



Application

70554 - Teacher Leadership and Compensation (TLC) System

73499 - Teacher Leadership Compensation Plan

Teacher Leadership and Compensation System

Status: Under Review

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Program Area of Interest Teacher Leadership and Compensation System

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Agency

Organization Information

Organization Name: Linn-Mar Community School District

Organization Type: K-12 Education

Tax ID:

DUNS:

Organization Website:

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Benefactor

Vendor Number

Recipient Information

District Linn-Mar Community School District

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

County-District Number 57-3715

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.

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State Iowa

Use the drop-down menu to select the state.

Zip Code 52302

TLC Application Contact

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Abstract/ Executive Summary

Provide an overview of the school district's proposed Teacher Leadership and Compensation (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)

Linn-Mar Community School District serves students in Marion, Cedar Rapids, and Robins Iowa. While the current budget enrollment is 6942.97, 7219 students are served in 10 schools, an alternative high school program, and a center for students engaged in life learning experiences. Linn-Mar High School's course delivery structure is a block/skinny schedule in which teachers have 90 minutes daily for planning and team meetings. The 2 middle schools have a traditional middle school structure with teams and two periods (90 minutes total) for individual and team planning. Planning and meeting time at the 7 elementary schools is distributed throughout the teachers' 8 hour contract day.

The District's mission, "Inspire Learning. Unlock Potential. Empower Achievement." applies to all students and staff. **Linn-Mar's Plan** was generated by a stakeholder committee that included teachers, administrators, and parents who gathered information and data, reviewed research, investigated other programs, and created the framework and details of the plan based on various forms of input. The committee wholly endorsed the plan and other stakeholders expressed excitement at the opportunities presented for teachers.

The vision of the plan is to improve teaching and learning at all levels. The goals for the TLP are twofold: 1) to capitalize on the existing excellent teacher resources and 2) to develop a TLP that establishes a career pathway recognizing teacher leadership. The plan aligns with district initiatives, each school's improvement plan and the District Strategic Plan.

The TLP places teachers in key positions to focus on results for both students and teachers with these teacher leader positions.

The primary support for new teachers comes from the Mentor Coaches and Induction Facilitators. The district Mentor Coaches will spend 2-4 hours a week in the new teacher's classroom while the building-based Induction Facilitators address the immediate needs of new teachers such as school and district procedures, amenities, and traditions. Focused support for teaching as well everyday functions will help new teachers grow and feel as though they belong. More than 70% of the respondents to a district-wide survey, completed by 210 of 464 teachers (45.2%), placed mentoring as the first need.

The plan envisions the following combinations of district-distributed and building-based leadership: **District-2** TLP Coordinators, 3 Mentor Coaches, 30 Induction Facilitators at the schools, 20 Model Teachers, 3 Course Development Facilitators **High School-1** Technology Coach, 2 Instructional Strategists, 4 Curriculum Facilitators, 8 Team Leaders. **Middle Schools-1** Technology Coach, 2 Instructional Strategists, 4 Curriculum Facilitators, 6 Team Leaders. **Elementary Schools-7** Instructional Strategists, 3 Technology Coaches, 4 Curriculum Facilitators, 14 Program Leaders. The positions are intertwined to work together at each level and across the district. The Instructional Strategists will coordinate the leaders in the schools while the 2 TLP Coordinators will coordinate teacher leaders district-wide.

Selection of the teacher leaders will follow the district's hiring process with the full time release teacher leaders (21) being the first tier to be hired. A team of educators, with an equal number of teachers and administrators, will interview and select the teacher leaders. The second tier of teacher leaders, who will remain in their teaching assignments, will be interviewed by a second interview committee composed of members from the first interview committee plus new members.

Teacher leader professional growth, a critical component of the TLP, will be designed and facilitated by 3 Course Development Facilitators along with one of the TLP Coordinators. Components will include courses, summer institutes, conferences, workshops with other districts, book studies, etc. The PD program will follow the Iowa Professional Development Model (IPDM) which already guides Linn-Mar's PD.

The program evaluation will include three strands. Strand 1 will evaluate how student achievement is improving through analysis of whole group and selected student groups performance on standardized instruments (Iowa Tests, NWEA) as well as selected district-wide formative assessments. Two other measures providing growth data include the Gallup Student Poll and the Iowa Youth Survey. Strand 2 will evaluate the program quarterly and will include teacher leader designed assessments on the effectiveness of the position functions as designed and will map adjustments for more effective service delivery. Strand 3 includes stakeholder feedback and will consist of surveys and focus groups. The Teacher Leader Planning Committee will morph into an advisory council that will also function in an input/feedback role. The Board of Education will receive semi-annual reports. With consistent monitoring and communication, adjustments will be made to ensure the most effective program delivery. An added bonus is the partnership with UNI's year-long student teaching field test presenting opportunities to get programmatic feedback and coaching on the mentoring portion of the program.

By having a TLP that is integrated into daily practice, providing ongoing PD as part of the culture, we will strive to sustain the program as designed. Realistically, though, the new funding is critical to maintaining the positions outside the classroom. As a growing district, our practice has always been to staff the classrooms first. Because Linn-Mar teachers are notorious for stepping up and volunteering for what needs to be done in partnership with administrators, we have been able to move the district forward with minimal non-classroom positions. This opportunity puts into motion practices about which we have been

dreaming but did not have the financial resources.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Part 1) Describe the planning process used by the district to develop your Teacher Leadership and Compensation (TLC) plan. (5,000 characters maximum) Please include the following information in your narrative:

- a) Description of how the planning grant and available planning time was used to develop a high-quality plan
- b) Description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan
- c) Description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents)

Part A

In the fall of 2013, the Superintendent of Linn-Mar Community Schools applied for planning funds to orchestrate planning for our Teacher Leadership and Compensation Plan. In November two internal planning positions were posted to help lead the TLC Planning Committee for the district. A panel of district personnel comprised of the Superintendent, Deputy Superintendent, Director of Teaching and Learning and the Director of Human Resources conducted interviews. Once selected, these individuals were placed on special assignment for six weeks, beginning December 9, and relieved of their teaching duties in order to devote their full attention to lead the committee in the writing of the TLC application. Planning funds were used to pay for the long-term substitutes hired to replace the Teachers on Special Assignment spearheading the plan writing, days worked outside of the regular contract, expenses for site visits, research materials and substitutes for other teachers on the Planning Committee to attend meetings.

Two site visits were conducted in January to Ames and Waukee Community School Districts, where forms of instructional coaching are already in place. They gathered information as to how these districts have handled hiring, training and implementation of their leadership programs. The two districts served as exemplary illustrations of how Linn-Mar could begin the process and where our district could be in six to seven years from now.

The TLC Planning Committee was composed of thirteen individuals from key stakeholder groups including

- Elementary Director of Teaching and Learning
- High School Administrator
- Middle School Administrator
- Elementary Administrator
- Middle School Teacher on Special Assignment (on leave to write TLC plan)
- Middle School Teacher on Special Assignment, Association President, (on leave to write TLC plan)
- High School parent
- High School/Middle School, parent
- Elementary parent
- High School teacher
- Middle School teacher
- Elementary teacher
- Superintendent

Our TLC Planning Committee reviewed research from several educational journals and text sources including, Educational Leadership, JSD The Learning Forward Journal, and The Skillful Team Leader, by Elisa MacDonald. Through the suggested roles outlined in the TLC plan, reviewed research, information gathered during site visits and responses to surveys conducted within our teaching and administrative staff, the committee narrowed and determined the various leadership roles Linn-Mar would develop. Small and large group work was done to establish the job descriptions and responsibilities for each leadership role, the requirements for the rigorous hiring process and the tools to evaluate the effectiveness of the program. All stakeholders had an opportunity to voice their opinions and collective decisions were made. The work completed in our TLC committee meetings was critical to the development of our plan.

Part B

The committee's first task was to evaluate the information garnered from the survey given to all teaching and administrative staff. We found overwhelmingly that teachers and administrators in the Linn-Mar Community School District strongly believe positions for teacher leaders need to be in place and are imperative to increasing student achievement. Specifically, Instructional Strategists (including a focus on technology), Mentor Coaches for those on initial licenses and overarching Program Coordinator positions were desired.

During our committee meetings, members broke into small groups to decide the critical teacher leadership roles that should be developed for actual implementation. Once these roles were determined, much time was devoted to writing the job descriptions and responsibilities for which those in the leadership positions would be responsible. The committee also discussed how many of each position was needed, if they should be building/attendance center specific and how/if the positions should be divided per level.

Each stakeholder group brought a unique perspective to the table. The teachers on our committee were passionate about the Mentor Coach position having first hand knowledge of the trials initial teachers can face during their first years in the classroom. The parents on our committee helped focus the group on our overarching mission of increasing student achievement at all

levels. Administrators wanted to make sure our roles created avenues for teachers to take on and be compensated for their leadership skills as well as increasing the instructional knowledge of their teaching staff. Many options were considered and debated; the resulting plan has been endorsed by all committee members.

Part C

We were fortunate to have our stakeholders' buy-in from the beginning. The parent representatives were eager to support this plan because it will directly affect their child's education and potential increased student achievement. The principals were excited because they would have resources and staff in their attendance centers who would be involved in the day to day classroom work with teachers helping deliver instruction, hone skills, and impact student achievement. Teachers were on board because they would receive more support in the classroom, time to collaborate, critical and necessary feedback from peers, and more tools and resources to deliver instruction and impact student performance.

Our survey results from both administration and teaching staff reiterated the opinions from these same groups represented on our committee. Not only did we have a large number of staff members complete the voluntary survey, but the feedback they provided was very nearly all positive and in support of creating pathways for teacher leadership in the district. We were impressed by the knowledge our staff already possessed about such a system as it has not yet existed in our district. We feel this knowledge is strong evidence that our staff is thirsty for a teacher leadership program.

Narrative

Part 2) Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. (5,000 characters maximum)

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

It is our vision that this plan will improve teaching and learning at all levels. Our district and building goals for student learning focus on five key areas: reading, math, science, safe schools, and technology. The data which these goals are based on are the percentage of students who score at the proficient level or above (using national norms) on the Iowa Assessment Reading (grades 3 through 8 and 11), Mathematics (grades 3 through 8 and 11) and Science (grades 5 through 8 and 11) Tests, percentage of students in grades 1 through 3 who are independent readers at grade level on the Basic Reading Inventory and/or Fountas & Pinnell assessment, percentage of students who achieve at the intermediate level or above on the NWEA MAP assessment (grades 5, 8 and 10), percentage of students who achieve at the proficient level or above on the district developed Science Assessment (grades 8 and 11).

Looking at the trends in data from 2005-2012 we found that in our district, our students in grades 4, 8 and 11, scored higher than average of students in the area as well as in the state in math, reading and science. However, not all student groups at all levels met their reading goals. The data resonates that we have many good things going on in our district, but we can always do better. We see a need for more coaching/teacher support in key areas: math, technology and literacy. This is a timely revelation as our district rolled out a new literacy curriculum for the 2013-14 school year. We have literacy representatives at each grade level K through 8 who are on year one of implementing the new literacy/reading/writing curriculum. We have math representatives in grades K through 5 who are on year three of implementing our new math series. We have a new math curriculum in grades 6 through 8 that is on year one of implementation. To help meet our safe schools initiative we have many things in place including three schools currently using PBIS and five more schools in our district are considering joining the initiative. Our school district has an anti-bullying program, Olweus, which has been in use since 2005 in the two middle schools and since 2006 in our elementary schools. The data speaks positively about what our students are achieving. We also believe that by harnessing the talents, skills, gifts, expertise, etc. of our staff that data can only excel.

The vision of our teacher leader plan is to do for teachers, what teachers have been doing for students for decades: providing excellent instruction. We want the best practices, strategies and tools in the hands of our teachers because we know that will make a difference for the students of Linn-Mar Community Schools. This plan meets our district and building goals, but also provides support in the areas identified in our surveys. We see a variety of opportunities to include literacy leaders/coaches/mentors to help our district teachers/personnel with the implementation and facilitation of the curriculum, instruction, and professional development in these areas. Teachers work hard, but we realistically know that teachers are pressed for time, resources, strategies, and tools. A teacher leader program will help teachers maximize each hour of their day and, in turn, influence instruction and achievement, which in turn influences the success of meeting our District Goals outlines in our Comprehensive School Improvement plan.

Our goals for this program are twofold. First, we wish to capitalize on excellent teacher resources we already have at our disposal. Our district has an extremely skillful set of teachers in the classroom. It is our belief that this program will allow us to cultivate those skills in such a way that they may be spread around the district so that all students will benefit from teachers with this expertise. We will do this by instituting new leadership opportunities, which will include, but are not limited to, instructional strategists, mentor coaches, technology coaches, induction specialists, and curriculum facilitators. The new positions will support our second goal of developing a leadership program for teachers on paths other than one leading to administration.

Through our surveys, teacher in our district have made clear this avenue is a top priority for them and believe strongly that it will lead to increased student achievement.

Part 3) Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives (e.g. RTI, K-3 Literacy, Iowa Core implementation, etc.). (5,000 characters maximum)

Data collected for our local goals and state and federal accountability continues to show our students performing at high levels in comparison to local and state student data. While many students are successful, we continue to strive for further excellence. Professional Learning Communities have been established in all buildings within the Linn-Mar Community District over the last three years. The focus of these communities is improved student instruction, development of common formative assessments and improved student learning. Other initiatives we continue to make a priority include reading/literacy, math, curriculum alignment, Iowa Core integration, STEM, PBIS, MTSS (RTI), Olweus and technology.

Linn-Mar Teacher Leader Positions in our Teacher Leader Plan:

Teacher Leader Program Coordinator

Instructional Strategist

Mentor Coach

Induction Specialist

Technology Integration Coach

Model Teacher

Curriculum Facilitator

Team Leader

Program Leader

Course Development Facilitator

Our district is large enough to offer a wide array of programs and curriculum/content options for our students. We have many talented, knowledgeable, and dedicated teachers who continue to help our students excel. Developing a Teacher Leadership program in our district will provide our teachers with a platform to share their expertise and make these curriculum initiatives stronger. The Teacher Leadership program will provide teachers with continued support, increased resources, and better use of teacher time to continue to deliver instruction and focus on the curricular and philosophical educational programs that our district has chosen.

The position of the Instructional Strategist, alongside the Curriculum Specialist, will ensure that all teachers in the district are implementing new and research based curricular initiatives in their classrooms with fidelity at each building and at all levels. Strategists will focus on key areas such as: literacy, math, and science content as these subjects are the focus of the district's School Improvement Plan. The Instructional Strategist in each building will observe, model and coach teachers in these, and other, subject areas and will be allowed the unique opportunity to cross examine instruction in multiple classrooms at varying grade levels. The data and information the Strategist gathers and observes will be shared amongst teachers in common subject areas employing the PLC and team formats.

The Curriculum Facilitators in the district will receive training from the Directors of Teaching and Learning, AEA, textbook representatives, etc. in the current curriculum adoption/focus area(s) in a "train the trainer" model. Curriculum Facilitators will meet with content teams to instruct teachers in implementing the curriculum and strategies in their classroom.

Over the course of the school year, Instructional Strategists will observe the teachers implementing the content in their classrooms, gather ideas, concepts, and student achievement data. Strategists will meet with grade level and content teams to discuss the results of these observations, make suggestions and facilitate teachers observing Model Teachers to learn from and gain insight about the implementation in their own classrooms.

Model Teachers will serve as exemplary examples of instruction. This will come in the form of content delivery, classroom management and routine, data recording and processing, etc. all leading to student achievement. Instructional Strategists will assist teachers wanting or needing to improve in certain areas or simply garner additional ideas and resources in coordinating times when they may observe and pre/post conference with Model Teachers in these areas.

Team Leaders and Program Leaders will work as leads on program and content teams in various locations and levels in our district. These leaders will be specific to elementary or secondary and will remain in the classroom with some release time and/or before or after school meeting time.

The Course Development Facilitator designs syllabi for courses and institutes that support and expand the knowledge and practice base of teacher leaders as well as develop courses and workshops for professional staff which enhance research-based practice and align with the CSIP goals, the District Strategic Plan, PLC data analysis work, and teachers performance goals. Course content topics would be developed in collaboration with appropriate stakeholders. Course Development Facilitators may teach the courses and/or facilitate the institutes and workshops. However, the primary professional trainers would be teacher leaders and teachers with expertise in course/institute topics.

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, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

We know that teaching is a team sport, yet over the course of time teachers have been obliged to work in isolation to the point of desolation. This has caused teachers to leave the profession at an alarming rate. According to the National Commission on Teaching and America's Future (NCTA), nearly 50 percent of new teachers leave the profession within their first five years. Not only do we want to attract highly qualified teachers to our district, we want to retain them. Research shows that teachers with 5 or more years experience in the same setting are more effective given ongoing professional learning opportunities and support. Our district has provided a mentoring program for new hires since the 2001 Legislation requirement in the 2001 Student Achievement and Teacher Quality Act. Our program and training has been in house with one to two curriculum directors leading and training mentors to work with new hires. This program currently operates under the following expectations:

Year 1

- Mentors and mentees attend training and workshops in August
- Mentors and mentees sign a contract agreeing to criteria outline in contract
- Mentor helps mentee develop lesson plans for 1-2 weeks of school
- Mentor meets weekly with Mentee for at least 20 minutes throughout school year
- Mentor keeps track of topics on log sheets and shares with Program Coordinator.
- Mentor observes Mentee teaching once a month and provides feedback
- Mentor provides support either personally or in the form of other personnel, materials, etc.

Year 2

- Mentors and mentees attend training and workshops in August
- Mentor helps mentee develop lesson plans for 1-2 weeks of school
- Mentor reviews building procedures, record keeping, and classroom management as needed
- Mentor meets weekly with Mentee for at least 20 minutes throughout school year
- Mentor keeps track of topics on log sheets and shares with Program Coordinator in December and May
- Mentor observes Mentee teaching in September, December, and March and provides feedback
- Mentor provides support either personally or in the form of other personnel, materials, etc.

Teachers and staff say this program has been adequate in some ways, but lacking support in other areas. Many teachers surveyed felt mentoring another teacher was difficult to manage, as they were responsible for their own full time classrooms. It was difficult to stay afloat and provide all the support new hires required. Another hurdle was that someone who is in a different building or not even from their content area often mentors the new teachers.

On average we have 25-30 new hires each year. Some of those are first year teachers and some of those are teachers with previous teaching experience. Our current reality is that we have 23 year one and year two teachers who participate in mentoring and induction activities. As we began the teacher leader conversation with our various stakeholder groups we created several surveys. When we surveyed our administrators and teachers, we found that 72% of our administrators and 71% of our teachers chose strengthening the mentor program as being a key necessity in our teacher leader plan. The comments in our surveys overwhelming said staff wanted our first and second year teachers to have more intense help, better strategies, resources, and support. One analogy given was year one is like riding your bike with training wheels in comparison to the support level and year two should be we still provide training and support, but now those training wheels come off and teachers operate under their own power. The TLC planning committee felt that this should be a substantial piece to our Teacher Leader plan.

Our committee's vision is to enhance the mentoring and induction experience in our district by creating three, full-time release positions to work with our mentees. These Mentor Coaches will be paired with approximately ten-twelve new teachers and will be responsible for the following:

Year 1

- lead professional development at beginning the school year with first year new hires at new teacher orientation
- provide 1:1 support for teachers assigned to the Mentor Coach
- co-teach when applicable
- provide a check-list of topics/things you will cover with mentee
- schedule/attend/lead weekly meetings
- observe teachers weekly
- data collection
- help mentees with personal/professional/SMART goal writing

- provide extensive support in curriculum guidance, planning, and lesson pacing

Year 2

- lead professional development at beginning the school year
- continued support for teachers assigned to the Mentor Coach
- co-teach when applicable
- review topics/check list from year 1 as applicable
- schedule/attend/lead meetings bi-weekly
- observe teachers monthly
- data collection
- provide extensive support in curriculum guidance, planning, and lesson pacing
- help mentees focus on personal/professional/SMART goal writing
- discuss professional development goals/higher education opportunities

As an extra layer of support each of the year one and year two teachers will be assigned a building Induction Specialist to assist them daily on the ins and outs of the building/team/grade level in which the new hire is participating. The Induction Specialist will be building-based and ideally, grade level and/or content based. Induction Specialist will remain teaching full time in the classroom. They will be responsible for helping mentees with everyday resources, building questions, and things the Mentor Coach might not be able to answer if they are in another building coaching another mentee. These Induction Specialists will also help with the staff hired to our district that have more than two years teaching experience, but still need helpful district and building information and tutelage.

By restructuring our mentor program and providing a more intense approach for our beginning teachers, we feel we will have improved entry into our district as well as stronger career teachers and future teacher leaders in our district. This will result in better delivery of instruction for our students, and increased student achievement.

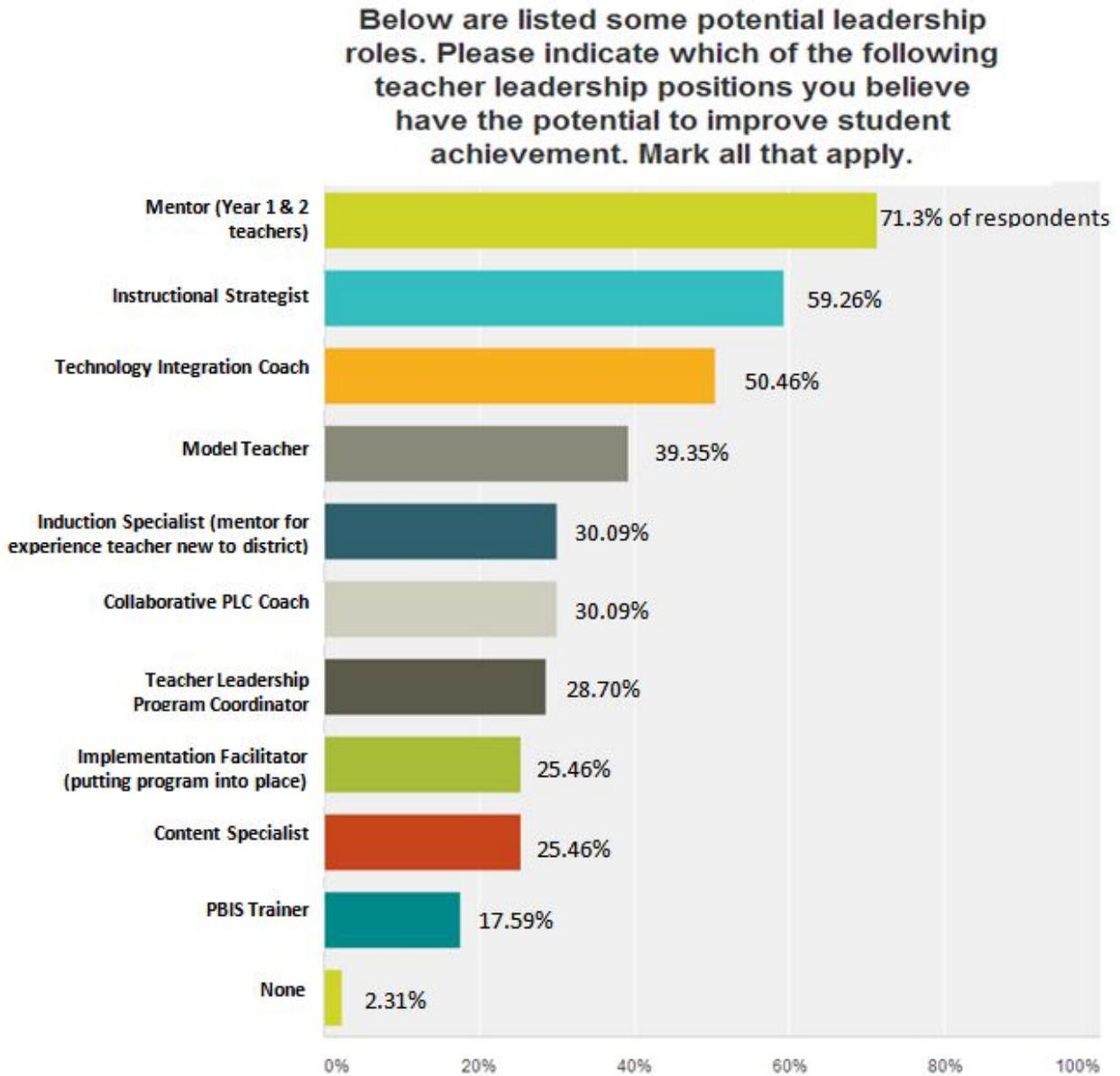
Narrative

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)Description of the responsibilities and duties for each 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)Description of how each of the roles fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement.

Through surveying our teaching and administrative staff, anecdotal conversations with staff, communications among the Teacher Leadership Planning Committee, research of current practices and site visits to district with existing leadership programs, we found the greatest need for Teacher Leadership roles to be in three main areas: mentoring of beginning teachers, instructional coaching in the classroom infused with technology, and model teaching. The graph below analyzes the responses from our staff survey:



Armed with this knowledge, the committee developed a multi-tiered Teacher Leadership Plan with interdependent positions that will address these concerns and needs. The following table outlines the proposed positions:

Teacher Leader Position	Number of Positions
Program Coordinator	2
Instructional Strategist	11
Mentor Coach	3
Induction Specialist	30
Technology Integration Coach	5
Model Teacher	20
Curriculum Facilitator	14
Team Leader	14
Program Leader	14
Course Development Facilitator	3

Two Teacher Leader Program Coordinators will oversee the Teacher Leadership Plan at Linn-Mar. The Program Coordinator will be on full time release from the classroom and will facilitate the management and scheduling of all Teacher Leaders. One Coordinator position will play a strong role in planning and delivery of Professional Development. The other Program Coordinator will handle scheduling, collaboration, and district and community communication.

The responsibilities and duties include:

- coordinate schedules of Teacher Leaders between buildings
- plan for and facilitating weekly Teacher Leader Professional Learning Community (PLC) meetings
- complete necessary paperwork and data compilation for the program
- facilitate organization of professional development to be delivered by other Teacher Leaders
- work with the District Teaching and Learning Staff on supporting district implementations and initiatives.
- communicate program schedules and details within the district and community forums

An Instructional Strategist will be hired for each of our seven elementary and two middle schools. Two Instructional Strategists will be employed at our high school. These positions are full time release from the classroom.

The responsibilities and duties include:

- share instructional and professional resources
- assist teachers in selecting and implementing effective instructional strategies
- facilitate ongoing discussions to help teachers agree on standards and develop shared assessments
- work in classrooms to help teachers implement new ideas, model/co teach lessons, observe and give feedback
- support ongoing collective learning focusing on practices that directly improve student learning
- cultivate a collaborative culture of trust
- facilitate, design and deliver professional development

Three Mentor Coach positions will be hired on full time release from the classroom. The level at which these individuals will work will vary depending on the specific assignments of the teachers hired who hold an initial license.

The responsibilities and duties include:

- serve as role model for mentee
- acclimate new teachers the school environment
- advise new teachers about instruction and classroom management
- observe the new teacher in the classroom and provide feedback
- coordinate new teacher observations of model teacher in areas needed
- work with Induction Facilitators to ensure all needs of new teacher are being met
- assist mentee in compilation of evidence and artifacts as to the effectiveness of their teaching to the specifications of the building principal

The Induction Specialist remains teaching full time. An Induction Specialist will be matched with each new hire in the district. At Linn-Mar this averages between 25-30 teachers a year. The Specialist will be building-based and ideally will teach the same content and/or grade level.

The responsibilities and duties include:

- serve as a resource for everyday questions
- provide assistance with secretarial tasks such as location of materials, ordering copies, preparing for substitutes
- assist new hire in finding needed print or personnel resources
- answer questions related to building, grade level or team

Five Technology Integration Coaches will be hired on full time release from the classroom. Three at the elementary level, one at the middle school level and one at the high school level.

The responsibilities and duties include:

- demonstrate up to date knowledge of all technology initiatives (hardware and software) being used in the district
- share instructional and professional resources related to technology
- assist teachers in selecting and implementing effective technology strategies
- work in classrooms to help teacher implement new technologies, model/co teach lessons, observe and give feedback
- facilitate, design and deliver professional development related to technology

Approximately 20 Model Teachers will be employed across Linn-Mar's 10 buildings The Model Teacher remains in the classroom full time.

The responsibilities and duties include:

- model how to plan instruction on basis of formative and summative data
- have an "open door" policy to allow others to observe in his/her classroom
- available before/after school or during preparation periods for pre/post discussions about observations
- keep current on best practice and district initiatives

Approximately 14 Curriculum Facilitators will be hired to work with Linn-Mar's staff and will remain in the classroom full time.

The responsibilities and duties include:

- work with the Directors of Teaching and Learning in selecting and implementing new curriculum
- provide support in buildings for teachers implementing curriculum
- model or co-teach sample lessons
- attend training (with substitute release time or hourly/per diem pay) as needed or directed by Teaching and Learning staff

Approximately 14 Team Leaders will be employed in the district to lead a group where the focus is instructional practice. Team Leaders remain in the classroom full-time.

The responsibilities and duties include:

- lead a content, grade level or department team in weekly meetings
- lead conversations to engage peers in analyzing and using data to strengthen instruction
- assist teammates in keeping the focus on teaching, learning, and continuous improvement

Approximately 14 Program Leaders will be employed in the district to lead a group on a specified district initiative such as: Iowa Core, PBIS, PLC, Building/District Goals (literacy, math, science, technology, safe schools) Program Leaders remain in the classroom full-time.

The responsibilities and duties include:

- plan agenda for and facilitate meetings for specified program
- attend needed trainings in order to be well versed in the program's intent and implementation (with substitute release time or

hourly/per diem pay)

ensure that the program is being carried out with fidelity

Three Course Development Facilitators will design syllabi for courses and institutes that support and expand the knowledge and practice base of teacher leaders as well as develop courses and workshops for professional staff.

The responsibilities and duties include:

plan and develop course content topics

collaborate with other teacher leaders and stakeholders

teach the courses and/or facilitate the institutes and workshops

Part B

Instructional Strategist, alongside the Curriculum Facilitator, will ensure that all teachers in the district are implementing new and current curricular initiatives in their classrooms with fidelity. Instructional Strategist in each building will observe, model and coach teachers in multiple subject areas and will be allowed the unique opportunity to cross examine instruction in many classrooms at varying grade levels. The data the Strategist gathers and observes will be shared with all educators in common subject areas.

The Curriculum Facilitators in the district will receive training from the Directors of Teaching and Learning, AEA, textbook representatives, etc., in the current curriculum adoption/focus area(s). Curriculum Facilitators will meet with content teams to instruct teachers in implementing the curriculum and strategies in their classroom.

Model Teachers will serve as exemplary examples of instruction. This will come in the form of content delivery strategies, classroom management and routine, data recording and processing; all leading to improved student achievement. Instructional Strategists will assist teachers wanting or needing to improve in certain areas or simply garner additional ideas and resources in coordinating times when they may observe and pre/post conference with Model Teachers.

Team and Program Leaders will work as leads on program and content teams in various locations and levels in our district. Some may be specific to elementary or secondary and will remain in the classroom with some release time or before or after school meeting time.

The Technology Integration Coach (TIC) role will look similar to that of the Instructional Strategist, however, will focus on the area of technology. TICs will attend team/grade level/content meetings, share instructional resources and materials that will supplement and extend the curriculum, and select and implement effective technology strategies. As stated in our CSIP, "Technology does not take the place of instruction; it enhances what is already taught and supplements the curriculum being delivered."

The Program Coordinators will work in tandem with one another; however, each one will have specific, defined roles. One Coordinator will focus on overseeing the teachers in the multifarious leadership roles. This Coordinator will not be acting in an evaluative sense, but more as a beacon of organization overseeing the structure of the program, completing paperwork, and making sure schedules are coordinated between buildings. The other Program Coordinator will facilitate the organization of professional development to be delivered by the Instructional Strategists, Curriculum Facilitators, Technology Coaches, and Mentor Coaches at the building level.

The work of the Program Leader will largely impact the district's Comprehensive School Improvement Plan in the safe schools goal area. The Program Leader will spearhead initiatives such as Positive Behavior Intervention Strategies (PBIS) which is a systems approach to enhancing the capacity of schools to support and educate all students and Multi Tiered Systems of Support (MTSS) in conjunction with Professional Learning Communities (PLC). By sustaining a positive learning environment students will achieve greater growth in all goal areas outlined in the Comprehensive School Improvement Plan.

Team Leaders will plan for and lead groups where instructional practice is the focus such as content or department meetings at the high school level and middle school grade level or content teams. The Team Leader may serve on additional committees such as the Building Leadership Team or meet on a regular basis with the Curriculum Facilitator and will be responsible for sharing out information from these groups or individuals with the team they lead. The Team Leader will serve as a model for leadership and commitment to continuous improvement of instructional practice.

Course Development Facilitators will provide an added layer of support to our Teacher Leader Plan. As they design courses and institutes that support and expand the knowledge and practice base of teacher leaders, this will enhance the professional learning of teachers and students as a byproduct of this piece of the program.

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)Measures of effectiveness

b)Professional growth

Part A

We will measure the effectiveness of teacher leaders in our district in a variety of ways. Teachers Leaders in our district should possess knowledge of content, communication and collaboration skills, and a positive attitude. We want them to be energetic risk takers, who are intentional in their educational philosophy. It is our belief that teachers who exhibit these qualities will impact student learning by influencing adults within classrooms and beyond. Our applicants will need to have at minimum of three years teaching experience and at least one year of experience within the Linn-Mar Community School District.

We will be looking for our applicants to possess the following leadership skills and/or knowledge:

- Competency in each of the eight teaching standards and the 42 benchmarks, teacher leadership, content pedagogy, general teaching knowledge, and knowledge of students and teachers as adult learners; willingness to learn new skills and knowledge to enhance instructional skills; ability to help teachers and students learn, assess and anticipate change.
- Ability to access information and resources, create and critically investigate multiple ideas, instructional and curricular strategies, and make decisions that effectively address a variety of teacher and student learning styles.
- Ability to demonstrate expertise in multiple aspects of planning and a commitment to experimentation and risk taking with emerging strategies for learning.
- Ability to assess the strengths, needs, interests, and aspirations of teachers and students; willingness to hold high expectations for teacher and student performance and behavior; ability to set achievable instructional goals, monitor and evaluate teacher and student progress; ability to be resourceful in responding to the changing needs of teachers and students and their community.
- Ability to effectively listen, speak, write, read, and respond clearly to teachers, students, administrators, parents, community members, and to each other; ability to use a variety of media and technology to enhance communications.
- Ability to use interpersonal skills to frequently communicate with and develop constructive relationships with teachers, students, administrators, parents, colleagues, and community groups; willingness to provide a high level of service and response to the diverse needs of the district's customers.
- Ability to function effectively as part of a teaching team, support peer teachers, plan collaboratively, and work constructively with teams to solve problems that arise.
- Ability to guide the learning process toward the achievement of district approved educational goals; ability to establish clear objectives for all lessons, units, projects, and the like in harmony with the educational/curricular goals.
- This list is not exclusive but will provide our selection committee with quality information of the Teacher Leader applicants and his/her knowledge of Teacher Leadership.
- Applicants will be required to fill out an online application through Applitrack. This is a standard feature of our current hiring practice for new hires and in-district transfers. This application will feature rigorous questions in regard to the job descriptions. It will also include Teacherfit questions geared toward what we are specifically seeking in our teacher leader applicants. AppliTrack TeacherFit Selection is a set of research-based assessments that predict on-the-job performance of applicants by measuring personality, attitude and skill characteristics.

TeacherFit provides information on the suitability of candidates for K-12 teaching positions in the following categories:

- Fairness and respect
- Concern for student learning
- Adaptability
- Communication and persuasion
- Planning and organizing
- Cultural competence

Each of the teacher leader positions will be considered one-year positions with an opportunity for candidates to re-apply or renew the second year. Once our positions have been posted and candidates have applied, our selection committee will begin interviewing. The selection committee responsible for interviewing and hiring the teacher leaders will be comprised of an equal number of teachers and equal number of administrators. The full-time release positions will be interviewed and hired first, as those positions will require replacements in the classroom. When the full-time release positions and replacement teachers have been hired, all other teacher leader positions will be posted and then interviews will commence for those opportunities.

The interview will be rigorous, but similar to what we already do for our hiring process. The interview will consist of a

combination of interview questions, writing samples, and presentation/demonstrations when applicable.

Part B

A key part of this process will be to see evidence that our teacher leader applicants are lifelong learners and have pursued further knowledge and pedagogy during their teaching careers. One way to demonstrate that will be for teachers to share lane change paperwork, transcripts, or other documentation of professional learning they have continue to pursue post graduation.

Work that teachers have completed on district initiatives, curriculum implementation, and committee work will also be relative information to discuss with our Teacher Leader candidates during the interview process. This is an appropriate time for a presentation or demonstration of applicants' professional growth and learning. Many teachers may choose to showcase portfolios with evidence of learning and professional development, a video of their teaching or facilitation of a team meeting, letters of reference, and proof of trainings and certifications. A variety of resources will be acceptable to show evidence of professional growth.

Narrative

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)Description of the role teacher leaders will play in the creation and delivery of professional development.

b)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.

It is our intention that our Directors of Teaching and Learning and our Teacher Leaders will meet to design a professional development plan with learning opportunities in each building. These key personnel in our district will help streamline training in the fall and during our monthly professional development days.

Mentor Coaches will provide new hires in our district with imperative training on district initiatives in early August. They will also meet with their year one and year two teachers weekly. These meeting times will be great venues to implant specific district trainings and initiatives and will allow Mentor Coaches to implement the collaboration and coaching portion of the IPDM.

The Curriculum Facilitators, Technology Integration Coaches, and Instructional Strategists will provide training for the staff not working with the mentors. They will help plan with our Directors of Teaching and Learning. Once trainings are developed, our Teacher Leaders will be responsible for bringing the training to each building.

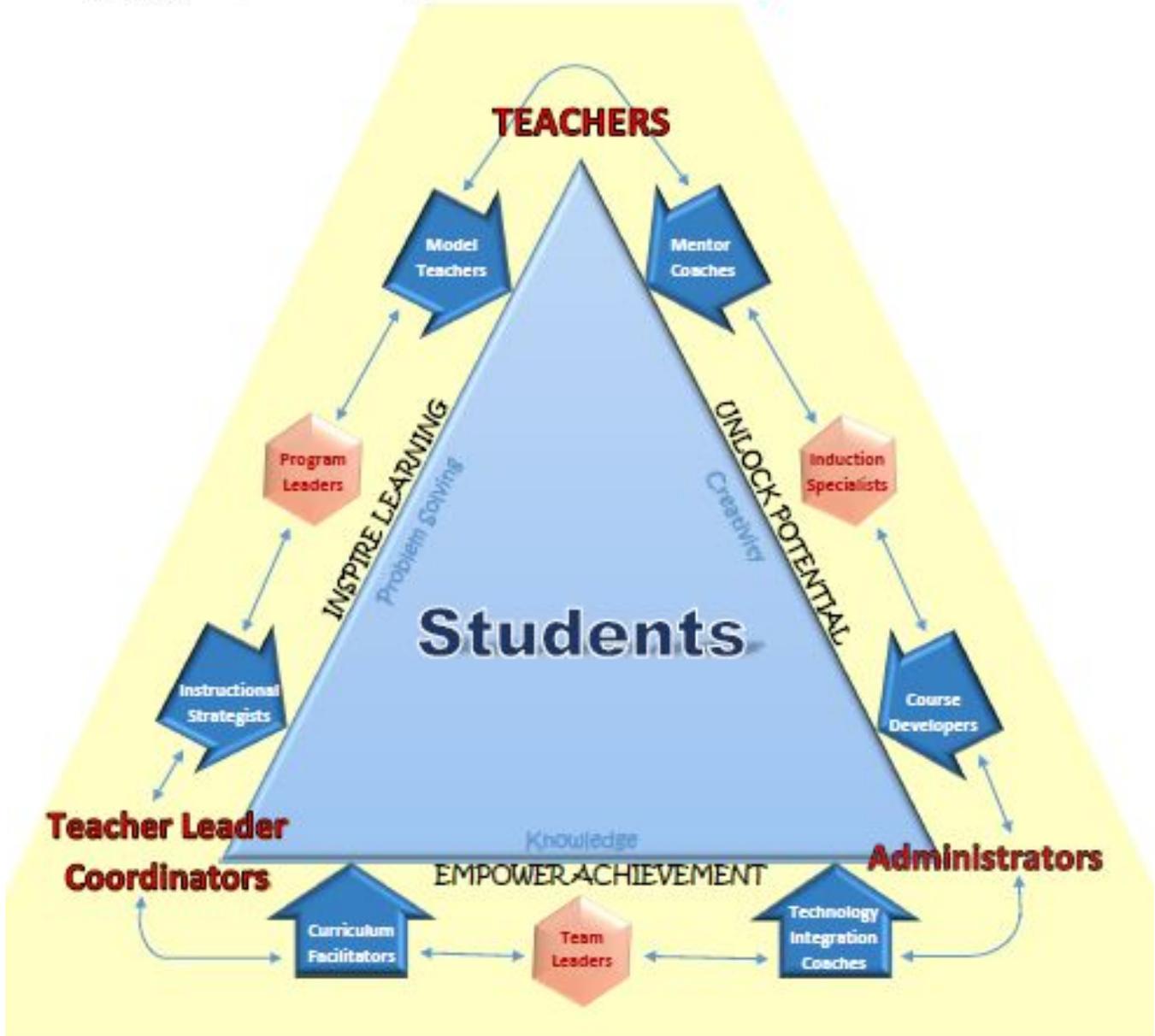
Teacher Leaders will also need to conduct their own learning through weekly PLC meetings. This will provide them with the advantage of seeing firsthand, what needs may arise. Team Leaders and Program Leaders will be taking advantage of time allocated for Professional Learning Communities which have been established in all Linn-Mar buildings over the last three years. The focus of these communities is on improved student instruction, development of common formative assessments and improved student learning.

Course Development Facilitators will design syllabi for courses and institutes that support and expand the knowledge and practice base of teacher leaders as well as develop courses and workshops for professional staff which enhance research-based practice and align with the CSIP goals, the District Strategic Plan, PLC data analysis work, and teacher's performance goals. These facilitators will deliver the instruction of courses to teacher leaders and other staff in the summer or evenings.

The graph below depicts our vision for how the Teacher Leadership roles will work together to improve student achievement:



Inspire Learning. Unlock Potential. **Empower Achievement.**



MAKING THE DIFFERENCE: TEACHER LEADERSHIP

Mission Driven
Results Focused
Students @ the Center

Part B

The Linn-Mar Community School District has incorporated the seven principles of the Iowa Professional Development Model

into our current professional development structure. The roles of our Teacher Leaders will continue to build upon the principles outlined in the Iowa Professional Development Model which include:

Collect and Analyze Student Data

Working under the organized structure laid out by the Teacher Leader Program Coordinator, the Instructional Strategist will lead their Professional Learning Communities by content or grade level, in analyzing student data and strategically planning for further instruction. The growth plan will look different for each team depending on what trends the data suggests.

Goal Setting and Student Learning

The Instructional Strategist will assist all teachers in setting relevant goals for their students based on the collected data. The Model Teacher will serve as an exemplary icon of how instruction is to be focused in order to attain these goals. The Strategist will coordinate observations and conversations between the Model Teacher and the Career/Initial Teacher to ensure staff are immersed in best practice.

Selecting Content

The Curriculum Facilitator, alongside Linn-Mar's Directors of Teaching and Learning, will be responsible for researching and selecting relevant and innovative curriculum for the district. Through training, the Facilitators will become highly skilled in their fields, and will in turn disseminate their expertise to teachers in each building at every grade level.

Designing Professional Development

The Teacher Leader Program Coordinator, Curriculum Facilitator, and Program Leader will all play integral roles in designing professional development in their specified field through planning and facilitation of new and ongoing training.

Training/Learning Opportunities

Dependent upon the type of training/learning opportunity that has been deemed necessary and that has been planned by the Teacher Leader Program Coordinator, the Program Leaders, Curriculum Facilitators and Technology Integration Coaches will be involved with the delivery of the training content, specific to area of instruction.

Collaboration/Implementation

The Instructional Strategist will be instrumental in ensuring all training/learning is being implemented with fidelity. It is this person who will most often be observing in the classroom and attending PLC meetings and will be most adept at reading the climate surrounding new learning and usage in the classroom. The Model Teacher will play a role, showcasing the initiative in action in the classroom.

Ongoing Data Collection (Formative Evaluation)

The Team Leader will assist the team with analyzing formative data. Team members working in the same content area will share data from their common assessments. The Team Leader along with the Instructional Strategist and Curriculum Facilitator will interpret the data and create a plan of action for the teachers and students involved based on data trends.

Program Evaluation (Summative)

The Teacher Leader Program Coordinators and Deputy Superintendent will work together to evaluate data from Linn-Mar's summative assessments (NWEA MAPS, Iowa Assessments). Trends from this data will be shared with the staff at large with the Instructional Strategist being responsible for having conversations about and helping to make instructional decisions based on results.

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

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

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

By implementing a Teacher Leadership Program in the Linn-Mar Community School District, our goals are to improve instruction and increase student achievement in five key areas outlined in our CSIP plan: reading, math, science, safe schools, and technology. In order to determine if that is happening we will need to analyze a combination of hard and soft data. Our district has planned a multi-pronged approach to determining the effectiveness of our TLC program. We believe that we can measure the IMPACT and EFFECTIVENESS of the program using short-term and long-term measures.

To help us measure the impact of the program we will look at our long term measures such as Iowa Assessments, MAPS(Measures of Academic Progress), the Gallup Poll Survey and the Iowa Youth Survey.

We feel that our program can make an impact, but we want it to be effective as well. In order to gage the effectiveness we want to access and analyze long-term measures of Data, such as our MAPS-Measures of Academic Progress (NWEA) tests. Students in grades take these tests 2nd through 10th in our district. Students take these tests every fall and spring. This test is valuable because it gives a picture of each student. As research shows, students who can read well, and perform math continue to do well in other content classes.

Similarly, we will use the data from our Iowa Assessments in goal areas: math, reading, science, technology/information resources to gage the improvement of students grades third through tenth. By watching the progression of these scores each year we will see if our TLC is effective.

The Gallup Student Poll is a twenty-question survey that measures the hope, engagement, and the well being of students in grades 5-12. It is a measure of non-cognitive metrics that predicts student success in academic and other settings. The research shows that hope, engagement, and well-being are key factors that drive student grades, achievement scores, retention, and future employment. We will use this year's data as a baseline as we currently do not have any teacher leader positions. For the fall of 2013 the Gallup Poll results show that 69% of students in 5th, 7th, 9th, and 10th grades are hopeful. According to Gallup, students who are hopeful have drive to pursue academic achievement, and other goals. Similarly, 71% of students at Linn-Mar are engaged. Engaged students exhibit enthusiasm for school and work hard to participate the things they excel in. Finally, 69% of students in our district are thriving (well-being). Gallup states that how students feel about what they are doing currently predicts the kind of success they will have in the future.

On each question on the survey our district consistently scored higher than the U.S. average. We feel this data shows that although many students are engaged and feel hopeful, that we have an opportunity to improve these scores. Our belief is that by implementing instructional coaches, strategists, and mentors in our schools, we will provide teachers with improved instructional practices, which in turn will increase the well-being of our students. We believe we can help improve the way our teachers are reaching students, and in turn influence not only the way students feel, but help improve their student achievement.

Similarly, we want to use some short-term measures to poll our stakeholder groups (teachers, administrators and board of education).

We also plan to use some form of survey 2-3 times a year to help us with determining if our TLC program is meeting the goals and needs we set out accomplish.

We can also use classroom assessments, unit tests, and various summative and formative assessments within each of our buildings to see if the direct access to these teacher leaders is having immediate impact on our student's achievement. For example we plan to also use our PBIS data to see if the number of office referrals is decreasing in each of our schools implementing that program.

Not only will data help us measure progress of students and effectiveness of our plan; we know that we will have some feedback from our staff and administration in our buildings. We can use walk-through data from these administrators as well as firsthand accounts from the teachers involved in the coaching conversations. The administrators and teachers are key stakeholders in this process, and their formal and informal feedback will provide us with some compelling information to add to the assessment and analysis of this program.

Part B

Data results will allow district leaders to make small adjustments over time and continue to maximize instructional time with students. Long-term measures will give data that tell us which district initiatives are working and/or need more support. This data will give us the perspective of how the program is or isn't impacting all those involved.

The surveys will give pulse checks on a more frequent basis as well as give a broader view of what the stakeholders are seeing. The committee decided that as part of our plan we will survey teachers involved in the teacher leadership positions and teachers that our working with them. Similarly, parents, administrators, and students will also fill out surveys. We also plan to

have quarterly Teacher Leadership Advisory Council meetings along with the superintendent. The various data points from each of the stakeholders will be used to tweak the program. Some adjustments may be easy to correct with direct instruction and or professional development. Others may require program or organization changes. The key will be for our teacher leaders, coordinators, administrators, and district personnel to collaborate and develop the assessment pieces of the plan.

Part 9) Describe the school districts capacity to implement the TLC plan and what the district will do to sustain it over time. If you intend to partner with another district or an AEA to implement your plan, please describe that partnership in this section. (5,000 characters maximum)

The Teacher Leader funding is an enormous gift to the students of the state of Iowa. We have great confidence that the state will continue to see Teacher Leadership as having a positive impact on student growth and will maintain funding for the program.

Our TLC plan is an integral part of the culture of our district. Our stakeholders are thirsty for leadership roles to be embedded in our instruction and practice. It has been a mission of our district to have roles like this in the past, but we couldn't accomplish the task due to lack of funds.

Teacher Leaders will be able to provide resources to teachers guiding them toward attaining the teaching and learning goals that inspire learning, unlock potential, and empower achievement. Our Teacher Leaders will not be evaluating their peers, but instead doing what good teachers do; providing them with critical feedback and access to best practice.

Much of what our Coaches and Strategists will bring to the table is already taking place in our district. Teachers are social animals and are constantly sharing information about what they are doing in their classrooms. The Teacher Leadership plan will allow this to happen in a more organized and systematic format. Linn-Mar teachers are notorious for stepping up and volunteering for what needs to be done. Our TLC Plan will give more teachers the opportunity to apply for these roles and receive a stipend for their contribution, allowing all staff to see the value Linn-Mar places on these behaviors and will help foster a culture of excellence through leadership.

Linn-Mar has some experience in the Teacher Leadership arena. In 2011 the district used Educational Jobs money to hire five Technology Integration Coaches (TICs). These individuals were on full-time release from their classrooms for the year. The TICs were given latitude when creating their positions. They gathered data as to what teacher and student needs were in terms of use of technology in the classroom then designed their job duties and responsibilities in order to meet those needs. The TIC program was very well received by staff and students and increased the use of technology which enhanced curriculum. It is our vision that the Teacher Leadership program will be met with an equal amount of enthusiasm.

As we roll out our program details with stakeholders, we plan to utilize a variety of communication pathways. Teachers, administrators, and parents in the community are hearing about this plan in multiple forums: school board meetings, parent advisory meetings, building staff meetings, weekly administration meetings. All minutes from the committee meetings are posted online.

As with anything new, obstacles will arise. We anticipate that the posting of 116 positions will be a great task, as will interviewing for those positions. To help facilitate the process we are preparing job postings as we wait for funding to be secured. In addition to the complexity of hiring, we know many questions will arise. We plan to provide question and answer opportunities for staff in our district as we begin the process of implementation. We know that we may not be able to plan for every hurdle, yet, we believe our district leaders, committee representatives, teacher leaders and all of our constituents, will see the value of our plan and will insist that we push on toward the goal.

Part B

We are not partnering with any other school districts, however, we are partnering with other academia. Our district recently committed to partner with the University of Northern Iowa and their Department of Teaching program. This partnership will include placement of student teachers for year-long student teaching internship experience. The opportunity to participate in this project will bring many benefits to students and teachers. This program will reinforce the importance of field experience and research to improve instructional delivery and acquisition of the Iowa Core Curriculum and content.

The model proposed by the University of Northern Iowa interfaces well with the Professional Learning Community model (PLC) that has been implemented at all levels at Linn-Mar. With the PLC model, student teachers will have access to the full range of teacher experience as well as the data analysis work the PLCs do as they adjust their instructional strategies. A key portion of UNI's plan is the incorporation of workshops and regular support courses for both the Linn-Mar professional staff and the student teachers, in order to solidify the PLC experience for the benefit of all students.

By implementing our Teacher Leader Plan, the UNI student teachers working with us will not have to wait to receive cutting edge training, mentoring, induction, and exposure to best practice that most teachers do not have opportunities to receive until their first full-time teaching position. They will be in the trenches with our staff seeing firsthand how teachers lead and how that impacts instruction and learning.

As part of our planning we visited other districts in the state that currently use teacher leaders. This provided us with great resources that will help train our staff. After visiting with two districts in the state who currently have instructional coaches in place, we plan to continue to partner with other districts involved in this process by collaborating and learning from each other's experiences. In June we will attend a conference through Heartland AEA, hosted by Waukee Community School District. This

training will provide training on beginning coaching, planning, resources, and best practice in teacher leadership. The premise of our professional growth for leaders and for our staff will be mission driven, results focused with students at the center of all our decision making. Ultimately everything we do will develop around helping our teachers inspire learning, unlock student potential, and empower student achievement.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. The number entered is subject to verification by the DE. 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	6942.97
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$2,144,128.00
Total Allocation	\$2,144,128.00

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500	\$0.00
Approximate amount designated to fund the salary supplements for teachers in leadership roles	\$253,001.04
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)	\$1,791,681.20
Amount used to provide professional development related to the leadership pathways	\$87,245.76
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$12,200.00
Totals	\$2,144,128.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$2,144,128.00

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Describe how the TLC Budget is aligned to the school districts goals for the proposed teacher leadership and compensation system.
(5,000 characters maximum)

The table below illustrates how Teacher Leadership Supplement funds will be utilized:

Teacher Role	Number	Contract Release %	Additional Contract Days	Stipend \$	Estimated Budget: Salary + Stipend	Description
Teacher Leader Program Coordinator	2	100% variable day contract	10	5500	\$ 179,849.60	Total Contract Days = 20
Instructional Strategist	11	100% variable day contract	5	5000	\$ 964,836.40	Total Contract Days = 20
Mentor Coach	3	100% variable day contract	5	5000	\$ 263,137.20	Total Contract Days = 20
Induction Specialist	30	0	1	1000	\$ 40,274.40	Total Contract Days = 19
Technology Integration Coach	5	100% variable day contract	5	3000	\$ 428,562.00	Total Contract Days = 19
Model Teacher	20	0	0	2000	\$ 40,000.00	
Curriculum Facilitator	14	0	2	2000	\$ 37,589.44	Total Contract Days = 19
Team Leader	14	0	0	1000	\$ 14,000.00	
Program Leader	14	0	0	1000	\$ 14,000.00	
Course Development Facilitator	3	0	5	2000	\$ 11,137.20	Total Contract Days = 19
Professional Development	0		0	0	\$ 138,541.76	Sub/Day \$128.24 @ 400 days Conference/Travel \$43,622 Institute Presenters/Instructor
Interview Expense					\$ 12,200.00	Interview Expense-approx 3 teachers/21 positions teachers/95 positions
	116				\$ 2,144,128.00	Health Insurance not included

Extra Contract Days + Stipend

\$ 2,144,128.00 2014-15 TLC Allocation

Amount used to raise the minimum salary to \$33,500.

- \$0: Linn-Mar's base salary surpasses the mandatory \$33,500 minimum

Approximate amount designated to fund the salary supplements for teachers in leadership roles.

- \$253,001.04: will fund 116 stipends and additional contract days for positions that do not leave the classroom

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.

- \$1,740,385.20: will fund salaries of 21 full time release positions plus their additional contract days

Amount used to provide professional development related to the leadership pathways.

- \$138,541.76 will fund professional development in the form of conference/travel expenses and bringing institute presenters/instructors to Linn-Mar. \$51,296 of the total is allotted for substitute days for Teacher Leaders who remain in the classroom

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.

- \$12,200 will fund 126 hours of interviewing by for all 116 positions by teachers outside of regular contract hours

In order for our district TLC plan to be successful, it is imperative we have the funds to make our vision a reality. The TLC funds will not only cover the salaries and stipends for the work our teacher leaders will be performing, it will provide key professional development for our 116 teacher leaders in areas that support the instruction and learning of Linn-Mar students in five key areas: reading, math, science, safe schools, and technology.

Our goals for the TLC plan are two-fold: 1) We wish to capitalize on excellent teacher resources we already have at our disposal and 2) To develop a TLP that establishes a career pathway recognizing teacher leadership. These two goals will come to fruition through the selection of highly qualified teacher leaders in our district and by providing key training for them prior to implementation and throughout the program. These professional development funds will continue to support and follow the Iowa Professional development Model which Linn-Mar currently used.

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