



Application

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

137863 - Jesup Teacher Leadership and Compensation Program

Teacher Leadership and Compensation System

Status: Under Review
Submitted Date: 10/13/2015 7:56 AM

Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

Fax: 319-827-3905

Agency

Organization Information

Organization Name: Jesup Community School District

Organization Type: K-12 Education

DUNS:

Organization Website: www.jesup.k12.ia.us

Address: 531 Prospect
PO Box 287

Jesup Iowa 50648-0287
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Benefactor
Vendor Number

Cover Sheet-General Information

Authorized Official

Name Nathan Marting
Title Superintendent
Organization Jesup CSD

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

Address 531 Prospect St

City/State/Zip* Jesup Iowa 50648
City State Zip

Telephone Number 319-827-1700

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Fiscal Officer/Agent

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

Name Sheila Wenthold
Title Business Manager
Organization Jesup CSD

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County(ies) Participating, Involved, or Affected by this Proposal	Black Hawk County, Buchanan County
Congressional District(s) Involved or Affected by this Proposal	1st - Rep. Rod Blum (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	31, 32
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	61, 62, 63, 64
<i>District Map</i>	

Minority Impact Statement

Question # 1

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

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

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

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

If YES, present the rationale for determining no impact.

The program is intended to positively affect all populations equally.

Certification

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

Name of Person Submitting Certification. **Nathan Marting**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District	Jesup Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	52-3141
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Mr.
Name of Superintendent	Nathan Marting
Telephone Number	319-827-1700
E-mail Address	nmarting@jesup.k12.ia.us
Street Address	PO Box 287
City	Jesup
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50648

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Nathan Marting
Telephone Number	319-827-1700
E-mail Address	nmarting@jesup.k12.ia.us
Street Address	531 Prospect St
City	Jesup
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50648

Demographic Profile

October 2014 Certified Enrollment	918
October 2014 Free/ Reduced Lunch %	26
AEA Number	267
Please select the TLC model number that most closely resembles your district plan.	
TLC Model Number	Model 3 Comparable Plan

Narrative

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

(1) Planning: Interested stakeholders were recruited to participate in a collaborative process to design and develop a teacher leadership model for the Jesup Community School District. A series of articles, describing the legislative process engaged in by the Iowa General Assembly, appeared in the school newsletter, district Facebook page, superintendent blog posts, all providing the initial information used to gain community engagement. The stakeholder group was appointed and approved by the school board including administration (3), teachers (3), and community members (6).

(2) Vision: High Expectations, High Achievement. Goal #1: Development and implementation of a Teacher Leadership and Compensation System that is teacher centered and designed to ensure the highest quality of instruction in every classroom in the Jesup Community School District by providing enhanced career opportunities for teachers to assume roles as Connectors, Specialists, and Mentors centered on improving the implementation of district and building level professional development initiatives. **Goal #2:** Create a “laboratory” environment where Specialist teachers are able to field test new teaching strategies and initiatives prior to full implementation throughout the district/building. **Goal #3:** Build strong relationships between new teachers and Mentor/Specialist/Connector teachers which are designed to improve entry into the profession by implementing a teacher leadership program that fosters a strong system of support.

(3) Connection to District Initiatives: The Jesup Community School District is currently engaged in a number of initiatives where teacher leadership will prove to be of a significant benefit to our processes of strengthening instruction and ultimately improving student outcomes. Some critical initiatives include Multi-Tiered System of Support (MTSS), Professional Learning Communities (PLC), Iowa Core Curriculum (ICC), Early Literacy Implementation (ELI), Heuristic Writing, and Authentic Intellectual Work (AIW).

(4) Improved Entry: The District will help develop the capacity and confidence of new teachers by enriching the new teacher’s knowledge about teaching and learning. The mentor teachers will help minimize the transition to the Jesup School District by helping prevent isolation, provide tools for reflective practice, and provide non-judgemental feedback. The District will be seeking out applicants for the position of Mentor teacher who exhibit the characteristics of approachable encouraging, strong communicator, and models the characteristics of an effective instructor.

(5) Description of Roles: Connector Teachers are Jesup teachers that are no longer assigned to a classroom teaching role, but rather as a support to other teachers throughout the district. The Connector Teacher works under the supervision of the administration in the development of curriculum, research-based instructional strategies, professional development, and identifying and matching teacher strengths and need areas. Specialist Teachers are identified faculty members who are assigned a full-time teaching load and act as a support to other teachers and work collaboratively with Connector teachers. The Specialist Teachers work under the direct supervision of administration and work collaboratively with Connector teachers in the areas of implementing research-based instructional strategies, professional development initiatives, and serving as facilitators of PLC teams. Mentor Teachers are currently employed by the district as part of the district’s current leadership structure and have served in a capacity reserved for those teachers new to the profession. This role is further expanded in this section in a deliberate effort to strengthen entry into the profession and provide additional supports beyond what is currently part of the induction process.

(6) Selection: Requirements: When we consider the requirements of a teacher leader, there are multiple characteristics that would be considered that are consistent between all roles of teacher leadership. Successful candidates would be seen by colleagues as someone of high integrity and who is able to influence those they are called on to lead. A teacher leader is self motivated and is aware of their limitations and capitalizes on their strengths.

(7) Strengthening PD: Professional Development: Professional Development: In order for professional development to be effective it must be data driven, implemented with fidelity, and found consistently throughout all classrooms. Oftentimes getting consistent implementation in meaningful ways is limited to pockets of success. There are numerous reasons behind patchy implementation of professional development initiatives. Many times it is due to a lack of comfort in trying the new practice or limited support and follow up to assist in the implementation.

(8) Monitoring and Impact: The formal evaluation of the teacher leaders falls under the responsibility of the licensed evaluator. In the Jesup Community School District that role has been delegated to the building principals. The purpose of evaluation will be to monitor the impact on teacher effectiveness resulting in improved student outcomes. The measure of success of the program will be focused on the depth and breadth of implementation of professional

development initiatives and improved instructional strategies across all classrooms.

(9) Capacity and Sustainability: In order to sustain the Teacher Leader and Compensation program it will depend heavily upon our ability to identify, train, and support potential teacher leader candidates. Through ensuring that the best teachers are placed in these positions, we can ensure the the continual evaluation and feedback process that we will develop a strong system that will continue to grow interest in the positions and overall program.

(10) Estimated Budget

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 previous application? **No**

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

Please include the following information in your narrative:

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

Planning Grant Time: Interested stakeholders were recruited to participate in a collaborative process to design and develop a teacher leadership model for the Jesup Community School District. A series of articles, describing the legislative process engaged in by the Iowa General Assembly, appeared in the school newsletter, district Facebook page, superintendent blog posts, all providing the initial information used to gain community engagement. The same methods of communication were used to engage faculty members in the process along with building level meetings that provided a better understanding of the TLC program and to encourage participation. The stakeholder group was appointed and approved by the school board including administration (3), teachers (3), and community members (6). The teaching faculty members recruited represented specific grade level spans and diversity in subject areas. The teaching faculty on the committee were represented by the following members:

- One female teacher representing preschool through 4th grade.
- One female teacher representing grades 5th through 8th.
- One male teacher representing grades 9th through 12th grade.

The parent and community members of the group were represented by the following make-up:

- One female member who had children in the elementary school. This member worked in numerous teaching roles in a neighboring school district. The teacher had been involved in this school district's teacher leadership program.
- One male member who had children in the elementary, middle school, and high school buildings. This member worked as an engineer at John Deere.
- One female member who had children in the elementary, middle school, and high school buildings. This member worked for Farm Credit Services.
- One female member who had children in the middle school and high school buildings. This member worked in management at John Deere.
- One female member who had children in the middle school and high school buildings. This member worked for an area law firm.
- One female member who had children in the middle school and high school buildings. This member operates a large farming operation as well as serves on the school board. This member was a former teacher who worked in teacher leadership roles.

The administration that was represented on the committee was each building principal.

- One male member who serves as the elementary principal. This member has children in the elementary building.
- One female member who serves as the middle school principal.
- One male member who serves as the high school principal.
- The superintendent (one male member) served in the capacity as a facilitator of the committee.

The planning committee is a diverse group of stakeholders representing a cross section of the Jesup Community School District. The Jesup Board of Directors received regular updates through board meeting updates as well as weekly memos. The committee is also represented by a parent who also serves on the school board.

Planning grant funds were used to pay for travel and substitute teacher cost as the administration and teacher committee members attended the SAI's TLC Visions Conference at an expense of \$665. The remaining balance of \$7,679.31 will be used for administrator and teacher leader training. The committee members met on their own time without compensation as they felt the planning dollars would be used more wisely providing extensive training for our administrators and teacher leaders once the plan is approved. Training will include, but not limited to, teacher leadership training for our selected/interested teacher leader candidates, principal training to assist our administrators in their new role in working with teacher leaders, evaluation training as appropriate, and visits to year one and year two grant schools.

Engagement and Contribution of Stakeholders: The teacher and administrative members of the committee met initially to gain a base understanding of the TLC program in order to share with the full committee. The full committee met to review plan options, discuss implementation, brainstorm "best fits" for the Jesup Community School District, and ways to build capacity and engagement throughout the entire teaching staff. Actual plan writing, survey creation and implementation, and other technical aspects were handled by teacher and administrative committee members outside of the regular committee meeting times.

Efforts were made during the meeting time to ensure that all voices were heard and that opinions were shared from differing perspectives. Parent members of the committee with backgrounds in business and from other school

districts where teacher leadership programs were implemented were sought out in order to provide valuable insight into how this program could be crafted to best meet the needs of our school district. One of the most valuable pieces of feedback received from the committee was to conduct a survey with teachers to determine baseline information on areas such as climate, collaboration, professional development, and peer feedback. The data from this survey provided valuable information to assist us in crafting a plan that meets specific identified needs as well as provide us with baseline data in order to measure success of the program once implemented.

Commitment From Stakeholders: Attendance and participation at all committee meetings was an expectation that was communicated early in the process. Meetings were scheduled at times when all members could participate. Meeting agendas were crafted that allowed open input from all members through small group work and large group share outs. At the end of each committee meeting, next steps were identified and tasks for teachers or administrators to complete outside of the committee were assigned. The committee has been committed in their united beliefs to be patient in the grant planning process and to pursue the grant in the third year in order to craft a plan that meets identified needs and is developed in a way that fits our districts while providing a clear path towards improved teaching and learning.

Narrative

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

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

State Goals:

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

Vision: High Expectations, High Achievement

All work completed in the Jesup Community School District centers on the belief that “High Expectations” will result in “High Achievement”. This vision drives all decisions made in the district from the classroom to the school board room. In order to elevate the teaching position and ensure high quality instruction in all classrooms, we believe the Teacher Leadership and Compensation program will allow us to accelerate this work and provide the additional resources necessary to ensure that every student receives the highest quality of instruction.

The district has worked over the last five years implementing Professional Learning Communities. While the PLC process has grown in its reach and impact to ensure widespread and consistent implementation of professional development initiatives, we believe that the Teacher Leadership and Compensation program will allow us to further accelerate our work in improving student outcomes. The Teacher Leadership Model proposed by the Jesup Community School District is based on a plan to create additional support for our teachers. The focus of this work will continue through the development of our PLC’s and centered on the Characteristics of Effective Instruction that drive our district and building professional development goals which in turn are aligned with our school board goals and district vision, mission, values, and beliefs. This will be accomplished by identifying and training teachers to take on the leadership roles of Connectors, Specialists, and Mentor Teachers. These leadership roles will connect seamlessly with current district initiatives and leadership structures including the District Leadership Team, Building Leadership Teams, and Professional Learning Communities.

Goal #1: Development and implementation of a Teacher Leadership and Compensation System that is teacher centered and designed to ensure the highest quality of instruction in every classroom in the Jesup Community School District by providing enhanced career opportunities for teachers to assume roles as Connectors, Specialists, and Mentors centered on improving the implementation of district and building level professional development initiatives. During the 2014-15 school year the district focused its work in the areas of vertical curriculum alignment and differentiated instruction to meet the specific needs identified of students through the MTSS process. Specific building level work included a focus on early literacy work at the elementary, heuristic writing at the middle school level, and authentic intellectual work at the high school level. Our continued evaluation of our implementation has revealed gaps in both the implementation as well as degrees in which the initiatives are driving instructional change. A Teacher Leadership Model that includes Connectors, Specialists, and Mentor teachers would provide the support necessary to help fill these gaps and elevate instruction in all classrooms. It is our goal that providing identified “experts” to serve in the role of Specialists will provide opportunities for teachers to connect with those teachers who have proven successful in the implementation of district/building initiatives through observation, modeling, and collaboration. Additionally, the position of Connector will be able to focus their work on connecting teacher strengths and need areas throughout the district centering on teacher specific needs as identified on the Individual Professional Development Growth Plan.

Goal #2: Create a “laboratory” environment where Specialist teachers are able to field test new teaching strategies and initiatives prior to full implementation throughout the district/building.

School districts, as a best practice, utilize historic student achievement data to determine the implementation of new teaching strategies and other instructional initiatives. Historically, these initiatives are learned by a few who are then charged with providing professional development to all teachers before ever implementing into the local school district’s classroom first resulting in the entire teaching staff “building the plane on the fly”. We believe that a better practice would be to provide “incubator” classrooms where new strategies and initiatives can be piloted in the real classroom setting allowing for observation and evaluation of the implementation of the work firsthand prior to a full rollout district/building wide. We believe that the Specialist’s classroom will offer the best environment for this work to be accomplished.

Goal #3: Build strong relationships between new teachers and Mentor/Specialist/Connector teachers which are designed to improve entry into the profession by implementing a teacher leadership program that fosters a strong system of support.

We recognize the necessity of providing a strong system of support for teachers new to the school district to ensure future success in classroom and longevity in the profession. This is where the Jesup Community School District looks to improve on the standard mentoring programs of the past and afford our new teachers the opportunity to observe, be observed, and have a network of teachers and classrooms who are identified as “experts” in district/building

identified need areas. A challenge for most districts, including Jesup, is ensuring that teachers new to the district are able to “catch up” on the local initiatives that the district/building is in the midst of implementing. Providing a strong system of supporting teachers and identified teachers/classrooms proven strong in district/building need areas will assist us in accelerating the process of inducting new teachers into the profession as well as the unique needs of our school.

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

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

The Jesup Community School District is currently engaged in a number of initiatives where teacher leadership will prove to be of a significant benefit to our processes of strengthening instruction and ultimately improving student outcomes. Some critical initiatives include Multi-Tiered System of Support (MTSS), Professional Learning Communities (PLC), Iowa Core Curriculum (ICC), Early Literacy Implementation (ELI), and Authentic Intellectual Work (AIW). Included below we will identify how the proposed Teacher Leadership and Compensation plan will provide a system of support in allowing us to accelerate our work and broaden our engagement across this district in each of these initiatives.

Multi-Tiered System of Supports (MTSS): Our district has worked the last three years at all grade levels in developing the MTSS program. Our teachers and administrators at each building level have done a tremendous job in developing structures that assess all learners and identify those with the greatest needs that are not being served through other specific programs. The middle school has taken the approach to focus initially on one grade level and then expand the program into all grade levels. This has proven to be a successful method but broad engagement is limited by time. The elementary and high school have initially implemented at all levels and have been able to begin work with targeted populations. The processes in all building levels is slowed through trial and error. We envision the Connectors in the Teacher Leadership and Compensation will provide the support in allowing teachers, who are struggling in the implementation of “what to do after identification”, to directly observe those who have proven successful in the areas as observed and evaluated by the building principal in conjunction with the Connector. Specialist teachers identified in the area of MTSS will serve as model classrooms for observation and modeling as well as provide a lab setting to pilot new strategies.

Professional Learning Communities (PLC): The District is five years into the process of utilizing a Weekly Collaborative Meeting, or PLC, structure in order for teachers to collaborate on the implementation of professional development initiatives as well as measure student outcomes. Teachers are required to meet the equivalent of one half hour each week with their collaborative group outside of the regular school day in order to discuss professional development implementation, student assessment, and targeted instruction for struggling learners. This year the Jesup Community School has partnered with five neighboring school districts for common early release time each month to broaden the scope of our collaboration outside of our district/building walls. In order to ensure fidelity and consistency across collaborative groups, we believe assigning a Specialist teacher to serve as facilitator of each group will assist in accelerating the work of these groups. The Specialist teachers will work closely with building principals and Connector teachers to formulate a plan and review feedback to ensure consistency across all groups.

Iowa Core Curriculum (ICC): The District Professional Development goals are focused on teacher and student responsibilities according to the Characteristics of Effective Instruction. The five START principles, as referred to in our school district, drive the specific building initiatives and overall professional development in each building. One of the focus areas across all building levels is to ensure seamless vertical alignment across all grade levels that is matched closely with the Iowa Core Curriculum. The Connector teacher in working with all teachers in matching strengths and need areas based upon these Characteristics of Effective Instruction will be driven to partner teachers to observe and be observed by their peers based on these areas. The Specialist teachers will be selected on district/building need areas that are centered on the Characteristics of Effective Instructions, such as but not limited to, differentiated instruction, formative assessment, technology integration, instructional strategies, and technology integration. The Teacher Leadership Model will provide equal support in the areas of curriculum, instruction, and assessment based on the Iowa Core Curriculum.

Early Literacy Implementation (ELI): The goal of Early Literacy Implementation is to ensure curriculum is aligned and students are proficient in reading by the end of 3rd grade. Students are assessed and this data is used in part to determine where MTSS interventions are needed. By tailoring the learning to the needs of students who require MTSS, the Connector could assist with locating activities to accommodate this differentiation. The Connector would also be available to provide assistance so that other staff could explore other classrooms where appropriate MTSS interventions are in place. The goal is to ensure strategies being used throughout the classrooms are available and modeled to other teachers.

Authentic Intellectual Work (AIW): Authentic intellectual work (AIW) focuses academic instruction on student construction of knowledge, conceptual understanding, and elaborated communication to answer questions resembling the complex intellectual challenges of work, civic participation, and managing personal affairs in the

contemporary world. AIW focuses primarily on the quality of intellectual work teachers require and students produce. Teachers will collaborate, plan, and evaluate their teaching and student work according to the AIW framework. This year we have a pilot team being trained on the AIW framework. As we expand the AIW process including the entire staff, it will be of critical importance to have a Specialist teacher in each group to serve as a facilitator, ensuring that the framework process is being diligently followed. A key part of AIW and the improvement process is also access to a Connector or Specialist who can observe and collaborate with teachers throughout the day.

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

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

Current Mentoring and Induction Program: During a typical year, the Jesup Community School District can expect between three and five new initial teachers participating in the mentoring and induction program. Our current model utilizes mentor teachers that are selected by the building principal and typically teachers who serve the same grade level or content area. The approach is through a collaborative relationship with the Area Education Agency where the mentor and mentee participate in a series of classes over two years that include research based strategies for best practice, learning through reflective practice, professional conversations about teaching, parental involvement, learning styles of students, time management, ethics, classroom management, differentiated instruction, and analyzing student achievement data. We have, however, identified a gap in the current mentoring program. Currently, unless the mentor has served in this capacity before, these mentors attend training alongside their assigned mentee (building the plane as we are flying approach). We propose to select several faculty to undergo AEA 267 mentor training in advance of hiring new teachers, so that there is a pool of qualified mentors to choose from.

Additionally, all of our first year teachers currently have a contract that is three days longer than the rest of the teaching faculty. These extra days are typically used at the beginning of the school year as an orientation meeting for district and building procedures as well as classroom preparation. There have been informal meetings during this type with the assigned mentor, but we feel as those these days can be further structured and strengthened.

Improved Mentoring and Induction Program: During the first year, we are proposing using two of the three additional days provided for new teachers to the district to meet formally with their assigned mentor in order to begin the process of developing a strong relationship throughout the year and ultimately into a long tenure as a teacher. During this time, a structured plan will be developed to focus on areas including, but not limited to observation and modeling process, reflective process, identification of resources, classroom management, differentiated instruction, formative assessment. Additionally, the first year teacher will be provided (3 or 4) additional days of release during the course of the year to observe, co-teach, and model while collaborating with their Mentor teacher or Specialist teacher. The Mentor teacher will work closely with the Connector teacher to assist in identifying Specialist teachers with who could provide valuable experiences for the Mentee teacher.

The District will help develop the capacity and confidence of new teachers by enriching the new teacher's knowledge about teaching and learning. The mentor teachers will help minimize the transition to the Jesup School District by helping prevent isolation, provide tools for reflective practice, and provide non-judgemental feedback. The District will be seeking out applicants for the position of Mentor teacher who exhibit the characteristics of approachable encouraging, strong communicator, and models the characteristics of an effective instructor.

Our current practice has relied upon the Area Education Agency to develop the relationship between the mentor and mentee while simultaneously providing training on the role of mentoring. Under our improved approach, the district will select and train a pool of mentors with the assistance of the Area Education Agency in order to assign the mentor in advance of the school year in order to keep the focus on developing the mentor/mentee relationship and strengthening the transition into the teaching profession and the Jesup School District. The mentor teacher will be provided an additional 2 days to their contract when serving as an active mentor. Additionally a flat dollar stipend will be provided to the Mentor teacher for meeting time with the Mentee teacher throughout the school year.

We propose using this additional contract day(s) and stipend to improve the induction process by providing the opportunity for the Mentee teacher to engage with the Mentor teacher on the following:

- Current district initiatives including PLC work, MTSS, Iowa Core Curriculum, and Building Specific Initiatives
- Curriculum, instruction, and assessment best practices within the district
- Development of differentiated lessons and methods of assessment
- Critical district policies and procedures specific to the Jesup Community School District
- Development of a plan/timeline to attain appropriate development as it pertains to existing specific district/building initiatives

In addition to the time outlined above, additional release time throughout the year may be granted to the Mentor and Mentee teachers to encourage additional collaboration. The proposed plan is intended to supplement, not supplant, the existing relationship with the Area Education Agency in regards to mentoring training and opportunities.

Narrative

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

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

Please include the following information in your narrative:

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

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

The district proposes a unique teacher leadership model that meets the needs of the faculty at the Jesup Community School District while accelerating our work towards improving instruction and ultimately student outcomes. Three specific leadership roles have been identified, the Connector teacher, the Specialist teacher, and the Mentor teacher. For the purposes of the Jesup Community School District, the Connector teacher serves as the anchor in this proposed model.

Connector Teachers: Connector teachers are Jesup teachers that are no longer assigned to a classroom teaching role, but rather as a support to other teachers throughout the district. In addition to an extended contract of 10 days, the Connector teacher works under the supervision of the administration in the development of curriculum, research-based instructional strategies, professional development, and identifying and matching teacher strengths and need areas. The district anticipates Connector teachers to be assigned duties to meet all grade levels. Connector teachers will have strong collaborative relationships with Specialist teachers, whereas the Specialist teaching classrooms should be viewed as incubators for testing new strategies and professional development initiatives while being open for observation and modeling of all teachers throughout the district. The Connector teacher's primary responsibility will be to identify strengths among all teaching staff, not exclusively Specialist teachers, and conversely work with all teachers through their Individual Professional Development Growth Plan to connect teacher strength and need areas for peer observation, modeling, co-teaching, and other methods to improve instructional practices. Other responsibilities may include the following but are not limited to:

- Member of District and Building Leadership Team
- Collaborate with assigned teachers to review strength and need areas based on Individual Professional Development Growth Plans
- Work jointly with teachers to develop plans for observation, modeling, and co-teaching to improve in need areas
- Research and provide resources to all teachers based on need areas identified in Individual Professional Development Growth Plans
- Demonstrate or coordinate demonstration of research-based instructional strategies that support district and building professional development initiatives
- Work collaboratively with Specialist teachers to serve as facilitators of PLC teams ensuring meetings are conducted with fidelity
- Uses information about adult learning to respond to the needs of all colleagues
- Provide classroom support for teachers to be able to conduct peer observation, modeling, or co-teaching opportunities to improve identified need areas
- Work collaboratively with the administration to develop district and building professional development goals and need areas
- Possess good observational and analytical skills with an ability to assist in connecting teachers with fellow teachers or resources to support the Individual Professional Development Growth Plan

Specialist Teachers: Specialist teachers are identified faculty members who are assigned a full-time teaching load and act as a support to other teachers and work collaboratively with Connector teachers. In addition to an extended contract of 5 days, the Specialist teachers work under the direct supervision of administration and work collaboratively with Connector teachers in the areas of implementing research-based instructional strategies, professional development initiatives, and serving as facilitators of PLC teams. The district anticipates having Specialist teachers evenly distributed across all grade levels and content areas and the roles of the Specialist teachers are differentiated based on expertise areas that address district and building identified need areas. The need areas are based on district and building professional development goals and will include, but not limited to, the following areas differentiated instruction, instructional strategies, technology integration, and performance/formative assessment. The Specialist teacher classroom will not only serve as an example for exemplary practice through modeling, co-teaching, and collaboration, but also serve as an incubator to pilot new instructional strategies and professional development initiatives. Other responsibilities may include but are not limited to:

- Member of District and Building Leadership Team
- Present an inviting atmosphere for teachers to observe and discuss best instructional practices
- Model innovative instructional strategies and serve in the capacity to pilot new professional development initiatives
- Dialogue with teachers about incorporating new instructional strategies and best practices in their own classrooms

- Provide student achievement data and outcomes to evaluate effectiveness
- Collaborate with colleagues to construct exemplary lessons

Mentor Teachers: Mentor teachers are currently employed by the district as part of the district's current leadership structure and have served in a capacity reserved for those teachers new to the profession. This role is further expanded in this section in a deliberate effort to strengthen entry into the profession and provide additional supports beyond what is currently part of the induction process. The District anticipates only utilizing this role on an as needed basis for new teachers (within two years of their initial licensure). In addition to an extended contract of 2 days, the Mentor teacher works under direct supervision of the administration and works collaboratively with the Specialist and Connector teachers in the area of providing support to new teachers. The primary responsibility of the Mentor teacher will be to offer peer assistance and support to new teachers. Mentor teachers will have the opportunity to serve as a resource to the new teacher in an effort to build their professional network within and outside of the district. Other responsibilities may include but are not limited to:

- Member of the District and Building Leadership Team
- Participate in pre-service induction for first year teachers to the Jesup Community School District
- Present a welcoming atmosphere that encourages observation from the new teacher
- Collaborate with Connector and Specialist teachers to provide additional support and resources to new teachers
- Construct and model exemplary lessons for the benefit of the new teacher
- Participate in peer coaching and observation for new teachers

All three roles will work collaboratively to provide a high level of support and resources for all teachers throughout the district. The Connector teachers will support the entire faculty through connecting all teachers with one another based upon identified strengths and need areas with the Specialist teachers serving in the capacity as "experts" in predetermined district and building need areas. The Mentor teachers work closely with the Connector and Specialist teachers in providing additional support and resources outside of their own classroom for new teachers to the district. All three positions are under the supervision of the administration who provide building leadership and assist in coordinating support for all faculty, including teacher leaders. As a result of this structure, the district will be better positioned to accelerate the implementation of professional development initiatives across all classrooms and grade levels in a deeper and more consistent manner ultimately resulting in stronger student outcomes.

Using Part 6 application narrative from previous submission? No

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

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

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

A common concern that emerged during the planning process centered on the question as to whether or not we would have enough teachers express an interest in applying for a role as a teacher leader. Although teacher leaders will accept additional compensation for assuming these roles, it does not come without risk and at the same time more responsibility and accountability. We understand that the mere offer of an additional compensation for teachers as motivation to pursue a new role is limited at best. The question also arose if we did not receive quality applicants that best fit the positions would the district just fill the position just to have the position filled. This question quickly and was unanimously answered by the planning committee that it would be better to have an unfilled position than hire someone who was not a good fit for the position. Because of these questions and conversations, we have established a selection process that does not compromise standards or expectations, but rather ensures high expectations which result in high achievement for our students.

Requirements: There are multiple characteristics that would be considered when selecting teacher leaders that are consistent between all roles of teacher leadership. Successful candidates would be seen by colleagues as someone of high integrity and who is able to influence those they are called on to lead. A teacher leader is self motivated and is aware of their limitations and capitalizes on their strengths. Successful candidates would be seen by colleagues as someone of high integrity and who is able to influence those they are called on to lead. A teacher leader is self motivated and is aware of their limitations and capitalizes on their strengths. Furthermore, they are a proven life-long learner being able to confidently take risks in an effort to improve as an educator. Teacher leaders will be disciplined and understand the professional relationship needed to work across multiple stakeholders. In addition, teacher leaders must be able to manage conflict in a manner that resolves issues also striving for a win-win solution. The teacher leader will be able to provide effective feedback as well as be able to accept feedback from supervisors. Finally, the teacher leader should be comfortable and well versed in having critical conversations in a manner that is well received. Communication skills should be direct but respectful.

Credentials: The teacher leader candidate must have served as a licensed teacher for the Jesup Community School District in good standing for the 2015-16 school year. Candidates under consideration will not have been the subject of disciplinary action for at least three years prior to being considered. Teacher leader candidates should have a strong background in a district or building identified focus or need area. Teacher leader candidates will have a strong skill set in all areas of instructional practice.

Professional Learning: Priority will be given to candidates with a strong record of participating and engaging in professional development, and then infusing those newfound skills into practice. Those candidates who have proven to be leaders through professional development, during weekly collaborative group meetings, or on other district and building initiatives will be most likely considered for positions of teacher leader.

We also recognize that those teachers selected as teacher leaders will require additional professional development to prepare them for their new role. There is an understanding that the role of leadership differs from the role of classroom teacher and the district is committed to providing a comprehensive training program specifically for teacher leaders in order to prepare them successfully transition into these new positions.

Application Process: Upon notification of our approved application, interested teachers will be invited to apply for leadership positions. This process will require interested candidates to submit a letter of application outlining and addressing their qualifications. In addition, candidates will be encouraged to submit an updated resume that includes a detailed description of current professional development activities and how they have successfully implemented such activities into their current classroom.

Because of the size of our school district, the selection committee will interview all qualified applicants. The selection committee will ensure that the best applicants are matched to the best positions and will not lower expectations to “just fill” a position. In the event that an adequate pool of qualified candidates to fill all positions is not secured, an effort will be made to build internal capacity and develop future teacher leader candidates through additional leadership training.

Selection Committee: As required by law, the Board of Directors will appoint the selection committee comprised of equal parts teacher and administrator. The committee will operate under a model of consensus. Once the committee has interviewed and vetted all candidates, the names of those selected will be forwarded to the superintendent. After meeting with prospective candidates, the superintendent will forward those candidates on to the school board for appointment.

Narrative

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

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

Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Professional Development: In order for professional development to be effective it must be data driven, implemented with fidelity, and found consistently throughout all classrooms. Oftentimes getting consistent implementation in meaningful ways is limited to pockets of success. There are numerous reasons behind patchy implementation of professional development initiatives. Many times it is due to a lack of comfort in trying the new practice or limited support and follow up to assist in the implementation. Sometimes there is a disconnect in how the new initiative “fits” into the curriculum or existing instructional practices. Through our current system, where even with new collaborative efforts, teachers remain virtually isolated to “figure it out” on their own. Our plan provides teacher leaders in the roles of Connector and Specialist teachers to strengthen that network of support and match teacher strength areas with need areas. The Specialist teacher will offer an open classroom where best instructional practices can be observed, modeled, and co-taught. The Connector teacher will be charged with providing connections between not only the strong instructional practices in these classroom, but across the entire district for all teachers who are looking for opportunities to gain knowledge and experience in areas of need. The Individual Professional Development Growth Plan will be used by teachers and Connector teachers as a starting point to identify and improve upon need areas. **Multi-Tiered System of Support:** Our MTSS program is primed for the additional support provided by Connector and Specialist teacher leaders. Currently we have become stronger in identifying struggling student learners through various forms of assessment, but our intensive levels of support are ultimately patchworked together. The PLC time provides teachers opportunities to collaborate and share best practices that are being used as interventions, but we are limited in opportunities to observe, model, and truly analyze the success of these interventions. The Connector teacher will be able to identify areas where interventions are implemented successfully and provide these resources and connections to teachers who are struggling with implementation. At the middle and high school levels specifically, the Connector will provide value as students are shared across multiple teachers and classrooms. The teachers of identified students will now have the support of the Connector teacher to ensure that appropriate interventions are implemented consistently across all classrooms.

Iowa Professional Development Model (IPDM): The Jesup Community School District Teacher Leadership Model has a strong connection to the IPDM. The process of data collection and analysis of student achievement data is completed by the classroom teacher and is reviewed building and district wide through our District Leadership Team which the Connector teachers and administrators are able to synthesize the data to begin developing building and district goals. Professional development is driven by these data driven goals. The Connector teacher will be able to work closely with the Specialist teachers as a part of the Building Leadership Team to pilot these new initiatives and strategies in their classrooms. Those strategies showing promising results will be scaled throughout all classrooms throughout each building and district. The Connector and Specialist teachers will work closely in modeling and demonstrating these strategies through scheduled professional development, PLC time, and classroom observation and modeling throughout the year. Through this structure of support and ability to scale up successfully proven initiatives and strategies, stronger buy in and implementation will result building and district wide.

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

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

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

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

The district chooses to utilize a goal oriented approach to evaluate the impact of the teacher leadership and compensation model. We recognize that the monitoring and impact of the program will evolve as the program reaches full implementation. By ensuring the process retains flexibility we will be better positioned to make adjustments as necessary to best meet the needs of our teachers and students.

The formal evaluation of the teacher leaders falls under the responsibility of the licensed evaluator. In the Jesup Community School District that role has been delegated to the building principals. The purpose of evaluation will be to monitor the impact on teacher effectiveness resulting in improved student outcomes. The measure of success of the program will be focused on the depth and breadth of implementation of professional development initiatives and improved instructional strategies across all classrooms. The entire Building Leadership Team will be involved to ensure distributed responsibility and accountability in the success of the implementation of this initiative.

The district conducted an initial survey of all teaching faculty measuring areas such as building climate, collaboration, professional development, and administrative and peer feedback. This survey will be one formal tool that will be able to be readministered throughout implementation in order to receive feedback from all teachers and teacher leaders. This data along with observational data, teacher feedback, PLC meeting logs, and student achievement data, will be utilized by the District and Building Leadership teams to provide continued feedback in order to measure success of the program.

When considering how we are going to measure and monitor the impact that teacher leaders have on instruction, we choose to employ the Teacher Leader Model Standards as our framework (www.teacherleaderstandards.org). These standards are sponsored by the American Federation of Teachers, the National Education Association, and the Center for Teaching Quality.

By utilizing a formative process, we will create an environment where teacher leaders will develop goal statements in collaboration with the building principal. The building principal and teacher leaders will be in frequent conversation centering discussions around these identified goal areas and standards to ensure adjustments are being made in order to meet the needs of all teachers and the program in general. The building principal and teacher leader in addition to frequent informal conferences in reviewing the program, will hold a mid-year and end of year formal review based on the identified goal areas and standards. As a part of the evaluation process, it would be expected a portfolio of work aligned with the Teacher Leader Standards would be reviewed. It would be understood that the portfolio would be an ongoing “working” document.

in the event of working with underperforming teacher leaders, we believe it is imperative to identify these concern areas early and in a clear manner in order to remediate these identified areas. In the event the teacher leader doesn't perform or respond well to feedback, we will work to provide additional support for the teacher leader while simultaneously entering into a formal process of intensive assistance similar to what is conducted in a standard teacher evaluation. The intensive assistance process will identify concern areas, provide additional support and resources, and provide a timeline for expected results.

Finally, we consider the long term role of our teacher leaders and their ability to serve in the role over time. Teacher leader positions will be considered one year assignments, but are eligible for annual renewal. If the teacher leader successfully achieved or making adequate progress towards the goals collaboratively identified with the building principal, the teacher will be eligible for renewing the assignment through submitting a letter of interest to do so. If however it is determined through the evaluation process that inadequate progress was made or if the teacher leader no longer wishes to continue in the position, the teacher leader will be reinstated into the role of teacher. Every effort will be made by the district to return the teacher to the same classroom role as they were in prior to entering a teacher leader role. This process will be completed prior to April 15th annually to ensure adequate time is allowed in the event staffing changes need to be considered.

Using Part 9 application narrative from previous submission? No

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

In order to sustain the Teacher Leader and Compensation program it will depend heavily upon our ability to identify, train, and support potential teacher leader candidates. A requirement of the legislation is to target a minimum of 25% of the teaching faculty for teacher leader positions. The Jesup Community School District employs 68.8 teachers therefore just over 17 leadership positions will need to be identified. Our plan calls for the identification of 18 leadership positions, but could be higher depending upon the need for mentor teachers. We are unsure as to how many teachers will elect to pursue teacher leader positions, but have worked over the past year and a half towards building capacity and understanding of the roles and benefits of the program. In the event that we have fewer teachers apply than positions offered, we are committed to maintain high standards for the positions and only hiring applicants who are strong matches as teacher leaders. Through ensuring that the best teachers are placed in these positions, we can ensure the the continual evaluation and feedback process that we will develop a strong system that will continue to grow interest in the positions and overall program

It will be the goal of distributing Connector teachers and Specialist teachers evenly throughout the different building levels to ensure a strong network of support is available for all teachers throughout the district. We believe that through offering at least 18 teacher leader positions there will also be a strong network within the Building Leadership Team to provide peer support as these teachers entered uncharted territory. This strong network of support will extend from the Board of Education through the administration and to the teachers with whom the teacher leaders collaborate with. The overall framework of the leadership will be organized in the following structure:

District Leadership Team: The District Leadership Team will be comprised on Connector Teachers working collaboratively with District and Building Administration. The primary goal of this group will be to ensure that professional development initiatives and instructional strategies are being implemented with fidelity and consistently across all classrooms and building levels. The team will also be charged with planning and facilitating professional development. Professional development will be embedded throughout the school year as well as during set professional development times. The team will review student achievement data, teacher feedback, PLC meeting logs, and other observable data to set a professional development plan that is aligned with district and building goals. The team will meet informally frequently throughout the year as well as formal meetings scheduled between set professional development dates. The District Leadership Team will work closely with Specialist teachers in the presenting of professional development activities.

Building Leadership Team: The Building Leadership Team will consist of Connector and Specialist teachers who will be assisted by building administrators. Mentor teachers will also be involved with this team as appropriate in supporting the Mentor/Mentee relationships. The primary purpose of this team will be to provide a network of identified “experts” and best practices serving identified district and building needs. The team will also work in piloting district and building initiatives and instructional practices within the Specialist teacher’s classroom. The team will review feedback on the piloting of these initiatives and practices in order to develop a scale up plan to implement across all classrooms in the district and building. The Building Leadership Team will work closely with the District Leadership team in utilizing professional development to launch and support district or building wide scale ups.

Professional Learning Communities: The Professional Learning Communities will each be facilitated by a Specialist teacher and organized to include all teachers from throughout the district based on content, grade level, or identified need areas. The Professional Learning Communities will be primarily charged with collaborating around district/building initiatives, best instructional practices, formative assessment, and student outcomes.

Training: Training will be provided in collaboration with the Area Education Agency and other service providers. Such trainings will include, but not limited to, instructional coaching, principal networking, teacher professional network, and fierce conversations. As distributed leadership will be a fairly new custom to most building administrators it will be unreasonable to assume that they will “just know” how to successfully supervise, evaluate, and support a system of teacher leaders. The building principal retains the role of the lead learner in their respective building and will be the key player in ensuring the successful implementation of the Teacher Leadership and Compensation program within their building and ultimately across the district.

Assurances

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

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

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

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

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

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

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$51,296.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$216,838.80
Amount used to provide professional development related to the leadership pathways.	\$10,000.00
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>	\$5,000.00
Totals	\$283,134.80

Grant Allocation

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

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

Certified Enrollment Number	917.73
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$286,955.82
Total Allocation	\$286,955.82

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$283,134.80
<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	\$3,821.02

Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

The proposed additional compensation is designed to compensate teachers for the additional work and lengthened contract.

Minimum Salary: The salary for beginning teachers in the Jesup Community School District for the 2015-16 school year is set at \$40,669 which far exceeds the minimum requirement of \$33,500. Therefore no supplemental allocation is necessary for this component.

Salaries and Supplements: As the Connector will be fully removed from classroom teaching duties, their regular teaching salary will be included in the cost of their new position. While not know which teachers will apply and be selected for the positions of Connector, we will use an estimated salary of \$62,000 for the purpose of budgeting. The total salary allocation for three Connector teachers evenly distributed throughout the district including FICA and IPERS would total an estimated \$198,078.75. We also propose salary supplements of \$6,000 for the three Connector teachers. When including FICA and IPERS, we anticipate the total allocation to be \$20,984.40. Additionally we propose hiring eleven Specialist teachers evenly distributed throughout the district serving in specific need areas as determined by district and building professional development goals. We propose a supplement of \$2,000 per specialist teacher. When considering FICA and IPERS would result in a total allocation of \$25,647.60. Finally, we propose a salary supplement of \$1,000 for each teacher serving in the role of Mentor teacher. We have budgeted under the assumption of one mentor teacher per building level for a total of four, but would be dependent upon the number of new teachers hired in a given year. Including FICA and IPERS, the total budgeted allocation for Mentor teachers would be \$4,664. The total salaries and supplemental allocation is \$249,374.75.

Coverage: As we employ Connector teachers from the ranks of classroom teachers, we will need to hire additional staff to fill these vacated roles. However for the purpose of budgeting these additional positions will be expenses from the district's General Fund. We also understand that in order to provide additional classroom coverage that can not be met by the Connector teachers, substitute teachers will need to be employed in order to provide coverage while teachers conduct observations, modeling, or collaboration. We have budgeted an estimated \$5,000 to provide substitute coverage for a total of approximately 45 days.

Professional Development: The district will collaborate with the Area Education Agency and other providers to offer training for teacher leaders and building administrators. Teacher leaders and administrators will also be afforded the opportunities to travel to and observe established Teacher Leadership and Compensation programs in other school districts. We have budgeted \$10,000 for these professional development opportunities.

Total Budget: Funding for the Teacher Leadership and Compensation program is based on an allocation of \$310 per pupil. Therefore using line eleven of the Certified Enrollment application we project an allocation of \$286,955.82 based upon the October 2014 enrollment. Our total requirements for implementation are \$283,134.80. Under this proposed budget, we are at 98.7% of our allocation. Realizing that expenses could increase or decrease once fully implemented, we intend to use the remaining balance of the TLC Planning Grant (currently \$7,679.31), Professional Development funds, and Iowa Core Funds as necessary to provide training or coverage expenses which could result in us exceeding our budget. If we are under budget, the district would consider adding additional Specialist teacher positions to further expand opportunities for teachers to assume leadership roles.