



Application

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

140427 - Lamoni CSD TLC Teacher Leadership Grant Application

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/16/2015 9:08 AM

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## Primary Contact

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	<small>First Name</small>	<small>Middle Name</small>	<small>Last Name</small>
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<b>Program Area of Interest</b>	Teacher Leadership and Compensation System		
<b>Fax:</b>			
<b>Agency</b>	Administrative Services, Iowa Department of		

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## Organization Information

<b>Organization Name:</b>	Lamoni Community School
<b>Organization Type:</b>	K-12 Education
<b>DUNS:</b>	04-515-4176
<b>Organization Website:</b>	www.lamoni.k12.ia.us

**Address:** 202 N. Walnut  
**City:** Lamoni **State/Province:** Iowa **Postal Code/Zip:**  
**Phone:** 641-784-3351 **Ext.:**  
**Fax:** 641-784-6548  
**Benefactor:**  
**Vendor Number:**

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## Cover Sheet-General Information

### Authorized Official

**Name:** Chris Coffelt  
**Title:** Superintendent  
**Organization:** Lamoni Community School District

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

**Address:** 202 N Walnut

**City/State/Zip\*:** Lamoni Iowa 50140  
City State Zip

**Telephone Number:** 641-784-3351

**E-Mail:** ccoffelt@lamoni.k12.ia.us

### Fiscal Officer/Agent

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

**Name:** Lisa Jones  
**Title:** District Business Manager  
**Organization:** Lamoni Community School District  
**Address:** 202 N Walnut

**City/State/Zip:** Lamoni Iowa 50140  
City State Zip

**Telephone Number:** 641-784-3351

**E-Mail:** ljones@lamoni.k12.ia.us

County(ies) Participating, Involved, or Affected by this Proposal	Decatur County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	14
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	27
<i>District Map</i>	

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## 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 proposed grant project is expected to have an equally proportional impact on all student groups in our learning community.**

### 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. **Chris Coffelt**

Title of Person Submitting Certification **Superintendent**

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## Recipient Information

District	Lamoni 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	Chris Coffelt
Telephone Number	641-784-3351
E-mail Address	ccoffelt@lamoni.k12.ia.us
Street Address	202 N Walnut
City	Lamoni
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50140

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## TLC Application Contact

Honorific	Mr.
Name of TLC Contact	John Burrell
Telephone Number	641-784-3351
E-mail Address	jburrell@lamoni.k12.ia.us
Street Address	202 N Walnut
City	Lamoni
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50140

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## Demographic Profile

October 2014 Certified Enrollment	284
October 2014 Free/ Reduced Lunch %	55
AEA Number	13

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

TLC Model Number	Model 3 Comparable Plan
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## **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)**

**The mission of Lamoni Community School District: Through our collective efforts, in a caring environment, we will prepare students for a lifelong process of learning which promotes the ability and motivation to contribute to a better world.**

**The vision of Lamoni Community Schools TLC plan is to create teacher leadership that embodies the best in teaching and learning, cultivates an environment of shared leadership and accountability, provides continuous growth through professional development, and seeks out the best tools for success in a global society so all involved can help each student achieve at expected levels.**

**The goals of the Lamoni Community Schools TLC plan:**

- 1. Support new teachers by providing mentor teachers with whom they can reflect upon the teaching craft.**
- 2. Retain effective teachers by creating systems of support that enable them to work more effectively with their students, peers, parents, and administrators.**
- 3. Develop schedules that ensure all teachers time for peer collaboration, observation, and review.**
- 4. Promote professional growth by providing all teachers with opportunities to take on leadership roles.**
- 5. Improve the achievement of all students and prepare them for success in a global society.**

**The Lamoni TLC planning team spent significant time determining the leadership roles and responsibilities that would align with the district goals. Each role will provide support and expertise to all teachers through professional development, improving entry into the profession while facilitating professional learning. These roles offer meaningful and diverse opportunities for teachers and will strengthen our key school improvement efforts. Following is a brief description of the leadership roles.**

**Curriculum Support Leaders will facilitate the improvement and implementation of district curriculum using data from sources such as MAP and Iowa Assessments. They will also provide professional development and mentoring throughout the district.**

**Instructional Coaches will research instructional strategies and best practices, engage teachers in reflective practice, as well as facilitate and support the collection and analysis of student achievement data following the IPDM.**

**Mentor/Model Teachers will demonstrate best practices, host other teachers, observe and offer non-evaluative feedback to other teachers, and engage in on-going professional learning as well as supporting resident (1st and 2nd year) teachers.**

**Teaching and Technology Specialists will implement current and emerging technologies that support Iowa Core, support teachers' incorporation of technology in their classroom instruction, as well as provide leadership in integration of technology and instruction.**

**The overall focus of the TLC plan is to use data generated at every level of instruction throughout the district to develop teacher leadership, improve the quality of instruction, and increase student achievement. This teacher-driven plan will provide consistency in the leadership of our school district, allowing for meaningful professional development that encourages teachers to grow. The plan also assures rigor and relevance in teaching as students are prepared for a lifelong process of learning which promotes the ability and motivation to contribute to a better world.**

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

TLC Model Number

**Model 3 Comparable Plan**

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## **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).

LCS applied for and received grant funding to support the grant-writing process. The planning grant money received was used to pay for substitutes, allowing team members to attend a grant writing workshop at the AEA in Red Oak in September, 2014. Planning grant money was also used in hiring substitutes allowing the team time to work together to write the grant on two separate occasions, and to provide additional pay in the form of a per diem stipend to all committee members. The book *The Power of Teacher Rounds* was recommended by the Superintendent and purchased for each team member. It was then used in a book study by all members as the team began planning. Funds were budgeted for members to visit sites fully engaged in teacher leadership, teacher leadership workshops, and attendance at state teacher leadership professional development.

As LCS began the process of developing an application for the teacher leadership grant, a committee was formed which included teaching staff, administration, parents, and a member of the school board. The committee then met as a group twelve times to discuss a framework and structure that would best serve identified goals and the needs of the school community. Committee members also worked in pairs and triads between the group meetings to research and develop the various part of the grant application. Teachers attended statewide AEA and ISEA meetings to learn more about the initiative.

Lamoni Schools included a variety of stakeholders to develop its TLC plan. Teachers and board directors were invited to join a District committee, with the express goal of developing a plan to study and implement 36 Hours of Collaboration, Peer Review and Teacher Leadership in an impactful way at Lamoni Schools. As a result, a committed and organized team of teachers, administrators and one board member met regularly beginning in September 2013. The school board member involved holds a Ph.D. in Education and served as a liaison between the school board and the TLC planning committee while providing insight and guidance to the committee.

Administrators wrote the initial planning grant to receive funds facilitating the development of a teacher leadership program. Once the grant was approved and received, teachers were empowered in the development of the LCS teacher leadership program. An inclusive environment was created enabling teachers to foster an environment of collaborative communication and professional growth. Guidance was provided by administration to ensure all components were linked to the IPDM and to develop budget parameters.

Teachers took the lead in meeting and constructing the primary components of the TLC plan. Their input was used to evaluate the top needs for support in the classroom; then the needs were matched with different leadership roles that would address those issues. Teacher leaders will have a continuing role in guiding future professional development, curriculum decisions, implementation of technology, and mentoring.

Parent input was used to provide insight regarding the best time for professional development to help meet family needs and obligations. Parents also effectively communicated student needs and learning modalities. As we continue to increase parent involvement in this collaborative process, we will continue to seek out the most effective methods of communication.

All preschool through high school teachers were involved in district-wide conversations about teacher leadership, collaboration and peer review. Transparency of the plan and its development is essential for successful implementation. These district-wide meetings included large and small group presentations by TLC members on progress made during TLC meetings. The meetings included round table discussions, question and answer sessions, surveys and opportunities for teachers to provide anonymous feedback. A plan was developed that meets our future needs, building on leadership teams already established in our district. Examples include a strong PBIS team and a knowledgeable technology team.

**School Board/Community commitment:**

The TLC plan was an agenda item for multiple school board meetings during the course of the application process. Furthermore, the TLC plan was discussed at SIAC meetings held during the same time period. Throughout this time,

the plan has provided many opportunities for community input. Both the school board and SIAC have approved the TLC plan.

**Administrator commitment:**

Administrators actively support the TLC Plan and were involved in the development process. The administrators understand the potential positive impact teacher leaders can have to improve student achievement and are willing to work with the leaders to ensure successful implementation of the plan once approved.

**Teacher commitment:**

The TLC Committee believes it is vital to keep certified staff updated as the plan is being developed. Correspondence emails, building-level meetings and district-level meetings have taken place throughout the grant writing process. Multiple methods of input were used to gather teacher insight into understanding the grant as well as components that needed to be addressed and included in the Teacher Leadership Program.

**Parent commitment:**

A parent said, "The district's main goal is that our children receive the best education possible. With the help of this grant, teachers will benefit from the leadership of an experienced teacher working with them and guiding them in becoming the best they can be. We have a teaching staff of very caring and knowledgeable educators. This grant would help raise that level even higher. It would be a huge win for our students and teachers."

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## **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.

The vision of Lamoni Community Schools TLC plan is to create teacher leadership that embodies the best in teaching and learning, cultivates an environment of shared leadership and accountability, provides continuous growth through professional development, and seeks out the best tools for success in a global society so all involved can help each student achieve at expected levels.

Through the development of a teacher leadership and compensation plan (TLC), the Lamoni Community School District will have a vehicle to ensure high quality instruction. Teachers will be given opportunities to reflect on and improve their professional practice. The TLC plan will continuously develop the skills of teachers through multiple trainings and coaching opportunities, while allowing teachers to uncover their potential as leaders. The variety of leadership roles in our TLC plan will allow teachers to utilize their time, talents, and interests within various TLC opportunities, while completing the work necessary to develop the best environment possible for students, families, and teachers.

To realize the vision, the team created five goals for Lamoni's TLC plan:

1. Support new teachers by providing mentor teachers with whom they can reflect upon the teaching craft.
2. Retain effective teachers by creating systems of support that enable them to work more effectively with their students, peers, parents, and administrators.
3. Develop schedules that ensure all teachers time for peer collaboration, observation, and review.
4. Promote professional growth by providing all teachers with opportunities to take on leadership roles.
5. Improve the achievement of all students and prepare them for success in a global society.

**State Context:**

- **Competitive salaries:** The base salary for Lamoni School District is \$30,768 with TSS funds of \$3,393 added to increase the base salary to \$34,761, which exceeds the State minimum of \$33,500.
- **Retain effective teachers:** Twenty-five teachers have been mentored through the Mentoring and Induction program over the past thirteen years. Fifteen of those teachers still remain with the district. The two main reasons for teachers departing the district were family circumstances and accepting positions with higher pay.
- **Promote collaboration:** Feedback provided by teachers demonstrated their overwhelming desire to increase opportunities and time for collaboration.
- **Reward professional growth:** All teacher leaders will have the opportunity to measure their professional growth every year through self-assessment, input from supervisors, and feedback from peers. This system will allow teachers the opportunity to hold leadership roles, which will be re-evaluated annually. Teachers selected to serve in leadership roles will receive additional compensation.
- **Improve student achievement:** All teachers will be engaged in analyzing and using student data to improve instruction. Teachers will also participate in peer collaboration and review and will have instructional coaches, technology support, and mentoring opportunities that will increase their instructional strategies and further develop

**Local Context:**

The Lamoni Community School District is home to a diverse group of students and families. Through the creation of the TLC plan the team will create leadership roles to assist all teachers by providing them with the support to implement instructional strategies that are proven to be the most effective to meet the individual needs of their students. The TLC plan will foster an environment where teachers can freely collaborate and reflect with one another for the purpose of improving student achievement.

Using Part 3 application narrative from previous submission? **Yes**

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)

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)

The goal of the Mentoring and Induction program is to retain teachers in the district and provide them the support they need to ensure their success. The mentoring program, "Journey to Excellence" has been in place since 2001 and has provided a level of support for new teachers.

#### **Current Plan:**

Within the current plan, the need for more qualified mentors has been demonstrated as some teachers have had multiple mentees. The district has been fortunate to utilize highly effective people but needs a more valid and reliable system for tracking and reporting mentor success. Data also show a need for more regular collaboration time throughout the year to provide support for beginning teachers, as well as a need for a more structured approach to how we successfully induct new teachers into the profession.

Mentors have been provided for 25 first and second year teachers. Of those receiving two years of mentoring, only ten teachers (40%) of the twenty-five remain on our staff. The goal is to double the retention rate of teachers to 80% after the two years of mentoring by providing leadership and mentoring that will encourage teachers to remain in the district. By retaining teachers, the district will capitalize on its investment of training and mentoring teachers new to the profession.

"...we must see ourselves as people developers, offering on-going equipping opportunities; innovative tools; resources for growth; and ideas for job success."

- Tim Elmore

#### **Improved Mentoring and Induction Program:**

Under the improved system, a deliberate approach will be utilized to assign and select the mentor/model teachers in advance of the school year. An additional eight days will be added to the contracts of the mentor/model teachers. An additional two days will be added to the contract of the resident teacher (a teacher new to the profession or with an initial license) and fellowship teacher (a teacher new to the district but not the profession). Furthermore, funding will be used to strengthen the induction process by providing an orientation day and a day at the end of the year for reflection for resident and fellowship teachers.

The district will improve the mentor/model selection process using specific guidelines. Eligible staff members will be informed of the mentor vacancies. Interested and qualified teachers should submit a letter of application to the principal. Whenever possible, the principal will place beginning teachers with mentors who serve in the same building. A mentor shall have no more than one beginning teacher assigned to him/her at a time unless there are no other alternatives. Teachers will go through an application and interview process with the principal. Teachers under consideration will be required to demonstrate the following:

- A minimum of four years of exemplary classroom teaching
- Evidence of commitment to students' academic success
- A commitment to teaching excellence
- Strong interpersonal and communication skills
- The ability to work with other adults
- Effective coaching skills
- Behaviors of a positive role model
- Adherence to the practices of the Iowa Teaching Standards

Working along with the building and district administrators, the mentors and mentees will engage in discussions and implementation of the current district initiatives: PBIS, MTSS, technology integration, and teacher leadership. The mentors and mentees will also meet and discuss curriculum, instruction, special education procedures, and assessment processes in the district. The following timeline will guide the mentoring and induction process:

#### **Timeline for Duties:**

### **Year 1 Residency/Fellowship Mentor**

#### **Summer:**

- Mentor will make initial contact with mentee
- Mentor will be available to answer any questions mentee may have
- All mentors, mentees, and administration will meet for orientation

#### **Throughout the School Year:**

- Mentor will be with mentee during all staff meetings and debrief
- Mentor will help mentee prepare for the first week with students
- Mentor and mentee will have daily contact during the first two weeks
- Mentor and mentee will have a weekly formal meeting
- Mentee will observe mentor
- Mentor and mentee will keep contact logs
- Mentor will guide mentee in developing a teaching portfolio
- Mentor will assist mentee in end-of-year procedures
- Mentor and mentee will meet for end of the year reflection

### **Year 2 Residency/Fellowship Mentor**

- Mentor and mentee will repeat requirements from year one
- Mentor will assist mentee in the completion of a teaching portfolio

Under successful completion of the mentoring and induction program, the mentee will become an established teacher in the district.

Through the use of the teacher leaders, all teachers will have qualified staff members to support training and on-going modeling. These teacher leaders will include the following:

- Mentor/Model Teachers (4)
- Teaching & Technology Specialists (2)
- Instructional Coaches (2)
- Curriculum Support Leaders (2)

Resident teachers will benefit greatly from this structure. Mentor/Model Teachers will work closely with resident teachers to develop and model lessons, while the Teaching & Technology Specialists will help with technology instruction and implementation. Instructional Coaches will be available to provide instruction in formative and summative assessment as well as helping to implement district initiatives. Curriculum Support Leaders will assist resident teachers in the development and implementation of curriculum including, but not limited to, Common Core Curriculum and STEM. With such a multitude of leaders lending guidance and support, the rate of teacher retention will improve.

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## **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.**

Teacher Role	Time Commitment	Responsibilities
Curriculum Support Leader (CSL)	<p>2 Teachers</p> <p>80% classroom</p> <p>20% CSL</p> <p>8 Extended contract days for professional development</p>	<ul style="list-style-type: none"> <li>•Will plan for improvement of the curriculum</li> <li>•Will help continuously evaluate the quality and appropriateness of the curriculum</li> <li>•Will use existing and future assessment data to guide curriculum decisions</li> <li>•Data will include but will not be limited to MAP data, Iowa Assessments, FAST, and Smarter Balance</li> <li>•Will use existing and future curriculum guides. Guides will include but will not be limited to MISIC, NGSS, and Common Core</li> <li>•Will work with other members of the TLC team to integrate curriculum into the classrooms</li> <li>•Will interpret the curriculum to the public and to the Board of Education.</li> <li>•Will work with other members of the TLC team to design and present PD using the IPDM</li> <li>•Will work with Leadership Team to plan and implement ongoing professional development</li> </ul>
Instructional Coach (IC)	<p>2 Teachers</p> <p>80% classroom</p> <p>20% IC</p> <p>8 Extended contract days for professional development</p>	<ul style="list-style-type: none"> <li>•Will attend professional development meetings with Professional Learning Community. In the beginning of this process, the coaches will help teachers design common formative and summative assessments</li> <li>•Will look at classroom data that teachers bring to the meetings and help them with research based instructional strategies</li> <li>•Will also help differentiate instruction based on assessment data</li> <li>•Will, at times, pull groups of students together to model strategies for classroom teachers</li> <li>•Will know about MTSS, PBIS, and CPI</li> <li>•Will stay current with district initiatives</li> </ul>

<b>Mentor/Model Teacher (MMT)</b>	4 Teachers 95% classroom 5% MMT 8 Extended contract days for professional development	<ul style="list-style-type: none"> <li>•Will be on the leadership team</li> <li>•Will meet weekly with their resident teacher and others as needed to plan, develop and teach lessons</li> <li>•Will participate in peer review process.</li> <li>•Will help guide, plan and deliver PD based on classroom needs</li> <li>•Will be the first stop for student teachers</li> <li>•Will serve as liaison to Graceland University</li> </ul>
<b>Teaching and Technology Specialist (TTS)</b>	2 Teachers 90% classroom 10%TTS 8 Extended contract days for professional development	<ul style="list-style-type: none"> <li>•Will work with leadership team on implementing PD</li> <li>•Will investigate new technologies and technological procedures</li> <li>•Will research applications and devices to be used in the classroom</li> <li>•Will develop and update websites and teacher pages</li> <li>•Will be liaison between administrators and teachers</li> </ul>

Currently, the only teacher leadership role that Lamoni utilizes is that of mentor teacher. The expansion of teacher leadership roles will enrich the depth of all teachers' abilities as instructors, cultivate teacher leadership skills, and facilitate future growth throughout the district. This, in turn, will meet the ultimate goal of preparing students for success in a 21st century global society.

A district leadership team will be made up of the School Administration, Mentor/Model Teachers (MMT), the Instructional Coaches (IC), Teaching and Technology Specialists (TTS), and Curriculum Support Leaders (CSL). The district leadership team will use the Iowa Professional Development Model to provide a structure for professional development that is collaborative, focused, efficient, and effective. This new structure will ensure the use of research-based strategies relevant to the needs of the district.

The leadership team will meet prior to the start of the school year to plan professional development. As the school year progresses, the team will continue meeting regularly to share and analyze all data. This data will be used to guide improvement and measure the impact on student achievement. The team will meet at the end of the school year as well to evaluate, reflect on the process, and begin planning for the following school year.

Teacher leadership roles allow for multiple levels of responsibility outside the classrooms. This will allow teachers to enter the leadership team when and where they feel most comfortable and experienced. It will also provide an opportunity to develop their professional knowledge and leadership skills. The teacher leadership contracts will be evaluated every year with the potential to stay in the position, rotate to another leadership role, or to go completely back to the classroom.

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.**

In order for Lamoni Community School District's teacher leadership program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, reflectiveness about their instructional practice, a commitment to ongoing professional growth, a desire to serve as a leader, and a willingness to learn the habits and practices of teacher leaders, desire for lifelong learning, and the ability to adapt to adult learners. For this reason, the selection process will examine each candidate from multiple perspectives.

The positions will be posted with information about the requirements – including at least three years of teaching experience and one year of experience in the district. Information will also be included about the duties and responsibilities, extra work days, salary supplements, and the requirement to complete an annual review of the assignment.

Each interview/selection committee will consist of an administrator and three teachers. This committee will select the candidates and follow with the interview process. They will recommend the candidates to the superintendent. The superintendent will then submit the recommendation for board approval.

The candidate will be asked to complete an application. This application will be screened for evidence that the individual has continued their growth as a professional and sought out leadership opportunities in the past. We will look for evidence of professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any leadership roles the teacher has previously assumed.

The candidate will also be asked to submit written responses to several questions. These questions will seek to evaluate the candidate's written communication and understand their philosophy as an educator and leader. The aim is to ensure that they have a strong teaching pedagogy, are a reflective practitioner, and understand the essential skills of teacher leaders including collaboration and relationship building.

Candidates will either submit a video of their teaching practice or select a time to be observed by members of the selection committee. This observation will focus on the teacher's classroom practice. Specifically, we will look to see that the candidate can create a well-crafted lesson plan, effectively engage students, differentiate instruction, flexibly use a variety of teaching strategies, provide precise and relevant feedback, and monitor and assess student learning.

The candidate may submit a video of them working with a colleague. This can be in a one-on-one or group context, as long as the outcome is the professional growth of the teacher(s) they are working with. Here we will look for evidence of how the candidate planned for the session, the relationship they have established, the quality of the questions they ask, how they craft responses based on what was said, and their skill at presenting and explaining information.

Finally, candidates will be asked to attend an interview. The interview will first seek to evaluate the candidate's teaching practices, which are essential to the legitimacy and effectiveness they will have as a teacher leader. Included in this will be inquiry into how the teacher has sought to continue to learn and grow as an educator. Second, the interview will seek to understand the candidate as a leader. What leadership roles have they assumed in the past, why are they interested in a leadership role at this time, how do they envision themselves as a leader, and how can they work with other leaders to move the district forward? The final portion of the interview will be a mock professional development scenario where the candidate will be asked to guide the interview committee through a short example of professional learning.

Throughout the selection process the selection committee will be looking for the following dispositions:

- Believe that teacher learning is interwoven with student learning
- Value the work of all learners
- Accept and act on constructive feedback
- Possess the courage to take risks

- Is reliable
- Honors all perspectives
- Fosters community
- Admitting when wrong or don't know
- Honest, courageous communication
- Reflective
- Committed to the growth of others
- Embraces the opportunity to work with those with diverse views

Using the dynamic and multi-faceted system above, we will gain a complete view of the teacher and their potential as a teacher leader. The selected candidate will undergo an annual review to assess their effectiveness. As part of their assessment a peer survey will be given to all faculty regarding the effectiveness of the teacher leader.

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## 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.*

The Lamoni Community School District's Teacher Leadership and Compensation Plan will utilize teacher leaders in the development and delivery of professional development opportunities for staff members.

Components	Utilization of teacher leaders in planning and delivery
Collecting and Analyzing Student Data	<ul style="list-style-type: none"> <li>•All teacher leadership positions will have responsibility to support the analysis of student data. The Curriculum Support Leader (CSL) will provide the training associated with this analysis.</li> <li>•CSL will work with other teachers in analyzing formative and summative results to determine appropriate instructional responses.</li> <li>•Mentor/Model Teachers (MMT) will support new teachers in learning about data collection and analysis methods used in the district.</li> <li>•The Teaching and Technology Specialist (TTS) will ensure teachers are trained in MAP testing, JMC use, and other school learning management systems.</li> </ul>
Goal Setting and Student Learning	<ul style="list-style-type: none"> <li>•All teacher leaders will work with building principals to identify relevant building goals and aligned building level PD activities.</li> <li>•The CSL will assist grade level/content-based PLCs in setting goals in response to formative assessment data.</li> <li>•The CSL, MMT, and IC will work with principals and individual teachers to assure alignment of teacher career plans with building and PD initiatives.</li> </ul>
Selecting Content	<ul style="list-style-type: none"> <li>•The CSL and IC will take the lead in working with principals and building leadership teams in selecting research-based instructional strategies based on student performance data.</li> <li>•The IC will work together with the Multi-Tiered Support System (MTSS) team to select appropriate instructional responses/strategies when students are not successful in universal tier instruction.</li> </ul>
Designing Process	<ul style="list-style-type: none"> <li>•The district professional development team consisting of the administrators and representatives of each teacher leadership position will develop sustainable PD activities specific to district wide areas of need as identified by analysis of student performance and instructional audit data.</li> <li>•The CSL will facilitate the identification, planning and providing of building and grade/content specific PD training that incorporates all phases of the IPDM.</li> <li>•All PD activities will align district initiatives.</li> </ul>

<p><b>Training/Learning Opportunities</b></p>	<ul style="list-style-type: none"> <li>•All teacher leaders will be responsible for delivery of PD training.</li> <li>•MMT will model/demonstrate strategies and provide feedback to teachers throughout implementation.</li> <li>•MMT and IC will support PD activities and provide feedback to peers related to the PD topics.</li> </ul>
<p><b>Collaboration and Implementation</b></p>	<ul style="list-style-type: none"> <li>•MMT and IC will be essential to ensure that PD is implemented with fidelity as they model, observe, and provide feedback to classroom teachers.</li> <li>•All teacher leaders will be responsible for creating a safe environment allowing for effective professional relationships with all classroom teachers.</li> </ul>
<p><b>Formative Student Evaluation</b></p>	<ul style="list-style-type: none"> <li>•The administrators, IC, and CSL will review building level student performance data on an ongoing basis. Data will guide instructional practice at the PLC level as well as identify building-wide professional development needs.</li> <li>•Based on data analysis, principals will work collaboratively with all teacher leaders to recommend adjustments to district PD.</li> </ul>
<p><b>Program Evaluation (Summative)</b></p>	<ul style="list-style-type: none"> <li>•Administrators and all teacher leaders will meet annually to analyze building and district achievement data, MTSS data, and teacher survey results to determine effectiveness of current initiatives and to identify future needs.</li> <li>•A summary of progress will be created and provided to the board of education as well as school and community stakeholders.</li> </ul>
<p><b>Developing an Individual Teacher Professional Development Plan</b></p>	<ul style="list-style-type: none"> <li>•All teacher leaders will provide support for teachers in the creation and implementation of their individual professional development plans.</li> </ul>

The Lamoni Community School District has lacked a teacher leadership plan that effectively delivers and supports quality professional development around critical district initiatives. Through this collaborative process and the use of the IPDM, the most relevant topics will be identified based on the additional focus provided to all teachers by the teacher leaders. Teacher leaders will be developing and leading focused conversations based on data and the strategies necessary to improve student achievement.

Using Part 8 application narrative from previous submission? **Yes**

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

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

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

Using Part 9 application narrative from previous submission? **Yes**

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

## 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.	\$32,465.07
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).	\$32,801.12
Amount used to provide professional development related to the leadership pathways.	\$4,000.00

Amount used to cover other costs associated with the approved teacher leadership and compensation plan. *These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.*

	<b>\$24,000.00</b>
<b>Totals</b>	<b>\$93,266.19</b>

## 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	<b>298.28</b>
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	<b>\$93,266.19</b>
Total Allocation	<b>\$93,266.19</b>

## Other Budgeted Uses - Description

Item description	Amount budgeted
	<b>\$0.00</b>

## Total Allocation Budgeted

Total Projected Amount to be Expended	<b>\$93,266.19</b>
<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	<b>\$0.00</b>

## 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)

Application for the state TLC grant allows Lamoni Community School District to access additional revenue to invest in its most critical resource, human capital. Investing in a system to develop teacher leadership will help staff and the district achieve the five goals and vision for Lamoni’s TLC Plan, which include:

1. Support new teachers by providing mentor teachers with whom they can reflect upon the teaching craft.
2. Retain effective teachers by creating systems of support that enable them to work more effectively with their students, peers, parents, and administrators.
3. Develop schedules that ensure all teachers time for peer collaboration, observation, and review.
4. Promote professional growth by providing all teachers with opportunities to take on leadership roles.
5. Improve the achievement of all students and prepare them for success in a global society.

The District estimates approximately \$99,625 in grant funds will be necessary to support associated District costs for the teacher leadership initiative. The District understands this amount is variable dependent upon enrollment.

Considerations in review for use of the funds include the following:

1. The base salary for Lamoni School District is \$30,768, with TSS funds of \$3,393 added to increase the base salary to \$34,761, which exceeds the State minimum of \$33,500.
2. A District teacher leadership structure to support our vision and goals, with forecasted costs is detailed in the table below:

Teacher Role	Time Commitment/ Stipend	Responsibilities
Curriculum Support Leader (CSL)	<p>2 Teachers</p> <p>80% classroom</p> <p>20% CSL (\$4000)</p> <p>8 Extended contract days for PD (\$2000)</p>	<ul style="list-style-type: none"> <li>•Plan for improvement of the curriculum</li> <li>•Help continuously evaluate the quality and appropriateness of the curriculum</li> <li>•Use existing and future assessment data to guide curriculum decisions</li> <li>•Use existing and future curriculum guides</li> <li>•Work with other members of the TLC team to integrate curriculum into the classrooms</li> <li>•Interpret the curriculum to the public and to the Board of Education</li> <li>•Work with other members of the TLC team to design and present PD using the IPDM</li> <li>•Work with Leadership Team to plan and implement ongoing PD</li> </ul>

<p><b>Instructional Coach (IC)</b></p>	<p>2 Teachers</p> <p>80% classroom</p> <p>20% IC (\$4000)</p> <p>8 Extended contract days for PD (\$2000)</p>	<ul style="list-style-type: none"> <li>•Attend professional development meetings with Professional Learning Community</li> <li>•In the beginning of this process, the coaches will help teachers design common formative and summative assessments</li> <li>•Look at classroom data that teachers bring to the meetings and help them with research based instructional strategies</li> <li>•Help differentiate instruction based on assessment data</li> <li>•Pull groups of students together to model strategies for classroom teachers</li> <li>•Know about MTSS, PBIS, and CPI</li> <li>•Stay current with district initiatives</li> </ul>
<p><b>Mentor/Model Teacher (MMT)</b></p>	<p>4 Teachers</p> <p>95% classroom</p> <p>5% MMT (\$1000)</p> <p>8 Extended contract days for PD (\$2000)</p>	<ul style="list-style-type: none"> <li>•Leadership team</li> <li>•Meet weekly with their resident teacher and others as needed to plan, develop and teach lessons</li> <li>•Participate in peer review process</li> <li>•Help guide, plan and deliver PD based on classroom needs</li> <li>•First stop for student teachers</li> <li>•Serve as liaison to Graceland University</li> </ul>
<p><b>Teaching and Technology Specialist (TTS)</b></p>	<p>2 Teachers</p> <p>90% classroom</p> <p>10% TTS (\$2000)</p> <p>8 Extended contract days for PD (\$2000)</p>	<ul style="list-style-type: none"> <li>•Work with leadership team on implementing PD</li> <li>•Investigate new technologies and technological procedures</li> <li>•Research applications and devices to be used in the classroom</li> <li>•Develop and update websites and teacher pages</li> <li>•Liaison between administrators and teachers</li> </ul>

The associated stipends for each of the teacher leadership positions are a total cost of \$22,000.

The additional contract days are an estimated cost of \$24,000. Eight (8) additional days for each position for ten (10) staff equal 80 days at a per diem of \$300/day. These ten (10) positions meet the requirement for 25% of the staff involved in teacher leadership roles.

We have included expected costs for FICA/IPERS at 14.65% in our overall cost for these additional days and stipends. These ten positions also represent an equivalent of 1.2 FTE so that individuals in each teacher leadership position can

fulfill their responsibilities and goals for the District. Funds are designated for the required quality replacement teachers; the amount of \$32,801 is set aside to cover the costs when a teacher is out of the classroom to observe or co-teach with another teacher. Additionally, \$4,000 has been designated for training opportunities and professional development.

The vision of Lamoni Community Schools TLC plan is to create teacher leadership that embodies the best in teaching and learning, cultivates an environment of shared leadership and accountability, provides continuous growth through professional development, and seeks out the best tools for success in a global society so all involved can help each student achieve at expected levels. The TLC grant will allow Lamoni Community Schools to reach new heights of excellence.