



Application

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

140524 - Lynnville-Sully Community School District Teacher Leadership and Compensation (TLC) System Grant
Teacher Leadership and Compensation System

Status: Under Review
Submitted Date: 10/16/2015 5:47 PM

Primary Contact

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Program Area of Interest	Teacher Leadership and Compensation System		
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Organization Information

Organization Name:	Lynnville-Sully Community Schools
Organization Type:	K-12 Education
DUNS:	
Organization Website:	

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Phone:

Ext.

Fax:

Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name

Shane Ehresman

Title

Superintendent/High School Principal

Organization

Lynnville-Sully Community School District

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

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

Name

Karla DeCook

Title

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County(ies) Participating, Involved, or Affected by this Proposal	Jasper County
Congressional District(s) Involved or Affected by this Proposal	2nd - Rep David Loeb sack (D)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	14, 15
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	28, 29
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **Not Applicable**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **Not Applicable**

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

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

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

Indicate the group(s) negatively impacted.

Question # 3

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

If YES, present the rationale for determining no impact.

Certification

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

Name of Person Submitting Certification. **Shane Ehresman**

Title of Person Submitting Certification **Superintendent/High School Principal**

Recipient Information

District **Lynnvile-Sully Community School District**

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

County-District Number 50-3906

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific Mr.
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TLC Application Contact

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Demographic Profile

October 2014 Certified Enrollment 427
October 2014 Free/ Reduced Lunch % 24
AEA Number 11

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

TLC Model Number Model 3 Comparable Plan

Narrative

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

Lynnvile-Sully is a small rural district approximately 45 minutes east of Des Moines, Iowa. We are proud to say that our district is viewed as an educational leader in our area with 40 highly qualified teachers currently employed by our district. Our K-12 student enrollment is 480, consisting of students in two preschool locations and a K-12 building. In the planning of the grant, the Teacher Leadership Compensation (TLC) Grant Writing Committee used the district's vision statement, "Empowering students to pursue their dreams;" and the unwritten district motto, "Students always come first," as the team's guiding philosophy. The team also agreed that the vision statement and motto should be adapted to include our teachers in this way: "Do what is best for teachers in order to do what is best for kids." With this in mind, the team articulated the district's TLC vision as follows: The Lynnvile-Sully Community School District will be a community of learners in which all teachers instruct in ways that ensure high levels of learning. In line with this vision, we developed the following goals:

1. Improve student learning in all content areas and close the achievement gap through high quality instruction.
2. Identify, honor, and reward effective teaching by providing pathways to career opportunities that come with increased leadership responsibilities, shared decision making, and increased compensation.
3. Promote professional growth through teacher led professional development, modeling, and collaboration.
4. Recruit and retain highly qualified teachers through competitive starting salaries and by offering short-term and long-term professional development and leadership opportunities.
5. Effectively use the Iowa Professional Development Model as the foundation from which to focus on curriculum, instruction, and assessment.

Included in our plan are four teacher leadership roles.

1. The Learning and Systems Leader (LS Leader) will:

- Plan and deliver professional development activities designed to improve instructional practices.
- Work with teachers in planning, monitoring, reviewing, and implementing best instructional practices.
- Oversee and monitor the implementation of the TLC plan as well as reporting progress to all stakeholders.

2. Instructional Coaches will:

- Meet with teachers on a regular basis to support teacher and student learning by observing, modeling, co-teaching, and reflecting.
- Provide input about professional development.
- Conduct research on best practices.
- Compile materials and resources to enhance student learning.

3. Model teachers will:

- Open their classrooms for observations and collaborate with teachers addressing classroom strategies and activities.
- Support and assist initial teachers by observing lessons and providing constructive feedback;
- Co-plan with initial teachers; and
- Analyze data to ensure the Iowa Teaching Standards are met through the curriculum taught.

4. Mentor teachers will:

- Support and assist initial teachers (mentees) in obtaining their initial licenses.
- Support new teachers to the district.

Using a screening process developed by the TLC Grant Writing Committee, a committee consisting of administrators and teachers will select the teacher leaders. As part of the selection process, teacher leader candidates will submit an application. The Teacher Leader (TL) Selection and Evaluation committee will interview Learning and Systems Leader and Instructional Coach candidates.

The TLC system will be closely monitored in order to ensure its long-term success. Surveys, interviews, regular meetings, evaluations, observations, and analysis of student achievement data will be used to determine the overall success while also serving to indicate where any adjustments need to be made to the system. Additional measures taken to ensure on-going success will involve regular communication with all stakeholders to both assess progress and solicit feedback. There will also be meetings among TLC team and administration to discuss professional growth, feedback for improvements, and the extended partnership with Heartland AEA.

Our budget for the TLC plan primarily covers the costs of the teacher leaders' supplements, coverage for their time

out of the classroom, and professional development opportunities related to the teacher leadership roles. As the Lynnville-Sully School District continues to strive to fulfill its mission, the TLC system will enable us to empower all teachers to put students first.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? **No**

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

Please include the following information in your narrative:

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

The Teacher Leadership and Compensation (TLC) legislation came to the attention of the District Leadership Team (DLT) in November 2012. The DLT agreed to learn more about the components of TLC and apply for the Iowa Department of Education planning grant. TLC planning grant funds would pay for substitutes, materials, conference fees, and travel expenditures. The team chose to research before making a decision to pursue the grant. In November 2013, LS received the planning grant. DLT examined models and chose to explore the comparable plan model. The superintendent updated the staff, School Improvement Advisory Committee (SIAC), and the Lynnville-Sully School Board about this decision.

The DLT was asked to investigate and make a recommendation for the Lynnville-Sully Community School District. After conducting research, considering needs of the district and investigating various plans, the DLT came to a decision to form a TLC Grant Writing Committee and create a proposal in February 2015 to apply for the TLC grant for the 2016-2017 school year.

Part 1a: Establish Committee: In November 2013, DLT assumed the role of the TLC Grant Writing Committee. It was important to create a dynamic team of innovative thinkers that represented various stakeholders within the district and utilize the time and resources available to develop a high-quality plan by including a cross-section of teacher representatives on the committee. It was imperative that all groups within the district were updated and contributed feedback throughout the process.

Research: The committee reviewed information regarding teacher leadership and school improvement initiatives. Three, four-hour meetings were held to research the grant application format, assess the district's needs, and explore the roles and responsibilities of teacher leaders. A list of existing leadership roles already established was created and examined. From this research, four different positions were created that would help Lynnville-Sully maintain and improve the existing systems.

Part 1b: Collaboration Schedule: All stakeholder groups were represented on the TLC Grant Writing Committee and were provided opportunities for input throughout the process.

TLC Grant Writing Committee Meetings Dates:

- March 26, 2015 (6 hours)— developed roles and researched other models of schools our same size
- April 16 & 21, 2015 (8 hours)— planning days

After completing these work sessions the team believed they had four leadership roles that would help Lynnville-Sully implement the TLC plan effectively. Staff input was needed at this point, and the following activities took place.

- April 23, 2015 — The TLC Grant Writing Committee presented the proposals to the staff by explaining each position, the roles, and the rationale behind each position. The team asked for anonymous written feedback.
- May 7, 2015 - The TLC Grant Writing Committee allowed the staff to have a small group question and answer session to allow another chance for staff and administrators to voice concerns, get more information, and give more feedback. Following the meeting on May 7, the TLC Grant Writing Committee proposed to move forward with writing the grant on the following days:
 - o June 11-12, 2015 (14 hours) — grant development and writing
 - o July 15-16, 2015 (12 hours) — grant development, editing, and writing
 - o August 17, 2015— Propose grant to School Board for initial read and comment
 - o August 25, 2015 — Propose grant to staff
 - o September 21, 2015—Present grant to SIAC (parent) and present final version to the board before grant submission
 - o October 16, 2015—Submit grant to Iowa Department of Education

Part 1c: Teachers, administrators, and parents were represented in the process of reviewing the TLC plan. Through the process this committee collaborated with stakeholders to share progress and receive feedback. During PD, staff was informed of progress and allowed time to provide feedback. The superintendent kept the school board members informed, and SIAC was consulted for additional parental input during the review progress. All stakeholders also reviewed the final grant proposal.

The team believed there was support from all stakeholders. In previous years, teachers have taken on leadership roles in district initiatives such as MTSS, DLT, and Iowa Core. This plan covered those roles. The actions that the Lynnville-Sully Board has taken to fulfill our five-year goals attest to the support and commitment that will be afforded the TLC plan. One district goal is to hire, train, and retain highly qualified educators. As a result of the input taken from among the stakeholder groups, the TLC Grant Writing Committee and all stakeholders believe a teacher leadership program

will attract promising new teachers, retain effective teachers, promote collaboration among teachers, provide teachers with opportunities to develop, and reward professional growth and effective teaching. All of these will ultimately enhance student achievement. This program will ensure that our intended, enacted, and assessed curriculum will result in the desired learned curriculum.

Narrative

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

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

State Goals:

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

The mission statement of the Lynnville-Sully Community School District reads: "Fueling the passion for learning and educating all students to achieve their full potential." The district recognizes the key role of quality instruction in achieving our mission and believes educators can become far more effective by working together and sharing responsibility. The vision of the Lynnville-Sully Teacher Leadership and Compensation (TLC) system is to become a community of learners where all teachers instruct in ways that ensure high levels of academic rigor for student success. The Teacher Leadership and Compensation (TLC) system will provide a structured network of teacher support through meaningful teacher leadership roles, teacher collaboration, and professional growth. Our long-range comprehensive school improvement (CSIP) goal is to increase the percent of students scoring proficient on reading comprehension, mathematics, and science by differentiated instruction, integration of core academics with technology, and implementation of evidenced-based instructional practices in all classrooms. Data from Iowa Assessments, MAP, FAST, ACT, ACT WorkKeys, the Clarity Survey, Iowa Association of School Boards administered needs assessment (2014), and input from staff, administrators, parents, and students were used to identify the following district needs:

- The elementary building is on the 2014-2015 SINA watch list for reading.
- An increasing number of elementary students are below proficient in reading.
- Teachers desire greater peer collaboration around Iowa Core, evidenced-based instructional practices, and technology integration.
- Parents report that there is a need for better communication from the district around the curriculum and policies.

The district recognizes that for a school to improve instruction for all students, it must provide opportunities for teachers to be innovative, to develop and improve instructional practices, and to learn collaboratively. The district TLC plan encourages teacher leaders to support colleagues in order to shape school improvement efforts and to take a leading role in guiding individual and collective professional development goals. The plan also supports ongoing professional development for all teachers. Research has shown that the greatest impact on student learning is classroom instruction (Hattie, 2013; Rand, 2012). The Lynnville-Sully TLC plan is premised on utilizing teacher leadership roles that support the district vision and the state goals as outlined in the Teacher Leadership and Compensation System guidance documents. District TLC goals are as follows:

1. Improve student learning in all content areas and close the achievement gap through high quality instruction.
 1. Identify, honor, and reward effective teaching by providing pathways to career opportunities that come with increased leadership responsibilities, shared decision-making, and increased compensation.
 2. Promote professional growth.
 3. Recruit and retain highly qualified teachers through competitive starting salaries and by offering short-term and long-term professional development and leadership opportunities.
 4. Effectively use the new Iowa Professional Learning Standards (Iowa Code: Ch. 83, p.2) as the foundation from which to focus on curriculum, instruction, and assessment.

Ultimately, if we actively engage teachers in leadership roles, fully support new teachers as they enter the profession, improve individual and collective practices, provide coherent and coordinated professional development, and monitor performance, then we will improve the overall quality of instruction, increase rates of student achievement, and empower all individuals to reach to their fullest potential.

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

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

The strategic operational foundation upon which Lynnville-Sully Community School District defines and implements their goals and initiatives is the continuous improvement model within a Multitiered System of Support (MTSS). Under the guidance of the administrative team, the Learning and Systems Leader will facilitate district initiatives by collaborating with Instructional Coaches and Model Teachers. Current MTSS initiatives that will be strengthened through the plan include the following:

- **Implementation of Iowa Core:** The TLC plan will strengthen our ongoing work implementing the Iowa Core. The standards are being unpacked and aligned to our curriculum. The Learning and Systems Leader will be responsible for creating professional development opportunities to strengthen implementation of the Iowa Core. Model Teachers will enact best practices in their classroom. Instructional Coaches will ensure that learning is differentiated so every student has access to understanding and learning the concepts of the Iowa Core in literacy and mathematics. The Lynnville-Sully Teacher Leader team will be instrumental in identifying gaps between the content taught in our classrooms and the Iowa Core standards so appropriate adjustments can be made at the systems level.
- **Comprehensive Use of Data:** Data are regularly and consistently used to guide instruction for all students and plan interventions for students who need additional support or for those who require accelerated programs. Data are used to identify system gaps and to guide building-level professional development. The Lynnville-Sully Teacher Leader team will facilitate data days for literacy, math, and behavior.
- **Project-Based Learning:** Project-based learning allows students to actively explore real- world problems and challenges to acquire a deeper knowledge and understanding of the content they are studying. The TLC plan will allow for staff collaboration to maximize the benefits of project-based learning in the areas of mathematics and science while helping to make connections to technology and the 21st Century Skills of the Iowa Core.
- **Districtwide Assessment Plan:** The Teacher Leader team will ensure the district wide assessment plan is implemented with fidelity and accuracy for all students. Using the FAST Assessment Suite, universal screening in literacy, mathematics, and behavior will occur three times per year for all K-12 students. Students identified through screening will receive interventions, be included in progress monitoring, and have diagnostic testing, as required. The Lynnville-Sully Learning and Systems Leader will develop professional development learning opportunities around implementation of the comprehensive assessment plan. Instructional Coaches will assist and Model Teachers will demonstrate high quality, evidenced-based use of formative assessment during instruction in the classroom.
- **Technology:** Addressing the differentiated technology skills that students bring into the classroom along with the various skill and comfort levels of our teachers is a monumental task. In the 2015-2016 school year, Digital Citizenship will be introduced as part of the professional development plan. The TLC plan will support facilitation of the development and implementation of professional development around technology initiatives in our district to ensure equity for all, so our teachers and our students become informed and competent consumers of technology.

Future initiatives proposed as part of the TLC grant include the following:

- **Development of a Professional Learning Community (PLC):** The Learning and Systems Leader will be essential to PLC implementation by facilitating the development and delivery of professional development. Instructional Coaches, Model and Mentor Teachers will each be assigned to different PLCs to ensure consistency of message and fidelity of implementation of the PLC process.
- **Science Technology Engineering and Mathematics (STEM):** The Teacher Leader team will help to implement STEM initiatives in the context of innovation and creativity while incorporating digital technologies to support and enhance Iowa Core instruction. This will help students engage at high levels of understanding in the learning process.

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

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

Lynnville-Sully CSD current mentoring and induction program: The school district typically has one or two initial teachers participating in the mentoring and induction program. The building principal and superintendent select the mentor teachers who share either a similar grade or content area. Lynnville-Sully works in collaboration with Heartland AEA, where the mentors and mentees participate in a series of training classes. The classes teach and discuss researched best practices, student engagement, peer observation and reflection, parental involvement, behavior and classroom management, and analysis of student data. With the current district procedures, the mentors receive Heartland AEA training at a different time than the mentees. Also, the mentor and mentee are required to meet for 10 hours each semester. At this time, collaboration time is not allocated and the mentor/mentee must find time either during the school hours or outside of the school day. Teachers with an initial license will have a mentor for two years. Teachers with a license higher than an initial license will have a mentor for one year, with a second year based on the discretion of the administration. The Teacher Leadership Compensation (TLC) plan will allow the school district to train mentors prior to hiring new teachers as well as allocate time and resources essential to a positive mentor/mentee relationship.

In addition to the Heartland AEA mentoring and induction program, all new teachers to the district have a two day extended contract. The two days are used at the beginning of the school year to provide a school orientation and allow new teachers time to work in their classroom with their mentors. This additional time benefits both parties. As they work through the mentoring process, both become better at reflecting on lessons.

Proposed improvements to the current mentoring and induction program:

1. Mentor teachers will receive two additional contract days at the beginning of the school year. The first day will be used to collaborate with the mentee and building principal to discuss policies, procedures and expectations. The second day will be used to meet with an assigned mentee in order to become acquainted with each other and to begin the collaborative process prior to the beginning of the school year. It is a goal for the mentor and mentee to develop a deep relationship of professional guidance that is supportive of the mentee.
2. TLC funding will allow mentors to be placed with teachers who may have experience, but new to the district. This will provide support to these teachers as they learn the expectations, procedures, and curriculum of our district. This will also encourage a collaborative relationship for all new staff members.
3. Each mentee and mentor teacher will be given two release days during the year to observe best practice, collaborate, and learn from each other. The mentee may also use these days to observe other mentor teachers, model teachers, instructional coaches, or same grade level/content area teachers in another school district. The mentor may use these days to observe the mentee teacher in the classroom.
4. Currently mentors receive minimal support. In order to make the most out of our mentoring program, we are proposing that our mentors engage in opportunities to build their knowledge of current research-based instructional practices, increase leadership capacity through coach training, and by attending the Mentoring Matters course. We also want mentors to build skills in coaching mentees through observations and reflective conversations. The mentor teacher will be provided resources on adult learning. The resources may consist of book studies, AEA workshops, or other professional workshops on adult learning. It is the goal of the district that all mentor teachers have the knowledge to provide tools to the mentee on teaching practices, as well as be approachable, knowledgeable in the art of encouragement, and be an effective communicator.
5. Each mentor teacher will be chosen through a selection process developed by the Teacher Leader Selection and Evaluation Committee. The mentor teacher will be assigned prior to the start of the school year and will be trained in the Heartland AEA mentoring and induction program. The district will utilize a formal approach to select and match mentors with mentees.

TLC funding will be used to strengthen the mentoring and induction process by providing opportunities for the mentee to engage with the mentor on the following:

- District and building initiatives.
- Curriculum, instruction, and assessment processes within the district.
- Using data to drive instruction.

Mentor and mentee teachers will be provided more opportunities to work and learn together. Scheduled release time will be given for the mentors and mentees to develop a plan and timeline that will guide their collaboration work. The Learning and Systems Leader and the building principal will approve the plan for accountability and fidelity. An

integral part of that plan will be to provide opportunities for peer review and reflection. It is imperative we guide the development and growth of new teachers through an effective mentoring process.

Narrative

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

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

Please include the following information in your narrative:

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

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

The selection of roles is based on the TLC Grant Writing Committee's review of the leadership positions already established at Lynnville-Sully. After review and stakeholder input, the TLC Grant Writing Committee believes these roles fit well with the needs of the school and the district's' goals and initiatives. The committee believes teachers are the logical leaders in promoting and supporting change in teaching practices and that teachers in shared decision making roles, improve morale, enhance teachers' work, and make use of underutilized resources. This aligns with the Lynnville-Sully Community School District vision statement, "Empowering all students to pursue their dreams."

Learning and Systems Leader (LS Leader)

(One position)

- Must have three years teaching experience, including one year in the district, and demonstrate the competencies as determined by the Iowa Teaching Standards. Holds a minimum of a standard license issued under Chapter 272.
- Will be selected by the TLC Selection and Evaluation Committee (3 teachers and 3 administrators).
- Subject to an annual review by TLC Selection and Evaluation Committee that includes peer feedback on performance as Learning and Systems Leader (LS Leader).
- Contract will be 10 days longer than career teacher contracts. The 10 days will be used to strengthen instructional leadership regarding curriculum and professional learning development.
- Will be assigned for one year.
- Will not be assigned a classroom-teaching role.
- *Shall receive a salary of teacher contract and a salary stipend of \$10,000.

Role Summary

The Learning and Systems Leader (LS Leader) will use the Iowa Professional Development Model to plan and implement professional development at the district level and building levels. The administration and the District Leadership Team will be consulted for input on professional development planning and implementation. The LS Leader will support the Multi-tiered Systems of Support (MTSS) process and implementation of Iowa Core. The LS Leader will be responsible for the implementation of the Teacher Leadership Compensation Plan and for reporting progress to all stakeholders.

Anticipated Duties/Responsibilities

- Work with teachers in planning, monitoring, reviewing, and implementing evidence-based instructional practices.
- Participate quarterly with administration to review survey data, TLC structure efficacy, and/or to problem solve utilizing a continuous improvement mindset.
- Work with and train teachers to provide interventions aligned by subject area.
- Support instruction and learning through the use of technology.
- Actively participate in collaborative problem solving and reflective practices.
- Plan and deliver professional development activities designed to improve instructional strategies.
- Engage in the development, adoption and implementation of curriculum and curricular materials.
- Analyze district /building data and report to all stakeholders.
- Receive professional development in leading adult learners
- Assist with carrying out district and building initiatives. Provide resources or suggestions for necessary tools.
- Facilitate conversations about the intended, enacted, and assessed curriculum.
- Stay current on research of best practices and develop and implement professional development to encompass the research.
- Participate on the School Improvement Advisory Committee (SIAC).
- Participate as an active member on the District Leadership Team (DLT).
- Collaborate with instructional coaches and assist coaches with their duties.
- Collaborate with model and mentor teachers.
- Facilitate the teacher walkthrough process.
- Gradual Release Model.

(Three positions)

- Must have three years teaching experience including one year in the district and demonstrate the competencies as determined by the Iowa Teaching Standards. Holds a minimum of a standard license issued under Chapter 272.
- Will be selected by the TLC Selection and Evaluation Committee (3 teachers and 3 administrators).
- Subject to an annual review by TLC Selection and Evaluation Committee that includes peer feedback on performance as Instructional Coach.
- Contract will be four days longer than teacher contracts. The four days shall be used to strengthen instructional leadership skills.
- Will be assigned for one year.
- Responsibilities will be split 94% classroom teacher, 6% Instructional Coach
- The 6% may include time to conduct walk-throughs, model and co-teach, research effective teaching practices and participate in data days. This should be approximately 10 days out of the classroom.
- *Shall receive a salary stipend of \$4,000.

Role Summary

Instructional coaches will provide additional guidance in one or more aspects of the teaching profession to teachers. The coaches will meet with teachers on a regular basis to support teacher and student learning by observing, modeling, co-teaching and/or reflecting. A portion of the coaches' time will be spent with the Reading and Math Leadership Teams, LS Leader, and administrators to provide input on professional development, researching evidence-based practices, and compiling materials/resources to enhance instructional practices and student learning.

Anticipated Duties/Responsibilities

- Bring evidence-based practices into classrooms by working with teachers. Practices include but are not limited to content planning, assessment, instructional strategies, and community building/classroom management.
- Collaborate with Reading and Math Leadership Teams, LS Leader, model teachers, and administration.
- Compile materials/resources with the assistance of the LS Leader. Research evidence-based practices based on teacher/student needs.
- Assist with professional development.
- Receive professional development in leading adult learners.
- Support teachers in improving their instruction and be able to assist teachers in using data to guide instruction.
- Continually improve own teaching through current research and best practices.
- Be knowledgeable, support, and implement current district/building initiatives
- Conduct walk-throughs to help guide professional development.
- One coach will participate in each data day throughout the year.
- Receive professional development in the Gradual Release Model (GRM) in order to use this with staff model.

Model Teacher

(Six positions: Three K-5 positions and Three 6-12 positions)

- Must have three years teaching experience including one year in the district and demonstrate the competencies as determined by the Iowa Teaching Standards. Holds a minimum of a standard license issued under chapter 272.
- Will be selected by the TLC Selection and Evaluation Committee (3 teachers and 3 administrators).
- Subject to an annual review by TLC Selection and Evaluation Committee that includes peer feedback on performance as Model Teacher.
- Contract will be two additional days and will be used to strengthen instructional practices. Will be assigned for one year.
- Teach full-time.
- *Shall receive a salary stipend of \$2,500.

Role Summary

Model teachers serve as a role model of exemplary teaching practices. The model teacher has successfully demonstrated success in the knowledge and implementation of instructional strategies and evidence-based practices. He/she will provide opportunities for new and veteran teachers to observe, collaborate, and reflect.

Anticipated Duties/Responsibilities

- Welcome teachers to observe classroom instruction upon request.
- Collaborate and reflect with teachers addressing classroom strategies and activities.
- Collaborate with the LS Leader and Instructional Coaches.
- Continually improve own teaching through current research and evidence-based practices.
- Use data to drive instruction and be able to assist teachers in using data.
- Serve on at least one leadership team. (MTSS, Math, Reading, Technology, DLT, SIAC, etc.)
- Facilitate meetings as assigned.
- Collect, compile, analyze, and interpret data.
- Be knowledgeable, support, and implement current district/building initiatives.
- Assist with professional development.
- Receive professional development in the Gradual Release Model (GRM) in order to use this with staff model.

Mentor Teacher

(Three positions)

- Must have three years teaching experience including one year in the district and demonstrate the competencies as determined by the Iowa Teaching Standards. Holds a minimum of a standard license issued under Chapter 272.
- Will be selected by the TLC Selection and Evaluation Committee (3 teachers and 3 administrators).
- Subject to an annual review by TLC Selection and Evaluation Committee that includes peer feedback on performance as Mentor Teacher.
- Demonstrates continuous improvement in teaching.
- Contract shall be two days longer than career teachers and will be used to strengthen instructional leadership of mentor teachers.
- Two sub days provided for modeling and observations of mentor and mentee.
- Will be assigned for one year.
- Teach full-time.
- *Shall receive a salary stipend of \$1,500.

Role Summary

The mentor teacher will support and assist initial teachers (mentees) in achieving their standard license. The mentor teacher will also support the first year of a teacher new to the district. A demonstration of exemplary teaching skills is necessary.

Anticipated Duties/Responsibilities

- Receive professional development in leading adult learners or BEST Mentor Training.
- Meet with mentee as needed to plan, develop, and teach lessons, must meet a minimum of 10 hours per semester
- Develop a plan and timeline with assigned mentee.
- Support and assist mentee as they work toward a standard license.
- Serve as in-district mentor to teachers new to the district.
- Observe mentee and provide feedback. (substitute days as needed)
- Model strategies and classroom management to support the mentee. (substitute days as needed)

It is important to monitor the implementation of the TLC plan to ensure its fidelity. The success of our TLC plan hinges on collaborative work between all teacher leaders. The LS Leader will work closely with the instructional coaches and administrators to plan and deliver professional development. The model teachers will implement appropriate

instructional practices learned during professional development. The mentor teachers will support and assist initial teachers and new teachers to the district. After the first year of implementation the TLC plan will be reviewed to evaluate the system and the need for adjustments.

Using Part 6 application narrative from previous submission? **No**

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

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

- a) Prior demonstrated measures of effectiveness.

- b) Prior demonstrated professional growth.

Lynnville-Sully Community School District will have one Selection and Evaluation Committee comprised of three administrators and three teachers. The teacher committee members will be among those not applying for Teacher Leadership positions. The teachers will be selected and evaluated on an annual basis through a volunteer process and approved by the superintendent and a representative from Professional Educators of Lynnville-Sully Board. In order for the Teacher Leadership Compensation plan to be effective, it is necessary to have teacher leaders that demonstrate strong teaching practices, a commitment to professional growth, and a commitment to the district. Teachers assigned to Teacher Leader (TL) roles must have three years of teaching experience and at least one year of experience in the school district. With this in mind, the selection process will use a multi-faceted system encompassing the review of applications and interviews. The TL Selection and Evaluation Committee will make recommendations for teacher leadership roles to the superintendent, with final approval by the School Board.

Application Process

- Teacher leader candidates will submit an application documenting their interest and qualifications.
- Applications for Instructional Coach, Mentor, and Model teaching positions will be reviewed by the TL Selection and Evaluation Committee.
- In addition to application review, interviews will be conducted for the position of the Learning and Systems Leader. The interview will evaluate the following:

1. Reasons for applying for the position
2. Teaching practices
3. Philosophy
4. Leadership qualities, skills, experiences
5. Professional growth
6. Knowledge of data analysis and MTSS processes
7. Curriculum development

The TL Selection and Evaluation Committee will use a scoring rubric to evaluate candidate qualifications and to determine if the candidate demonstrates the ability to fulfill the teacher leadership role. The rubric will assess for the following attributes:

1. Excellent communication skills
2. Understanding of adult learning
3. Expertise in curriculum development
4. Expertise in instructional strategies and teaching practices
5. Commitment to professional growth
6. Effectiveness as a teacher leader
7. Use of data
8. Reflective practices

For the Annual Review of Assignment, the TL Selection & Evaluation Committee will examine the following evidence:

1. Surveys will collect teacher feedback regarding their experiences with teacher leaders.
2. Each teacher leader will complete a self-reflection form.
3. The building principal/supervisor will evaluate the teacher leaders.

Reviewing the above documents will give the TL Selection & Evaluation Committee ample evidence regarding effectiveness as a teacher leader.

Narrative

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

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

Teacher leadership is one of the original operating principles of the Iowa Professional Development Model, and leadership is enacted in the new Iowa Professional Learning Standards. This standard establishes the tenet for leadership as, “Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning” (Iowa Code Ch. 83, p.2). In order for us to be successful, we agree to work collaboratively. Lynnville-Sully teachers, administrators, along with the AEA Professional Learning and Leadership Consultant (PLLC), the AEA content expert, and the AEA special education consultant will operate collectively and assume responsibility to plan professional development that is based on need, is responsive to data collected during the walkthrough process, and supports all seven Iowa Professional Learning Standards. The Lynnville-Sully TLC plan is designed on the precept that to be truly effective, it must distribute leadership among strong teacher leaders.

Teacher leaders will collect data concerning current initiatives and teacher practices using peer- assisted walkthrough observations, student trend data, and the system needs assessment to determine the focus of professional development. The Learning and Systems Leader will be responsible for organizing these data and facilitating data analyses with building administrators, the DLT, and the AEA PLLC. Working collaboratively, this team will establish system-wide and targeted building-level goals for professional development that are aligned to the Iowa Professional Learning Standards. After goals are established, specific evidenced-based content with proven high effect sizes (Hattie, 2009; Wiliam, 2011) will be determined. Professional development content will meet the following criteria:

- Aligned to Iowa Professional Learning Standards;
- Aligned to the Iowa Core State Standards of the content area being addressed;
- Aligned with district-established student achievement goals;
- Selected based on research and evidence of its effectiveness, as determined by effect sizes;
- Delivered consistently by teacher leaders, instructional coaches, and model teachers, in formal and informal settings to ensure that all professional development training and learning opportunities are targeted to improve instruction and designed to include following components:
 - Student achievement data and analysis;
 - Education pedagogy and theory about learning and instruction;
 - Classroom demonstration, practice, and use of the Gradual Release of Responsibility (Fisher & Frey, 2013) instructional model;
 - Classroom peer-observations and teachers’ self-reflections;
 - Teacher collaboration and study of teacher implementation; and Integration of instructional technology and digital citizenship.
- Include an evaluation component of professional development that measures improvement in instructional practice and its impact on student learning; and
- Support the professional development needs of district certified staff responsible for instruction.

Instructional Coaches will assist the LS Leader in the implementation of professional development. They will also provide additional guidance to teachers to help them incorporate the professional development into their instruction. The coaches will meet with teachers on a regular basis to support teacher and student learning by observing, modeling, co-teaching, offering support in planning, or reflecting. A portion of the coaches’ time will be spent with the Teacher Leader team, AEA PLLC and administration to provide input on PD planning and implementation, researching best practices, and compiling materials and resources to enhance student learning.

Model and Mentor teachers will serve as models of exemplary teaching practices, including strategies learned in professional development. Teacher Leaders will demonstrate success in the knowledge and implementation of instructional strategies and best practices in all content areas. They will provide opportunities for new and veteran teachers to observe the application of the professional development in their classrooms.

Data, such as observations and teacher feedback, will be collected from all PD opportunities. These data will be analyzed by the teacher leaders and reported to the administration. The information obtained will enable us to make adjustments to professional development activities for the district and its buildings.

Our TLC system has been designed to ensure high-quality PD, utilizing teacher leaders that adhere to the high standards laid out in the IPDM. The teacher leaders will engage all teachers and address issues in order to improve the district’s PD efforts.

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

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

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

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

One important element of the Teacher Leadership Compensation plan at Lynnville-Sully will be monitoring for effectiveness. This will be accomplished in several ways, including data analysis, staff feedback, and self-reflections. The district has two main goals for evaluating the effectiveness of the Teacher Leadership Plan:

Goal #1: Provide formal and informal coaching to improve the effectiveness of teaching and learning.

- Increase learning opportunities for staff to plan, develop, and lead professional development.
- Increase student achievement as measured by Adequate Yearly Progress (AYP) indicators through our MTSS framework, Iowa Assessments, MAP Testing, FAST assessments, ACT WorkKeys, ACT, graduation rates and other informal and formal assessments.

Current Realities/Future Vision with TLC:

The TLC plan will create new pathways of teacher leadership, fortify existing roles, and help sustain a system of increased teacher supports.

Short-Term Measures of Impact/Effectiveness:

- Provide coach training through AEA Heartland for our Instructional Coach(es) and Learning and Systems Leader.
- Develop teacher leadership roles by providing opportunities for District Leadership Team (DLT), teacher walk-throughs, MTSS, etc.

Long-Term Measures of Impact/Effectiveness:

- Teacher leadership will provide self-reflections at least twice a year accompanied by an annual evaluation to assess role efficacy as related to job descriptions and teacher leadership responsibilities.
- TLC impacts on our CSIP (school improvement) process as measured by our academic goals aligned to our vision/mission. This includes, but is not limited to, the following:
 - NWEA/MAP Testing
 - Iowa Assessment
 - Common Formative Assessments
 - Fast/IGDIs Universal Screeners
 - MTSS data results
 - Data will be collected, through our TLC structure, in guiding our comprehensive school improvement process.

Goal #2: Attract & retain high-quality teachers by providing career pathways driven by a collaborative environment.

Current Realities/Future Vision with TLC:

Our current structures offer limited opportunities for teacher leadership. We are committed to offering teacher leadership roles to a wider range of our staff under the TLC plan we are proposing. This structure will increase supports for staff, engage practitioners in building leadership capacities, and promoting a shared/distributed leadership approach to comprehensive school improvement. The new structure will also offer increased opportunities for collaboration.

Short-Term Measures of Impact/Effectiveness:

January-March 2016—Complete the following:

- Job descriptions (completed 4-2015)
- Selection criterion (completed 8-2015)
- Training plan
- TLC Review committee
- Leadership positions posted
- Interviews scheduled
- Hiring process

Review expectations for each leadership role and how each is related to comprehensive school improvement.

- Increase the frequency and type of collaboration, based on best practices, between teachers/mentees
- Collect data to monitor student achievement
- Mentee survey data
- Teacher survey data around TLC effectiveness
- Train mentors through Heartland AEA

Long-Term Measures of Impact/Effectiveness:

- Monitor staff retention in efforts to positively impact current trends.
- Continuous opportunities for furthering teacher leadership education through Heartland AEA

Using Part 9 application narrative from previous submission? **No**

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

The Lynnville-Sully Community School District is committed to implementing the Teacher Leadership Compensation (TLC) plan with integrity. The TLC plan was developed in a collaborative environment by a team that was focused on improving instructional practices, providing teacher leadership opportunities, and enhancing student learning. In order to foster success, the plan includes the following:

- A rigorous selection process of teacher leaders.
- A variety of roles and opportunities for teacher leaders.
- A clear outline of necessary qualifications and responsibilities for teacher leaders.
- An evaluation system that uses student data, teacher feedback and reflections, and peer collaboration to address areas of improvement.
- Salary compensation for increased leadership duties and time commitment.

Currently, our district utilizes the District Leadership Team (DLT) that consists of administrators, teachers and the AEA Professional Learning and Leadership Consultant (PLLC) to plan and facilitate professional development. Additionally, teachers are part of several committees, which include MTSS Reading Leadership, MTSS Math Leadership, School Improvement Advisory Committee (SIAC), and Technology. On these committees, teachers have active roles in making decisions to improve our school. Because teachers have served on various committees in leadership roles, the TLC grant writing committee believes it will be a smooth transition for them to fill roles as teacher leaders.

In 2013, the district hired a full-time technology integrationist. The integrationist role is to assist with planning and providing professional development for the variety of technology resources employed by the district. The integrationist works on a one-to-one, small group, or whole group basis with the K-12 staff to develop instructional skills and strategies using technology. In addition, for the past nine years, the district has also shown a strong commitment to improving reading and math skills through the implementation of an MTSS initiative. Teachers serve in a variety of roles, helping coordinate assessments, analyze data, and formulate and implement intervention plans for students. The district also has a mentoring program in place. The district utilizes the AEA mentoring and induction program with new teachers. The TLC plan will enhance this program by providing additional days for working with assigned mentors and observing other classroom teachers.

In order to sustain the program into the future, the district has made a commitment to support the TLC plan. Teachers already play a large part in planning and implementing professional development through the DLT and MTSS leadership teams. The transition to include TLC leadership roles in planning PD will be a smooth one, as current DLT and other leadership team members are likely to serve in some of the TLC leadership roles. In addition, the district will utilize Heartland AEA when necessary to provide training for our teacher leaders.

The following persons will be responsible for ensuring the success of the Lynnville-Sully CSD TLC plan:

- School Board —The Board members are aware of and have committed their support to the TLC plan. The Teacher Leader team will continue to keep the Board abreast of the work being done and how it is impacting our students.
- Superintendent — The superintendent has been committed to this effort since the beginning of the planning stages. He has taken part in all of the planning meetings in addition to meetings out-of-the-district. He will be responsible for ensuring that the professional development programming is in compliance with the Department of Education regulations and follows the CSIP. He will act as the liaison for the School Board, staff, and community. Most importantly, he will support the vision of the TLC plan.
- Building Administrators — Collaboration between building administrators and the Teacher Leadership positions will be key to the successful implementation of the TLC plan. Teacher leaders and administrators will need open lines of communication for conducting walk through observations, analyzing walk through data, and using these data to plan effective professional development.
- TLC Selection/Evaluation Committee —Members of this committee have a critical role in selecting teacher leaders who will impact teaching and learning at L-S. Success of the TLC plan will depend on choosing the right people to fill the leadership roles and providing honest and constructive evaluation to ensure these people are effective in their roles.
- Teacher Leaders — The leaders will have the most important role in terms of sustainability. The Learning and Systems Leader will play a crucial role in success of the TLC plan, as it is his/her job to oversee all the other leadership positions and hold people accountable. He/she will work collaboratively with all leaders, the TL Selection

and Evaluation Committee, the administration, and the AEA PLLC to ensure that all facets of the plan are implemented to best serve students and teachers.

Assurances

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

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

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

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

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

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

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$47,862.50
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).	\$63,592.00
Amount used to provide professional development related to the leadership pathways.	\$5,000.00

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

These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.

\$0.00

Totals

\$116,454.50

Grant Allocation

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

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

Certified Enrollment Number 427.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$133,514.36

Total Allocation \$133,514.36

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$116,454.50

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 \$17,059.86

Budget Alignment

Using Part 10 application narrative from previous application? No

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

We have set forth a plan that provides the best use of grant funds to support our vision and allow us to meet the following plan goals:

- Improve student learning in all content areas and close the achievement gap through high quality instruction.
- Effectively use the Iowa Professional Development Model as a foundation for focusing on curriculum, instruction, and assessment.
- Recruit and retain highly qualified teachers through competitive starting salaries and through short- and long-term professional development and leadership opportunities.
- Promote professional growth through teacher led professional development, modeling and collaboration.
- Identify, honor, and reward effective teaching by providing pathways to career opportunities that come with increased leadership responsibilities, shared decision making, and increased compensation.

Based on student enrollment, the district will receive \$133,657.30 in Teacher Leadership Supplement Funds. We will have thirty-three career teachers for the 2015-16 school year. No salaries will need to be raised to the minimum \$33,500. The tables below outline the budgeted expenditures for the addition of thirteen teacher leadership roles, which will include the following: One Learning and Systems Leader, three instructional coaches, six model teachers, and three mentor teachers. The following provides details about the use and allocation of funds tied to the leadership roles. In addition, \$5,000 will be allocated to provide professional development opportunities to teacher leaders and teacher mentees.

Learning and Systems Leader (LS Leader):

The Learning and Systems Leader (LS Leader) will use the Iowa Professional Development Model to plan and implement professional development at the district level and building level. The administration and the District Leadership Team (DLT) will be consulted for input on professional development planning and implementation. The LS Leader will support the MTSS process and implementation of Iowa Core. The LS Leader will be responsible for the implementation of the Teacher Leadership Compensation Plan and for reporting progress to all stakeholders.

Position	Extended Contract Days	Total Contract Days	Estimated Compensation per Position	Estimated Total Compensation with FICA and IPERS
1	10	200	\$10,000.00	\$11,165.00
Replacement Teacher		190		\$57,000.00

Instructional Coaches

Instructional coaches will provide additional guidance in one or more aspects of the teaching profession to teachers. The coaches will meet with teachers on a regular basis to support teacher and student learning by observing, modeling, co-teaching and/or reflecting. A portion of the coaches' time will be spent with the Reading and Math Leadership Teams, LS Leader, and administrators to provide input on professional development, researching evidence-based practices, and compiling materials/resources to enhance instructional practices and student learning. Responsibilities are split 94% classroom teacher, 6% Instructional Coach. The 6% may include time to conduct walkthrough observations, model, and co-teach research effective teaching practices and participate in data days. This should be approximately 10 days out of the classroom.

Positions	Extended Contract Days per Position	Total Contract Days per Position	Compensation per Position	Estimated Total Compensation with FICA and IPERS
3	4	194	\$4,000.00	\$13,980.00
Substitute Costs				\$3,495.00

Model Teachers

Model teachers serve as a role model of exemplary teaching practices. The model teacher has demonstrated success in the knowledge and implementation of instructional strategies and evidence-based practices. He/she will provide opportunities for new and veteran teachers to observe, collaborate, and reflect. There will be three K-5 model teachers and three 6-12 model teachers.

Positions	Extended Contract Days per Position	Total Contract Days per Position	Compensation per Position	Estimated Total Compensation with FICA and IPERS
6	2	192	\$2,500	\$17,475.00
Substitute Costs				\$1,398.00

Mentor Teachers

The mentor teacher will support and assist initial teachers (mentees) in achieving their standard license. The mentor teacher will also support the first year of a teacher new to the district. A demonstration of exemplary teaching skills is necessary. The extended contract time and additional professional learning through the TLC System will provide our mentors the needed resources to more effectively support new teachers, ultimately, resulting in increased attraction for and retention of promising new teachers.

Positions	Extended Contract Days per Position	Total Contract Days per Position	Compensation per Position	Estimated Total Compensation with FICA and IPERS
3	2	192	\$1,500	\$5,242.50
Substitute Cost				\$699.00

In summary, our plan involves approximately 39% of our career teachers in leadership roles. Within our small district, teachers are used to taking on additional leadership responsibilities, and this grant will give teachers additional time and supports needed to make systemic change in our district.