Application

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

92774 - Lewis Central Teacher Leadership Plan

Teacher Leadership and Compensation System

Status:	Under Review
Submitted Date:	10/30/2014 12:11 PM

Primary Contact

AnA User Id	DAVID.BLACK@IOWAID		
First Name*	David First Name	Edward Middle Name	Black Last Name
Title:	School Improvement Specialist		
Email:	dblack@lewiscentral.org		
Address:	4121 Harry Langdon Blvd		
City*	Council Bluffs City	Iowa State/Province	51503 Postal Code/Zip
Phone:*	712-366-8203 Phone	Ext.	
Program Area of Interest	Teacher Leadership and Compensation System		
Fax:	712-366-8315		
Agency	Administrative Services, Iowa Department of		

Organization Information

Organization Name:	Lewis Central CSD
Organization Type:	K-12 Education
Tax ID:	
DUNS:	

Organization Website:

Address:

Iowa

City State/Province Postal Code/Zip

Phone:

Ext.

Fax:

Benefactor

Vendor Number

Recipient Information

District	Lewis Central Community School District

Use the drop-down menu to select the district name.

County-District Number	78-3645

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

Honorific	Dr.
Name of Superintendent	Mark Schweer
Telephone Number	712-366-8248
E-mail Address	mschweer@lewiscentral.org
Street Address	4121 Harry Langdon Blvd
City	Council Bluffs
State	Iowa

Use the drop-down menu to select the state.

Zip Code	51503

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	David Black
Telephone Number	712-366-8203
E-mail Address	dblack@lewiscentral.org
Street Address	4121 Harry Langdon Blvd
City	Council Bluffs

State	Iowa
Use the drop-down menu to select the state.	
Zip Code	51503

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)

Lewis Central's proposal **enhances and expands current structures** designed to support district student achievement goals of **accelerating learning for all students and closing the achievement gaps**. District initiatives align with our five School Board-adopted SIAC goal areas (student achievement, technology integration, student social/emotional well-being, intervention systems, and PD). The district focus is on addressing these goal areas through MTSS (elementary), PBIS (secondary), Literacy (district wide), Math Instruction (district wide), and Technology (district wide). Teacher leaders (TL) **provide support in the areas of instruction, curriculum and content, classroom management, and organizational decision making**. Our comprehensive plan has opportunities ranging from extra duty to full release time.

Collaborative Process

The district collected **high levels of support from many stakeholder groups** including teachers, school board, district community group, PTA, and our SIAC. A seven member sub-committee: representative of teachers, parents, administrators, and our association, was involved in the writing process. Collaborative relationships served as a powerful tool as we developed our plan, disseminated information and received feedback.

TLC Plan Vision and Goals

Our district's Teacher Leadership Compensation plan depends on teacher leaders given opportunities to grow, refine, and share their expertise; provide support for purposeful dialogue around planning and strengthening instruction; develop a clear system of quality implementation.

With these opportunities, we believe we will increase learning for everyone in the school community; offer learning environments that are more effective, stimulating and diverse in experiences; improve in student outcomes; empower our whole school community to excel in our rapidly changing world.

Our goals encompass a **comprehensive teacher leader system** that will impact professional development, learning environments for students and staff, roles of teacher leaders, purpose of collaboration and feedback, resources, and system measures. These goals are **designed** with the end in mind - **empowering all learners** to excel:

1. Create **differentiated roles** and **enhanced career opportunities** for teachers. This will occur through increased leadership responsibilities with appropriate incentives, supporting their effectiveness with ongoing training, feedback, and resources.
2. Empower teacher leaders to play **pivotal roles** in providing ongoing, meaningful **professional development** for all, resulting in a **positive impact on student learning and achievement**.
3. Create the climate and opportunity for **collaborative relationships** by providing:
1. personalized support of learning, environments in all settings;
2. reflective conversations that encourage growth;
3. time and structure for teachers to learn from each other focusing on best practice.
4. **Improve entry and retention of new teachers** to the profession by providing multiple opportunities to **observe expert teaching**, additional mentor **support**, and continuous **collaboration**.
5. Routinely **monitor the effectiveness** of the plan through data and **adjust** as determined by that data, **through collaboration** of teachers, teacher leaders, and administration.
6. **Provide resources** necessary to support and **sustain** the effective, ongoing **implementation** of this plan.

Impact of Teacher Leaders

To achieve this vision and goals the TLC plan includes the **addition of a layer of support for classroom implementation** in the form of instructional coaches (IC). ICs in all buildings **work collaboratively with teachers** to examine student data to make instructional decisions that increase student achievement and address student need. ICs will be **versed in the Iowa Core** and help teachers with **implementation and alignment of instruction and assessment**. By providing **ongoing support and personalized PD**, coaches address district literacy and math needs. All coaches will be equipped to **ensure building and district PD is accessible** to all staff.

Other teacher leaders that are either expanded or introduced in our district through this plan are: **Model Teachers provide exemplars** in the classroom for others to observe for district initiatives and **enable collaborative conversations around student learning**; **district and building leadership teams monitor Iowa Core implementation** for quality through alignment of curriculum, instruction, and assessment ensuring a guaranteed and viable curriculum for all students. These leaders **provide training, resources, and support** for district initiatives. These teams **provide oversight of the intended versus the delivered curriculum** to secure quality implementation.

Building Capacity for Sustainability

Lewis Central's past use of teacher leaders adds strength to our ability to sustain these efforts. The plan supports and enriches our current work. **Through this plan we seek to build on current structures, strengthening that layer of support closest to the classroom, and systematize this important work.** Our district and building administrative leaders believe in the collaborative power of our district to positively impact instruction leading to increased student achievement. In partnership with Iowa's educational commitments we hope to **transform our district vision of teacher leadership into a system that defines and differentiates roles and responsibilities for teacher leaders**. Our TLC plan builds capacity within our teachers to make a difference, gives opportunity for each teacher to flourish, and powerfully impacts student achievement.

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

TLC Model Number Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1? No

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

Please include the following information in your narrative:

a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.

b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Part A (how the planning grant and the planning time was used to develop a high-quality plan)

In the fall of 2013, Lewis Central CSD applied for a Teacher Leadership and Compensation Plan (TLC) planning grant. The superintendent and administrative leadership decided to wait until the 2nd round of grant proposals scheduled for the 2014-2015 school year so that our district could provide planning time needed and also observe the implementation of 1st round districts who were granted funds for their proposals. We created a steering committee whose task was to look at three options for a TLC plan and reach consensus on which option to pursue.

Fourteen Individuals made up this committee including teachers from all buildings (5, one is an association voice), administration (5), School Board (1), parents (3). From this committee, seven volunteers began writing a first draft of the TLC proposal in February, 2014. Our initial writing team had 3 teachers, 1 building principal, 2 central office administrators, and 1 parent. Grant planning funds were used to provide compensation to the writing plan team for time outside of regular contract, travel, substitutes, and other expenses associated with our collaboration and meeting with Green Hills AEA for workshops. The writing team met on the following dates for the indicated number of hours: Dec 12 (3 hrs); Jan 23 (2); Feb 6, 13, 18, 27 (9); Mar 13, 23 (5); Apr 15 (3); May 8 (3); Jun 11 (6); Jul 17 (6); Aug 1, 28 (9); Sep 3, 10, 23 (15); Oct 8, 9, 23 (16).

District initiatives are aligned with our 5 School Board-adopted SIAC goal areas (student achievement, technology integration, student social/emotional well-being, intervention systems, and professional development). Our writing committee reviewed research documents provided by the Iowa DE, and compared those grant recipient applications from 2013-2014. We asked hard questions around what our district needs are in terms of support within each of our district goals, initiatives, SIAC recommendations, "Must Haves" of the TLC plan, and our organizational structure in our district, prioritizing these needs and how a TLC Plan grant would be used to improve these supports. Our team attended the first Teacher Leadership Academy held in June 2014 to deepen our understanding of teacher leadership in action. Over the course of the writing period our team has spent 300+ collective hours researching, discussing, and writing our TLC plan.

Part B (how each stakeholder group engaged in the process and contributed to the development of the plan)

Our 14 member steering committee decided which option to pursue for the TLC Plan grant which took multiple evening meetings and included time spent to educate everyone on the background on the grant opportunity. This committee also was involved in reading through drafts, assessing stakeholder input, and suggesting changes to the writing team.

Besides the process of investigating and writing drafts of the TLC plan the writing team also produced and disseminated video updates to staff multiple times discussing process, providing timelines, and seeking feedback via Google forms. Videos are found on YouTube by searching "House File 215". Writers spent a good deal of time setting the course for effective implementation of a TLC plan by developing a vision and goals for the TLC plan prior to digging into support and resources needs as well as leadership roles.

Various community groups were consulted for input, feedback, and acted as "outside" critical friends for plan development. We engaged with our School Board, members of SIAC committee, PTA group, and our superintendent's Community Group (meets monthly). Each of these groups including parents, business members, school officials, and students brought different perspectives to our plan's development.

Part C (support for and commitment to the plan from each stakeholder group)

Our writing team has presented our plan in various formats from informational to detailed critical analysis using face to face meetings, surveys, and video clips to many stakeholder groups. These include our PTA, School Board, Community Group (meets monthly with superintendent), TLC committee, and staff.

The following statements represent many of their concerns and support:

- For new teachers especially, I believe it will be a quality plan. (teacher)
- What additional training will teacher leaders receive and what resources will they use to support other teachers? (community member)
- These are worthy goals, and I like the idea of increasing learning for everyone in the school. (parent)
- …..if we really want to make a change and improve instructional practice, we must provide teachers not only with the tools but also the time to make it happen. (teacher)
- How do you plan to get more parents involved in their child's education, especially after elementary school? (parent)
- I think this is a great program and will support the cause. (administrator)
- I think everyone will welcome additional resources, support, and guidance to improve their practice. (teacher)
- How can teachers leave their rooms to observe a model teacher? (community member)
- This is ongoing money, right? We build all this structure and we might not be able to sustain it? (school board member)

Narrative

Using Part 2 application narrative from Year 1? No

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

State Goals:

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

Our district's student achievement goals are to:
• **accelerate learning** for all students;
•**reduce the gaps** for IEP students;
•increase our 4-year **graduation rate**.
Our improvement efforts to date are making progress towards meeting these goals as evidenced by our most recent data:
• over 60% of our **students made more than 14 month's growth** in both reading and math on the Iowa Assessments;
•over 60% our **IEP students showed more than 15 month's growth** on Iowa Assessments;
•our graduation rate has **increased from 83% to 92%** over the past 4 years.
Even with the positive changes we see happening, our district is **still in need of assistance according to NCLB** and all four of our buildings are on the SINA lists for one or more indicators.
We have **great anticipation** for our TLC plan to **make a significant impact** that is not possible without it. As is evident in our TLC plan's vision and goals we want to **add a layer of support** closer to the classroom and our students in a **comprehensive systemic approach**. In order to reach these goals and achieve our vision teacher leader positions will take a variety of forms to fill in the gap between the vision and current reality. **Teacher leaders** will **share in decision-making** processes both at the building level as well as the district level around curriculum, instruction and assessment **based on the Iowa Core** tenets. **Mentors** and new teachers will forge that path to success to **ensure our profession continues to grow** with expert teachers. **Instructional coaches** will walk alongside our classroom teachers **working with data** to improve student learning. **Model teachers** will provide "lab classrooms" where new and experienced teachers alike can **observe, ask questions, and grow** in skills and knowledge.

Vision

Our district's Teacher Leadership Compensation plan depends on teacher leaders given opportunities to:
• **grow**, refine, and share their **expertise**;
•**provide support** for purposeful dialogue around planning and **strengthening instruction**;
•develop a clear system of **quality implementation**.
With these opportunities, we believe we will:
• **increase learning for everyone** in the school community;
•**provide** learning environments that are **more effective, stimulating and diverse** in experiences;
•**improve** in student **outcomes**;
•**empower** our whole school community to **excel** in our rapidly changing world.
Reaching this vision of our Teacher Leadership Compensation Plan supports the **attainment of our district mission** of "partnering with home and community, to empower all learners to excel in a rapidly changing world by offering stimulating and diverse learning experiences which result in changed lives and a commitment to help others".

Goals

Our TLC Program goals encompass a **comprehensive teacher leader system** that will impact professional development, learning environments for students and staff, roles of teacher leaders, purpose of collaboration and feedback, resources, and system measures. These goals are **designed** with the end in mind - **empowering all learners** to excel:

1. Create **differentiated roles** and **enhanced career opportunities** for teachers. This will occur through increased leadership responsibilities with appropriate incentives, supporting their effectiveness with ongoing training, feedback, and resources.
1. Empower teacher leaders to play **pivotal roles** in providing ongoing, **meaningful professional development** for all, **resulting in a positive impact on student learning and achievement**.
1. Create the climate and opportunity for **collaborative relationships** by providing:
1. personalized support of learning, environments in all settings;
2. reflective conversations that encourage growth;
3. time and structure for teachers to learn from each other focusing on best practice.
1. **Improve entry and retention of new teachers** to the profession by providing multiple opportunities to **observe** expert teaching, additional mentor **support**, and continuous **collaboration**.
1. Routinely **monitor the effectiveness** of the plan through data and **adjust** as determined by that data, **through collaboration** of teachers, teacher leaders, and administration.
2. **Provide resources** necessary to support and **sustain** the effective, ongoing **implementation** of this plan.

Using Part 3 application narrative from Year 1? No

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

Current initiatives, structures, and processes

Lewis Central CSD's student achievement goals include **accelerate learning** for all students, **reduce the gaps** for IEP students,and **increase our 4-year graduation rate**. In efforts to reach our goals our current initiatives focus around Assessment Literacy, MTSS and Iowa Core implementation districtwide. In addition, our elementary levels began the FAST Assessment as part of MTSS implementation with Iowa's first phase of schools in 2013. We are also putting structures in place with K-3 literacy and recent legislation requiring all students reading on grade level by 3rd grade beginning in 2017. Positive Behavior Instructional Supports (PBIS) is an added focus for secondary.

Our district **initiatives** also **align** with five School Board-adopted **SIAC goal areas** (student achievement, technology integration, student social/emotional well-being, intervention systems, and PD).

We are committed to **engaging teachers** in ongoing, meaningful opportunities to learn and collaborate, focusing on student growth and achievement. **Many structures and processes** are in place to **support district goals** and give teachers vehicles to learn and collaborate:

- **District Leadership Team** (DLT) is comprised of 13 teachers (w/compensation) and 9 administrators. Its mission is to **build awareness and accountability** for improvement efforts, building capacity of members around mission/vision/purpose with a district perspective. The DLT **problem-solves and makes decisions** regarding curriculum, instruction and assessment to **raise the bar** for all students. Districtwide PD is planned and delivered by this group.
- Seven **Content Teams** (CT) each with 5 teachers, for a total of 35 teachers (no compensation) that **collaborate to vertically align curriculum and assessment** across the district.
- **Building Leadership Teams** (BLT) consist of 40 teachers (no compensation) and are established to examine student data, develop Student Achievement Plans, and plan PD aligned with district goals.
- **Instructional Coaches** (IC) **personalize PD** for teachers in various capacities. We presently have 4 full release and 3 part release coaches (w/compensation) districtwide. Coaches examine student data with teachers, assist in planning instruction, give instructional feedback, and/or support specific building and district initiatives. **However, our coaches only receive episodic, informal training and fragmented opportunities to implement these roles**.
- **Induction program** for new teachers is Journey to Excellence curriculum through a partnership with Green Hills AEA (GHAEA). Mentors receive **NO release time**. Expectations are to meet monthly outside of classroom time to collaborate around the induction curriculum. **Monitoring** is built in, but **lacks consistency**.
- **Two elementary model classroom teachers** (no compensation).

ENHANCEMENTS through our TLC Plan

Our TLC plan proposal **enhances, expands, and systematizes** current structures designed to support district goals and initiatives. Our comprehensive plan has opportunities ranging from extra duty to full release time.

We will **personalize support** for teachers in **multiple ways**, primarily through restructuring, increasing and compensating ICs, model classrooms, and all TL roles bringing that level of support one step closer to the classroom by:

- **Increasing the number of coaches** in each building establishing a collaborative environment, who will receive coordinated, comprehensive training.
- **Increasing the number of model classroom teachers** who demonstrate current initiatives, providing exemplars, and opportunities to engage in observation and dialogue along with on-going coaching around best practices.
- **Providing new teachers to the profession more supports** by assigning multiple, differentiated mentors who receive **additional training** in coaching new teachers.
- **Restructuring our BLTs and CTs to increase the continuity, stability and effectiveness of these groups**. They will monitor Iowa Core implementation for quality through alignment of curriculum, instruction, and assessment ensuring a guaranteed and viable curriculum for all students. These teams will provide oversight of the intended versus the delivered curriculum to secure quality implementation.
- **Increasing compensated teacher leadership opportunities** from our current 41 roles to 123 compensated roles.

These **enhancements** will support district goals through its initiatives, structures, and processes. **Coaches will work collaboratively with teachers** to examine student data to make instructional decisions around Iowa Core and best practices that increase student achievement. By providing ongoing support and personalized PD, coaches will address district literacy and math needs. **All leaders will be equipped** to ensure building and district PD is accessible to all staff.

Using Part 4 application narrative from Year 1? No

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

The LCCSD's new teacher program **currently** has the following parts:
District Coordinator: Our New Teacher Program is currently assigned to our Curr & Instr Coordinator as part of her duties in the district. This person coordinates new teacher experiences and facilitates periodic check-ins and workshops described below.
Mentors: New teachers (beginning educators & experienced) are partnered with a mentor teacher, who is full-time in the classroom. The mentor is paid a stipend, attends part of the first new teacher day, agrees to meet with their new teacher a minimum of one time per month leading them through tasks to acclimate the new teacher to the district. We have designated these mentor teachers in the following way:

- **Peer Mentors** work with experienced teachers to provide 1:1 assistance with PowerSchool gradebook and other software products, building routines, etc.; and
- **Induction Mentors** who work with Beginning Educators (BE). These mentors provide the same assistance as Peer Mentors as well as mentoring the BE over a two year induction period with a prescribed curriculum. LCCSD partners w/Green Hills AEA (GHAEA) in Journey to Excellence (J2E) for the state mandated two year induction process.

Periodic Check-In Points: There are informal checks where mentors and new teachers meet monthly, submitting brief notes to the district coordinator and more coordinated check-ins with the district coordinator.
Workshops: LCCSD offers **optional days for just new teachers** introducing them to Lewis Central specific improvement efforts such as Concept-Based Instruction and Understanding by Design. These take place prior to the start of school, outside their contract time.
Additional Contract Day: Prior to all teachers starting the school year new teachers attend one contractual day to learn about technology items, mentor meeting, and becoming familiar with building specific items.

Data reflect ten years of beginning educators (new to profession) history (combined)	
% of New Teachers that have **continued with LCCSD** (59/74)	79.7%
% of New Teachers that **went to teaching assignments elsewhere within first five years** (10/74)	13.5%
% of New Teachers that **left teaching within first five years** (3/74)	4%
% of New Teachers that **left the district after first five years (unknown if still teaching)** (2/74)	2.7%
Trained Mentors in our District through GHAEA	
% of Current Faculty Trained as Mentors	21%

Based on most current survey data gathered on mentor and beginning educator perceptions, most feel somewhat or fully supported as the beginning educator progresses through learning projects and meeting of the Iowa teaching standards. **The overwhelming need that continues to be unmet is the need for dedicated time.** Based on qualitative data from program evaluations more than 50% cite **time for observing teaching in action, collaborating, and planning** as the item that would enhance our induction program.
The following quotes from past mentors and beginning educators captures overall feelings well:

- **Schedule time** for the mentors and beginning teachers.
- Give mentor and beginning teacher **time away from the classroom to plan and prepare**. This would be especially helpful before school starts.
- A more refined orientation at the building level. The program as presented at GHAEA manifests itself a bit different at the local level. There is a **disconnect** between the introduction day at GHAEA and the way J2E played out in practice.

Enhanced Program through TLC plan
LCCSD believes our current structure positively impacts new teachers. However, there is room for improvement through enhancements that our TLC Plan would make possible:

Enhancement 1: Provide **stronger support for BEs** by partnering them with **both types of mentors** we use: **Peer Mentors** that will support them with district and building level procedures, models and initiatives; **and an Induction Mentor**. However, **with TLC funding** we will be able to change the definition of induction mentor to **include release time**, whose emphasis is working with BEs. Induction Mentors will receive **additional targeted training on coaching beginning educators**.

- Peer Mentors will maintain a 1:1 ratio, no release time.
- **Newly defined Induction Mentors, trained as instructional coaches, will engage in collaborative conversations with BEs as needed in small learning teams.** This will allow for formative observations both of the BE and by the BE to see excellent teaching practices in action

Enhancement 2: Prior to the beginning of the school year, all new teachers will be **required to attend additional PD days**, devoted to foundational preparation on LCCSD initiatives and programs.

Enhancement 3: For BEs with the **additional TLC funding** the district will **provide dedicated, consistent and on-going opportunities to observe Model Classrooms** and engage in **collaborative conversations** with model teachers; **ongoing coaching** with the Induction Mentor around the BE's classroom instruction and organization. During all interactions there will be **robust feedback cycles**.

Narrative

Using Part 5 application narrative from Year 1? No

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

Please include the following information in your narrative:

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

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

Coherence

In an effort to **ensure coherence both vertically and horizontally** the Lewis Central TLC plan proposes teacher leader positions that reflect cross-building district-wide memberships as well as building specific teams. We have created a **web of leadership** that will:

- connect new teachers to our experts in best practices;
- connect district-wide professional learning to classroom implementation with just-in-time coaching;
- connect district curriculum decision-making to building level decision-making efforts;
- connect data analysis to change in the classroom instruction; and
- connect collaboration efforts to increases in teacher growth and student achievement.

Teacher Leader Roles

Model Teacher

This TL has demonstrated mastery of the Iowa Teaching Standards and desires to open his/her classroom on a regular basis for teachers from the school, district, and state to observe. A Model Teacher exemplifies best practices and maintains a direct classroom connection.

Duties and Responsibilities

- Lead learners for building/district initiatives and best practices
- Serve as an observatory for colleagues
- Engage in collaborative conversations with observers as needed within the day or outside of the day
- Release time as needed for additional training and/or collaboration time
- Engage in consistent collaboration with all other teacher leaders

Mentor Teacher

LCCSD incorporates two levels of mentor support for new teachers. We have Peer Mentors that will support all new teachers with district and building level procedures, models and initiatives and an Induction Mentor (part of Instructional Coaching positions), with release time, whose emphasis is working with Beginning Educators (BE). Induction Mentors will receive additional targeted training on coaching beginning educators.

- **Peer Mentors** are defined to be a 1:1 ratio of teachers in the district paired with new teachers to the district as support for acclimating new teachers to district / building level procedures and initiatives. Also a source for ongoing collaboration and questions.
- **Induction Mentors** are defined to be teachers in the Instructional Coach position who will engage in collaborative conversations with BEs as needed within the day or outside of the day to meet the unique needs of a teacher new to the profession.

Instructional Coach (newly defined, systemic position at LCCSD with TLC Plan)

Research on professional development suggests that when teachers are reflective of their practice and work collaboratively with their colleagues, improved learning occurs (King, D., Neuman, M., Pelchat, J., Potochnik, T., Rao, S., & Thompson, J. (2004). We believe that instructional coaching, or more specifically, student centered collaborative coaching, can be an effective vehicle for this reflection and learning that will ultimately increase student achievement. Lewis Central will ascribe to a philosophy for coaching outlined by such experts as Diane Sweeney and Jim Knight. Sweeney (2013) describes a **"student centered" model for instructional coaching** as a coach partnering with teachers to design learning that is based on a specific set of learning targets, **derived from the Iowa Core**, and the focus is on using data and student work to analyze progress.

- The coach and teacher:
- **collaborate to make informed decisions** about instruction that is differentiated and needs based;
- **partner with the purpose** to support the teacher in moving students toward mastery of learning targets, and ultimately standards. This process is also referred to as "formative coaching" (Nidus, G., & Sadder, M., 2009). Nidus' and Sadders' description of formative coaching mirrors the description of student-centered coaching provided by Sweeney. Nidus and Sadder describe the coaching relationship as a one in which "a formative coach guides teachers in using student work to determine the course of instruction, curriculum, and their own professional development" (Nidus, G., & Sadder, M., 2009).
- Instructional coaches will also:
- **work collaboratively with all other lead teacher roles** to ensure district and building continuity;
- **be provided specialized training, developing expertise in working with teachers, and will also serve teachers entering the profession**. All new teachers entering the profession will be assigned an instructional coach who will serve as the new teacher's induction mentor as part the IC's responsibilities (see Induction Mentor description).

District Leadership Team

The purpose of the DLT will be to problem solve and make decisions regarding curriculum, instruction and assessment in an effort to achieve district student achievement goals. The DLT will:

- **engage in data analysis and coordinate with instructional coaches** in order to provide meaningful, and appropriate district wide professional learning opportunities;
- **develop district-wide initiatives and deliver related professional development**;

•**include either Content Team membership or BLT membership** to ensure coherence and alignment.

DLT members will be selected from each building from a range of disciplines, including at least a content team representative from each discipline and a BLT member from each building. **The inclusion of representation from other Teacher Leader groups from each building will facilitate the communication necessary to fulfill the district's goals, while addressing the needs and providing the voices of individual buildings and content areas strengthening instruction and improving student learning and student achievement throughout the district**.

Building Leadership Teams

These teams are comprised of lead teachers that represent various content areas and grade levels. BLTs will:

- **conduct student-centered data analysis** to plan and determine appropriate building level goals that are aligned with the district's targeted areas of concern;
- **serve as decision-making bodies** that will develop Building Improvement Plans;
- **plan and co-facilitate building PD**;
- **act as lead learners of building initiatives**, spearheading instructional initiatives aimed at increasing student growth and achievement;
- **collaborate with instructional coaches** establishing continuity between district and building areas of instructional emphases;
- **serve as team leaders** in their respective content or grade levels and also on the selection/site-based TLC council as needed.

Content Teams

Content Teams will be comprised of and **facilitated by discipline-specific teacher leaders** representing all grade spans district wide. The purpose of content teams is to **ensure vertical alignment of curriculum, instruction, and assessment across the district**. Content team members will:

- **investigate and model best instructional and assessment practices**;
- **serve as resources in unit development** around instruction and assessments;
- **analyze student data and communicate with building learning teams** as they facilitate vertical alignment of curriculum, instruction, and assessment;
- **recommend appropriate materials selections, program changes and revisions**;
- **take part in providing a differentiated palate of professional learning opportunities**;
- **open their classrooms for colleagues** to view discipline-specific best practices.

Program Champions

Lewis Central's program champions will be comprised of teacher leaders who focus on **specific programs at a building level**. At the secondary level, the program champion will lead colleagues in a specific building level initiative with the goal of deeper implementation of the program leading to increased student achievement. At the elementary level, the program champion is involved in developing and delivering the framework for professional development throughout the school year. Both levels will determine need based on data at the building level. We anticipate no more than 4 positions per building. These teacher leaders:

- **partner with colleagues in analysis of student data and development of learning targets** based on data;
- **demonstrate effective strategies in planning, instruction, classroom management, data analysis, and student assessment**;
- **assist administrator in coordinating materials and resources** for the assigned curricular department/professional development;
- **collaborate to develop department-wide or course/program-specific common assessments**;
- **meet regularly with content lead team members**;
- **champion a program** at the building level;
- **communicate data** of the program to school community.

Site-Based Councils

These teams will be comprised of equal numbers of teachers and administrators.The councils will **accept and review applications for assignment or reassignment of all teacher leadership roles**. After using established measures of teacher effectiveness and professional growth, considering the needs of the school district, and reviewing the performance and professional development of the applicants, recommendations for hire will go to the superintendent.

Site-Based Councils will:

- **annually review the teacher leader roles** and overall programming;
- **oversee teacher leader hiring and performance evaluation** adjusting components of the interview and evaluation processes;
- **monitor the TLC plan** including its vision, goals and implementation;
- **meet during the school year to monitor implementation data** making necessary adjustments to the TLC plan its sustainability and success.

Percent of release time from teaching duties for each role

Role	% of time as classroom teacher	% of release time as Teacher Leader	Add'l time to accomplish role
Model Teacher	95%	5%	2 days
Mentor Teacher			
Peer Mentor	100%	0%	.5 days
Induction Mentor	as low as 0% (based # of BEs)	As high as 100% (coupled with instr coaching duties)	1.5 days (as induction mentor)
Instructional Coach	varies	Up to 100%	10 days
Lead Teacher (all types)	95%	5%	Up to 3 days

Using Part 6 application narrative from Year 1? No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Lewis Central CSD has developed a rigorous selection process that includes **multiple, meaningful measures** of effectiveness and professional growth around these **five criteria**: working with adult learners, collaborative work, communication, knowledge of content and pedagogy, and systems thinking. Teacher leader (TL) applicants must have three successful years of teaching and at least one year of experience in the district prior to applying for any TL position.

Our selection procedure includes:

Job Posting

The positions and coordinating job descriptions will be posted internally. All current teachers will be invited to apply using the District's online applicant tracking system. Potential applicants will be provided a complete job description as part of our initial posting of positions associated with the TLC plan.

Application Process

Once an application is submitted via the online applicant tracking system each candidate will complete a **self-assessment based on a tool from The Center for Strengthening the Teaching Profession** intended to **identify individual areas of strength** in the five targeted areas: working with adult learners, collaborative work, communication, knowledge of content and pedagogy, and systems thinking. This tool will help direct candidates towards a position(s) that highlights their specific talents and passion as well as the committee in the selection process. Once the applicant has their application on file and completed the self-assessment the selection process will begin.

Selection Process

- **Phase One** - Colleagues from the same developmental level or content area will be **surveyed using criteria** from The Center for Strengthening the Teaching Profession to assess **potential teacher leadership** in the eyes of their peers.This insight will assist hiring personnel by determining the applicants' past level of effectiveness as well as their **predicted level of effectiveness as potential teacher leaders**. Applicants with a favorable rating in relation to the position(s) will advance to Phase Two.
- **Phase Two** – **Administrators** will conduct a **face-to-face interview** with **predetermined questions** to **measure applicants' leadership potential** in the previous 5 areas. This insight will assist hiring personnel with determining the applicants' predicted level of effectiveness as potential teacher leaders. Applicants with **favorable responses** to at least 50% of the questions and **demonstration of adequate past professional growth** will advance to Phase Three.
- **Phase Three** – A **Site-Based Teacher Leader Selection Council**, with equal representation of teachers and administration, will be established at each building. Each council will include BLT members and be comprised of administration and teacher leaders. The council will review data from phases 1 and 2, **past professional growth evidence** of the applicant, and **conduct further 'fit' interviews as needed**. The Site Based Teacher Leader Selection Council will **make final recommendations for hire to the superintendent**.

TL Performance Review/Professional Growth:

The **performance of teacher leaders will be reviewed annually** by the Site-Based Teacher Leader Council. All teacher leaders will submit a **self-reflection of their performance** using The Center for Strengthening the Teaching Profession self-assessment to the Council. **Administrators will complete the same form as an evaluation tool** of the teacher leader. Conversation between administration and teacher leader will occur around this self assessment. **Teaching colleagues will be surveyed using criteria** from The Center for Strengthening the Teaching Profession to determine their effectiveness as teacher leaders in the eyes of their peers. In the case of Instructional Coaches (IC), data will be gathered from those colleagues the IC has been engaged in a coaching relationship with during the year. This will **provide all parties with formative feedback** regarding their performance against the job tasks assigned in the job description. **A recommendation for retention of a position to the superintendent will be made by the Site-Based Teacher Leader Selection Council.**

Narrative

Using Part 7 application narrative from Year 1? No

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

Part A (the role teacher leaders will play in the creation and delivery of professional development)

In LCCSD all PD aligns and supports our 3 district goals: **accelerate learning** for all students, **reduce the gaps** for IEP students, and increase our 4-year **graduation rate**. Teacher leaders, such as the District Leadership Team (DLT) and our Content Teams (CT), in collaboration with building/district administration and our AEA, deliver PD at building and district levels through many formats.

Building-based PD is **customized to the needs of students**. Each building creates a Building Improvement Plan (BIP) that includes goals and action steps to address learning needs as **documented by a careful review** of student achievement, discipline, and demographic data. **Building BIPs mirror the 3 district goals** and include actions to improve student achievement; ensure alignment of curriculum, instruction, and assessment; integrate technology as a learning tool.

Currently, LCCSD has limited Instructional Coaching (IC) support for teachers and teacher teams. Recognizing that personalized, job embedded learning using robust feedback around data is essential for the continued growth of teachers, there is an **apparent gap in our current PD structure**. With TLC funding, all schools will have ICs collaborating with teachers to analyze student data making informed decisions about differentiated and needs based instruction. **ICs will bridge the gap between district/building PD and classroom implementation**.

Part B (aligns with and incorporates the key elements of the Iowa Professional Development Model)

Our PD process is **aligned with the Iowa Professional Development Model** and **begins with analysis of student data**.

- DLT examines data trends and establishes district wide goals.
- BLTs examine student data to establish BIPs aligned with district goals.
- **Data analysis is the cornerstone of IC's work.** ICs and teachers collaboratively examine student work to determine student needs.
- CTs engage in extensive analysis to ensure vertical alignment of curriculum, instruction, and assessment, and research discipline specific best practice.
- **DLT, BLTs, and CTs use ongoing data analysis and goal setting to select appropriate content and design PD at their respective levels.**
- ICs support all groups through **individualized and collaborative learning opportunities** for teachers.
- DLT and BLTs **evaluate program effectiveness** quarterly.

IPDM Component	Using TLs to create & deliver PD
Collecting/ Analyzing Student Data	• DLT analyzes district wide data to determine district level goals and PD plans. •BLTs use district goals and building level data to establish the BIP and plan building PD. •IC examines student data at the classroom level with teachers for needs based PD connected to building and district goals. •CTs analyze student assessment data to ensure vertical alignment of curriculum. •Teacher teams, which BLT members facilitate, analyze student data in the development of learning goals.
Goal Setting & Student Learning	• DLT assists in determining district level goals for student achievement. •BLT designs BIPs aligned with district level goals. •ICs work with teachers to analyze student data examining student progress toward Iowa Core standards and help teachers reflect on their practice. •Teacher teams set measurable goals around student achievement and further their own PD aligned with building and district PD.
Selecting Content	• DLT and BLTs study potential PD content aligned with district goals that are researched-based. These teams seek input from other TL groups such as CTs in an effort to align components of the IPDM. • Model Teachers and their classrooms provide unique learning opportunities for staff to observe teaching strategies in action and collaborate on selected effective instruction.

Designing Process for PD	• DLT plan and organize the implementation of PD at district level. •Members of the BLT examine data and plan accordingly for building level PD. •CT and the BLT work together to integrate content with building initiatives at the building level. •IC work closely with CTs, BLTs, and DLT to ensure alignment with building and district initiatives.
Training/Learning Opportunities	• DLT members participate in additional training and in-depth study of best practices and delivers district wide PD. •BLT are lead learners in their buildings and deliver building wide PD on 20 early release days. •CT members study discipline specific best practices, open their classrooms as models for their peers to view, and offer discipline specific PD as appropriate. •ICs offer collaborative, job embedded professional learning opportunities for all teachers.
Collaboration/ Implementation	• ICs meet with lead teachers and teacher teams regularly to help implement new content and collaborate at the building level.
Ongoing Data Collection	• ICs, DLT, BLTs and other teacher leaders collect data on PD implementation in order to analyze and make adjustments. •Regular communication among these Leadership Teams will ensure alignment of efforts.
Program Evaluation	• DLT and BLTs use ongoing data collected about PD and align data elements with the program goals. •Summative evaluation is an annual process to inform needs, make adjustments and establish new goals.

Using Part 8 application narrative from Year 1? No

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

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

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

The TLC Steering Committee has the responsibility to **oversee implementation and monitoring** of our plan. Under their guidance, each goal will be analyzed in terms of short and long term measures complete with suggested evidence, followed by ways to monitor and adjust.

Plan Goal #1: Create differentiated roles and enhanced career opportunities for teachers.

- **Short Term** - Review roles created in TLC Plan identifying minimum number of roles to meet the 25% participation for differentiated roles attached to incentives. Evidence: TLC Plan itself.
- **Long Term** - Teacher leader (TL) perspectives indicate sufficient support resulting from additional training, feedback and access to resources. TL retention and increased application for roles. Evidence: TL Survey; TL Self-reflection, applications for TL positions.
- **Monitor/Adjust** - Role descriptions revised based on implementation. Regular inquiries of TLs and observations of the roles provides data to monitor/adjust plan. When disconnects or gaps surface the TLC Steering Committee makes recommendations for improvement.

Plan Goal #2: Empower teacher leaders to play pivotal roles in providing ongoing, meaningful professional development for all, resulting in a positive impact on student learning and achievement.

- **Short Term** - Diversified PD designed and delivered by TLs. Evidence: Planning meeting notes with agendas that target teacher learning to impact student achievement.
- **Long Term** - Increased implementation of best practices by teachers PD and increased student achievement. Evidence: Teacher self-reflection, team meeting notes, and student achievement data.
- **Monitor/Adjust** - PD planners consider ongoing formative and summative feedback provided through survey of participants complete with a reflective conversation.

Plan Goal #3: Create the climate and opportunity for collaborative relationships.

- **Short Term** - Like-leadership cohorts collaborating effectively, personalized support of learning, reflective conversations that encourages growth, creation of time and structure for teachers to learn from each other focusing on best practice. Evidence: Clearly articulated targets and identifiable coaching and teaching behaviors.
- **Long Term** - Observations of recognizable, consistent instructional and coaching models resulting from a climate of collaboration. Evidence: Walk through data, evaluation data.
- **Monitor/Adjust** - Observational data, meeting notes, and climate surveys of staff and students used in monitoring with adjustments made based on formative data.

Plan Goal #4: Improve entry and retention of new teachers to the profession.

- **Short Term** - Changes in assigning of mentors reflected in immediate practices and instructional coaches (IC) have regular Journey to Excellence meetings with their assigned beginning educators; increase in required pre-year PD. Evidence: Documentation of mentor assignments and PD days; IC agendas to show meeting times.
- **Long Term** - Additional required PD days for new teachers organized around current initiatives in district and routine technology/software knowledge. New teachers find they are supported appropriately. Evidence: Surveys to measure perceived support in terms of time and personnel; retainment of new teachers continues to remain high.
- **Monitor/Adjust** - Based on evidence articulated above, make adjustments of mentor assignments,content of the additional PD days; and meeting notes with new teachers.

Plan Goal #5: Routinely monitor the effectiveness of the plan through data and adjust as determined by that data, through collaboration of teachers, TLs, and administration.

- **Short Term** - Twenty-five percent or more of teachers hired into one or more leadership position as defined in our TLC plan. These teachers acquire knowledge and develop skills to perform the role effectively, and all facets of the plan will be put into motion. Evidence: Applications and hiring data, training dates and agendas of the training, all documentation regarding planning, meeting, and implementation.
- **Long Term** - Teacher leaders are empowered to lead others, they find support where there was none or very little. Perception from all teachers on availability of support increases; implementation of Iowa Core, inquiry based instruction, and backward design planning is evident in all buildings; student achievement increases and our achievement gaps decrease resulting in meeting district goals. Evidence: To assess the impact and success of the TLC plan, the TLC Steering Committee meets monthly to analyze data (mentioned above in other goals) and review progress towards goals.
- **Monitor/Adjust** - Based on this review the TLC Steering Committee adjusts goals and evaluation measures for each subsequent year of TLC plan implementation.

Plan Goal #6: Provide the resources necessary to support and sustain the effective, ongoing implementation of this plan.

- **Short Term** - All aspects of our TLC plan become operational upon grant approval. Once positions are hired, appropriate training begins so that as the new school year begins roles are in place, ready to take on their responsibilities. Evidence: Documentation of hiring process; training dates set and completed; and TLC Steering Committee meeting notes reflect the plan's operationalization.
- **Long Term** - Resources for sustainability imply not only financial, but materials and people. Ongoing training and formative feedback occur

appropriately to empower our TLs in their role; materials needed are accessible; the TLC Steering Committee holds annual budget reviews; teachers find more support available in the form of our TL roles which leads to increases in effective instruction and student learning. Evidence: Documentation of training available, feedback loops, budget reviews; teacher surveys to assess feelings of self-efficacy in the classroom; student achievement data, observational data.

•**Monitor/Adjust** - Our TLC Steering Committee monitors training, feedback gathered, and budget reviews. Adjustments made accordingly. The TLC Steering Committee regularly assesses formative data provided from our enacted plan.

Using Part 9 application narrative from Year 1? No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the 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)

Our TLC plan's **theory of action** speaks to change. That change is in how people operate and the support and structure that needs to be in place to allow this change to occur.
Our district's Teacher Leadership Compensation (TLC) plan depends on teacher leaders given opportunities to:
• grow, refine, and share their expertise;
•provide support for purposeful dialogue around planning and strengthening instruction;
•develop a clear system of quality implementation.
With these opportunities, we believe we will:
• increase learning for everyone in the school community;
•offer learning environments that are more effective, stimulating and diverse in experiences;
•improve in student outcomes;
•empower our whole school community to excel in our rapidly changing world.

Building Implementation Capacity
All aspects of our plan strengthen a layer of support one step closer to classrooms and students. Lewis Central CSD has invested in teacher leaders (TL) as an integral system of curriculum monitoring, decision-making, and implementation support in the classroom. Through this plan we seek to build on current structures, **strengthen that layer of support closest to the classroom, and systematize this important work**. We invested in a collaborative planning process for this TLC plan. Our writing team, comprised of teachers and administrators, was involved in countless hours of intellectual discussion prior to putting 'pen to paper'. Teachers offered feedback via surveys, informational videos were shared, meetings took place with various community groups and our school board. All these efforts have built awareness and support for our plan.

Professional Development to Build a Positive TL Culture
Key implementation staff (administrators, principals, TLs) will **require ongoing training and support** to effectively implement and sustain our plan. We will tap into internal and external resources for meaningful PD opportunities to build our system into a **coaching culture**. Because each TL role serves a specific purpose, each group will require differentiated PD around research-based models of **effective coaching, collaboration, and data-driven leadership**.
Areas of professional development may include some of the following training and learning opportunities: Student-Centered Coaching (Diane Sweeney's model), Partnership Coaching (Jim Knight's University of Kansas Model), peer coaching and feedback routines, the Iowa Core and the Characteristics of Effective Instruction, Iowa's MTSS framework, the Iowa Professional Development Model, exemplary mentoring and induction practices, and adult learning theory.

Mentoring/Leadership Support for TLs
Our district will ensure that each TL group has **time and resources needed to meet regularly** for added support in their role to include common learning, collaboratively analyzing data, problem-solving challenging situations, and reflecting on their growth. This is essential in supporting TLs in **overcoming isolation and other challenges** that can accompany assuming a leadership role. Each TL will receive **mentoring support from leaders within and outside of the system**, building on Jim Knight's partnership model that suggests "a well-prepared and talented coach can accomplish a great deal, but every coach's impact will be magnified when (working) in partnership with an effective instructional leader." To be effective, each TL needs modeling, mentoring and feedback to continue to grow. As a result, **building and district administrators must evolve their role into a "coach for the coaches."**

Key Staff and TLC Plan Sustainability
To ensure that our plan succeeds in empowering "our whole school community to excel" our administrative team must provide **organizational support** to ensure sustainability of our plan:

Key Staff	**Responsibilities**
Superintendent	• Champion the TLC Plan •Bring a systems thinking mind to implementation efforts •Lead communication efforts of TLC plan to stakeholders •Receive recommendations from site-based review councils for selection of TLs and monitoring/adjusting of our plan •Monitor and supervise the use of the TLC plan funds

District Administrators	• Coordinate selection, evaluation and support for the teacher leadership roles •Coordinate applicable feedback surveys and data collection efforts •Coordinate PD efforts for TLs •Coordinate new teacher mentoring program •Oversee curriculum and instruction recommendations •Develop and maintain structures to promote collaboration
Building Administrators	• Collaborate with district to: • Coordinate selection, evaluation and the support for TLs within their building •Coordinate training and learning opportunities for TLs •Oversee evaluation efforts of TLs fulfilling roles in their buildings •Oversee curriculum and instruction recommendations •Facilitate building site-based review councils •Develop and maintain structures to promote collaboration •Assist TLs and their role in building a positive coaching culture
Teacher Leaders	• Participate fully in district's expectations of their TL role •Participate in PD specifically designed for their role •Attend team meetings to enhance their own learning and support their fellow TLs' learning •Fully engage in their role by asking questions, seeking answers, and modeling best practices within their role

Our district values teacher leadership, collaboration, and empowering our whole school community to excel. To fully implement this plan we are dependent on additional funding through this Teacher Leadership and Compensation Plan state grant.
About a third of the budget is or will be funded through district funding streams. Will the plan look different in its implementation without this TLC Plan grant? Absolutely. However, it will not dissipate into wishful thinking. We believe in our plan and will move forward with many of the goals and implementation ideas developed to enhance our current teacher leadership structure. We will simply have a less complete effort, and frankly less effective impact, without funds generated through the state's purposeful plan to increase teacher leadership capacity.

Grant Allocation

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

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

Certified Enrollment Number 2549.66

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

District Enrollment-Based Allocation $787,386.00

Total Allocation $787,386.00

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.	$372,290.00

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).	$760,482.53
Amount used to provide professional development related to the leadership pathways.	$75,520.00
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.*	$10,620.00
Totals	**$1,218,912.53**

Other Budgeted Uses - Description

Item description	Amount budgeted
added PD days prior to start of year for staff new to the district	$10,620.00
	$10,620.00

Total Allocation Budgeted

Total Projected Amount to be Expended $1,218,912.53

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

Remaining Allocation to be Budgeted ($431,526.53)

Budget Alignment

Using Part 10 application narrative from Year 1? 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)

Our estimated budget of $1,218,913 is based upon an allocation of $787,386 plus an anticipated difference of approximately $150,304 through a net gain of 488 open enrolled students from a district previously funded. **In addition to this, about $420,421 of existing general fund expenditures will continue to support our efforts.** (A total of $1,358,111 available resources.)

NOTE: Regardless of whether the position is new or existing, each lead teacher supported through TLC funding is hired using the rigorous selection process detailed in part 6 of this grant.

New teachers to Lewis Central [Budget: $10,620]

Each year we hire 20-25 new teachers, 25% of whom are first year teachers. Our budget supports 2 add'l days for new teachers each of their first two years, with $150/day compensation. It also supports 1 add'l day for career teachers who are new to LC at the same $150/day rate. This additional time allows for up-front and ongoing professional development (demonstration, practice, coaching and collaboration) to help every new teacher be successful. *NOTE: Our current salary schedule exceeds the $33,500 minimum salary for new teachers, so no TLC funds have been allocated for that purpose.*

Peer and Induction Mentors [Budget: $15,930]

We are committing resources to help retain teachers through coaching, mentoring and professional development. We provide a $500 stipend to peer mentors to work with teachers new to LC. In addition, our budget provides an added layer of support through induction mentors, with $1,000 stipend for each new teacher to the profession that they mentor (up to three). These induction mentors work with new teachers to the profession, providing professional development aligned to individual needs. Induction mentors are selected from our pool of trained instructional coaches who have up to full release from teaching duties.

Instructional coaches [Budget: $804,323]

Our plan includes salaries for 11 instructional coaches. For add'l time and leadership responsibilities, each instructional coach receives $8,000 compensation and 10 add'l days on their contract. The extra days provide time for instructional coaches to personally engage in and deliver professional development for new and career teachers. Our current general fund budget supports several instructional coaches. TLC funding provides additional days for all instructional coaches, whether their salary is paid by TLC funding or other funding streams.

Lead Teachers [Budget: $224,200]

Our district has used teacher leaders to support school improvement efforts for some time. With this added TLC funding, we will clarify and greatly enhance their leadership roles.

- District Leadership Team receives $4,000 compensation w/ 2 add'l days
- Building Leadership Teams receives $2,000 compensation w/ 2 add'l days
- Content Leadership Teams receive $2,000 compensation w/ 3 add'l days
- Program Champions receive $1,000 compensation w/ 2 add'l days
- TLC Oversight Committee receives $1,000 compensation

Model Classroom Teachers [Budget: $28,320]

Our plan includes the establishment of 12 model classrooms with model teachers who maintain open and inviting environments exhibiting best practice instruction. Model teachers need significant professional development and time to collaborate/reflect on best practice with their colleagues. Our TLC budget includes 2 add'l contract days for each model teacher, with $2,000 compensation.

Professional Development [Budget: $135,520]

Research around teacher leadership structures shows professional development as mission-critical. Professional development ensures teacher leaders have skills to coach others to excellence. To support this work, we allocated a budget of $135,520 for materials, supplies, substitutes, consultants, and expert providers. Added time is included through substitutes for demonstration, observation, practice, coaching and collaboration.

CONNECTION TO OUR TLC GOALS

We submit this plan with full assurance that our budget will further the vision/goals of the State TLC plan and our locally developed plan. Funding supports (days combined with substitute time) allow for targeted co-teaching, observation, collaboration and coaching to occur in job-embedded environments focusing on continuous professional learning. Our efforts target implementing a systemic and comprehensive teacher leader system that impacts professional development, learning environments for students and staff, entry into the teaching profession for new teachers, curriculum, instruction and assessment throughout our system.

TLC Vision

Our district's TLC plan depends on teacher leaders given opportunities to:

- grow, refine, and share their expertise;
- provide support for purposeful dialogue around planning and strengthening instruction;
- develop a clear system of quality implementation.

With these opportunities, we believe we will:

- increase learning for everyone in the school community;
- offer learning environments that are more effective, stimulating and diverse in experiences;
- improve in student outcomes;
- empower our whole school community to excel in our rapidly changing world.

TLC Program Goals

These goals are designed with the end in mind - empowering all learners to excel:

1. Create differentiated roles and enhanced career opportunities for teachers.
2. Empower teacher leaders to play pivotal roles in providing ongoing, meaningful professional development for all, resulting in a positive impact on student learning and achievement.
3. Create the climate and opportunity for collaborative relationships.
4. Improve entry and retention of new teachers to the profession by providing multiple opportunities to observe expert teaching, additional mentor support, and continuous collaboration.
5. Routinely monitor the effectiveness of the plan through data and adjust as determined by that data, through collaboration of teachers, teacher leaders, and administration.
6. Provide resources necessary to support and sustain the effective, ongoing implementation of this plan.

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