls and Alden have devoted a significant amount of resources and time to implement and build AIW towards a local sustaining capacity.

By focusing on higher order thinking, conceptual understanding and applying learning to new situations beyond the walls of school we are working to prepare our students for career or college readiness. A key part of AIW and the improvement process is access to a local coach who can observe and collaborate with teachers throughout the day.

TLC Support for Current Reality #2

Our TLC plan includes an AIW Coach at each school to help district teachers continue to implement key components of AIW into instructional practice.

Current Reality #3

In conjunction with the AIW initiative both districts have implemented the work of Dr. Jerry Valentine via his Instructional Practices Inventory (IPI). Over the past three years time, money and resources have been devoted to implement the IPI structure. The aim of the IPI initiative is to examine and increase student engagement.

TLC Support for Current Reality #3

The TLC grant would allow our districts to support and strengthen this initiative with an IPI

Student Engagement Coach at each school. Research by Dr. Valentine indicates that higher engagement results in increased learning, learning at deeper levels, and students who are engaged. Engagement leads to higher attendance and less drop out. IPI Student Engagement Coaches would help data collection and data interpretation, as well as provide for collaboration time with teachers. This would help increase engagement through higher order thinking and student conversations. Our TLC system includes an IPI Coach at each school.

Current Reality #4

The Iowa Falls & Alden districts believe technology use and integration is a critical component of the educational process. Both districts have implemented a 1:1 computer initiative in grades 6-12, and grades 3-5 have a student/device ratio of 4:1. There have been significant resources devoted to upgrading technology infrastructure, as well as purchasing hardware and software.

TLC Support for Current Reality #4

Through our TLC grant we plan to strengthen technology integration into instructional practices, to enhance student learning and allow technology connections between and among current initiatives. Our TLC system includes a Technology Integration Leader at each school.

Current Reality #5

Lastly, our TLCPC realized that we could do more to strengthen our existing mentor program and surveyed teachers to determine what needs were not being met. Currently our mentor program just includes formal mentoring for new initially licensed teachers.

TLC Support for Current Reality #5

Our TLC system would provide each new initial teacher, new-to-district teacher, and select career teachers with a mentor teacher. Our system also utilizes a mentor coordinator to facilitate professional development and collaboration for mentors and mentees. The mentor coordinator will provide consistency and ensure district initiatives and goals remain an integral part of the mentoring process. This new position will provide better, more consistent support for mentor teachers, strengthen the experience for new teachers, provide connections and support for career teachers, and enhance the overall teaching experience for both mentors and mentees.

Using Part 4 application narrative from Year 1?

No

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

Our current mentoring program features new, initially licensed teachers being assigned a mentor teacher. The mentor teacher works with the new, initial teacher through an AEA-sponsored mentoring program, and in district as needed. Five years of survey feedback from new teachers and mentors has been used to identify the strengths and areas of improvement for our current program. Strengths include 93% of our mentors and mentees feel the program was valuable or strongly valuable and a collaborative experience that modeled the value of continuous improvement. 97% of mentors and mentees also stated that our districts actively encourage and enable our teachers to step into leadership roles. Although 100% of mentors felt they received adequate training to support their mentees, less than 50% of mentees feel they did not receive much guidance or support in the area of the Iowa Core. Another weakness included approximately 50% of our mentors or mentees were not able to observe one another and only about half were able to meet on a weekly or more than weekly basis.

Surveys have identified that new, initial teachers need and desire more time working with a mentor teacher. Our professional development initiatives require more time spent with a mentor teacher than is currently provided. While the AEA provides a good general mentoring program, our districts need to provide teachers with more time to work with a mentor to support them in their new role with our districts. This time would be used to develop and implement specific school improvement strategies employed by the districts including: release time for mentors to observe new teachers, for new teachers to observe mentors, and for both mentors and new teachers to engage in specific instructional discussions in order to establish targets for improvement. The districts would provide five extended contract days for new, initially licensed teachers in each of their first two years to learn in greater depth, including: the instructional expectations that the school district has for teachers, the operational expectations, in-depth professional development of the key school improvement initiatives, release time to observe exemplary teachers, release time for mentors to observe new teachers and provide on-going feedback to them.

Licensed teachers who are new to the school districts would receive five extended contract days in their first year to learn in greater depth, including: the instructional expectations that the school district has for teachers, the operational expectations, in-depth professional development of the key school improvement initiatives, release time to observe exemplary teachers, release time for mentors to observe new teachers and provide on-going feedback to them. Providing career teachers release time to work with a mentor in a specific targeted area to gain a higher level of expertise.

District surveys have also identified a need for mentoring other teachers beyond the new, initially licensed teachers. Licensed teachers who are new to our district often struggle to implement the district's school improvement strategies with fidelity. In addition, some career teachers, on occasion, need mentoring assistance to successfully implement a specific school improvement strategy.

In response to our program review data, **we set goals for how the TLC system would improve our mentoring and induction program to benefit new teachers as well as teachers that are new to our buildings.** Our goals include:

Goal #1: Establish time for mentors and mentees to collaborate within the school day on a more consistent basis to improve instruction and student learning.

The TLC funding will be utilized to support new teachers, with the expectation during their first two years to learn in greater depth, including: the instructional expectations that the school district has for teachers, the operational expectations, and in-depth professional development of the key school improvement initiatives. The mentor coordinator will ensure accountability, and provide professional development for mentors, new initial, new-to-district, and selected career teachers.

Goal #2: Ensure observations of mentees by mentors as well as mentees given the opportunity to observe teachers within their buildings and other buildings within the two districts.

In addition to the increased opportunity for collaborative time, release time would also be given to observe exemplary teachers as well as release time for mentors to observe new teachers and provide on-going feedback to them. This could also be an opportunity for the mentor and mentee to co-teach in the mentee's classroom, or for the mentor teacher to model lessons.

Goal #3: Provide support with the Iowa Core Curriculum for new mentees within the induction program, utilizing experts from their content areas to help build a network of support.

Based upon survey data, teachers new to the profession were not confident in their knowledge of the ICC. Therefore, the mentor coordinator will have training based on the Iowa Core and Characteristics of Effective Instruction to ensure learning opportunities for all new teachers. Further, new teachers will have opportunities to learn, in-depth, with experts from the AEA or neighboring schools to build their knowledge.

Goal #4: Extend mentoring opportunities to teachers that are new to the district, yet past 2 years experience in the teaching field.

The Iowa Falls and Alden School Districts have a long history of research-based, quality professional development. New teachers to our school districts typically have a lot of new learning to acquire which can only be supported with the appropriate time and resources needed. By utilizing our leadership process, new teachers would be supported throughout the school year with extra opportunities to learn and practice professional development initiatives.

Narrative

Using Part 5 application narrative from Year 1?

Yes

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

Please include the following information in your narrative:

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

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

a) Description of the responsibilities and duties for each teacher 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.

The leadership roles for the Iowa Falls–Alden TLC Plan were identified as a result of an extensive examination of how teachers can best be assisted in increasing student achievement. Seven leadership roles were identified, and all are tightly aligned with the districts' school improvement initiatives. Leadership roles include:

- 1) Mentor Teacher
- 2) Mentor Coordinator
- 3) Technology Integration Leader
- 4) Data Leader/Academic Intervention Coach
- 5) Authentic Intellectual Work (AIW) Student Engagement Coach
- 6) Instructional Practices Inventory (IPI) Student Engagement Coach
- 7) Student Success Coach

Note: The TLC Planning Committee received consistent feedback from its stakeholders that was overwhelmingly supportive in developing teacher leadership roles, but not at the expense of taking teachers out of the classroom for extended periods of time.

Mentor Teacher (1 Mentor per Mentee)

Provides guidance and support to new initial, new-to-district, and selected career teachers. Identifies skills, knowledge, and goals to assist mentees' success, and provides the necessary assistance to ensure success.

Responsibilities

- Uses effective interpersonal skills, including the ability to listen, to present ideas professionally, to lead informative discussions, to clarify teaching methods, to identify and share effective resources, and to create an environment of trust with colleagues.
- Identifies the needs and establishes goals for mentees, and works with them to advance their teaching skills, and support their professional learning.
- Models effective instruction that embraces the districts' school improvement initiatives.
- Engages in reflective dialog with colleagues, based on observations of instruction and student work.
- Reports to mentor coordinator on a regular basis.

> Percent Student Instruction = 98%

> Percent Leadership = 02%

Mentor Coordinator (1 Coordinator – Shared between districts)

Facilitates the mentoring program, ensures accountability, and provides professional development for the mentors, new initial, new to district, and selected career teachers in the mentoring program.

Responsibilities

- Informs and suggests ways for new teachers to incorporate local, state, national developments, and policies.
- Facilitates professional development for the mentors and mentees.
- Strives to make mentor program comprehensive and focused.
- Monitors progress to ensure program success.

> Percent Student Instruction = 96%

> Percent Leadership = 04%

Technology Integration Leader (1 per School)

Assists teachers to incorporate technology hardware, software and pedagogy to improve student learning, including 21st Century Skills.

Responsibilities

- Provides professional development for teachers by utilizing knowledge of existing and emerging technologies to help guide teachers and students to skillfully and appropriately apply knowledge.
- Promotes collaborative student learning by connecting with people and resources around the world.
- Collaborates with colleagues to plan professional learning that is job-embedded, sustained over time, aligned with content standards, differentiated, and promotes higher order thinking skills for students.
- Researches, identifies, and shares resources.
- Models technology-enhanced instruction.

> Percent Student Instruction = 93%

> Percent Leadership = 07%

Data Leader/Academic Intervention Coordinator (1 per School)

Systematically analyzes student achievement data and conveys data results in a timely manner so teachers can validate and/or adjust instruction that aligns with Iowa Core Curriculum.

Responsibilities

- Facilitates the collection, analysis, and use of classroom and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture.
- Assists colleagues in collecting and using research in order to select appropriate strategies to improve student learning through the analysis of student learning data, the interpretation of results, and giving teachers methods of applying findings to improve teaching and learning.
- Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data; makes connections to research-based effective practices; attends meetings and provides data to help teams form goals and implementation plans.
- Uses data and objective information from colleagues to help identify at-risk students, facilitates the implementation of intervention strategies, and assists with the development of interventions.
- Helps to identify curricular gaps, analyzes all levels of achievement, and shares results in order to facilitate data/intervention professional development.
- Collaborates with data leaders from other buildings.

> Percent Student Instruction = 94%

> Percent Leadership = 06%

Authentic Intellectual Work (AIW) Student Engagement Coach (1 Coach per School)

Works alongside teachers to model instruction; score instruction, tasks and student work; and assist with new teacher AIW training.

Responsibilities

- Collaborates with teams or individual teachers in the design, implementation, and scoring of tasks, student work and instruction to improve educational practice and student learning.
- Provides constructive feedback and engages in reflective dialog with colleagues based on observation of instruction, student work, and tasks, and helps make connections to research-based effective practices.
- Team teaches and models instruction.
- Completes training to become a lead AIW coach.
- Evaluates the AIW program and recommends yearly goals for individuals/buildings.
- Provides professional development to staff on specific AIW strategies
- Creates model lessons, assessments and/or units

_ > Percent Student Instruction = 94.5%

> Percent Leadership = 05.5%

Instructional Practices Inventory (IPI) Student Engagement Coach (1 Coach per School)

Works alongside teachers to model instruction, analyzes levels of student engagement, and assists with new teacher IPI training.

Responsibilities

- Teaches and supports colleagues with the IPI process.
- Assists colleagues in accessing and using IPI research to improve student learning and student engagement.
- Provides constructive feedback to colleagues to strengthen student engagement.
- Observes and monitors the implementation of student-engagement strategies.
- Completes training to collect IPI data.
- Team teaches and models instruction.
- Creates or shares examples of lessons and/or assessments that promote high levels of student engagement.
- Recommends yearly goals for IPI and provides professional development

> Percent Student Instruction = 94.5%

> Percent Leadership = 05.5%

Student Success Coach (.5 FTE per School Building)

Works alongside teachers to help change and/or manage student behavior and/or attendance issues that interfere with

learning.

Responsibilities

- Builds rapport with students, teachers and families.
- Assists teachers by observing and working with students who have attendance and/or behavior issues that prevent learning.
- Models and teaches effective communication and coping skills to families, students, and teachers.
- Acts as a resource for problem solving, assisting colleagues to find resources and methods that help to work towards a solution.
- Facilitates teacher reflection to understand their role in contributing to disruptive behavior, and provides proactive and responsive strategies to enrich school experiences for both students and teachers.
- Develops a shared understanding among the teaching staff of the diverse behavior needs of students, and helps to develop connections with the students' families.
- Completes training on behavioral intervention strategies.
- Helps develop and monitor appropriate behavior goals for student academic success.

> Percent Student Instruction = 50%

> Percent Leadership = 50%

b) A 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 throughout the district.

The leadership roles fit together seamlessly and are tightly aligned to the districts' school improvement initiatives that drive improved instruction, student learning and, ultimately, student achievement.

The seamless fit is achieved by the expectations established for all teacher leaders and the design of the leadership roles. Leaders are expected to collaborate with each other to improve student achievement; actively pursue, develop and provide research-based professional development to maximize effectiveness; and be accountable to each other and to the teachers served.

Leadership roles naturally interconnect and reinforce the work of each leader, as they are all designed to increase the level of student engagement in rigorous, authentic academic work. In essence, all roles are interconnected and inseparable. For example, the AIW coach works with the technology integration coach to enhance the "value beyond school" component of lessons through technology. The IPI coach and the data leader work with the AIW coach and the technology integration coach to assess the levels of student engagement and resulting student achievement. The AIW coach, the technology integration coach, the IPI coach and the data leader all work with the mentors to provide professional development to new teachers so that they can successfully implement the district's school improvement initiatives. The student success coach works with all coaches/leaders to provide intensive assistance for teachers who have students with attendance and/or behavior issues. The leadership roles are tightly aligned to the districts' key school improvement initiatives. These initiatives are all research-based and are clearly focused on student academic success. Key school improvement initiatives and alignment with coaches/leaders are illustrated in the following table.

School Improvement Initiative	Leadership Role
AIW	AIW Coach
IPI	IPI Coach
Technology Integration	Technology Integration Coach
Iowa Core Curriculum	Data Leader
AIW, IPI, Technology, ICC	Mentor and Mentor Coordinator
Student Success	Student Success Coach

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Teacher leaders are selected through a rigorous, research-based process. This process includes submission of an application to the Iowa Falls-Alden Site Based Review Committee (Committee), an interview with the Committee, the Committee's recommendations of candidates for leadership roles to the superintendent, and approval of the candidates for leadership roles by the superintendent.

The application for a leadership position is extensive, and is predominately based on the research conducted by the CSTP, Center for Strengthening the Teaching Profession. CSTP has identified five skill sets needed for effective teacher leaders. The district added one more skill set to the application process, *Continuous Professional Growth*. The Application materials reflect these skill sets and are outlined in the following table.

Skill Set	Knowledge/Skills	Application Documentation
Working with Adult Learners	Building trusting relationships Facilitating professional learning for teachers	Peer support for a leadership position as evidenced in two letters of support from teacher peers
Communication	Building relationships through communications Technical skills <ul style="list-style-type: none"> •facilitating •listening •speaking •questioning •mediating •writing 	Self-assessment of how well the <i>7 Habits of Highly Effective People</i> are portrayed: <ul style="list-style-type: none"> •Being proactive •Begin with the end in mind •Put first things first •Think win-win •Seek first to understand, then be understood •Synergize •Sharpen the saw The quality of the application documents will be used to assess the applicant's technical skills.
Collaborative Work	Collaborative skills Organizational skills	Success in previous leadership roles directly connected to school improvement and/or student achievement.
Knowledge of Content and Pedagogy	Strong subject matter knowledge including assessment strategies The ability to analyze subject matter concepts and pedagogical strategies Personal experience using effective pedagogical strategies in the classroom	Validated by the degree the applicant, "exceeds expectations" on the Iowa Teaching Standards as found in the teacher's evaluation Expertise in the specific leadership role that is sought
Systems Thinking	Working effectively within the system Skills of advocacy	A letter of support from an administrator citing the teacher's ability to effectively work within the culture of the school to collaboratively set, pursue, and achieve goals.

Continuous Professional Growth	Life-long learner	May include, but not be limited to, Individual Career Development Plans, transcripts of college credits and/or continuing education credits, and certificates of attendance at approved trainings (e.g. IPI, AIW).
--------------------------------	-------------------	--

The aforementioned skill sets will be used to develop application, screening, interview, job description, self--assessment, & evaluation documents for teacher leader positions.

The Iowa Falls-Alden Site Based Review Committee (Committee) is comprised of one teacher and one principal from each of the five school buildings in the school districts. Selection of teachers to serve on the Committee is made at the individual building level. The teacher selection process includes self-nomination, or peer-nomination, a presentation by the nominated teacher to the teaching faculty, and a vote by the teaching faculty. The selection of the principal to serve on the Committee is predetermined as there is only one principal at each school building. The Alden and Iowa Falls School Boards will give final approval to the recommended Committee members from their respective schools.

The Committee will initiate the application process by announcing the availability of the differentiated leadership positions, and providing job descriptions, performance expectations, compensation information, application process, application timelines, selection process, and selection timelines for each leadership position.

The Committee will meet after the deadline date for applications and evaluate the quality of applicants for all leadership positions in view of the skill sets of the application. The Committee will decide which applicants should be selected for an interview, and extend invitations to these applicants to interview before the Committee.

The Committee will conduct thorough, individual interviews with applicants. The interview will include questions to validate the skill set information presented in the application, and probing questions specific to the leadership position. An example of a probing question could be: How has the success in accomplishing the goals in your Individual Career Development Plan translated to being a more effective teacher?

After all interviews for a leadership positions are completed, Committee will conduct a vote for all leadership positions and recommend the top teacher leader candidates to the superintendent for approval. Weighted voting will determine the top candidate. The votes from the teacher and principal at the building where the leadership position is housed will count as two votes, all other Committee members votes will count as one vote.

All leadership assignments are for one year, but may be extended pending the results of progress monitoring and evaluation. The Committee will monitor progress towards success every quarter for every leadership position. Monitoring will identify which aspects of leadership are successful, and which aspects may need additional resources to be successful, or more successful. The building principals will conduct annual evaluations of each leadership position according to the six skills sets previously identified, and make recommendations to the superintendent as to which leaders are successful. Leaders who have successfully met performance expectations may reapply to continue in the same leadership position in the next school year.

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

Currently, teachers and administrators work together to plan professional development. Under the districts' TLC system all teacher leaders have key responsibilities for planning and facilitating professional development in their leadership positions. Part 5 of this application described this responsibility, "*Leaders are expected to collaborate with each other to improve student achievement; actively pursue, develop and provide research-based professional development to maximize effectiveness; and be accountable to each other, and to the teachers served*".

Teacher leaders are given time to develop and deliver professional development. The allocation of time is accomplished by the use of Wednesday professional development time, full-day professional development, release time during the workday, and extended contracts. Both districts have early outs every Wednesday for professional development. This provides approximately two hours per week for professional development that may be used by teacher leaders. Time is also allocated through the use of release time during the instructional day so that leaders can work with teachers. Extended contract days as a part of TLC system and/or extended contract hours, as a part of the Teacher Quality Plan, are also available for this work. Every teacher leader has professional development funds allocated for their use as provided in the budget for the TLC system. The purpose of these funds is for teacher leaders to truly become experts, and maximize effectiveness in their designated leadership roles. The use of professional funds will be aligned with the teacher leaders' individual career development plan. The use of funds, and how they are beneficial to instructional improvement, is documented by the teacher leaders, and subsequently reported to the Iowa Falls-Alden Site Based Review Council (Council) as a part of the quarterly review process for monitoring and accountability purposes.

The TLC system is aligned with, and incorporates the key elements of the Iowa Professional Development Model (IPDM). Key elements include: Collecting and analyzing student data; Setting goals for student learning; Selecting content; Designing process for professional development; Training and learning opportunities; Collaborating with colleagues; Implementing plans; Formative data collection; Summative evaluating; and Using Individual Career Professional Development Plans. TLC professional development works in conjunction with district-level and/or building level professional development teams and Teacher Quality programs. Professional development teams implement the *IPDM Cycle* according to the guidelines provided by the Iowa DE. The teams consist of teacher representatives from all subject areas, all building principals, and the superintendent.

Professional development teams utilize the student achievement goals identified by the districts' School Improvement Advisory Committees (SIAC) to develop initiatives that move the districts toward accomplishing the goals. It is important to note that goals are based on the on-going collection/analysis of student achievement data.

Teacher Quality programs in Iowa Falls and Alden work cooperatively with the district professional development teams to provide funding for approved individual, small group, building-level, and district-wide professional development projects that move the districts toward accomplishing the student achievement goals.

The design of the leadership roles tightly connects the TLC system with the districts' school improvement initiatives and student achievement goals. There are leadership roles for every significant school improvement initiative, except the Leader In Me program. The following table illustrates these connections.

School Improvement Initiative	Leadership Role	Key Professional Development Responsibilities <u>Based on Theory, Demonstration, Practice, Collaboration</u>
AIW	AIW Coach	Works alongside teachers to model instruction; score instruction, tasks and student work; and assist with new teacher AIW training.
IPI	IPI Coach	Works alongside teachers to model instruction, analyzes levels of student engagement, and assists with new teacher IPI training.

Technology Integration	Technology Integration Coach	Assists teachers to incorporate hardware, software, and pedagogy to improve learning, including 21st Century Skills.
Iowa Core Curriculum	Data Leader	Analyzes student achievement data and conveys data results to validate and/or adjust instruction aligning with the Iowa Core Curriculum.
AIW, IPI, Technology, ICC	Mentor and Mentor Coordinator	Provides guidance/support to new initial, new-to-district, and selected career teachers. Identifies skills, knowledge, and goals to assist mentees' success, and provides necessary assistance.
Student Success	Student Success Coach	Works alongside teachers to help change student behavior and/or attendance issues that interfere with learning.

Professional development for teacher leaders in the TLC system is facilitated through the use of Individual Career Development Plans. Plans are created in conjunction with the Iowa Teaching Standards. Their leadership roles will move the districts closer to implementing school improvement initiatives with fidelity and accomplishing the identified student achievement goals. Teacher leaders will collect and analyze data for the purposes of monitoring progress. Progress reports are shared with the Council each quarter as a part of the accountability structure in the TLC system. Teacher leaders work with the Council to make revisions to their implementation plans based on the discussions on the reported results and how it all aligns with the IPDM.

Using Part 8 application narrative from Year 1?

Yes

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

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

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

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

The impact/effectiveness of the TLC plan will be measured in the short-term by formative and summative measurements that are unique to each leadership role. In the long-term, impact/effectiveness of the TLC plan will be measured by the extent to which the goals of the TLC program are met.

Listed below are the leadership roles in the TLC plan, and an explanation of how short-term and long-term impact/effectiveness will be measured.

Mentor Teacher

Short-term impact will be measured by a series of surveys and reflections in a **Leadership Log*. Pre, quarterly, and post surveys of new teachers will be conducted, and the results analyzed. Survey components will include:

- Goal setting and attainment
- District orientation and operations
- Progress in meeting the Iowa Teaching Standards
- Quality of modeling/coaching provided
- Success in implementing school improvement initiatives

* *Leadership Logs* are completed weekly by all teacher leaders and contain information on how teachers were supported, what strategies have been implemented, how students have been served, how students have grown, how effective professional development has been, and other key types of information. The logs serve as a way for leaders to reflect on how well they are progressing in fulfilling their leadership responsibilities. *Leadership Logs* are presented to the Iowa Falls-Alden School Based Review Council (Council) each quarter for the purposes of accountability, monitoring progress, and making program adjustments.

Long-term impact will be determined with respect to TLC goals, especially success in components of two goals: (1) "Attract competent and promising new teachers by offering short-term and long-term professional development," and (2) "Retain effective (new) teachers."

Mentor Coordinator

Short-term impact will be measured by the results of quarterly surveys, post surveys, and on-going reflective dialogue between mentor teachers and the mentor coordinator. Surveys and dialogue will measure how well the mentor coordinator is serving the mentor teachers and how well the mentor teachers are serving the new teachers in respect to:

- Goal setting and attainment
- District orientation and operations
- Progress in meeting the Iowa Teaching Standards
- Quality of modeling/coaching provided
- Success in implementing the district's school improvement initiatives

Long-term impact will be determined with respect to all TLC goals, especially success in

components of two goals: (1) “Attract competent and promising new teachers by offering short-term and long-term professional development,” and (2) “Retain effective (new) teachers.”

Technology Integration Leader

Short-term impact will be measured through three strategies: the use of Clarity™ (a web-based survey completed by all teachers and students twice a year) to determine the extent that technology is integrated into the curriculum, teacher perception surveys on how supportive the leader has been in assisting with technology integration, and completion of the **Leadership Log*.

Long-term impact will be determined with respect to TLC goals, especially success in “improving student achievement by strengthening instruction.”

Data Leader

Short-term impact will be measured through two strategies: the use of quarterly teacher perception surveys on how supportive the leader has been in assisting with data analysis and instructional interventions, and completion of the **Leadership Log*.

Long-term impact will be determined with respect to all TLC goals, especially success in “improving student achievement by strengthening instruction.”

AIW Student Engagement Coach

Short-term impact will be measured through two strategies: the use of quarterly teacher perception surveys on how supportive the leader has been in assisting with modeling and implementing AIW components (increasing critical thinking skills, elaborated communication, and value beyond school) and completion of a **Leadership Log*.

Long-term impact will be determined with respect to all TLC goals, especially success in “improving student achievement by strengthening instruction.”

IPI Student Engagement Coach

Short-term impact will be measured through two strategies: the use of quarterly teacher perception surveys on how supportive the leader has been in assisting with implementing IPI-based practices (increase the level and quality of student engagement in the classroom) and completion of the **Leadership Log*.

Long-term impact will be determined with respect to all TLC goals, especially success in “improving student achievement by strengthening instruction.”

Student Success Coach

Short-term impact will be measured through three strategies: the use of quarterly teacher perception surveys on how supportive the coach has been in assisting with reducing student behavior problems and improving student attendance and achievement; an on-going analysis of student behavior, attendance, and achievement data; and a completion of the **Leadership Log*.

Long-term impact will be determined with respect to all TLC goals, especially success in “improving student achievement by strengthening instruction.”

b) Description of how the district will monitor and adjust the TLC plan based on the

results of these measures.

The Council will meet with teacher leaders each quarter to:

- Review *Leadership Logs* that provide information on teacher support, strategies implemented, students served, student growth, professional development, and other key information
- Review quarterly survey/feedback information and data that is compiled and analyzed by teacher leaders
- Review program adjustments as recommended by the teacher leaders
- Support, modify, or not support, recommendations for adjustments

Using Part 9 application narrative from Year 1?

Yes

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

Iowa Falls and Alden Community School Districts have partnered throughout all of the planning and submission of the TLC plan. Once approved, the districts will partner in implementing, monitoring, and evaluating the plan.

Iowa Falls and Alden have been engaged in whole grade sharing for the past ten years and will continue to whole grade share in the foreseeable future. The districts are in complete agreement with respect to the adoption/implementation of shared school improvement strategies. This level of continuity allows both districts to identify identical teacher leadership positions at every school building, develop the same expectations and responsibilities for each leadership position, and develop the same measures and processes for accountability.

The districts have the capacity to implement and sustain the TLC plan because it is designed for success:

- a) The TLC plan was developed in response to extensive feedback received from stakeholders. It is a credible plan, and has widespread support.
- b) The TLC plan was developed to make the leadership positions attractive to teachers. Feedback indicated it was important to create leadership positions that did not require teachers to be out of their classrooms for extended periods of time. Thus, every leadership position (except one) keeps the teacher leader in their classroom at least 90% of the time.
- c) All leadership positions are expressly designed to assist teachers in improving instructional effectiveness and subsequently improving student achievement. The focus on improvement of instruction and achievement is timeless.
- d) Teacher leader positions are tightly aligned with the districts' school improvement initiatives. These improvement initiatives have been in place for several years (at a minimum) and won't be ending anytime in the foreseeable future. Teachers and teacher leaders have the ability to take current initiatives that are in place and raise their level of implementation through the TLC program, so greater levels of instructional expertise and effectiveness are attained.
- e) The structure of the TLC program provides sustainable, quality professional growth for leaders and teachers. Every leader has professional development funds allocated to acquire knowledge and develop skills to enhance their impact/effectiveness. In addition, time is allocated for leaders to work with teachers through release time during the day, full day professional development, extended contract time, time allocated through Teacher Quality funding, and time during the districts' weekly Wednesday professional development time.
- f) The design of the TLC program has a built-in process to regularly monitor implementation progress and make needed adjustments during the course of a school year. This design allows the leadership roles to function as intended and not wait until there is an adverse impact to make program adjustments.
- g) The TLC program has a built-in evaluation/accountability process in place that is designed to assess the success of the TLC program and the success of each teacher leader.

Key staff members most responsible for the success of the TLC program are the members of the Iowa Falls-Alden School Based Review Council (Council). The Council's role in program success includes:

- a) Initiating the application process by:
 - Announcing the availability of the differentiated leadership positions
 - Providing job descriptions and performance expectations
 - Providing compensation information
 - Providing details of the application process, application timelines, selection process, and selection timelines for each leadership position
- b) Interviewing and recommending teachers to the superintendent for leadership positions
- c) Conducting quarterly reviews of the TLC program and the performance of individual teacher leaders
- d) Making program adjustments during the course of the school year
- e) Conducting end-of-the year evaluations of the TLC program and all teacher leaders

The superintendent of schools has a secondary role in the success of the TLC program. The superintendent provides oversight and guidance for the Council; ensures the state-required TLC program application, reporting mandates, and other requirements are met; and verifies funds allocated to the TLC program are spent according to the TLC plan.

Grant Allocation

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

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

Certified Enrollment Number	1348.2
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$416,351.12
Total Allocation	\$416,351.12

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$150,421.12
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).	\$172,268.00
Amount used to provide professional development related to the leadership pathways.	\$57,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$36,662.00
Totals	\$416,351.12

Other Budgeted Uses - Description

Item description	Amount budgeted
IFA Site Base Review Committee: Conducts application, interview, selection & review of leaders.	\$10,000.00
New Teachers: Extended contract days for participation in the mentoring program	\$13,000.00
New Teachers: Substitute teachers to cover classes for observtaion of master teachers	\$2,662.00

New Teachers: Professional Development	\$11,000.00
	\$36,662.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$416,351.12

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? Yes

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

The districts' budgeted use of funding is directly aligned with the narrative of the TLC plan. Funds are used to make all leadership positions fully operational and effective, enhance the mentoring/induction program, and support key staff members who are responsible to make the plan successful.

Seven leadership roles were identified for the TLC plan as a response to student achievement results, and an extensive examination of how teachers can best be assisted in increasing student achievement. Once identified, the number of leadership positions, amount of leadership time, salary, and professional development was determined for each role.

A brief description of funding for each leadership roles follows.

1) Mentor Teacher

- Approximate number of leadership positions is eleven (one per mentee)
- Leadership time is two percent (2%)
- Costs for the time teachers in leadership roles are not providing direct instruction in a classroom
- Salary stipend is \$2,200 per leader
- Professional development allocation is \$1,000 per leader

2) Mentor Coordinator

- Number of leadership positions is one (shared between districts)
- Leadership time is four percent (4%)
- Costs for the time teachers in leadership roles are not providing direct instruction in a classroom
- Salary stipend is \$3,250 per leader
- Professional development allocation is \$1,000 per leader

3) Technology Integration Leader

- Number of leadership positions is five (one per school)
- Leadership time is seven percent (7%)
- Costs for the time teachers in leadership roles are not providing direct instruction in a classroom
- Salary stipend is \$3,250 per leader
- Professional development allocation is \$2,000 per leader

4) Data Leader/Academic Intervention Coach

- Number of leadership positions is five (one per school)
- Leadership time is six percent (6%)
- Costs for the time teachers in leadership roles are not providing direct instruction in a classroom
- Salary stipend is \$5,300 per leader
- Professional development allocation is \$1,000 per leader

5) Authentic Intellectual Work (AIW) Student Engagement Coach

- Number of leadership positions is five (one per school)
- Leadership time is five and one-half percent (5.5%)
- Costs for the time teachers in leadership roles are not providing direct instruction in a classroom
- Salary stipend is \$5,308 per leader
- Professional development allocation is \$2,000 per leader

6) Instructional Practices Inventory (IPI) Student Engagement Coach

- Number of leadership positions is five (one per school)
- Leadership time is five and one-half percent (5.5%)
- Costs for the time teachers in leadership roles are not providing direct instruction in a classroom
- Salary stipend is \$5,000 per leader
- Professional development allocation is \$1,000 per leader

7) Student Success Coach

- Number of leadership positions is five (one per school)
- Leadership time is fifty percent (50%)
- Costs for the time teachers in leadership roles are not providing direct instruction in a classroom
- Salary stipend is .50 FTE of Master Contract Salary Schedule
- Professional development allocation is \$3,000 per leader

The TLC plan will enhance the induction/mentoring by including more categories of teachers in the program, providing extended contract days, providing release time, and allocating professional development funds.

A brief description of funding for each teacher category in the mentoring program follows.

1) New, Initially Licensed Teacher

- 5 extended contract days (1st and 2nd Years)
- 2 release days to observe master teachers (1st and 2nd Years)
- Professional development allocation of \$1,000 (1st and 2nd Years)

2) Licensed Teachers - New to the School Districts

- 5 extended contract days (1st Year)
- 2 release days to observe master teachers (1st Year)
- Professional development allocation of \$1,000 (1st Year)

3) Career Teachers

- Release time to work with a mentor in a specific targeted area to gain a higher level of expertise

Key staff members most responsible for the success of the TLC program are the members of the Iowa Falls-Alden School Based Review Council (Council). The Council's role in program success includes:

a) Initiating the application process by:

- Announcing the availability of the differentiated leadership positions
- Providing job descriptions and performance expectations
- Providing compensation information
- Providing details of the application process, application timelines, selection process, and selection timelines for each leadership position

b) Interviewing and recommending teachers to the superintendent for leadership positions

c) Conducting quarterly reviews of the TLC program and the performance of individual teacher leaders

d) Making program adjustments during the course of the school year

e) Conducting end-of-the year evaluations of the TLC program and all teacher leaders

Salary for each teacher of the five teachers on the Council is \$2,000.

Assurances

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

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

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

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

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

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