



Application

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

91629 - Teaching Teachers to Teach

Teacher Leadership and Compensation System

Status: Under Review

Submitted Date: 10/29/2014 9:07 AM

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Program Area of Interest

Carl D. Perkins Career and Technical Education Act of 2006
(P.L. 109-270)

Fax:

Agency

Education, Iowa Department of

Organization Information

Organization Name:

Lone Tree Community School District

Organization Type:

K-12 Education

Tax ID:

42-6036794

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Benefactor

Vendor Number

Recipient Information

District

Lone Tree Community School District

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

County-District Number

52-3816

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.

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Narrative

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

Lone Tree Community School is a school of approximately 500 students that is located 12 miles southeast of Iowa City. The school's enrollment remains steady. This year, we have 100 students open-enrolled (in) and only ten students open-enrolled (out). The school has seen a steady increase in the number of free-and-reduced lunch students. In the past 14 years, the percentage of free-and-reduced lunch students has increased from 9% to 31% and the number of IEP students has doubled. Overall, ACT test scores at Lone Tree are average for Iowa. Student achievement proficiency scores have lingered at 80% for two decades. Currently, we are involved in two districtwide initiatives that are major reform as we work to improve test scores. We believe implementing standards-based education in our major content areas in Grades K-12 will improve student achievement. The second initiative is to improve instruction by becoming a Professional Learning Community.

In the past, Lone Tree Community School has been traditional in its approach to education. For several years, administrators and staff members have enjoyed constant conversations about changes in society, technology, and what research says about instruction. In August, 2011, we began having administrative discussions about standards-based education. Initially, our discussion was centered on Iowa Core Math standards because their implementation seemed less complex than other content areas, resources supporting the change were abundant, and we could envision standards-based instruction in our Math classes. In February, 2012, a middle school teacher began teaching middle school Math using the Iowa Core Math standards as his teaching base. In the summer of 2012, we held eight three-hour work sessions for all math teachers in Grades PK-12 to prepare them to teach to Iowa Core standards. In 2012-2013, we taught all of our Math (K-12) using a standards-based approach. In 2013-2014, we initiated standards-based instruction in Language Arts as well. We are also implementing Literacy standards in social studies and science.

Unpacking standards raised questions about instruction. Questions such as: 1) How do we move from traditional lecture to teaching the Reading standards in ELA classes? Where do we learn new strategies? 2) What are ways to teach text analysis? 3) How do we integrate Reading standards into Social Studies? 4) How do the Reading and Writing standards work together? 5) How will we grade? 6) How does a teacher manage three to five different performance levels at one time in a classroom? 7) Where do we get rubrics, pretests, and assessments? We know now that if we were serious about reform, we need the instructional support and financial assistance offered in our Teacher-leader Compensation Plan.

We believe that the concepts within the Teacher-leader Compensation Plan support standards-based reform. Knowing that true reform is systemic, we need teacher-leaders to facilitate that change. Funding is available in the Bill to ensure adequate training and compensation for teachers who desire leadership positions. Funding supports the training that builds confidence in teachers who take on leadership positions. To fully implement standards-based reform with adequate training and support, we need to employ an Instructional Coach, Lead Teachers, Model Teachers, and Mentors.

Our second major initiative is becoming a Professional Learning Community. When we began talking about standards-based education, it led to conversations about changing our professional development and the need for differentiated, smaller teams. We know that you cannot take a traditional school, designate leaders from within that tradition, and simply pronounce to the staff that everyone is now standards-based and for professional development - you are in teams. Reform is a process that will take us years, but it can be done. As we have moved into teaming for professional development using Dufour's model for a Professional Learning Community, we are seeing first-hand that teacher-leaders must sometimes challenge their peers. We are encouraged that teachers are stepping up and wanting to be leaders, but those teachers need training and should be compensated for leadership. To provide training, we need an on-site professional development leader who is trained in Dufour's model of professional development for a Professional Learning Community. We have been working on that training this year and it is important that we gain the financial support of the Compensation Bill to further move our reform ahead. There are teachers within our system who will lead the way, if we can gain the support to put them in leadership positions.

We recognize that the Teacher-Leader Compensation Plan is a powerful tool in facilitating standards-based reform for the following reasons: 1) The tiered structure for teacher-leaders is motivating; 2) The Plan provides additional compensation for teachers who are the most talented and skilled in our profession. 3) The structure supports systemic reform by putting teachers in leadership; 4) It supports entry into the profession; 5) It provides support for standards-based reform (both compensation and training); 6) The concepts are research-based to improve instruction.

If someone asked, "What is the single, greatest thing that you have learned regarding standards-based instruction and becoming a Professional Learning Community that is relevant to implementing the Teacher-Leader Compensation Plan?" It is this - When schools begin unpacking standards and addressing gaps that exist between traditional and standards-based education, they will find that the roles of the tiered structure are not only supportive, but essential for standards-based education. Regarding the Professional Learning Community, if you can provide time for teachers to collaborate and train

teachers to be team leaders, it will reform professional development and provide core strength to your school.

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?

Yes

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).

Lone Tree Community School has used a different approach to the Teacher Leadership and Compensation Plan than other schools. Initially, our planning was not really about the TLCP money, but about reforming our approach to teaching and professional development. We believe that becoming a Professional Learning Community has improved our Professional Development and that moving towards standards-based education raises student achievement scores. In summary, our process for developing a Compensation Plan actually began before there even was a Compensation bill and has occurred in four phases over two years.

The first phase was a *Preliminary Phase*. More than two years ago, we began having discussions about moving towards standards-based teaching and becoming a Professional Learning Community. As we began to phase in standards-based education, teachers were indicating that help was needed in unpacking standards, learning new teaching styles, using assessments, and finding resources. We believed an Instructional Coach and Lead Teacher could support those needs. Teachers also indicated a need for modeling. Parents had questions about grading, the school calendar, and how teacher turnover would affect our work. These were important issues testing our commitment to reform. The initial year-and-a-half that we spent teaching to standards, sending leaders to PLC training, and sending teachers to visit other schools (Johnston and Solon) was groundbreaking. While we knew nothing about a TLCP at that time, we were experiencing the very needs that the Plan was designed to fill.

The second phase in developing our TLCP may be called our *Planning Phase*. When the bill passed and became public, we were amazed at how well its components fit into what we were doing to become a PLC and implement standards-based teaching. Since we were already planning for an Instructional Coach, Lead Teacher, and a PD Leader, we were pleased that those were positions that were described in the bill. Our administrative team began to meet regularly with teachers to plan how to implement parts of the Compensation bill. Agendas of the meetings included: 1) Outline of the Bill; 2) Defining the Roles; 3) Connections to PD; 4) Connections to Standards-based Teaching; 5) Financial Information; 6) Timelines; 7) Getting Connected to Stakeholders; and 8) Leadership. The Planning Grant helped to support those meetings. Tom Dickey, our union representative, and I agreed that before we consider Master Contract implications, we should learn how the tiered structure works. We began doing PD with the Board and our Parent District Leadership Team on components of the bill, standards-based instruction, and the Professional Learning Community. Teachers were involved in preparing and led Parental Professional Development through funding from the Planning Grant. Parental feedback helped us establish pacing. Including parents and the Board has created positive talk and helped us work out grading issues for now. We are still working on the effects PD will have on the school calendar. We had already committed to an instructional coach, PD leader, and a lead teacher and after further study decided to commit financially to one teacher at each tier so that we may make experienced decisions going forward. The Board appointed a Review Council of two administrators (Stone and Jacque), the instructional coach and former administrator (Hopkins), and three teachers (McCarty, Dickey, DeJong) to collect data, do research, and make recommendations. We felt appointing the Council could help us experience the process as outlined in the legislation. When we learned about the requirement of a Task Force, it was natural for us to use the Review Council that was established, along with parents from our District Leadership Team, to become our Task Force for now.

The third phase in developing our Teacher Leadership Compensation Plan is our *Practice Phase*. There are four things the Task Force is collecting data on as we put into practice selected components. First is the tiered structure. Currently, we have employed six tiers. As we end our first semester using the tiered system, feedback from the staff indicates that we will need four to six tiers each year to achieve our goals. One tier is our own creation. Second, the Task Force is reviewing the roles and responsibilities of each tier. While job descriptions, evaluation rubrics, and selection criteria are available online, seeing the tiers at work gives a more accurate picture of our needs. Third, the Task Force is monitoring parental support for changes including instruction, grading, and PD. We have six District Leadership Team meetings scheduled with parents. Planning Grant funding helps support those meetings. Fourth, the Task Force is watching student achievement trends. Currently, student achievement results support the changes. Parents have commented on improved writing and the use of text analysis.

The final phase is the *Preparation Phase*. Having appointed a Review Council, a Task Force, practiced leadership tiers, and educated our staff and parents on the bill, we have grasped the concepts and put framework in place to implement the TLCP. We will obviously need to make some adjustments in the selection and work of the Review Council so that it fits legislative requirements. Our commitment is overwhelming and evident in the fact that we implemented parts of the bill including the tiered structure and a Review Council prior to funding. The teacher tiers alone is a cost of \$60,000.00 to our district this year. Our teachers have agreed upon a set of Collective Commitment Statements affirming their commitment to standards-based

instruction and the PLC framework. The Commitment Statements have been explained to the Parent District Leadership Team. Upon confirmation of the grant in March, we are prepared to move ahead with the Board appointing a council for next year using the process given to us at that time.

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.

Vision: When Lone Tree Community School became a Professional Learning Community two years ago, a local community of educators including administrators, Board members, teachers and parents agreed to six Collective Commitment Statements that would become our vision for work both in the classroom and as a Professional Learning Community. They are: 1) We will develop curriculum to promote students-centered, standards-based classrooms; 2) We will provide a safe, nurturing, supportive, collaborative, and respectful environment for learning; 3) We will create an environment that embraces curiosity, problem-solving, relevancy, and higher order thinking; 4) We will encourage high expectations for student achievement, student behavior, and student character; 5) We will focus on assessing and monitoring learning, differentiated instruction, providing interventions, and goal-setting; 6) We will be professional and collaborative as we work to accomplish our mission and improve learning.

Working toward that vision requires a commitment to standards-based instruction and a focus on teaming for professional development that utilizes research-based strategies to guide the educational process. To achieve our vision, Lone Tree Community School has adopted Dufour's model for a Professional Learning Community and has trained leaders to make standards-based reform systemic. Identifying the Iowa Core Curriculum in Math, Reading, Twenty-first Century Skills, and now Science as our framework for learning, we are building common assessments, implementing common planning and meeting times for discussion and data analysis, and reforming instruction that is collaborative and research-based.

Each week, teachers have an opportunity to work together in teams. Through collaboration and research, it has become apparent that where Lone Tree Community School is working to implement standards-based education, gaps exist and have a negative impact on student achievement. To teach Iowa Core standards, teachers need new strategies, more resources, and additional guided practice to implement a quality Twenty-first Century Education. The assistance and support of a teacher leadership model as provided in House File 215 will assist our teachers in the implementation of standards-based education. Our vision is to identify and train teachers for leadership roles such as a professional development leader, an instructional coach, model teachers, lead teachers, and mentor teachers allowing the collective commitment statements to become common practice turning vision into reality.

Our first goal is to improve test scores to a level of 90% proficiency for students in Grades 3-8 and Grade 11 in both Math and Reading on the Iowa Assessments. Long-term and annual goals state that "LTCS students will score at a 90% proficiency on the Iowa Assessments." Historically, scores indicate that just under 80% of the students are proficient in Math and Reading. That 80% proficiency level has existed for decades. We believe that we can achieve the 90% proficiency level by improving instruction. By teaching to the Common Core standards in Reading and Math and implementing teaching strategies that support standards-based education, the gap between our current student achievement and a 90% proficiency will narrow. That is our goal and our unified commitment. To quote John O'Connor, author of Turning Average Instruction into Great Instruction, "If we are going to increase student achievement, we must diligently focus on one critical factor that has the greatest impact on student achievement - classroom instruction."

Second, the development and implementation of a teacher leadership and compensation system enhances leadership opportunities for teachers and will improve instruction by helping us to attract and retain quality teachers who consider long-term employment at Lone Tree. Our teachers have found excitement knowing that they can become teacher leaders through training and implementing research-based practices using data as a diagnostic tool, learning teaching strategies that support student learning according to the Iowa Core, and working together to pool together teaching talent rather than facilitating a system that encourages isolation.

A second goal is to build professional relationships among beginning teachers, resident teachers, and teacher-leaders. The implementation of a teacher-leadership program supports a standards-based model of instruction in a laboratory environment using observation, modeling, guided practice, and team collaboration to facilitate improved instruction and increased student achievement. While the purpose of teaming is to collaborate around student achievement, a by-product of teaming is building professional relationships through collaboration and working together toward a common goal. Activities of the team include research, peer demonstration and observation, unpacking standards, collaborative problem-solving/decision-making, and staff development. Each team is led by a staff member. Training teachers to be team leaders, models, mentors, and instructional coaches supports the goal of the Compensation Plan to "reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and compensation." Each PLC team has a teacher-leader who works alongside other teachers to implement standards-based

development of others.

Using Part 3 application narrative from Year 1?

Yes

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

Lone Tree Community School is focused on three school improvement initiatives that are impacted by the Teacher Leader and Compensation Plan. The first is standards-based instruction. For years, we tried to improve student achievement by changing textbooks, changing staff, having experts talk to teachers about content, implementing new ideas, watching videos, and attending workshops. In spite of our efforts, test scores lingered at an 80% proficiency level. Two years ago, a teacher said, "I would like to use the Iowa Core Math standards and try standards-based education in my middle school math classes." A deeper look into the Reading, Writing, and Math standards showed us that this was more than a change; it was reform. The first year of standards-based education was focused on Math. We did extensive training with our staff in the summer of 2012, educated our Board on standards-based instruction (since most had students in the Middle School), and began educating our Parent District Leadership Team on standards-based education. Pleased with how well the transition to the Iowa Core went in Math during that first year, we turned our attention to teaching Reading and Writing. Reading and Writing standards presented our staff with challenges that we didn't experience in teaching Math. We concluded that if this is the direction that we want our instruction to go, then we need someone on staff whose primary focus was to change instruction. We hired a person to be an instructional coach in Reading and Writing. We also hired a Lead Teacher to be a 50% classroom teacher and 50% Lead Teacher in Math. As we plunged deeper and deeper into our reform, we decided that we could not wait one, two, or three years to put these positions into place (depending upon when we were given funding). ***If we expect our teachers to produce a standards-based classrooms, then we need to provide them with the necessary support.*** The connection to the Teacher Leader and Compensation Plan is obvious since those are the teacher tiers outlined in the Plan.

The second major initiative is also based on student achievement data. As we look at the students who make up the lower one-third of our scoring on the Iowa Assessments, data shows those scores directly correspond to the steady increase in the number of students qualifying for free-and-reduced lunch. Since 2001, the Free-and-Reduced lunch count has increased from 9% to 36%. The number of IEP students and students using our Learning Center has doubled. Teachers report more incompletes and missing assignments among students. We are seeing a disconnect with students. To find out why they are not doing the work, we asked our students. Students cite boredom and irrelevance as primary reasons for not doing work. We concluded that we need to start doing business in another way. We believe the different teaching styles that are essential for standards based learning will positively impact various subgroups. While we are involved in Response-To-Intervention, Title I, Special Education, TAG, and Early Literacy Programs, to support student learning, we do not want any of those programs to become an end in themselves. Therefore, we are making every effort to tie those programs into the standards-based classroom as well. As part of our PLC and standards-based work, we teach staff to ask four basic questions: 1) What do we want students to learn? 2) How will we know if it is learned? 3) How do we respond if it isn't learned? 4) What will we do with those students who already know it? These basic questions make every at-risk student our responsibility and demand that part of our reform addresses Question 4. The connection to the TLCP is that responding to intervention has become part of our instructional coaching, PLC teaming, improved teaching strategies, and data that we give attention to.

The third initiative that we are working on is becoming a Professional Learning Community. In the past, our Professional Development has been primarily show-and-tell. It has not provided adequate support to our staff if we expect them to use teaching styles supporting standards-based reform. Our Professional Development needs to be more collaborative, hands-on, and results oriented. We did go out and speak to schools who have a PLC base. They advise the following: 1) Lay an appropriate foundation; 2) Provide trained leadership; 3) Decide on a group procedure; 4) Communicate. We are laying our foundation by revisiting our mission, agreeing on a vision, and committing to Collective Commitment Statements which are eight statements that parents, staff, administrators, and Board members agree on. In our Professional Development, we are now focusing on teaming and leadership. Our goal is to operate teams later this year and use the summer to refine leadership skills.

We are doing three things to train leaders. First, we are training them to facilitate a team in a Professional Learning Community. Training includes collaboration, guidance, and accountability. Second, we are training them to be models for standards-based instruction believing greater competence means more efficient leadership. The third thing we are doing is emphasizing the importance of investing in others. The procedure that we are using in PLC's is the cycle indicated by the Iowa Professional Development Model that uses data collection, analysis, planning and design, and assessment.

Our programming connects with the TLCP because PLC's support three stated goals of the TLCP: 1) Promote

professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation; 3) Improve student achievement by strengthening instruction.

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)

Improving Entry: Lone Tree Community School will use teacher-leadership funds to support six paid positions that are related to entry into the teaching profession. Depending on need (from teacher turnover), no less than three positions will be new teacher mentors, three positions will be as model teachers, and one position will be for a half-time instructional coach. Beginning in 2015, we will join the Grant Wood consortia for mentoring to assure that teachers are highly trained and in a research-based teacher development program. A primary responsibility of our mentors, model teachers, and instructional coach is to provide the following support for teacher induction: 1) Demonstration Teaching; 2) Planning and Unit Support; 3) Observation and Feedback; 4) Data Analysis; Setting Professional Goals and Assessing Instruction; 5) Triad Conversations (Administrator, Mentor, Mentee).

Current Program: There are five basic components to our current mentoring program.

1. Experienced Mentors – Mentors are trained by an Area Education Agency (AEA) or received online training as a mentor. Mentors have at least five years teaching experience and are recognized by administrators as having the skills and confidence for the position.
2. Planned Programming – The current mentoring program involves goal-setting, observation (peer review), collaboration, and reflection.
3. Professional Development – Mentors and beginning teachers meet monthly (second Wednesday) throughout the school year. One teaching standard is explained and discussed each month.
4. Portfolio Development – Beginning teachers meet with their Mentor and Principal on a regularly to develop and update their portfolio.
5. End-of-Year Review – At the end of the school year, the principal meets with the beginning teacher to review their formal observation and portfolio.

Program Analysis: While we have benefitted from the basic components of the current program, it is traditional in its approach to mentoring. Professional Development that focuses on the Iowa teaching standards and gives guidance to new teachers as they build their portfolio is helpful since each teacher presents a portfolio documenting professional growth and competency at the end of their probationary period.

We also find Planned Programming to be effective in our current program. Each mentor-mentee relationship is professional and structured on attainable goals that are established at the beginning of the year. Some relationships evolve into deeper friendships that are lasting, while other pairs work together professionally for their two-year probationary status and maintain a respect for one another as they move on in their careers.

While the current program is supportive, there are areas where improvement is needed. Evidence shows that gaps exist between mentoring the new teacher and seeing that teachers operate a classroom that is characteristic of a standards-based education. A few of those gaps are: 1) While probationary teachers enjoy the collaborative work on their portfolios and the foundation that is laid by explaining in detail the Iowa teaching standards, it does not ensure that learning is taking place. A gap exists between the teaching standard explanation and a verified implementation of that standard. 2) There is not enough collaboration for beginning teachers. More time for peer observation from mentors and model teachers must be made available. Demonstration, observation, and feedback must anchor mentoring activities. 3) While the current system offers personal and professional growth, there is no opportunity for professional advancement. 4) The current program offers encouragement and growth from experience which is helpful, but an assertive, hands-on approach through coaching is essential.

Addressing the Gaps through the Teacher-leader Compensation Plan: Teacher leaders and funding for the TLCP addresses induction gaps in the following ways: 1) Mentor Teachers (and Model Teachers) provide opportunities for peer review which allows beginning teachers to collaborate around instruction. 2) Mentors are outstanding teachers who build competence and confidence in a beginning teacher through collaboration. 3) Funding for these teacher leaders provides hands-on guidance and growth opportunities as the mentor teacher guides the beginning teacher into improved instruction, particularly the implementation of teaching strategies into the standards-based classroom through modeling and observation. 4) Opportunities for leadership and advancement are abundant throughout the tiered system. 5) A collaborative approach creates a culture of support offering growth and development for beginning teachers that is not present in a traditional culture that facilitates isolation. 6) Our PLC format allows beginning teachers to be integrated quickly into a supportive system.

We believe that our hands-on approach to mentoring will rapidly enhance the teaching skills of our beginning teachers to

confident that the rapid growth into the profession and opportunities for leadership will encourage teachers to remain on our staff as highly trained teachers.

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.

Lone Tree Community School currently employs 40 teachers. The Teacher Leader Compensation Bill states that a good-faith effort will be made to place 25% of our staff in teacher leader roles. If selected, that goal is attainable as Lone Tree Community School proposes implementing differentiated, multiple and meaningful teacher leadership roles using a comparable model of the Teacher Leadership and Compensation Plan. Following is an outline of the tiered positions being proposed, the responsibilities of each position, the percentage of time each staff member will spend in that role (FTE), and how the roles work together to create an instructional improvement strategy:

1) Two persons serve as **half-time (.50) instructional coaches**. The instructional coach works under administrative supervision and in collaboration with model teachers, mentors, and the curriculum director. Instructional coaches have an extended contract of ten days and would work in areas of literacy, math, and science in 2015. Instructional coaches may work as peer coaches for beginning teachers and career teachers. Primary Duties Include: a) Provide teachers with research-based instructional strategies that engage students (Teacher-leader Model Standard 1b); b) Provide leadership in assessment techniques and analysis of student data (Teacher-leader Standards 1a, 5a); c) Assist with professional development design and activities linked to individual career plans based upon staff needs (as requested) (Teacher-leader Model Standards 1b, 3f); d) Provide content, research-based teaching strategies and other resources about teaching and learning (Teacher-leader Model Standard 1b, 2, 7a); e) Dialogue continually with teachers as a coach about teaching and learning (Teacher-leader Standard 1c, 4b); f) Use information about adult learning to respond to the needs of colleagues (Teacher-leader Model Standard 3b).

2) One person will serve as a **(.30) Curriculum and Professional Development Leader**. The PD Leader engages in planning, development, and implementation of PD at Lone Tree. The Professional Development Leader works collaboratively with the instructional coaches to provide ongoing instruction in the implementation of standards-based education and works with administrators to determine teacher development needs. Primary Duties Include: a) Use formative and summative assessment data to formulate PD activities (Teacher Leader Model Standard 2); b) Implement relevant instructional strategies supported in current research including integration of technology, integration of instructional material pilots, and draws conclusions (Teacher Leader Model Standards 1d, 1e, 2, 5b, 5c); c) Reinforce team (PLC) collaboration and participation; d) Effectively communicate content standards' meaning in all subject areas.

3) Two persons will serve as **Lead Teachers**. The Lead Teacher spends 75% of their day in the regular classroom (math and science) and 25% of their day serving as a Lead Teacher. Lone Tree is now standards-based in Math and Reading and is introducing science standards this year. During year one of the TLCP, the role of the Lead Teacher will be to assist math and science teachers in developing teaching strategies for their standards-based classrooms. Lead teachers also work with administrators and the Instructional Coach in professional development and serve as team leaders in our Professional Learning Community. Primary Duties Include: a) Providing effective support for teacher growth through peer observation, collaboration, and professional relationships; b) Supporting teachers with individualized PD on elements identified for refinement; c) Assisting in oversight of implementation of standards-based teaching in a major content area with a primary focus on alignment, content, assessments and teaching strategies.

4) Three teachers, two in the elementary school (PK-5) and one in the secondary (6-12), will be identified as **Model Teachers**. Model Teachers will be assigned a full-time teaching load and support other teachers. The classroom of the Model Teacher is always open for observation. The Model Teacher works collaboratively with the instructional coach and is under the direct supervision of the building principal. The Model Teacher is an experienced master at implementing research-based instructional strategies in the standards-based classroom. Model Teachers pilot skills and strategies that may be applicable to our reform. Because of our integration of literacy standards into social studies and science, we will begin with three model teachers in year one while setting a goal of having five Model Teachers throughout our building within two years. Model Teachers may be asked to do peer review. Primary Duties Include: a) Model teaching strategies, classroom management, and professionalism for the purpose of demonstrating expected behaviors in Master Teachers; b) Build relationships for the purpose of establishing a culture of collaboration and support; c) Be willing to model innovative instructional teaching strategies through teaming and demonstration; d) Serve as a laboratory classroom for instruction; e) Provide achievement data to assess how effective instructional strategies are; f) Collaborate with colleagues to construct exemplary lessons.

5) Four teachers will be **Mentor Teachers**. Mentor Teachers serve in a leadership role to beginning teachers or may be asked to work with an experienced teacher who is new to the district. The Mentor teacher will teach 75% of the time. While they may be called upon to help with peer review, their primary role is to strengthen entry into the teaching profession by providing additional instructional support to our induction process. In addition to an extended contract of two days, mentor teachers work under the direct supervision of the building principal and work with the other leadership positions to build

confidence and a foundation to instruction for teachers new to Lone Tree. Mentor Teachers are a resource for beginning teachers and coach them to maturity in the profession. Primary Duties Include: a) Coach and assist new teachers with strategies, planning, management, and identification of resources; b) Attend mentor training; c) Orient new teachers to district and profession; d) Model and teach lessons for the purpose of demonstrating best practices; e) Help new teachers construct exemplary lessons; f) Provide team leadership as needed as part of the Professional Learning Community.

Putting the Roles Together

A summary of how these positions weave together while always focusing on student achievement begins with an explanation of the overall goal of the Teacher Leadership program at Lone Tree. Lone Tree is committed to improving instruction for the purpose of increasing student achievement. We believe that adopting Dufour's model for a Professional Learning Community and establishing standards-based education will improve instruction resulting in increased measurable learning. As we began the PLC process, administrators, teachers, and parents agreed to six Collective Commitment Statements. They are: 1) We will develop curriculum to promote students-centered, standards-based classrooms; 2) We will provide a safe, nurturing, supportive, collaborative, and respectful environment for learning; 3) We will create an environment that fosters curiosity, problem-solving, relevancy, and higher-order thinking; 4) We will encourage high expectations for student achievement, student behavior, and student character; 5) We will focus on assessing and monitoring learning, differentiated instruction, providing interventions, and goal-setting; 6) We will be professional and collaborative to accomplish our mission of high levels of student learning.

The roles of the Teacher Leadership Compensation Program weave together to promote our mission and facilitate our commitment as stated. These are not disconnected, independent roles put into place in a school. The Teacher-leadership roles work in unison to empower staff members to implement standards-based education. As we began to reform instruction and move to standards-based instruction, we discovered that a gap existed between unpacking Iowa Core standards and teaching to those standards. We quickly learned that teaching to standards requires different classroom skills and strategies than using a traditional approach to teaching. We learned that the gap could be filled by an **Instructional Coach** who understands the Iowa Core Reading standards and can help teachers develop teaching strategies for standards-based education. The best way to describe the role is, "The Instructional Coach teaches teachers to teach." The instructional coach provides support for instructional change, develops a professional relationship with teachers around teaching, and is a trusted partner to both teachers and administrators. The instructional coach, however, is not the **Professional Development Leader**. The Professional Development Leader builds consensus so that all agree upon a Mission, a Vision, and a Collective Commitment Statement. The PD Leader instructs our teachers on the duties of the PLC, the roles within a PLC, and the integration of standards-based discussion into the PLC team structure. It takes a respected leader in the area of professional development to facilitate this extensive of a reform. The instructional coach follows up with teachers to help facilitate the needed change. **Model Teachers** demonstrate standards-based teaching to our staff. The Model Teacher gives teachers a laboratory where they can walk in and see new strategies at work on a regular basis. While the strength of the Instructional Coach is in building relationships, clarifying standards, and supplying teachers with new strategies, the strength of the Model Teacher is as a practitioner who demonstrates these strategies.

Mentor Teachers play an important role in our school as well. Filling vacancies with beginning teachers who are trained in standards-based education is a challenge. The Mentor Teacher helps beginning teachers' transition into the school and the teaching profession. In our school, part of the induction is also supporting them as they establish a standards-based classroom. Whereas the Instructional Coach develops a relationship with beginning teachers that is narrowly focused on instruction, the Mentor Teacher develops a broader relationship with the beginning teacher helping them adjust to the teaching profession and the local school as well. Mentor Teachers may also do peer reviews.

Lone Tree Community will also employ **Lead Teachers** who (the first year) will be more content specific. Because our emphasis is on teaching to Iowa Core standards, we will employ a Lead Teacher in Math and in the area of science. The Lead Teacher may do peer reviews and will observe teachers as they transition from traditional teaching to planning, grading, and implementing standards-based concepts in specific content areas where we have found gaps to exist. The Lead Teacher is part of the teacher leadership team and helps with Professional Development. In our building, they are more content specific and considered experts in their content area.

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.

Candidate Interest: At Lone Tree Community School, we have no concern about staff members not knowing about the teacher-leader positions that are available. Because we applied for the TLCP last year and are using teacher-leaders in PD already, we believe our staff is aware of leadership opportunities. We anticipate that there will be more people apply than positions we have available. Lone Tree Community School has taken several steps to communicate the leadership positions that will be available, what the responsibilities are for that position, and what a teacher must do to be selected as a teacher leader in the district. The following steps have helped streamline our selection process: 1) We have prepared an eight minute video putting together a brief description of each leadership position from videos of the Dufour's and schools in action. The video describes the positions of the professional development leader, instructional coach, model teacher, lead teacher, and mentor teacher and shows a brief clip of that position. 2) We have found a corresponding Leadership Rubric where the leadership positions are described by a short descriptor for each position. 3) A brief application form will have a Choice of Leadership Position section as the applicant indicates the position they are applying for. 4) This year, we trained people interested in PLC leadership. Nine people stepped forward for the year-long training. We will look for a second training group for next year (beginning this summer). 5) In screening, we ask candidates to consider four things when applying: (a) What is your leadership training (background) in education or outside of education? (b) Will you commit to the training needed for the leadership position you seek? (c) Have you demonstrated standards-based teaching in your classroom? (d) Have you considered the risk of separation or alienation among peers that may result as you become a leader of educational reform?

Basic Requirements: 1) Teachers selected for leadership positions must have three years of teaching experience and one year of teaching experience within the district. 2) There are multiple attributes that a candidate for a teacher leader position should have that are consistent with leadership in general. The candidate should be seen as someone with high integrity to command respect. They must be self-motivated always with an eye on motivating others. The successful candidate must be an effective communicator, coachable, and have the patience and confidence to coach others. The teacher-leader will be required to build professional relationships that focus on goals and continual improvement. 3) Science, Math, and ELA Lead Teachers or Instructional coaches must have demonstrated an expertise in a content area or a PLC area of leadership. 4) Possess strong pedagogy skills. 5) Demonstrate willingness for further professional development by attending PLC training in the summer. 6) Demonstrate leadership in our newly developed MTSS (Multi-tiered System of Supports); PLC leadership initiative; presentations in professional development; in using data.

Selection: There is a three-step process that will be used to gauge an applicant's relevant experience and leadership level. The First Step is a Leadership survey that combines research and anticipated needs within our school. The instrument lists six teacher-leader standards and asks applicants to rate themselves on each standard. Those standards are:

1. Collaboration: I promote a collaborative culture among fellow teachers, administrators, and other student support personnel.
2. Using Research to Improve Practice: I take initiative in researching teacher effectiveness and student learning and try to implement best teaching practices.
3. Professional Development: I can explain the importance of professional development and take an active role in personal development and the development of others for the purpose of improved instruction.
4. Use of Assessments and Data: I am knowledgeable about formative and summative assessments and take initiative to analyze data for improved student learning.
5. Standards-based Instruction: My standards-based classroom is evolving.
6. Professionalism: I model being a "teacher" in my actions, speech, and attitude.

The Second Step is to review the application form and observe the teacher in the leadership role they are considering.

The Third Step is a personal interview with the selection committee. Candidates may be asked to review all or part of their survey and asked to reflect on the role that they have applied for. Some selection committee member(s) will have observed the applicant in that position.

At the end of the interview process the selection committee assesses the candidate's level of readiness as a teacher-leader. The instrument for assessment will be a rubric that The New Teacher Center has developed using four levels to measure growth and current performance level: 1) beginning 2) emerging 3) applying 4) integrating/innovative. Areas for measurement will be: 1) The application and other information described in paragraph one; 2) Basic requirements and information described in paragraph two; 3) The teacher-leader standards survey described above as "The First Step." 4) The teacher-leader observation described above as "The Second Step." 5) The interview as described above as "The Third Step." Using those four levels the selection committee will score the rubric for each section.

We believe the entire process will allow the selection committee to assess the readiness of each applicant for teacher-leadership. Because of the straight-forward, business-like approach that we have taken this year with our leadership training and the straight-forward manner in which we have made known our intentions to be standards-based, I expect the selection process to go very smoothly.

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.

Teacher-leader Role in Professional Development: In recent years, Lone Tree Community School has transitioned from a traditional PD model to a PD model that is characterized by teaming and facilitated by teacher-leaders. Three years ago, we moved towards standards-based instruction in Math and Reading. At that time, our PD was lecture and delivered by local administrators or AEA consultants. Knowing that systemic reform is not consistent with the traditional approach, we created an *Action Plan* calling for: 1) Identification of teachers interested in some level of teacher-leadership; 2) Building a Professional Learning Community through teaming; 3) Training for teachers interested in or targeted for teacher-leadership; 4) Using Guided Practice as a TLC Leader; 5) Individual work with the Instructional Coach on standards-based instruction in the classroom; 6) Weekly training for teacher-leaders prior to weekly PD.

Our end goal has been to implement PD that is facilitated by teacher-leaders in collaboration with AEA consultants and local administrators. We are in Year Two of transition. Currently, teachers who are training for leadership positions meet every Friday morning at 7:00 AM. They provide leadership the following Wednesday in district or building PD. We currently have ten teachers (out of 40) who have expressed interest in becoming teacher-leaders as Mentors, Lead Teachers, Model Teachers, Instructional Coaches, or as a Professional Development Leader and are being trained this year. More teachers have expressed interest in having a second group to start training in the near future.

Alignment of Professional Development: All PD at Lone Tree supports three district initiatives. They are: 1) improve student achievement on targeted assessments; 2) Implement a PLC characterized by teaming; 3) Improve instruction by implementing standards-based education. As we began our PLC Training, our teacher-leader training, and our staff professional development this year, we agreed upon six Collective Commitment Statements to guide our process. Therefore, our teacher-leader training, our PD activities, and the positions we see as teacher-leadership roles are aligned and woven together so that no single activity is independent of our school initiatives.

Building level PD is customized to meet the needs of our students as determined by data analysis. Administrators and teacher-leaders analyze data and plan for team activities. The elementary school is focused on implementing standards-based instruction for math. Through data analysis, three math goals have been set and our PLC structure allows elementary teacher-leaders to work with all elementary teachers to implement learning strategies that address our goal areas. At the secondary level, data has revealed a need for literacy standards to be integrated into all content areas in an effort to improve student achievement as measured in the Iowa Core.

Alignment the Iowa PD Model and the TLC: The changes we are making coincide with the IPDM. The IPDM has two components: Operating Principles and the Cycle of Professional Development. The Operating Principles are priorities essential for PD at Lone Tree. The four Principles are: A Focus on Curriculum, Instruction, and Assessment; Participative Decision-making; Leadership; and Simultaneity. The emphasis on standards-based instruction supports a focus on Curriculum, Instruction and Assessment. Our goal is not the delivery of textbook information; it is skills development and higher-order thinking. Instruction shifts from a teacher delivery model and what the teacher is doing to authentic instruction and what the students are learning. Planning, goal setting, advancement, and mastery are all based on performance which is measured by assessment. Participative Decision-making is supported by the collaboration inherent in our effort to become a Professional Learning Community. Our PLC teams collaborate around identified student needs. Leadership is supported by teacher-tiers. Tiers distribute leadership throughout the organization. Simultaneity is evident in the fact that we are moving towards standards-based instruction, becoming a PLC, and implementing the Teacher-leader Compensation Plan.

The Cycle of Professional Development is used in three ways. PLC teams use components of the cycle to guide collaborative meetings. Teams use student data to plan and design activities. The emphasis is on data, design, selecting content, action, and evaluation. The district uses the cycle when developing the District Development Plan. The emphasis is on analyzing data, goal setting, selecting content, and design.

Further, the IPDM lists the following essential elements for professional development: 1) a Leadership Team; 2) Use of Student Data; 3) Goal Setting; 4) Selecting Content; 5) Design of PD; 6) a Cycle of Training; 7) Collaboration; 8) Implementation; 9) Formative Assessments; 10) Program Evaluation; 11) Individual Career Plans; 12) PD Planning. Our current scheme implements all twelve elements. Elementary and secondary teams led by teacher-leaders plan PD on improvement goals and Commitment Statements (IPDM #1, #3, #5, #12). Building Levels use a continuous cycle of improvement in analyzing work, setting SMART Goals, use of instructional strategies, and using intervention to improve scores (IPDM #2, #6, #8, #9). The TLC Plan offers teacher-leader positions to improve instruction through data analysis, goal setting, a reformed (team) PD; and implementation of the intended curriculum (IPDM #2, #3, #4). The teacher-leader concepts of the TLC are rich in collaboration for mentoring, data analysis, and Intervention Planning. The Individual Career Plan for teachers is used for teacher growth and

teacher evaluation. Individual Career Plans are anchored in the Collective Commitment Statements and rely on TLC relationships (IPDM #2, #7, #9, #11). Teaming allows feedback regarding the effectiveness of PD (IPDM #10). Student performance data also is used as feedback for effectiveness (IPDM #10, #12).

Using Part 8 application narrative from Year 1?

Yes

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

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

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

Our belief that the Compensation Plan will be effective is evidenced by the fact that we began implementing tiered leadership (this year) prior to funding becoming available. We believe that all of the positions listed as leadership tiers support the two major initiatives of standards-based instruction and becoming a Professional Learning Community. Convinced that the tiered structure is essential to implementing standard-based education, we put into place a PD Leader, an Instructional Coach, a Lead Teacher, two Model Teachers, and Mentors this year. It was the wisest thing we ever could have done. We are clearly defining the roles of each position in the tiered structure for our staff, establishing a system of collaboration around teaming, and are marking the direction of our school as standards-based. The classrooms that are most assertive in the standards-based approach are reporting gains in student achievement.

There are a variety of measures that we will use this year to measure the effectiveness of the Plan. One measure is student performance on statewide assessments. For decades, the percentage of students scoring in the proficient range on the ITBS and the ITED has been 78% to 81%. This is a long term measure and our long term goal is 90% student proficiency in Grades 3-8 and 11 as we implement standards-based education through the TLCP. Short term, we anticipate that emphasizing the standards that teach "Text Analysis" will have an immediate impact on daily academic work and later on student achievement scores.

A second measure is DIBELS testing. If the Common Core standards are aligned with DIBELS assessments, then we should quickly see favorable results. DIBELS testing is done quarterly making it a short term measure. Another long term measure is Constructed Response testing. We expect Constructed Response scores to rise more quickly than the Iowa Assessments because of the focus of the tests and the way they are scored. Since they are annual, we look for long term improvement, but year-to-year individual student progress (short term) is tracked.

Data tracking the number of free-and-reduced students, IEP students, and students considered at-risk and their scores is another measure we will use. Those three groups comprise 35% of our students and only 25% of those students score in the proficient range on the Iowa Assessments. Long term, we expect 75% of those subgroups to score in the proficient range because standards-based education focuses on individual progress more than does traditional education.

Another short term measure of the Plan's success is office and teacher data. We have experienced a rise in the number of assignments that are not turned in. Student responsibility as measured by missing assignments is both a PBIS and Character Counts goal for us. In the 2013 school improvement survey, students cited boredom and irrelevance as reasons for not doing assignments. In one semester of standards-based teaching in Math, Reading, and Writing, missed assignments in those content areas has dropped by 40%. We believe authentic instruction, student collaboration, student tracking their own progress by standards, and fewer meaningless and repetitive assignments have been key. The missed assignments in the classroom of the teacher who we consider to be a model teacher has 60% fewer missed assignments than last year.

Data collected from surveys also shows effectiveness. School Improvement surveys from parents, students, and staff taken every five years is one measure. The Iowa Youth Survey and graduation surveys also provide data used to establish goals. These are long term measures in our school. An example is the staff School Improvement Survey that showed only 52% of our teachers agree that we provide adequate opportunities for leadership. Since the goal of the TLCP is to have 25% of the teachers in leadership roles next year, that goal will be reached.

There are three leadership groups monitoring the data that measures TLCP effectiveness. The first group (and arguably most important) is the teams that make up our Professional Learning Community. Teacher teams collaborate for the purpose of school improvement and student achievement. By following components of the Iowa Professional Development Model, they can monitor progress. Teacher-leaders facilitate that process and data drives their agenda and decision-making. The second group is the administrative team. While teacher-leaders review data from the individual or class perspective, the administrative team will consider all team data in addition to building data, subgroup information, and district-wide data. The Review Council also uses data in decision-making. All groups use components of the Iowa Professional Development Model Cycle to guide their decision-making process.

The Review Council will make final recommendations to the Superintendent regarding personnel adjustments to the TLCP. While we anticipate the need for all TLCP teacher tiers in the foreseeable future, some adjustments to the roles of each tier and the number of people in each tier may be made annually.

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)

Lone Tree Community School has implemented several district initiatives in the past 15 years. In 2000-2001, we went through change when we implemented our first Comprehensive School Improvement Plan (CSIP). It was a major change to Lone Tree and their approach to education. Goal setting and alignment were initiatives within that early plan that were new to the district. In 2002 to 2004, we passed a Bond Issue. For three years, building improvement became our initiative. We received over a million dollars in grants and changed our building forever. From 2005 to 2008, we had an explosion of ICN usage and PSEO Classes. High school teachers rewrote their curriculum as we worked with curriculum mapping. From 2009-2011, Differentiated Instruction became a district initiative. While all of those initiatives were districtwide, none are the reform that we are experiencing with standards-based instruction and becoming a Professional Learning Community. The TLCP ushers an initiative different from anything in the past because of the teacher-leader concept and the structure it provides that coincides with educational reform. There are at least three things that must be monitored to sustain the TLCP over time. If any of the three are compromised, lesser effectiveness will result. They are Commitment to the TLCP, the Cost and sustainability of the TLCP, and Competent leadership for the TLCP.

First is commitment to the Teacher Leadership Compensation Plan. The fact that Lone Tree began implementing a tiered system two years ago and is currently employing a PD Leader, Mentor Teachers, a Model Teacher, and an Instructional Coach is evidence of our commitment to teacher-leadership. Teacher-leaders were initially selected because of our PLC structure and movement towards standards-based education. In our first year of implementing standards-based education, we found gaps that existed between unpacking the standards and implementing standards-based teaching. We concluded that if we are going to expect our teachers to implement standards-based education, then we must provide them with growth opportunities, teaching strategies, and resources to fill these gaps so that both students and teachers may make the transition. That is our commitment to them.

Not only do we need a commitment to the TLCP, but we also need funding to support the cost of its implementation. We have already shown that we will sustain the positions financially since we are funding teacher-leaders prior to receiving funding. We have developed job descriptions for the positions, placed teachers in leadership positions for a salary, funded training for teacher-leadership, and are looking at sharing opportunities to positions with other schools if it makes sense to do so. We have set up physical space in the building for positions requiring that support. Employees for leadership in professional development and instructional coaching are being supplied with technology, physical space in the building, and needed resources. We will not cut into the training, nor will we cut the number of positions for teacher-leaders. Since selecting ten teachers (25%) for our first round of training, fifteen more teachers have expressed interest for round two of training. Our survey indicates 80% of our staff members (teachers) see themselves (eventually) as a teacher-leader including leaders of our teacher association who had representation on last year's selection committee. All have come out in support of the plan and are supportive of our implementation process at this time.

The third thing that is needed to sustain the TLCP over time is competent leadership. While it is difficult to implement the Compensation Plan without funding, all of the money in the world will not ensure competent leadership. When schools send in their grant requests this month, all will talk about money it takes to sustain the TLCP. Those of us who are already implementing a tiered structure realize the key to its effectiveness is competent teacher-leaders. As we head into our second year implementing tiers and fourth year supporting teacher-leadership, I have listed five things needed to ensure success of the plan: 1) Hire potential leaders and train them within your organization. If you want systemic reform, build leaders. In a small school, your salary schedule alone will not attract leaders. You will need to build them. 2) Train future leaders in both the skills to do the job of standards-based teaching and in PLC leadership. 3) Provide teachers with opportunities for leadership and supervise their development. 4) Put aside politics, personal feelings, and favoritism. They get in the way of recognizing leaders. 5) Continuously remind the Review Council, administrators, and teacher-leaders that student achievement is what the Compensation bill is really about.

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	404.5
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$124,917.69
Total Allocation	\$124,917.69

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.	\$61,787.40
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).	\$61,262.47
Amount used to provide professional development related to the leadership pathways.	\$0.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$123,049.87

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$123,049.87
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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 \$1,867.82

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)

We are proposing the following extra compensation for teachers selected as teachers leaders. Additional work is considered an extended (Lengthened) contract.

Minimal Salary: The salary for beginning teachers will exceed the \$33,500.00 minimum. No supplemental allocation is necessary.

Teacher Leader Positions: We propose salary for two **Instructional Coaches** in Math and Literacy. Each instructional coach will receive \$8,000.00. With FICA and IPERS, a total of \$18,652.80 is needed. We anticipate a need for three **Model Teachers**. Each model teacher will receive \$2,000.00. With FICA and IPERS, \$6,994.80 is needed for model teachers. We will select three **Mentor teachers**. Each mentor teacher will be paid \$3,000.00 in additional compensation. Adding FICA and IPERS, a total of \$10,492.20 is needed for mentoring. Lone Tree Community School will hire a half-time **Professional Development Leader** for 2015. The Professional Development Leader will receive \$10,000.00 in additional compensation. Including FICA and IPERS, a total of \$11,658.00 is needed. Finally, we propose a total salary of \$12,000.00 for four **Lead Teachers** in Math, Science, and 21st Century Skills. A total of \$13,989.60 is needed when FICA and IPERS are included. Our current calculation is that \$61,787.40 will be used for teacher leader positions.

Instructional Coaches	Position	Additional Compensation
Literacy Coach	Instructional Coach	\$8,000.00 (\$1,326.40)
Math Coach	Instructional Coach	\$8,000.00 (\$1,326.40)
TOTAL		\$18,652.80

Model Teachers	Position	Additional Compensation
K-5 Model	Math Model	\$2,000.00 (\$331.60)
6-8 Model	Literacy/Math Model	\$2,000.00 (\$331.60)
9-12 Model	Literacy/Math Model	\$2,000.00 (\$331.60)
TOTAL		\$ 6,994.80

Mentor Teachers	Position	Additional Compensation
K-5 Mentor	Beginning Teacher Mentor	\$3,000.00 (\$497.40)
6-8 Mentor	Beginning Teacher Mentor	\$3,000.00 (\$497.40)
9-12 Mentor	Beginning Teacher Mentor	\$3,000.00 (\$497.40)
TOTAL		\$10,492.20

Lead Teachers	Position	Additional Compensation
K-5 Math	Lead Math Teacher	\$3,000.00 (\$497.40)
6-12 Math	Lead Math Teacher	\$3,000.00 (\$497.40)
K-12 21st Century	Lead 21st Century/Training	\$3,000.00 (\$497.40)
6-12 Science	Lead Science Teacher	\$3,000.00 (\$497.40)
TOTAL		\$13,989.60

Professional Development Leader	Position	Additional Compensation
K-12 Professional Development	PD Leader	\$10,000.00 (\$1,658.00)
TOTAL		\$11,658.00

Additional Classroom Support: The selection of two Instructional Coaches who are in the classroom 50% of the time creates a need for a full-time teacher to cover. The total cost for that teacher is \$37,946.47 (including FICA, IPERS, and Insurance). Three Mentor Teachers at 75% and a one Lead Teacher in 21st Century skills at 75% creates the need for additional compensation for staff who will teach seven (7) periods per day to cover. Extra compensation for coverage is \$2,000 (per coverage period) per year. Total periods needed for coverage is 10. The total cost (including FICA and IPERS) is \$23,316.00.

Cover Staff	Compensation
Instructional Coach Cover (New)	\$37,946.47
Current Staff Cover (Lead/Mentor Single Periods)	\$23,316.00
TOTAL	\$61,262.47

Total Budget: We believe that funding for this initiative is per pupil and follows students in open enrollment. We currently have 100 students open-enrolled in and only 12 students going out. Additional funding will be budgeted when those figures are secure.

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