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Application

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

95408 - Iowa Valley TLC Grant Application
 Teacher Leadership and Compensation System

Status: Under Review Submitted Date: 2014-10-28 04:22:54
 Signature: Shawn Kreman Submitted By: Shawn Ray Kreman

Applicant Information

Project Officer

AnA User Id SHAWN.KREMAN@IOWAID
 First Name* Shawn Ray Kreman
First Name Middle Name Last Name
 Title: HS Principal
 Email:* skreman@iowa-valley.k12.ia.us
 Address:* 359 E. Hilton St.

Organization Information

Organization Name:* Iowa Valley Community School District
 Organization Type:* K-12 Education
 Tax ID: 42-6036800
 DUNS: 09-652-6603
 Organization Website: iowa-valley.k12.ia.us
 Address: 359 East Hilton Street

City* Marengo Iowa 52301
City State/Province Postal Code/Zip
 Phone:* 319-642-3332 222
Phone Ext.

Marengo Iowa 52301-1620
City State/Province Postal Code/Zip
 Phone: 319-642-7714
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Program Area of Interest* Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)
 Fax: 319-642-3023

Fax: 319-642-3023

Agency

Benefactor Vendor Number

Recipient Information

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

County-District Number* 48-3154
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific Mr.

Name of Superintendent* Alan Jensen

Telephone Number* 319-642-7714

E-mail Address* ajensen@iowa-valley.k12.ia.us

Street Address* 359 E. Hilton St

City* Marengo

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

Zip Code* 52301

TLC Application Contact

Honorific	Mr.
Name of TLC Contact*	Shawn Kreman
Telephone Number*	319-642-3332
E-mail Address*	skreman@iowa-valley.k12.ia.us
Street Address*	359 E. Hilton St
City*	Marengo
State*	Iowa Use the drop-down menu to select the state.
Zip Code*	52301

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 Valley Community School District's Teacher Leadership Compensation (TLC) Committee, comprised of three administrators, three teachers, and three parents, has the following vision for our TLC Plan: Iowa Valley's TLC Plan will instill a passion for lifelong learning, a desire to improve, and an ambition to succeed at high levels. The district will accomplish this by promoting highly effective teachers to leadership positions and allowing collaboration within Professional Learning Communities (PLC). Teachers will have the opportunity to grow, refine, and share their expertise other staff and with their students. As a result, Iowa Valley will provide a rigorous curriculum that challenges all students and aligns to the Iowa Core. Effective instruction will allow an exemplary educational experience where all learners can achieve their goals. We want to prepare today's students for the challenges of tomorrow. Our focus is on the characteristics of effective instruction and ensuring that all students strive to become independent learners and successful individuals.

This vision will direct the work of our district leaders and teachers in meeting not only our Annual Progress Report Goals, but our TLC Plan's goals as well.

Iowa Valley's 2014-2015 Annual Progress Report Goals are:

(Reading) By Spring of 2015 the percentage of Iowa Valley students proficient (based on NSS) on Iowa Assessments will increase by 5% from 80% to 85% being the total average of grades 3 through 11.

(Math) By Spring of 2015 the percentage of Iowa Valley students proficient (based on NSS) on Iowa Assessments will increase by 5% from 75% to 80% proficient total average of grades 6th, 7th, and 8th.

(Science) By Spring of 2015 the percentage of Iowa Valley students proficient (based on NSS) on Iowa Assessments will increase by 8% from 72% to 80% proficient total average of 7th, 8th, and 9th cohort group.

Data trends indicate a need for increased emphasis on reading comprehension, science, and math at all grade levels, but particularly in the middle grade spans of 6th through 9th grades. Enhanced teacher leadership would allow for daily evaluation, communication, guidance on initiatives, and deeper data evaluation.

The goal of the Iowa Valley's TLC plan is to implement a high quality structure that will:

1. Promote additional collaboration between and among our teacher teams to transform teaching and learning practices to increase overall student achievement and eliminate current achievement gaps.

The teacher leaders will be teaching and modeling best practices, giving constructive feedback, collaborating, and conferencing to improve teacher instruction for the students. One piece of feedback from a current Iowa Valley teacher stated, "Providing a unified strategy in subject areas helps the student understand what is expected of them."

2. Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation.

Teacher leaders will receive monetary compensation and additional contract days for performing the leadership duties and responsibilities that focuses on helping colleagues strengthen their teaching skills. Another piece of feedback from a current Iowa Valley teacher stated, "Iowa Valley has great teachers, we just have to support and encourage them in becoming valued professionals." We always want to reward the professional growth of our staff by providing pathways for career opportunities that come with increased leadership responsibilities and corresponding compensation. This will help retain great teachers in the Iowa Valley Community School District.

3. Support new teachers in the implementation of quality instructional practices and meet their learning needs.

A consistent structure of guidance will be provided to new professionals. All of our teacher leadership roles will be involved in strengthening beginning teachers within our district. They will provide a wide base of fundamental knowledge for the beginning teacher to retain them in this field. Collaboration, classroom observations, constructive feedback, and use of effective research-based teaching strategies will be provided.

4. Develop a culture of trust and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process.

Professional development opportunities will align with the district, building, and each teacher's Individual Career Development Plan (ICDP) goals through PLCs and grade span teams. Continuous learning and improving teaching methods will establish highly qualified teachers to work with our students.

The district has identified and implemented research-based strategies to focus on specific skills in need across all grade levels. Formative assessments, use of differentiated instruction, and standards based grading have been areas of focus within our professional development. The Teacher Leadership and Compensation (TLC) grant opportunity will allow Iowa Valley to align and improve these efforts. The increased presence of teacher leaders will improve instruction and assessment allowing the Iowa Valley CSD to achieve our local and statewide goals.

Iowa Valley has had teacher leaders in the past and present and is very dedicated to implementing a more thorough TLC Plan. With the continual monitoring, evaluating of the program, strong support from the parents, community, teachers, administrators, and school board, the Iowa Valley TLC Plan will be sustained for years to come. Iowa Valley wants to be a model of how shared leadership can positively impact students in the state of Iowa. Awarding the grant to Iowa Valley will make a positive impact on our staff and most importantly, our students.

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 description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- 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).

In April of 2014, administrators and teachers attended a Grant Wood AEA (GWAEA) training to explore the Iowa Teacher Leadership Compensation (TLC) legislation as well as the procedures for the application process of year two of the legislation. We decided to organize a TLC team composed of three administrators, three teachers who are association members, and three parents. Teachers and administrators attended the 2014 Iowa Teacher and Principal Leadership Symposium in Ankeny, Iowa. Members of the team attended five GWAEA training sessions and worked with other surrounding school leaders. The TLC team began meeting monthly starting in early April 2014, and have accumulated over 35 hours in collaboration to plan how TLC could be effectively implemented within the Iowa Valley CSD. Grant funds were used to compensate those involved in meetings and grant writing. These funds contributed to the overall quality of the plan.

Iowa Valley's Vision: In partnership with our community, Iowa Valley Community Schools will provide an exemplary educational experience that encourages creativity and promotes good citizenship of all students and staff.

Iowa Valley's Mission Statement: To provide a safe, comfortable, clean, and caring environment where community and staff work together to provide an education that will maximize each individual's potential, instill a sense of self-worth, and prepare each student for life-long learning.

In combining elements from both our vision and mission statements, our TLC team will continue to evaluate our CSIP plan and district assessment data to improve student achievement. "Great schools row as one; they are quite clearly in the same boat, pulling in the same direction in unison" (Lickona and Davidson, 2005, p. 65).

Our goal is to ensure that every student is given the opportunity to be engaged in learning by highly qualified teachers. Our teachers will effectively develop and implement innovative instructional practices to allow students to be successful in an ever-changing global society.

Richard and Becky DuFour's Solution Tree work identified the Four Pillars of effective Professional Learning Communities: Mission, Vision, Commitments (actions), and Goals (student learning). These four pillars served as a foundation for the implementation of Iowa Valley's TLC plan.

To create a plan, our team attended AEA workshops, researched current applications, read articles, listened to teacher leaders, and discussed a variety of plans. The committee selected Model 3, the comparable plan model as the best fit for our district.

Our ISEA representative met with teacher association members on May 14, 2014, to explain the grant process and how it may look within our district. The TLC team educated the entire teaching staff at the start of the 2014-2015 school year. Teachers on the team were available for other teachers to meet with to address concerns. Updates and continuing education of the plan continued through professional development during August and September with the teaching staff.

Teacher survey data that addressed the needs of the teachers were used to begin discussions of possible teacher leader positions. TLC team members met with staff to discuss how a teacher leadership plan might work in the Iowa Valley District. Concerns and questions were brought back to the committee and discussed. "Increasing teachers' involvement in the difficult task of making good decisions and introducing improved practices must be at the heart of school leadership. There is no simple shortcut" (Louis, Leithwood, Wahlstrom, & Anderson, 2011, p. 53). The faculty was surveyed on their support of the teacher leader positions and additional questions were addressed. 100% of the high school staff and 88% of the elementary staff are in support of the plan.

Teachers were also asked to rate the following questions from strongly agree to strongly disagree.

Effective teachers are leaders to other teachers to assist them in implementing the most effective teaching strategies in the classroom for students. Of the 42 polled, 24 responded strongly agree (57%), 16 slightly agree (38%), and 2 neutral (5%).

Effective teachers should model effective teaching strategies for other teachers including beginning teachers. Of the 42 polled, 31 responded strongly agree (74%), 10 slightly agree (24%), and 1 neutral (2%).

The collaboration between teachers to improve effective instruction would increase student achievement. Of the 42 polled, 30 responded strongly agree (72%), 11 slightly agree (26%), and 1 neutral (2%).

The TLC team educated additional stakeholders including: parents, School Board members, the School Improvement Advisory Committee (SIAC), and the Parent Teacher Organization (PTO). Communication is key to the success of the plan. The overall goal is for students to reach their maximum potential by having the most experienced and dedicated teachers available to meet the needs of our school community.

Our three administrators served key roles in shaping the plan. Their support and commitment along with support from the school board members was a positive push for implementation. Parents on the TLC team encouraged the administrators to proceed. Articles in the school newsletter educated the general public. All expressed optimism the plan would improve student learning.

With positive approval from staff, the grant was written. Each section was discussed, reviewed, and revised as a team. The grant was also reviewed by GWAEA personnel. The TLC team reviewed a complete rough draft on September 24, 2014. Changes were suggested by the TLC team. The plan was continually revised at weekly meetings as questions were discussed. The grant was reviewed for a final time and agreed upon by all TLC members on October 15, 2014.

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.

At Iowa Valley, our vision is to prepare today's students for the challenges of tomorrow. Our long term goal is to provide a rigorous curriculum that challenges all students and aligns our curriculum to the Iowa Core. Our focus is on the characteristics of effective instruction and ensuring that all students become independent learners.

Iowa Valley's 2014-2015 Annual Progress Report Goals are:

(Reading) By Spring of 2015 the percentage of Iowa Valley students proficient (based on NSS) on Iowa Assessments will increase by 5% from 80% to 85% being the total average of grades 3 through 11.

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(Science) By Spring of 2015 the percentage of Iowa Valley students proficient (based on NSS) on Iowa Assessments will increase by 8% from 72% to 80% proficient total average of 7th, 8th, and 9th cohort group.

These goals are based on analysis of the following data sources:

- Iowa Assessments (2-11)
- Formative Assessment System for Teachers (FAST) Reading Assessment (K-6)
- CBM Reading and Math Assessments (K-12)
- Measures of Academic Progress (MAP) in Math, Science, Language, and Reading (2-11)
- Journeys Reading Curriculum Assessments (K-6)
- Professional Development end of year survey (7-12)

Data trends indicate a need for increased emphasis on reading comprehension, science, and math at all grade levels, but particularly in the middle grade spans of 6th through 9th grades. Enhanced teacher leadership would allow for daily evaluation, communication, and guidance on initiatives as well as deeper data evaluation.

The goal of the Iowa Valley Community School District TLC plan is to implement a high quality structure that will:

1. Promote additional collaboration between and among our teacher teams to transform teaching and learning practices to increase overall student achievement and eliminate current achievement gaps.

The teacher leaders will be teaching and modeling best practices, giving constructive feedback, collaborating, and conferencing to improve teacher instruction for the students. One piece of feedback from a current Iowa Valley teacher stated, "Providing a unified strategy in subject areas helps the student understand what is expected of them."

2. Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation.

Teacher leaders will receive monetary compensation and additional contract days for performing the leadership duties and responsibilities that focuses on helping colleagues strengthen their teaching skills. Another piece of feedback from a current Iowa Valley teacher stated, "Iowa Valley has great teachers, we just have to support and encourage them in becoming valued professionals." We always want to reward the professional

growth of our staff by providing pathways for career opportunities that come with increased leadership responsibilities and corresponding compensation. This will help retain great teachers in the Iowa Valley Community School District.

3. Support new teachers in the implementation of quality instructional practices and meet their learning needs.

A consistent structure of guidance will be provided to new professionals. All of our teacher leadership roles will be involved in strengthening beginning teachers within our district. They will provide a wide base of fundamental knowledge for the beginning teacher to retain them in this field. Collaboration, classroom observations, constructive feedback, and use of effective research-based teaching strategies will be provided.

4. Develop a culture of trust and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process.

Professional development opportunities will align with the district goals, the building goals, and the goals found in each teacher's Individual Career Development Plan (ICDP). Continuous learning and improving teaching methods will establish highly qualified teachers to work with our students at Iowa Valley.

The district has identified and implemented research-based strategies to focus on specific skills in need across all grade levels. Formative assessments, use of differentiated instruction, and standards based grading have been areas of focus within our professional development. The Teacher Leadership and Compensation (TLC) grant opportunity will allow Iowa Valley to align and improve these efforts. The increased presence of teacher leaders will improve instruction and assessment allowing the Iowa Valley School District to achieve our local and statewide goals.

Using Part 3 application narrative from Year 1? No

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

Iowa Valley's TLC plan will enhance curriculum, instruction, and assessment through the implementation of the teacher leadership positions: Instructional Coach, Lead Teacher, Technology Coach, Mentor Teacher, Model Teacher, and PBIS (Positive Behavior Intervention Supports) Coach. The TLC plan embeds teacher leaders throughout the district to teach and support the growth of classroom educators by including them in established Professional Learning Communities and content or grade-level teams. "Effective school leaders help develop school cultures that embody shared norms, values, beliefs, and attitudes that promote mutual caring and trust among all members" (Leithwood & Riehl, 2003). This plan would help us to unite our different initiatives to focus on a common vision enabling our district to meet our four goals:

1. Promote additional collaboration between and among our teacher teams to transform teaching and learning practices to increase overall student achievement and eliminate current achievement gaps.

2. Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation.

3. Support new teachers in the implementation of quality instructional practices and meet their learning needs.

4. Develop a culture of trust and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process.

Professional Learning Communities (PLC): PLC groups will continue using the continuous school improvement process of analyzing the student data, defining the problem, developing a plan of instruction, implementing the strategy, and evaluating the results. PLC members will use DuFour's four guiding questions to help enhance and develop classroom instruction: 1) What do we want students to know and be able to do? 2) How will we know students have learned it? 3) What will we do if students haven't learned it? 4) What will we do if students have already learned it? Collaboration is an essential component of the Iowa Professional Development Model (IPDM). Iowa Valley's TLC plan provides for improved coaching and facilitation for teams of teachers as they engage in critical collaborative practices.

Iowa Core Implementation and Improve Student Achievement: The Iowa Core curriculum is the foundation of Iowa Valley's teaching and learning as it defines the essential learning outcomes for our students. Our TLC team recognizes the importance of engaging teachers in professional development around research-based practices specific to the content area and monitor the implementation of the curriculum by generating and analyzing common formative assessment data. Our TLC plan has been designed to enhance the Response to Intervention (RTI) Framework or Multi-Tiered System of Supports (MTSS) for education of all students. Emphasis on the early literacy is necessary in making sure students are meeting third grade reading benchmarks. Tier 1, 2, and 3 core instruction will be strengthened with additional and varied learning opportunities for classroom educators through district professional development supporting effective instructional strategies.

Mentoring for beginning teachers: As part of our planning process, we engaged in a rigorous review of our mentoring and induction program. As a result, we will incorporate the Grant Wood AEA Mentor i3 Training Program. Every mentor provided by Grant Wood is trained in using highly effective mentoring and coaching strategies. Weekly support includes demonstration, lesson and unit planning, classroom observation and feedback, analysis of Teaching Standards, collaboration with beginning teacher and administration.

21st Century Skills/Technology Literacy: The TLC plan will support greater technology implementation and provide support to classroom teachers in using effective technology within the district. The technology will be used to enhance student engagement and content knowledge with the goal of self-directed learning as Iowa Valley's mission is to prepare students for lifelong learning. We want to ensure that every student is ready for the demands of college and a career by having the employability skills they need.

Positive Behavior Intervention and Supports (PBIS): Iowa Valley has been using PBIS within our elementary for many years now. We have recently began using it within our high school building as well. We are implementing Tier 2 this school year with a Check In, Check Out system. The use of a school-wide, proactive approach reinforces our "Tiger Pride" expectations. The program improves safety, decreases problem behavior, and establishes a positive school culture. PBIS has been effective in creating a culture of improved relationships between students and staff. This relates to our goal to develop a culture of trust and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process.

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)

Supported by the Grant Wood AEA Consortium, Iowa Valley is using the New Teacher Center Induction Program Standards and Continuum to assess our current program and identify strengths as well as current gaps. These standards have been developed through more than 20 years of research and work in the field across the country. The ten standards are categorized into three areas: Foundational Standards (Program Vision, Goals, and Institutional Commitment, Program Administration and Communication, Principal Engagement, and Program Assessment, Evaluation, and Accountability); Structural Standards (Mentor Roles and Responsibilities, Selection, Assignment and Assessment, Mentor Professional Development and Learning Communities, Assessing Beginning Teacher Practice, and Beginning Teacher Professional Development and Learning Communities); Instructional Standards (Focus on Instructional Practice, Focus on Equity and Universal Access). Our district has determined that our biggest area of need is to support new teachers in the implementation of quality instructional practices and meet their learning needs. Belonging to the Grant Wood AEA Induction Consortium provides additional incentive and supports to address these goals.

Outcomes of the additional funding through the TLC plan include:

- Mentor Teacher will use mentee feedback to provide a more data supported PD/coaching/guidance to new teachers
- Beginning educators will feel more supported and that they are receiving more timely feedback regarding the quality of their instruction in order to grow professionally
- Novice and experienced teachers will have more professional growth opportunities as they share data and PD with leaders at monthly meetings
- Retention rates will increase as a result of teachers feeling supported and valued professionally
- Beginning educator needs will be more proactively considered throughout comprehensive school improvement planning and decision making as a result of increased leadership duties
- Model teachers will open up their classroom to beginning teachers to demonstrate effective teaching practices

According to Laura Lipton and Bruce Wellman, authors of *Mentoring Matters* (2003), "Skillful mentors balance the supportive aspects of that relationship with challenges that promote continual attention to improvement in practice."

Legislation has been in place in Iowa for twelve years to provide mentoring and induction support to first and second year teachers. "The hope was that by putting this mandate in place there would be an increase in teacher retention, acceleration of teacher effectiveness, and student achievement gains" (Teacher and Administration Quality Programs, 2001). "Unfortunately, while the goals and intentions were admirable, there is little data available to indicate that any of these goals have been met" (Iowa Legislative Services Agency Fiscal Service, 2007, p. 3).

The most recent long term teacher retention data provided by the Iowa DE (2007) illustrates the continuing challenge that districts in the Grant Wood AEA face. Across our state, 30.7% of our teachers leave the profession within the first 3-5 years mirroring the national average. In an effort to increase teacher retention, accelerate teacher effectiveness, and improve student learning outcomes Grant Wood AEA, in partnership with the New Teacher Center and area urban, suburban, and rural districts has joined a consortium to meet these goals.

These districts will submit a consortium fee used to release experienced teachers from their current classroom duties for up to three years to take on the teacher leadership role of full-release mentor (Induction Coach/Mentor Teacher). Each induction coach supports 15 new teachers with job-embedded instructional mentoring and induction support for 1-2 hours weekly. Weekly support includes but is not limited to demonstration, lesson and unit planning, classroom observation and feedback, analysis of Teaching Standards, coaching conversations and triad conversations with the principals, and arrangement of site and inner-site collaborative observations and reflection of exceptional instructional practice across the curriculum.

Iowa Valley feels that if we can improve supports for those who enter into this profession, then we can achieve our additional goals in increasing overall student achievement and eliminating current achievement gaps. We can retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation. We can develop a culture of trust and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process.

Narrative

Using Part 5 application narrative from Year 1? No

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

Please include the following information in your narrative:

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

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

"It turns out that leadership not only matters: it is second only to teaching among school-related factors in its impact on student learning" (Leithwood, 2004). The proposed teacher leadership roles in the Iowa Valley TLC Plan are one Instructional Coach, six Lead Teachers, two Technology Coaches, two Positive Behavior Intervention and Supports (PBIS) coaches, eight Model Teachers, and one Mentor Teacher. The Mentor Teacher will be provided through the Grant Wood AEA i3 grant. This results in 20 positions out of 43 full time employees (46.5%).

These teacher leader positions would enable Iowa Valley in meeting our four goals of the TLC plan:

1. Promote additional collaboration between and among our teacher teams to transform teaching and learning practices to increase overall student achievement and eliminate current achievement gaps.
2. Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation.
3. Support new teachers in the implementation of quality instructional practices and meet their learning needs.
4. Develop a culture of trust and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process.

The Instructional Coach serves as an instructional resource for teachers through classroom observations, descriptive feedback, and general support to promote professional development work and district improvement goals. The Instructional Coach will collaborate with principals and teachers to analyze student data and determine next steps; as well as provide job-embedded professional development opportunities for staff.

Teacher Leadership Role: Instructional Coach
Number of district positions in role: 1
Percentage of Time Performing Teacher Leader Duties: 100%
Percentage of Time Engaged in Direct Student Instruction: 0%
Additional Contract Days: 10 contract days
Supplemental Pay: \$5,000
Duties/Responsibilities:
*engage full-time in the planning, development, and implementation of curriculum and professional development
*guide and facilitate professional development (PD) sessions with assistance of principals and other leadership positions
*focus on specific details regarding instruction
*observe classes and collect response data
*analyze and distribute district-wide data
*compile and share feedback (reflective conversations with classroom teachers)
*analyze and understand the data to propose possible strategies
*meet with the Lead Teachers to develop focus and strategies for PLCs
*model high impact strategies to address particular learning needs
*oversee and direct curriculum
*guide curriculum goals with teachers
*organize and prepare for Iowa Assessments and MAP testing
*develop, distribute, and facilitate parent learning and communication opportunities
*be a resource for content specific standards
*meet with Mentor teachers
*meet with Model teachers to organize classroom observations
*meet with Technology Coach and cover classroom duties when Technology Coach is needed in another classroom
*attend leadership trainings as needed

Lead Teachers will collaborate with all leadership positions and administration to plan, develop, and deliver professional development. This team of teachers will be jointly responsible for school-wide instructional initiatives. They will make important instructional, professional development, and curriculum decisions based on frequent analysis of data. "It isn't the data themselves that helps change schools, it's how the data are used that impact instruction and ultimately student achievement" (Downey, 2004). Each member of the team will oversee a PLC for which they will facilitate instructional planning and monitor the consistency of instruction.

Teacher Leadership Role: Lead Teacher
Number of district positions in role: 6 total - 3 from each building
Percentage of Time Performing Teacher Leader Duties: 0%
Percentage of Time Engaged in Direct student Instruction: 100%
Additional Contract Days: 5 contract days
Supplemental Pay: \$4,000
Duties/Responsibilities:
*meet as a Lead Learning Team to develop and deliver professional development activities and PLCs designed to improve instructional strategies
*analyze student achievement data and determine gaps

- *PLC leaders
- *incorporates research-based strategies with PLC groups
- *supports classroom teachers with meeting individual student needs
- *attend trainings as needed and implement new learning

Technology Coaches will keep abreast of developments in technology innovations and their appropriateness for inclusion into the district's curriculum. They will provide instruction and support for classroom teachers in the use of technology to improve student learning by providing one-on-one support when implementing technology into the curriculum. Responsibilities for this position also include enforcing the district's policies and procedures for the use of the districts technology; as well as facilitating professional development opportunities in assisting with the integration of technology throughout the curriculum.

Teacher Leadership Role: Technology Coach
Number of district positions in role: 2 total- 1 within each building
Percentage of Time Performing Teacher Leader Duties: 0%
Percentage of Time Engaged in Direct student Instruction: 100%
Additional Contract Days: 2 contract days
Supplemental Pay: \$1,500
Duties/Responsibilities:
*keep abreast of developments in technology innovations, and provided leadership in determining their appropriateness for inclusion in the district education program
*incorporate a technology component during professional development
*work with principals and teachers in organizing and coordinating technology throughout the curriculum
*be available to assist teachers in the use and integration of technology within the classroom
*provide one-on-one support for teachers when needed
*attend trainings as needed

PBIS Coaches will provide instruction and support for classroom teachers in the use of positive behavior intervention supports to improve student learning. Implementing PBIS makes for a better school climate, in which students feel more confident and can focus on academic achievement. PBIS Coaches will be responsible for collecting and analyzing data. The PBIS Coaches will also oversee the implementation of Tier 1 and Tier 2 supports.

Teacher Leadership Role: PBIS Coach
Number of district positions in role: 2 total- 1 within each building
Percentage of Time Performing Teacher Leader Duties: 0%
Percentage of Time Engaged in Direct student Instruction: 100%
Additional Contract Days: 2 contract days
Supplemental Pay: \$1,500
Duties/Responsibilities:
*keep abreast of developments in positive behavior interventions
*meet with Instructional Coach and Lead Teachers to help develop a facilitate professional development in PBIS area
*collect and analyze PBIS data
*present data with staff and instruct staff on areas of need
*attend trainings as needed
*set up and maintain Check-In/Check-Out Tier 2 system

Model Teachers will collaborate with the Instructional Coach, Technology Coaches, and Lead Teachers to implement school and district improvement initiatives. They will open their classrooms to colleague and administrative observations to demonstrate professional development work and best practices in action. They will model effective teaching that demonstrates best classroom instructional and management practices.

Teacher Leadership Role: Model Teachers
Number of district positions in role: 8 total- 4 within each building
Percentage of Time Performing Teacher Leader Duties: 0%
Percentage of Time Engaged in Direct Student Instruction: 100%
Additional Contract Days: 1 contract days
Supplemental Pay: \$500
Duties/Responsibilities:
*have an open classroom for teachers to come in and observe

*provide relevant and meaningful learning opportunities that enable teachers to successfully implement instructional practices that impact student achievement

*meet with teachers as needed to provide discuss effective strategies

*share best practices during professional development

Mentor Teachers collaborate and consult with the Instructional Coach and Lead Teachers to facilitate school improvement initiatives. They work individually with beginning teachers to support professional and personal growth and instructional practice. They may also work individually with designated teachers with specific instructional needs.

Teacher Leadership Role: Mentor Teacher
Number of district positions in role: 1
Percentage of Time Performing Teacher Leader Duties: 100% through GWAEA i3 grant
Percentage of Time Engaged in Direct student Instruction: 0%
Additional Contract Days: 0 contract days
Supplemental Pay: \$4,000 per new teacher
Duties/Responsibilities:
*attend training and professional development through GWAEA Mentor Academy
*share best practices during professional development
*provide beginning teachers support in the areas of class culture and climate, implementing instructional strategies, classroom management, analyzing student work, differentiated instruction, supporting special need students

In Iowa Valley's TLC plan, all of the teacher leadership positions will work together in a unified and consistent manner. These positions will collaborate on common district and building goals and align efforts in monthly meetings. Thus we would be able to achieve our first goal as stated above to increase overall student achievement. Per Iowa Code sections 284.6(8) and 284.8(1) the Iowa Department of Education has emphasized practitioner collaboration to enhance the education profession. "If practitioners collaborate in a constructive and meaningful way ... then teaching and student learning will improve."

The professional development plans come from the Individual Career Development Plan (ICDP) written for professional growth based on students' needs as shown by data collected and analyzed. The ICDPs are combined with the building-level plans to strengthen and focus instruction. PLC teams will also focus on effective curriculum instruction and assessment to enable professional growth.

Iowa Valley can achieve our second goal by providing our effective teachers career opportunities in these positions that come with increased leadership responsibilities and compensation. The support of new teachers by the Mentor and Model Teachers will help our district meet the students' learning needs by ensuring that our students are receiving highly qualified instruction even from beginning teachers. We will meet our third goal of retaining beginning teachers in the field of education because they will get the support they need to be effective in the classroom.

Our fourth goal of developing a culture of trust and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process will be met as well. Continuous learning and improving of teaching methods will establish highly qualified teachers. More importantly, the teacher leadership positions will allow us to analyze data more efficiently and make specific instructional changes that allows all of our students to be successful and to meet their achievement goals.

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.

The Iowa Valley TLC team is seeking candidates that demonstrate strong teaching practices and recognize, identify, and communicate those practices. Candidates that are committed to ongoing professional development and have the desire to serve as effective teacher leaders are recommended to apply for the leadership positions.

The selection committee will be formed annually by mutual agreement between the administration and the teachers. All leadership positions are one-year positions. Teachers interested in serving on the committee will notify their building administrator of their interest. This selection committee will be comprised of three administrators and three teachers. Teachers interested in applying for a leadership position may not serve on the selection committee for that specific leadership position. The selection committee will screen applicants, then interview and observe candidates implementing professional development and working in teacher collaborative groups. The committee will make recommendations regarding the applications to the superintendent.

If the selection committee does not feel any applicant is qualified to fill a particular teacher leadership position or no one has applied for the position, the recommendation will be to leave the position unfilled. The Superintendent or administrators may recommend teachers who had not applied; however, accepting positions will be on a voluntary basis only.

A scoring rubric, the Teacherpreneur Application Rubric, will be used by the Selection Committee to determine professional growth proficiency. The selection process will be fair and equal for all leadership positions and will adhere to Iowa Valley's equity policy.

The teacher leader candidates will submit the following items to the respective building principal:

1. One letter of recommendation from a colleague
2. A letter of application highlighting candidate's accomplishments with teaching and stating which position the candidate is seeking and why
3. A current resume
4. Explain in writing or show through video, etc. how the candidate's performance demonstrates effective teaching
5. Explain in writing or show through video, etc. how the candidate demonstrates continual professional development in their career
6. May include additional artifacts that demonstrates teacher leadership

Criteria for leadership roles:

- Prior leadership experience (committees, teams, extracurricular sponsorship)
- 3 years minimum teaching experience with at least 1 year within the Iowa Valley CSD (2 years preferred)
- Expertise/extended learning and practice in goal area discipline: literacy, literacy across content, tech integration, math, science
- Proficiency in leading adults and working in a collaborative group
- Exhibits components of effective teaching
- Possesses excellent communication skills
- Demonstrates excellent work ethic
- Adheres to Professional Code of Ethics

Annual Review of Assignment:

Teacher Leaders' Effectiveness will be evaluated by:

- Documented compliance with job responsibilities (e.g., frequency & type of collaboration with teachers; attendance at trainings/meetings; PD delivered based on learning needs)
- Results of survey of peer feedback on job performance based on effectiveness criteria specific to teacher leader role
- Performance evaluation with principal

Research sources used to aid the TLC team in creating these requirements include Danielson's Framework of Professional Practice and Teacher Leader Model Standards. "Fostering a collaborative culture to support educator development and student learning" is a must. As stated by Arne Duncan, US Secretary of Education, "Nothing makes a bigger difference in a child's education than having a great teacher. The recently released Teacher Leader Model Standards are a critical step towards better preparing and supporting teachers in assuming leadership roles that promote student learning."

Narrative

Using Part 7 application narrative from Year 1? No

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

Our teacher leadership plan will be integral in the design and delivery of our professional development system which aligns with the Iowa Professional Development Model (IPDM). Student learning is at the center of the IPDM as well as our professional development; thus, the Iowa Valley TLC plan is developed around improving teaching and increasing student learning.

Iowa Valley's professional development begins with the Instructional Coach and Lead Teachers guiding all teachers in collecting and analyzing data. These positions will use the summative and formative data and additional formative assessments to make instructional decisions to lead our PLCs in meeting student needs. Iowa Valley's TLC plan is developed around the big ideas of Professional Learning Communities: Focus on Learning; Focus on Collaboration; Monitoring Effectiveness and Accountability. Planning for professional development would focus the changes in instruction our district needs and the re-evaluation and ongoing assessment of data using the cycle of continuous improvement. These ideas mirror IPDM Principles: Focus on Curriculum; Instruction; and Assessment and Participative Decision Making.

Iowa Valley's teacher leaders will play key roles in the components within the Cycle of Professional Development as shown below:

IPDM Component	TLC Role/Responsibility	Intended Outcome

Collecting and Analyzing Student Data	The Instructional Coach will gather data from district and classroom assessments to identify student need, analyze and prioritize trends, and share this data and facilitate with Lead Teachers in sharing information with their PLC groups.	Aligned and focused staff development and school improvement efforts by using data to make instructional decisions, including student interventions within the PLC groups, will ensure that professional development is specifically targeted to student needs.
Goal Setting and Student Learning	The Instructional Coach will lead the goal setting process based on compiled data. Lead Teachers will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices. The Model Teachers offer an important opportunity to help and support teachers in selecting goals for implementing effective teaching strategies.	Shared decision-making and ownership of goals as well as a shared focus of instruction throughout multiple classrooms will better impact student learning. Having input regarding professional development increases staff interest and ownership.
Selecting Content	The Instructional Coach will investigate research-based strategies and offer feedback on the best way to achieve the elements of the Iowa Core. Lead Teachers will also help identify and select learning strategies that will be the most effective. Model Teachers and Technology Coaches will provide unique learning opportunities for other staff members who want to learn about various teaching strategies or technology implementation/tools.	Selected content is grounded in evidence and aligned to needs and goals.
Designing Process for Professional Development	The Instructional Coach and Lead Teachers will work together as a team to design the delivery system for professional development. These plans will be carried out through collaboration by all teachers.	Teachers will learn and collaborate together to increase their capacity to meet student learning goals. Clarity in content being learned and staff all having a common focus is necessary in closing student achievement gaps.
Program Evaluation and Summative Data	The Instructional Coach will ensure data is collected and organized for analysis. This data is then shared with the Lead Teachers to repeat the IPDM process.	Summative data is defined and will be used to direct instruction by identifying our district's strengths and areas of need. The plan provides opportunities to monitor the instructional practices implemented.

The heart of Iowa Valley's teacher leadership resides in the IPDM Ongoing Cycle Components. This is where the critical work of the Lead Teachers within the PLC's will collaborate and analyze formative data. They will provide on-going, cohesive learning opportunities focusing on the implementation of practices that support student achievement goals. Iowa Valley's TLC plan supports the development of collaborative teams working to review implementation data to ensure that professional learning targets students' needs. "Great schools row as one; they are quite clearly in the same boat, pulling in the same direction in unison" (Lickona & Davidson, 2005, p. 65).

IPDM Ongoing Cycle	TLC Role/Responsibility	Intended Outcome
Training and Learning Opportunities	The Instructional Coach and Lead Teachers will engage in on-going leadership training. Model Teachers will open their classrooms to demonstrate effective instructional strategies.	PLCs will be structured more effectively and make the most impact for professional development.
Collaboration and Implementation	The Instructional Coach and Lead Teachers will collaborate with all teachers in PLC groups analyzing data, improving instruction, and planning of on-going assessment.	All teachers will have the opportunity to talk and meet with other teachers to improve instruction and meet students' needs.
Ongoing Data Collection (Formative Evaluation)	The Instructional Coach and Lead Teachers will facilitate all data collection with teachers with effective formative assessment.	All teachers will use formative assessment consistent with evidence-based practices.

Using Part 8 application narrative from Year 1? No

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

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

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction" (Covey, 1994).

Iowa Valley Community School District (IVCSD) has a clear vision to measure the impact and effectiveness of the TLC goals. IVCSD will conduct an ongoing and rigorous evaluation of our entire TLC system, including professional development and the beginning teacher Mentor Program. Evaluation instruments will be both formative and summative in nature, collecting qualitative and quantitative data from all stakeholders at multiple times during the year and comparing results over time.

Iowa Valley constructed the following plan that lists each of our four TLC goals and our three Action Plan goals and the measures for monitoring the impact/effectiveness of the TLC plan:

TLC/Action Plan Goal	Short-Term Measures of Effectiveness	Long-Term Measures of Effectiveness
	-Minutes from Professional Learning Communities (PLC)	-Graduation data trends

<p>Goal 1: Promote additional collaboration between and among our teacher teams to transform teaching and learning practices to increase overall student achievement and eliminate current achievement gaps.</p>	<ul style="list-style-type: none"> -PLC Journey to Implementation Survey -IPDM Building/District Profile Rating Scale Survey -Graduation data -Post-Secondary data -PSAT/ACT data -AP (Advanced Placement) Enrollment/Success -Student Survey of Teachers 	<ul style="list-style-type: none"> -Post-Secondary data trends -PSAT/ACT data trends -AP Enrollment/Success trends -Student Survey of Teachers trends
<p>Goal 2: Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation.</p>	<ul style="list-style-type: none"> -Analysis of Teacher Retention Rate -Exit Interviews -Leader teacher position interview -Application process in place -Leadership positions posted -Interviews scheduled -Hiring process completed 	<ul style="list-style-type: none"> -Teacher Retention trends - Number of teachers serving in leadership roles each year -Compensation paid to teachers in leadership role
<p>Goal 3: Support new teachers in the implementation of quality instructional practices and meet their learning needs.</p>	<ul style="list-style-type: none"> -New Teacher Center Induction Program -Teacher / Mentor Survey 	<ul style="list-style-type: none"> -Teacher / Mentor Survey Data Trends -New Teacher Retention Trends
<p>Goal 4: Develop a culture of trust and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process.</p>	<ul style="list-style-type: none"> -Teacher survey - Teacher Leader Self-Assessment -Analysis of Individual Teacher Professional Development Plans -Minutes from Professional Learning Communities (PLC) -Professional Development Survey 	<ul style="list-style-type: none"> -Teacher Survey trends - PD Survey trends -Student achievement data trends
<p>APR Reading Goal: By Spring of 2015 the percentage of Iowa Valley students proficient (based on NSS) on Iowa Assessments will increase by 5% from 80% to 85% being the total average of grades 3 through 11.</p>	<ul style="list-style-type: none"> -Iowa Assessments -MAP -FAST -CBM comprehension -IPDM Building/District Profile Rating Scale Survey 	<ul style="list-style-type: none"> -Iowa Assessments trends -MAP trends -FAST trends -CBM comprehension trends -IPDM Building/District Profile Rating Scale Survey trends
<p>APR Math Goal: By Spring of 2015 the percentage of Iowa Valley students proficient (based on NSS) on Iowa Assessments will increase by 5% from 75% to 80% proficient total average of grades 6th, 7th, and 8th.</p>	<ul style="list-style-type: none"> -Iowa Assessments -MAP -CBM math -IPDM Building/District Profile Rating Scale Survey 	<ul style="list-style-type: none"> -Iowa Assessments trends -MAP trends -CBM math trends -IPDM Building/District Profile Rating Scale Survey trends
<p>APR Science Goal: By Spring of 2015 the percentage of Iowa Valley students proficient (based on NSS) on Iowa Assessments will increase by 8% from 72% to 80% proficient total average of 7th, 8th, and 9th cohort group.</p>	<ul style="list-style-type: none"> -Iowa Assessments -MAP -CBM science -IPDM Building/District Profile Rating Scale Survey 	<ul style="list-style-type: none"> -Iowa Assessments trends -MAP trends -CBM science trends -IPDM Building/District Profile Rating Scale Survey trends

The members of our TLC team will monitor and adjust the TLC plan. The data from the above measures will be aggregated and analyzed at every level by our TLC team to determine the impact of our plan and its effectiveness. This committee will make recommendations to adjust the plan as needed. Monitoring will take place through ongoing communication between teacher leaders, administrators, and the TLC team. District administrators will monitor the needs of teacher leaders and provide support to ensure their success. If Iowa Valley CSD implements a system of teacher leadership and compensation, then we will meet our TLC and Action Plan goals in that student learning will improve.

Using Part 9 application narrative from Year 1? No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's 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 Valley is well-positioned to support our Teacher Leadership Compensation (TLC) plan. We have a climate and a culture for continuous improvement already in existence:

- Active PLC groups at the secondary level to effectively examine strategies based on research by DuFour, et. al.
 - Teachers examine and respond to the learning needs of each student in a timely, directive, and systemic way
 - Strong parent teacher partnerships to enhance student learning
 - Celebrate successes to enhance the school culture.
- Recipient of the Iowa Safe and Supportive Schools (IS3) Grant (one of twenty schools)
 - Provides direction to better our school climate for students and staff
 - Funding is used to promote a positive school climate by allowing classes to do community service projects and providing resources to promote our "Tiger Pride" expectations
- Book study at the elementary level of Common Formative Assessment: A Tool Kit for Professional Learning Communities at Work by Kim Bailey and Chris Jakicic with the staff from neighboring district
 - Guidance in writing and implementing common formative assessments
 - Guidance in how these assessments fit into our PLC teams.
 - Ensure data from formative and summative assessments is used in the most beneficial way
 - How to use power standards in assessment design and planning instruction
 - Data collected used to close achievement gaps

Our district values the role of its teachers and their dedication to improving student learning. Monetary resources and time have both been barriers in allowing our teachers to effectively collaborate. If we are able to mesh our initiatives and work together, we can improve student achievement. We have many teacher leaders who already contribute and lead our professional development. These leaders collect and analyze data and lead PLC groups. Our professional development is grounded in the Iowa Professional Development Model and the implementation of the Iowa Core Curriculum.

Our TLC plan has one external Mentor Teacher provided through the GWAEA i3 grant. We have eight Model Teacher positions, four in each building. Our plan includes two Technology Coaches, one for each building. We have teachers in both buildings who have received intense professional development training in technology integration, Iowa Core, formative assessment, differentiation, and data analysis. Our teachers have taken the initiative to integrate technology into their classrooms and have 1:1 iPad integration in grades six through twelve. We have also included two internal PBIS Coaches to improve our school culture and climate.

Iowa Valley's TLC plan includes for six Lead Teachers, three from each building, who will represent different grade level teams within our elementary building and PLCs in our junior-senior high school. Lead Teachers will be responsible for implementing school-wide instructional improvements and will serve as implementation support for building principals and the Instructional Coach.

Our plan also includes an Instructional Coach that will be given to one person to serve both buildings within our district. The Instructional Coach would devote 100% of time to this position and would oversee and direct curriculum and model high impact instructional strategies to address learning needs of students. The Instructional Coach would also analyze data, meet with Lead Teachers, Model Teachers, Mentor Teachers, PBIS and Technology Coaches, and building administrators to propose possible instructional strategies.

This TLC plan is constructed to adjoin and enhance structures that are already embedded in the district. Our sustainability plans include:

- *Send coaches to training
- *Provide curriculum training for teacher leaders
- *Communicating with stakeholders and constant review
- *Creating an Instructional Coach to provide support and training to teacher leaders
- *Establish trust with teachers to encourage voluntary use of supports
- *Encourage teachers with coaching and leadership potential to apply
- *Evaluate roles and use feedback from stakeholders to adjust as needed

Superintendent:

- Responsible to provide vision for the TLC plan
- Keep communication open among all leaders and stakeholders
- Evaluate leadership positions annually

Principals:

- Work with teacher leaders on a structured, regular basis
- Help classroom teachers understand the roles of the leadership positions
- Helps teachers develop leadership skills by allowing them to attend trainings
- Responsible to provide vision for the TLC plan
- Keep communication open among all leaders and stakeholders
- Engage in planning and delivery of professional development and PLCs
- Evaluate leadership positions annually
- Analyze effectiveness of professional development
- Analyze effectiveness of PLCs

Teacher Leaders:

- Work with all staff to implement the TLC plan
- Work with all staff to build relationships and trust to successfully implement the TLC plan
- Engage in planning and delivery of professional development and PLCs
- Analyze effectiveness of professional development
- Analyze effectiveness of PLCs

Iowa Valley Education Association:

- Work with administration to monitor the terms of the Master Contract
- Ensure that the TLC plan adheres to the language in the Master Contract

Iowa Valley CSD is 100% committed to becoming a sustainable, high quality learning institution that builds on past successes, describes how it will be in the future, and is systemic. "The rise or fall of the professional learning community concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it" (Marzano, 2003). We are committed to ensuring that all students learn through working in a collaborative culture and focusing on results. The Iowa Valley CSD is in a position to sustain the TLC plan into the future.

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* 557.6

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

District Enrollment-Based Allocation \$172,198.03

Total Allocation \$172,198.03

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.	\$68,460.00
	\$88,929.95

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).	\$14,808.08
Amount used to provide professional development related to the leadership pathways.	
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$172,198.03

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$172,198.03
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

Budget Alignment

Using Part 10 application narrative from Year 1? No

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

We believe that implementing the TLC plan at our school will open the door to many more leadership opportunities for teachers and ultimately make a positive difference in our student achievement. We are all excited about this possible grant opportunity for Iowa Valley and believe that our budget will reflect our current priorities, which includes enhancing our school climate, aligning instructional practices to the Iowa Core, continued implementation of PLC work, mentoring beginning teachers, continuous data analysis, and use of research-based teaching strategies to improve student achievement.

The Iowa Valley TLC budget is fully aligned to the four identified goals of the TLC plan. The bottom line is that we must make an impact on student achievement if the program is going to be successful.

Iowa Valley will already meet the minimum salary requirement of \$33,500. As a result, all of the TLC funds will be utilized for teacher leadership positions and supporting teacher leaders through investing in professional development.

The money received from the TLC grant will fund 20 leadership positions (46.5%) – both within and outside the classroom. Approximately \$92,000 will be allocated to fund a full-time instructional coach position. The rest of the money will be used to fund salary supplements for other teachers in leadership including continued participation in the i3 Mentoring and Induction Grant with Grant Wood AEA, two PBIS Internal Coach positions (one in each building), six Lead Teachers (three in each building), two Technology Coaches (one in each building), and eight Model Teachers (four in each building).

Our TLC plan for the budget of 557.6 students (district enrollment) multiplied by \$308.82 per student, equals \$172,198.03. This budget includes the Leadership Position Breakdown:

Leadership Position Role:	Additional Contract Days (per diem-average of \$335/day):	Number of Positions:	Supplemental Pay (Stipend):	Budgeted Cost:
Instructional Coach	10	1	\$5,000	\$92,048.63
Full Release Mentor	0	1	\$4,000 per teacher	\$ 4,000.00 (paid with i3 funds)
PBIS Internal Coach	2	2	\$1500	\$ 6,432.28
Lead Teachers	5	6	\$4000	\$43,813.56
Model Teachers	1	8	\$500	\$ 4,663.20
Technology Coach	1	2	\$1500	\$ 6,432.28
Professional Dev.				\$14,808.08
TOTAL				\$172,198.03

In budgeting for the instructional Coach position, salaries and benefits were taken into account in costing for a new hire to fulfill their job responsibilities. We estimate a need to cover \$92,048.63 for this position.

In budgeting for the positions of Lead Teachers, Model Teachers, Mentor Teachers, Technology Coaches, and PBIS Coaches, additional contract days paid per diem and supplemental pay is estimated to be \$65,341.32.

The amount of \$14,808.08 is budgeted for continued professional development and training teachers for their leadership role responsibilities. This could include covering transportation costs to attend off-site trainings, registration fees for role-specific training, and for paying substitutes if classes needed covered to attend trainings.

Each position's compensation will vary based on the current salary levels of teachers selected for those positions. Distributing compensation in this manner will allow us to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe that if we recruit, develop, and promote excellent teachers and support new teachers in our district by providing supports and professional growth opportunities.

The Iowa Valley Board and Administration have made a commitment to provide the leadership necessary to support and reinforce the work of the teacher leaders. Iowa Valley wants to be a model of how shared leadership can positively impact students in the state of Iowa. Awarding the grant to Iowa Valley will make a positive impact on our students.

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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