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Application

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

95325 - MFL MarMac TLC Grant 2015-16

Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-31 09:14:37
Signature:	Dale Crozier	Submitted By:	Dale R Crozier

Applicant Information

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Program Area Teacher Leadership and
 of Interest* Compensation System
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Organization Information

Organization Name:* MFL MarMac Community Schools
 Organization Type:* K-12 Education
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 Benefactor Vendor Number

Recipient Information

District* MFL MarMac Community School District
Use the drop-down menu to select the district name.

County-District Number* 22-4419
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-281-4700.

Honorific Dr.

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Use the drop-down menu to select the state.

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TLC Application Contact

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Zip Code*	52159

Narrative

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

The Teacher Leadership and Compensation (TLC) Grant would be a great catalyst for positive change at MFL MarMac CSD. Our vision for the TLC is to attract the best possible teachers, to retain newly hired teachers as well as retain the veteran master teachers, to promote extensive collaboration among teachers, to reward professional growth, professional development, and effective teaching, and to improve overall student achievement.

The district serves five rural communities in northeast Iowa. Twelve miles separates two facilities, one in McGregor and one in Monona. PK-3 and grades 9-12 share the facility in Monona while grades 4-8 use the building in McGregor. The 794 students who attend grades PK-12 are predominantly caucasian with fifty-one percent identified as low-socioeconomic. In 2013, the district was placed on the SINA list for grades 4-8 in reading and math. In 2014, grades 4-5 were designated as SINA-2. Having the TLC grant would provide the framework for change to impact student achievement and creativity.

The TLC plan was designed by a writing team with the collaboration of the teaching staff, administration, the School Improvement Advisory Committee, and the board of education. The staff completed a survey and a majority supported the TLC plan. MFL MarMac collaborated with Eastern Allamakee CSD since the districts share a superintendent; however, each district developed its own TLC plan and will not share budget funds.

The district has identified achievement gaps in socioeconomic status and special education. Although the district has made strides to decrease the gaps, as demonstrated by receiving the Breaking Barriers Award from the Department of Education in 2010, it continues to be a challenge. The TLC plan provides an opportunity for teacher leaders to strengthen instruction for all students.

In order to best serve the district's two instructional sites, the TLC plan is designed to do the following:

- serve specific grade spans
- use a team approach
- improve instructional practices based on research
- strengthen initiatives district-wide
- improve student achievement and creativity.

The TLC plan allows forty percent of the teaching staff to participate in leadership roles. The district's retention of new teachers will be enhanced with the implementation of a consistent, reliable mentor and induction program and a guaranteed base pay of \$33,500.

With this grant, the teacher leadership roles in the plan will involve four **instructional coaches**, two for the K-5 grade span and two for the 6-12 grade span. The instructional coaches will work with the administration to actualize the district's initiatives of aligning instruction to the Iowa Core, developing K-12 MTSS teams, providing support for K-3 Literacy, and supporting technology integration. Instructional coaches will receive a salary supplement of \$6,000 annually and serve a three year term.

The second teacher leadership role will be **mentor teachers**. Ten mentor teachers will be utilized to support new teachers to the profession or to Iowa, collaborate with mentor teachers to develop expertise and delivery of specific content areas of the Iowa Core, and be involved as a resource for new and career teachers in the district. Since technological tools are prevalent in the district at all grades levels and the implementation of one-to-one computers at the high school, three of the mentor teachers will be designated to be the support personnel for technology integration in grades K-3, 4-8, and 9-12. With the use of TLC resources, MFL MarMac will be able to implement a well-defined mentoring and induction program, which includes a research-based mentoring program, intensive supervision for mentees, opportunities for peer observations, and ongoing professional development. Mentor teachers will receive a salary supplement of \$3,000 annually and serve a two year term.

The final teacher leadership role will be **model teachers**, who will demonstrate best practices and instructional strategies to district teachers. Fifteen teachers will conference with classroom observers and participate in a model teacher collaboration team to develop expertise. Model teachers will receive a salary supplement of \$1,500 annually and serve a one year term.

The selection of teachers for leadership roles will be chosen by a TLC Selection and Review Committee determined by the superintendent. All teachers who qualify by the guidelines set in the TLC plan will have equal access and equal applicability in all attendance centers.

The TLC plan is aligned with the key elements of the Iowa Professional Development Model, which includes a focus on curriculum, instruction and assessment, participative decision making, leadership, and simultaneity. The TLC plan and process will be evaluated with an in-house variation of the nationally established KEY (formally KEC) evaluation checklist (Scriven, 2007). The infrastructure elements at MFL MarMac will sustain and further develop the TLC plan with the total commitment of all stakeholders.

The estimated budget supports the TLC plan with the following: the leadership roles listed above, the professional development including the mentoring and induction program, the costs incurred in hiring due to the leadership roles, and raising of the minimum salary to \$33,500.

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 description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- 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).

MFL MarMac CSD initiated the TLC planning process in September. The superintendent, who is shared with Eastern Allamakee CSD, worked with the Professional Development Committee (teachers and administration) and school boards to apply for the TLC planning grant. After the grant was accepted, the superintendent selected two teachers to attend the planning workshops, collaborate with the Eastern Allamakee team, and write the narratives for the grant. The two districts developed separate plans.

Grant funds were used exclusively for teachers, parents, and non-administrative expenses. The primary use was compensating time for planning. This included individual writing/research time, meetings between districts, travel to a TAP school, and after-school group collaboration time. The planning grant paid for substitutes of teachers attending the AEA I workshops. Grant funds were used for limited incidental expenses, such as mileage and meals. Supportive research materials were purchased. The district offered to pay parents for participation and actual expenses incurred. Parents preferred not to be paid.

MFL MarMac's TLC planning team attended four AEA/West Wind Education Policy, Inc. workshops. The workshops instructed the team on how to gather information for the TLC grant, consider designs, craft the plan, and organize the application. From information shared, the writing team determined Model 3 was the best option for MFL MarMac CSD. During the provided workshop time, the team collaborated with the Eastern Allamakee team and AEA personnel to compose narratives and to find research to support goals. In doing so, the Iowa Professional Development Model (IPDM) supported the planning process.

MFL MarMac and Eastern Allamakee's TLC planning teams exchanged emails and met several times outside the four workshops. The emails exchanged ideas and clarified information. During the meetings, the two teams composed narratives, shared data from the mentor/mentee and TLC implementation surveys, and worked together to develop teacher leadership roles that best suited each district. The two teams reviewed each other's plans and provided feedback.

The writing team from MFL MarMac met weekly for a total of 120 combined hours to write the TLC grant. The writing team began with overall goals of improving student achievement and creativity by strengthening teachers' instructional strategies, solidifying collaboration, and increasing reflective practices based on data. The team used data and input from stakeholders to develop the TLC grant (Max & Koppich, 2007). One team member visited Saydel CSD, a TAP model school district, to better understand the selection and implementation process of its teacher leadership program. The writing team read researched articles supporting teacher leadership and the IPDM for better understanding.

The writing team presented the parts of the grant to various stakeholders throughout the writing process beginning in November. An open invitation appeared in the December district newsletter and local newspapers for increased participation from all stakeholders. The following groups gave input and feedback:

- Professional Development Committee (PDC) met three times. The committee is composed of 20% of the staff. All district employees are invited to attend meetings and all agendas and minutes are shared.
- All teachers and administration were invited to two planning sessions; 30% attended and were compensated for their time with the use of the planning grant monies.
- School Improvement Advisory Committee (SIAC) met twice and were emailed once. This committee is composed of parents, students, teachers, and administration.
- Board of Education met twice.
- The superintendent shared the plan with all teaching staff on January 3 during professional development time.

The feedback helped the writing team clarify teacher roles, budgetary items, selection and evaluation processes, and goals of the teacher leadership program. The teachers, administrators, and parents are equally and passionately committed to this venture. During meetings with stakeholders, the needs and hopes relayed were for quality teachers in classrooms, effective instructional coaches, mentors, and models. The stakeholders expressed instructional coaches need to be knowledgeable for specific grade level spans, Iowa Core, and effective collaborations. Teachers and administrators stated the mentoring and induction program needed to be consistent district-wide. All stakeholders wanted AEA support and inservicing.

Support for the TLC program implementation was demonstrated by a survey completed by teachers and administration. Sixty-four percent of staff surveyed supported the TLC plan. One comment was, "I really like the idea of teachers helping teachers to improve each others' strengths. Collaboration is a very positive thing." In addition, 29% of teachers attended two planning sessions and gave valuable input. At SIAC and board of education meetings, the support was positive.

Teachers see the TLC program has potential to strengthen the roles of teachers with the district's current initiatives and effectively implement programs (Iowa Core, RtI/MTSS, and PLCs). The readiness for change started in 2012-13 when MFL MarMac CSD began collaboration work in PLCs. The next step will be for teacher leaders to facilitate this work. Support has been demonstrated via emails, meetings, surveys, and conversations. Communication will continue by creating a TLC district website for all stakeholders to utilize. Resistance to the TLC program will be addressed by communication and professional development opportunities to bridge roles and shift mindsets (Hansen 2014).

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.

The mission of MFL MarMac School District is to meet the needs of all students and guide them to their fullest potential as productive and responsible citizens.

Our visions and goals for the TLC plan are as follows:

- 1) To attract the best possible teachers we can.

Goal: With the TLC grant, raise the base salary to \$33,500 and provide mentor and mentees with release collaboration time.

- 2) To retain the new teachers we hire as well as retain the veteran master teachers in our system.

Goal: Retention will be 100% with the support of high quality mentor teachers.

- 3) To promote extensive collaboration among teachers.

Goal: The TLC leadership will facilitate PLC groups and provide professional development.

- 4) To reward professional growth, professional development, and effective teaching.

Goal: The TLC grant will hire and compensate teachers in leadership roles.

- 5) To improve overall student achievement.

Goal: TLC leadership will provide instructional strategies through professional development and collaboration.

MFL MarMac already has success at attracting quality first-year teachers and retaining them, but we believe the retention could be further developed by the TLC leadership. Mentors and mentees will be provided time to observe and collaborate. For veteran master teachers, the TLC leadership will provide professional development in instructional strategies for best practices.

Professional Learning Communities have been used in our district since 2012 and with weekly release time since 2013. TLC leadership who will present and model research-based strategies, will collaborate with the PLC groups. TLC leadership will set expectations and monitor progress of PLC groups.

The TLC grant will reward professional growth and effective teaching. Our plan is closely correlated with the Theory of Action. In the theory we find that in order to promote and create progress we must, "...effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice."

The MFL MarMac TLC plan will provide leadership roles and compensation. This will, as stated in the Theory of Action, "...create the political will and understanding necessary to remake the status of the teaching profession". In addition to providing this underpinning we will, as stated in the theory, "...give highly effective teachers opportunities to grow, refine and share their expertise".

Finally, we want to improve student achievement as the cornerstone of this entire endeavor. The district's Long Range Strategic Plan is created collaboratively with staff and SIAC committees and approved by the board. One goal in the plan is to increase academic rigor, which directly correlates with our TLC vision of improving student achievement. Sub-goals are as follows:

1. Continue academic variety (eg. college-level courses, special needs programs, early childhood programs, and technology),
2. Increase the graduation rate (goal of 100%),
3. Improve technology integration.

Our district annual academic goals for 2014-15 are as follows:

1. All full-academic-year students in grades 4-5 will demonstrate growth in reading and math using the scaled score on the Iowa Assessment, as compared to the previous school year.
2. All full-academic-year IEP students in grades 3-8 and 11, will demonstrate growth in reading and math using the scaled score on the Iowa Assessment, as compared to the previous school year.
3. All full-academic-year Grade 10 students will have a greater percent proficient on the science subtest as compared to the previous year.

The district uses the following data sources to monitor student progress: Iowa Assessment, ACT, FAST, MAP, graduation rates, course participation, formative and summative assessments, and observations.

TLC leadership will provide district teachers research-based instructional strategies through professional development and collaboration to help increase student achievement.

It is the goal of the district that the TLC program will be the catalyst causing our current system of goals and objectives to improve. In this perspective the various objectives (TLC Plan, District Mission, and District Goals) are tailored to enhance the properties of each other and mesh together to achieve positive results for students.

Using Part 3 application narrative from Year 1? No

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

The Teacher Leadership and Compensation plan will connect, support, and strengthen four district school improvement structures and four district initiatives.

District Structures

- School Improvement Advisory Committee (SIAC)

The committee includes community members, students, staff, and administration. They review district data, short and long-term goals, strategic plans, and make recommendations to the superintendent and school board.

Connect, support, and strengthen

One instructional coach from each grade span will serve as a liaison to the committee. They will report progress in district initiatives and share SIAC recommendations with staff members.

- Professional Development Leadership Committee

The committee includes teachers from all building sites and all administration. They determine the professional development plan for the district as it relates to the Iowa Core and SINA identification. They review district data, state initiatives, and district goals for professional development.

Connect, support, and strengthen

Two instructional coaches will co-facilitate the committee. They will be responsible for leadership, support, and delivery of professional development.

- Professional Learning Communities (PLC)

PLC groups, which include all teachers and counselors at all grade levels, meet weekly to discuss student achievement, best instructional practices, and alignment with the Iowa Core. Each PLC group is responsible for creating SMART goals and reporting progress annually.

Connect, support, and strengthen

The instructional coaches will guide vertical articulation of curriculum in content areas grade level to grade level. TLC leadership will assist in the review of student achievement data, provide guidance and instruction in helping PLC groups achieve their SMART goals.

- Teacher Induction/Mentoring Program

Each building administrator assigns a teacher to a mentee in his/her building.

Connect, support, and strengthen

TLC mentor teachers will be assigned to new teachers to the profession or to the state. They will attend all meetings related to mentoring and induction and trainings provided by the AEA. Instructional coaches will assist in the organization, monitor documentation, and support mentors and mentees.

District Processes and Initiatives

- Iowa Core Implementation

District teachers are currently transitioning teaching practices to align with the Iowa Core standards. The district has received professional development in the area of characteristics of effective instruction and developed 'I Can' statements. Future plans are to revise report cards to be Iowa Core standard-based.

Connect, support, and strengthen

With TLC leadership, the staff will be able to work to improve practices that will strengthen Iowa Core instruction. Through TLC leadership's professional development activities, teachers will continue to unpack the Iowa Core for a deeper understanding of the standards.

• **MTSS**

MTSS has been successful in grades K-5. The district's goal is to fully implement this program in grades K-12.

Connect, support, and strengthen

The TLC leadership will provide professional development to support all staff in MTSS. In order to be held accountable to the MTSS vision, an MTSS team at each level will meet regularly to discuss specific needs critical to students' success and individualized strategic plans. The teams will include TLC leadership.

• **K-3 Literacy**

Currently the district is developing plans to help all students be successful in literacy.

Connect, support, and strengthen

TLC leadership will provide support for the implementation of intensive instruction for students with deficits in reading in grades K-3. This support includes providing professional development, developing a summer reading program, and modeling instructional strategies.

• **Technology Integration**

Technological tools are prevalent in the district at all grades levels, especially with the implementation of one-to-one computers at the high school. Since technology is always an ongoing learning experience, constant professional development is necessary.

Connect, support, and strengthen

TLC leadership will provide technology support. Three mentor teachers will be designated as technology integration leaders. They will actively engage in researching computer-based resources and strategies for teachers to use in classrooms to elevate student learning.

These four initiatives are at various stages of implementation, but each requires the expertise of leadership that would provide the vision and direction needed to strengthen key areas.

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)

Analysis of effectiveness of current mentoring and induction programs

Currently the district provides a program for mentoring and induction; however, based on interviews, surveys, and focus groups, the mentoring and induction program lacks structure and accountability. Based on the survey, sixty-six percent found the mentoring and induction program somewhat helpful. In each building the program looked differently due to varied expectations for attending trainings, meeting with mentors, and documenting meetings and observations. At the high school level, the new teachers had minimal expectations. The new teachers hired in grades 4-8 were assigned a mentor where some observation and collaboration did occur. At the elementary level, new teachers were expected to meet with their mentors regularly, but observations were inconsistent. At this time a research-based mentoring program is not being utilized in the district. The district's retention rate of certified staff in the past three years is ninety-six percent despite an inconsistent program.

Areas in need of improvement for mentoring and induction programs

Based on the data gathered, the district has identified the following areas in need of improvement:

- a consistent program that supports the Iowa Teaching Standards and the Iowa Professional Development Model.
- time to collaborate between the mentor and mentee.
- professional development to support all individuals involved in the mentor and induction program.
- time for mentees to observe model teachers.

Mentoring and Induction Program with the Teacher Leader Compensation support

The new requirements for mentoring with the use of teacher leadership will be as follows:

Mentees	<ul style="list-style-type: none"> • In year one, have a 25% reduced workload. • Peer observe exceptional instructional practices bi-weekly. • Attend all district professional development opportunities with mentor teacher and AEA trainings using the <u>Journey to Excellence</u> resource. • Collaborate with mentor and model teachers to strengthen the role of the teacher using PLC model weekly for two years and a third, if necessary.
Model Teachers	<ul style="list-style-type: none"> • Instruct with exemplary teaching practices for mentees to observe. • Confer with mentees after observations.
Mentor Teachers	<ul style="list-style-type: none"> • Work with assigned mentee for two years. • Utilize the research based mentoring program, <u>Journey to Excellence</u>. • Collaborate with mentees which will include opportunities to observe, co-teach, model, and reflect.
Instructional Coach	<ul style="list-style-type: none"> • Assign mentors to new teachers with administrative support. • Provide release time for mentor teachers to collaborate with mentees. • Provide release time for model teachers to conference with mentees after observations. • Develop and lead district professional development to help scaffold support for MTSS, Iowa Core, and technology. • Collect feedback and data to provide guidance for mentors and mentees.

TLC Financial Requirements and Supports

- The district will ensure the minimum salary of full-time teachers at \$33,500.

- Model, mentor, and instructional coaches will be compensated for extra contract days.
 - Model teachers will have five additional contract days.
 - Mentor teachers will have ten additional contract days.
 - Instructional coaches will have fifteen additional contract days.
- Mentee teachers will have twenty-five percent less student contact time to be able to observe model teachers and collaborate with mentor teachers and instructional coaches.

Narrative

Using Part 5 application narrative from Year 1?*

Yes

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 district will incorporate three tiers of leadership roles and attain participation by 40% of the teacher workforce. Four positions will exist for instructional coaches, ten positions for mentor teachers, and fifteen positions for model teachers. The instructional coach positions will be divided into two areas of emphasis, Iowa Core implementation and PLCs, as well as by grade level, K-5 and 6-12. All positions will work together to improve student achievement and creativity by strengthening teachers' instructional strategies, aligning instruction with the Iowa Core, solidifying collaboration during weekly PLCs, and increasing reflective practices based on data. "Teacher leaders can help guide fellow teachers as well as the school at large toward high standards of achievement and individual responsibility for school reform." (Childs-Bowen et al. 2000).

Below are the responsibilities and duties for each of these leadership roles.

K-5 Instructional Coach and Curriculum Leader
6-12 Instructional Coach and Curriculum Leader

- Teachers will be responsible for 50% instructional time and 50% performing teacher leader duties.
- Attend 15 professional development days outside of teacher contract days.
- Monitor the data from planbook.com to ensure Iowa Core implementation.
- Collaborate with other instructional coaches and staff to deliver best instructional strategies as determined by research.
- Deliver professional development to support Iowa Core implementation.
- Supervise classrooms when mentor teachers are participating in peer-reviews and collect the data afterwards.
- Facilitate a mentor teacher collaboration team to develop expertise in delivering instruction of the Iowa Core.
- Collect mentoring and induction logs.
- Document daily teacher leadership activities, provide feedback to staff, and collect implementation data.

K-5 Instructional Coach and PLC Leader
6-12 Instructional Coach and PLC Leader

- Teachers will be responsible for 50% instructional time and 50% performing teacher leader duties.
- Attend 15 professional development days outside of teacher contract days.
- Monitor the data from PLC meetings and planbook.com for best instructional practices as determined by research.
- Observe classroom instruction regularly.
- Collaborate with other instructional coaches and staff to deliver best instructional strategies.
- Deliver professional development to support PLC and RTI implementation.
- Supervise classrooms when mentor teachers are participating in peer-reviews and collect the data afterwards.
- Facilitate a model teacher collaboration team to develop expertise in RTI.
- Document daily teacher leadership activities, provide feedback to staff, and collect PLC minutes and SMART goal data.

Mentor Teachers

- Teachers will be responsible for 100% instructional time.
- Attend 10 professional development days outside of teacher contract days.
- Eight mentors will complete nine peer-reviews (one per month September-May) as the reviewer; release time will be provided by the district.
- Three mentors will provide support for technology integration and grades K-3, 4-8, and 9-12.
- Provide mentoring to first and second year teachers and teachers new to Iowa.
- Participate in the mentor teacher collaboration team to develop expertise and delivery of specific content areas of the Iowa Core.
- Be involved as a resource for initial and career teachers to develop individual teacher's expertise.
- Document mentor-teacher activities and provide feedback to individual teachers.

Model Teachers

- Teachers will be responsible for 100% instructional time.
- Attend 5 professional development days outside of teacher contract days.
- Demonstrate best practices and instructional strategies as determined by research to district teachers.
- Conference with classroom observers.
- Participate in a model teacher collaboration team to develop expertise in RtI.
- Document model-teacher activities and provide feedback to individual teachers.

The three tiers of leadership in this plan are designed to use a team approach. Instructional coaches will work with the administration in a collaborative team to support each other and the other levels of leadership and staff. Mentor teachers are supported by instructional coaches and work as a collaborative team. Each instructional coach will work closely with two-three mentors. Each mentor will work with a portion of the staff. Model teachers will be supported by the mentor and instructional coaches and will work as a collaborative team. The teacher leadership will maintain a website to provide clear communication, document progress, and celebrate successes.

The use of a well-defined teacher leadership team will provide the district the ability to accomplish district school improvement goals. In 2013, the School in Need of Assistance (SINA) Committee identified through an extensive audit process the need for staff members to implement the Iowa Core with fidelity as the primary action piece to improving Iowa Assessment scores. The teacher leadership will help actualize this action plan. Teacher leadership will collaborate with PLC teams to improve effective instruction strategies based on data and develop district-wide RtI teams to increase student learning. "Collective leadership has positive effects on student achievement." (Seashore, Leathwood et al, 2010).

The instructional coaches will periodically survey the staff for evaluation of professional development delivered and services provided. The TLC plan will be monitored by the TLC implementation and review committee. This committee will survey the staff annually the effectiveness of the leadership positions and programs implemented.

Using Part 6 application narrative from Year 1?

No

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

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

- Prior demonstrated measures of effectiveness.
- Prior demonstrated professional growth.

The teacher leadership selection criteria, processes, and evaluation are as follows:

Teacher Leadership Position	Criteria for Application	Application Process	Effectiveness Criteria	Evaluation Criteria
Instructional Coach	<ul style="list-style-type: none"> • Five or more years teaching experience • One or more years of experience in the district 	<ul style="list-style-type: none"> • Complete an application. • Submit recommendations from colleagues and administration • Be interviewed by the selection committee. • Prepare writing samples of meeting agendas and background knowledge of the Iowa Core, MTSS, and use of data analysis 	<ul style="list-style-type: none"> • Prior teaching and leadership experiences • Advanced educational course work • Prior professional development • Individual career development • Prior knowledge and use of assessment and pedagogical strategies • Prior collaboration experience • Communication and organizational skills 	<ul style="list-style-type: none"> • Collaborated effectively • Facilitated professional development • Demonstrated effective communication and organizational skills • Shared assessment and pedagogical strategies • Attended trainings • Worked well with adult learners
Mentor Teacher	<ul style="list-style-type: none"> • Three or more years teaching experience • One or more years of experience in the district 	<ul style="list-style-type: none"> • Complete an application. • Submit recommendations from colleagues and administration. 	<ul style="list-style-type: none"> • Prior teaching and leadership experiences • Advanced educational course work • Prior professional development • Individual career development • Prior knowledge and use of assessment and pedagogical strategies 	<ul style="list-style-type: none"> • Collaborated effectively • Demonstrated effective communication and organizational skills • Shared assessment and pedagogical strategies • Worked well with adult learners

			<ul style="list-style-type: none"> • Knowledge of the Iowa Core • Prior experience with technology integration • Prior collaboration experience 	
Model Teacher	<ul style="list-style-type: none"> • Three or more years teaching experience • One or more years of experience in the district 	<ul style="list-style-type: none"> • Complete an application • Submit recommendations from colleagues and administration 	<ul style="list-style-type: none"> • Prior teaching and leadership experiences • Advanced educational course work • Professional development • Individual career development • Exemplary instructional practices • Knowledge of the Iowa Core • Prior experience with technology integration • Prior collaboration experience 	<ul style="list-style-type: none"> • Collaborated effectively • Demonstrated effective communication and organizational skills • Shared assessment and pedagogical strategies • Worked well with adult learners

Timeline for selection and review of teacher leadership positions:

- April 2015: Announce openings of positions for teacher leadership at each attendance center. Applications will be available on the school website.
- May 2015: Review applications, interview finalists, and select teacher leaders.
- August 2016: Implement the TLC Plan at MFL MarMac.
- March 2016: Evaluate the effectiveness of leadership roles. Reappointments will be based on these annual reviews.

TLC Selection and Review Committee:

On an annual basis, three teachers, one from each grade level span of K-3, 4-8, and 9-12, will be selected by the superintendent to serve on the committee with three administrators. The teachers on the committee will not be applying for a teacher leadership position. The superintendent will recommend the committee for School Board approval annually.

Selection Process:

The TLC Selection and Review Committee will screen all applications. The committee will evaluate each application on prior or ongoing professional growth aligned with the district's initiatives (PLC, Iowa Core, MTSS, and K-3 Literacy). The committee will select finalists to interview for the Instructional Coach position, then select Mentor and Model teachers based on the application's criteria and recommendations. The selection recommendations will be made to the Superintendent with the final decision being approved by the School Board.

Annual Review:

The entire teaching staff will be surveyed to measure the effectiveness of the teacher leadership. Documentation (e.g. frequency, type of collaboration, professional development delivered, trainings attended, etc.) from teacher leaders will be submitted. Based on this data, the TLC Selection and Review Committee will reappointment or reassign annually. A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role, or for reassignment to that role.

Narrative

Using Part 7 application narrative from Year 1? No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's 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 district's 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.

Identifying Teacher Leadership Roles

As per the IPDM operating principles, the focus on curriculum, instruction, and assessment will be led by instructional coaches. In the design of the TLC plan, instructional coaches, with the help of mentor and model teachers, will work as a team and coordinate curricular and instructional conversations aligned with the Iowa teaching standards and criteria. The team will collaborate with PLCs to investigate and transition current practices to be aligned with the Iowa Core. The instructional coaches will facilitate the professional development (PD) and monitor and support the implementation of new knowledge.

Aligning Teacher Leadership Roles with Identified Goals

In the design of the TLC plan, instructional coaches will create and deliver PD for research based instructional strategies at the appropriate grade levels. The TLC mentor teachers, designated as technology integration coaches, will create and deliver PD to support teachers' use of technology. Through all efforts, overall student achievement will increase.

Responsibilities of Teacher Leadership Roles in Planning Professional Development

The Professional Development Committee in collaboration with TLC leadership and administration, will provide direction for district-wide professional development. The decisions will be based on student data, observation, and PLC groups' needs as collected and analyzed by TLC leadership. Instructional coaches will be responsible for the actual planning of PD sessions including presenters, content, space, and materials.

Responsibilities of Teacher Leadership Roles in Delivering Professional Development

Instructional coaches and other TLC leadership teachers will be responsible for the delivery of PD, which may be the TLC leadership or an outside expert. PD may include technology integration and instructional strategies related to Iowa Core, MTSS or K-3 Literacy.

Collecting and Analyzing Student Data

PLC groups will provide instructional coaches with student data as related to student achievement goals as set by the district. The data points include formative and summative assessments, math probes, informal reading inventories, FAST, MAP, and Iowa Assessment.

Using Student Data to Establish Goals and Select Content

Instructional coaches, mentors, and models will provide leadership on how to analyze and use data points. The data will be used to provide information to assist decision making for PD content. The data will be used by PLC groups with guidance by the TLC leadership to develop SMART goals. Instructional coaches will collect and monitor progress with SMART goals. The PD Committee will continuously review the current and newly developed goals and PD content selection.

Ensuring an Ongoing Professional Development Cycle

The PD Committee led by the TLC leadership will coordinate with teachers in the PLC groups to monitor, collect, and analyze data based on SMART goals, refine research based instructional strategies, support delivery of these strategies, and analyze post-achievement. Since this is an ongoing process, aligning instruction will continue simultaneously while TLC leadership will investigate MTSS, standard-based grading, assessments for learning, needs of low-socioeconomic students as well as students with individualized educational plans (IEPs).

Coordinating Periodic Synthesis of Summative Evaluation Data

TLC leaders will present the progress and results of PD efforts to the school board bi-annually. Survey tools will be used to determine the effectiveness of student and teacher learning, climate of change, and the sustained efforts of the professional development. TLC leaders will maintain a website for clear communication to all stakeholders.

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.

According to Michal Scriven (2007), evaluation is the determination of merit, worth, or significance. In order to determine the actual significance of the Teacher Leadership and Compensation plan at MFL MarMac, a process will be developed to include both regular and formative "in-the-moment" reflections of methodology, pedagogy, curricular understanding, and instructional best-practice. Secondly, it will include a summative annual outcome-based evaluation of the total program. According to the Iowa Professional Development Model as stated by Hertling and Yap (2009), a formative evaluation provides educational data that is regular and systemic. This idea needs to be loosely-coupled with the concept of student achievement being judged by student outcomes. Neither method nor outcome is the primary indicator, but a constant look between the two can provide a long-term picture of total program performance.

Teacher leaders will be evaluated by their knowledge of content of their established areas. The district is developing a program that provides different objectives for each teacher leader. These areas will include, but not be limited to, creativity, instruction, instructional strategies, content knowledge and pedagogy, curriculum development, curriculum alignment, management, organizational skills, school climate awareness, teamwork, dedication, and openness to change. The district will use daily artifacts, appropriate surveys, line item analysis of test scores, and data-driven professional development goals. An attempt will be made to provide an ethnographic component in terms of action-research, anecdotal observations, and an assessment of the school climate and culture.

MFL MarMac CSD will measure student outcomes by the achievement gaps between socioeconomic groups, special education and regular education, overall student engagement, student participation, standardized test scores, and ACT/SAT scores of college-bound high school students. The district will measure the effectiveness of creativity and student engagement by anecdotal records, surveys, and observations by instructional coaches and administrators.

The TLC implementation and review committee will monitor and adjust this entire TLC process with an in-house variation of the nationally established KEY (formerly KEC) evaluation checklist that was developed to consider evaluations of any major program effort in a broad sense

(Scriven, 2007). This system is not meant to be used strictly, and will rearrange points specifically for the TLC program. The checklist has fifteen considerations. The following components will be used:

- Background and context: Who are the stakeholders (student, teachers, leaders, and families), and how does the district continuously evaluate and determine these people?
- Who is impacted in terms of teachers and students, and what resources are available?
- What are the standards used for converting TLC goals and facts into conclusions?
- What do students gain from the TLC process?
- What are the psychological, time, opportunity and situational costs? What collateral damages are possible, if any, and what unexpected positive outcomes may be incurred?
- How will the district perform a meta-evaluation or "evaluate the evaluation" and then make necessary changes to it?

In this process there will be an attempt to include a need-driven description of what matters most in the TLC process. This description will encompass the overall nature and operation, boundaries, and components of TLC, in terms of what defines a proper and effective TLC program. The TLC implementation and review committee will attempt to evaluate the parts, functions, delivery systems, and support systems of both the cognitive and cultural perspective of the program (Kirkhart, 2001). All teachers and stakeholders in the district will be able to give feedback both formally and informally. This will be done with a survey tool that will be annually completed and reviewed. Teachers can informally evaluate the program at their own will to the administration. The board of education will be updated and provided with an annual review of the program. The board will have the ability to make adjustments, as provided by the legislation and the scope of the board of education.

Using Part 9 application narrative from Year 1? Yes

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's 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 infrastructure elements in place that will be supportive of the teacher leadership roles at MFL MarMac CSD are the professional development (PD) committee, the district data coordinator, the use of Edinsight and HEART databases to analyze various demographics, and the teacher and principal evaluation systems. The teacher leadership will enhance the ability of the PD committee to make better informed decisions. The district data coordinator and the teacher leadership personnel will work together to collect and analyze district-wide assessment data. The teacher leadership will ensure teaching strategies are based on data to better meet the needs of students. Since the teacher and principal evaluations systems are in place, teacher leadership will be used for peer reviews and collaboration to reinforce and refine practice.

The infrastructure systems that are in place and need the support of teacher leadership are the PLCs, Response to Intervention (RtI), and technology. The PLC structure was initiated in our district in 2012. Teacher leadership will be able to monitor the work of the PLCs and provide frequent feedback, an element that is presently lacking. RtI work began in 2010 for grades K-8 with K-3 developing a strategic plan for implementation. The teacher leadership would provide direction for grades 4-12 to be able to implement RtI. Technological tools are prevalent in the district at all grades levels with the implementation of one-to-one computers at the high school. Teacher leadership will actively engage in researching computer-based resources and strategies for teachers to use in classrooms and elevate student learning. The teacher leadership will also provide support for implementation of resources and strategies. "The initiative must be designed to last until implementation data indicate that the teachers are implementing accurately and frequently and student performance goals are met." IPDM (2009) (Joyce & Showers, 1983, 2002; NSDC, 2001; Odden, et al., 2002; Wallace, LeMahieu, & Bickel, 1990).

MFL MarMac's board of education supports the direction of the TLC plan and local policies are in place for the hiring of teacher leadership. Current policies may not completely address all dimensions of the TLC process, as some of these components are unknown as they become reality. The board, administration, the TLC implementation team, and staff will work together to develop policies that will ensure the lasting effect of the TLC plan to make it a long-term reality for MFL MarMac CSD.

MFL MarMac has a sense of urgency to implement the TLC program with the total commitment of all stakeholders. Due to the district's identification of Schools in Need of Assistance the district has developed and embraced a culture of change. The district has a history of a positive climate and a supportive administration who will enhance the TLC effort. The TLC plan will encourage thoughtful practice with the continued implementation of PLCs, Iowa Core, and RtI.

During the TLC planning process, great efforts were made to engage all teachers, administration, parents, and board of education members. Communication will continue in order to keep all stakeholders informed and involved. Professional development time will be used to bridge gaps and change mindsets regarding the roles of teacher leadership (Hansen, 2014). The expectation is to communicate progress with the use of a website, newsletters, and meetings.

The district will help prepare teacher leadership for its new roles by providing clear expectations and role assignments. The teacher leadership team will collaborate and support each other while reading the resources purchased through recommendations made during planning workshops. AEA 1 has committed to providing professional development to support teacher leadership and the district will require attendance. MFL MarMac CSD teacher leadership team will collaborate with Eastern Allamakee CSD teacher leadership team to help problem solve and share resources. The TLC planning team has designed an approach to the rotation of the four instructional coach positions. Two will be hired for an initial two year term limit and two will be hired for a three year term limit. During the second hiring, all instructional coaches will have three year term limits. The district values the opportunity for all teachers to be hired in the leadership roles eventually.

The district's financial base is strong. MFL MarMac CSD has substantial general fund spending authority; the teacher pay on the aggregate is above the state average and can support the beginning teacher pay of \$33,500; the enrollment is no longer declining drastically; the transportation systems are updated; and the facilities, although older, have been modernized and kept current. The stakeholders will ensure this process will continue. The district has implemented a 1.34 PPEL infrastructure tax since 2003. This has been re-voted until 2023, and it is in addition to the regular .33 PPEL and State Sales Tax.

We have a dedicated board of education and a proactive school community. The School Improvement Advisory Committee (SIAC) has a long range strategic plan that has been developed by the stakeholders independent of any initiatives. This plan lists our current and future objectives and goals. The goals of the TLC plan have been shared with SIAC and will be added to the current strategic plan.

The success of the TLC plan will be monitored by the TLC implementation and review committee. This committee will consist of five teachers, the administration, a school board member, and a parent from the SIAC committee. The committee will meet annually to review and revise the plan and roles assigned to each position.

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* 795.2

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

District Enrollment-Based Allocation \$245,573.66

Total Allocation \$245,573.66

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$7,291.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$98,000.00
Amount to cover the costs for the lime 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).	\$106,612.00
Amount used to provide professional development related to the leadership pathways.	\$27,525.00
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	\$239,428.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$239,428.00

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

Remaining Allocation to be Budgeted \$6,145.66

Budget Alignment

Using Part 10 application narrative from Year 1? Yes

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

The main goal at MFL MarMac is to increase student achievement and creativity using teacher leadership to work with our initiatives of aligning the Iowa Core (with K-3 literacy), implementing Response to Intervention (RtI) district-wide, and supporting the collaboration of Professional Learning Communities. The TLC plan will improve instruction while providing the most effective teachers with the resources and leadership opportunities to excel. The district will increase teacher collaboration and leadership by encouraging collegiality, rewarding research-based and effective instruction, and providing compensation for teachers to take on leadership roles, which will be funded with the budgeted resources. Retention of new teachers will be sustained with the implementation of a consistent and reliable mentor and induction program and a guaranteed base pay of \$33,500.00.

The total estimated Teacher Leadership Supplement Funds budget is \$245,203.08. The budget will be designated to four areas: raising the minimum beginning teacher salary, funding the salary supplements for teachers in leadership roles, hiring staff to cover the time when instructional coaches are out of their classrooms, and providing professional development related to the TLC plan.

The smallest, but yet an important part of the budget will bring all starting full-time teachers to \$33,500.00. Due to the district's rural nature, this starting salary will improve its ability to recruit, hire, and retain teachers which will in turn increase diversity and creativity. The estimated cost will be \$4,291.08.

The estimated budget will compensate three tiers of leadership roles, the instructional coach, the mentor teacher, and the model teacher. The consensus of the staff was to raise the leadership participation to approximately 40% of eligible teachers to meet the needs of our two building sites. The salary supplements for leadership positions set in our district are \$6,000.00 for instructional coaches, \$3,000.00 for mentor teachers, and \$1,500.00 for model teachers. The salary supplement is for the additional professional development time required by law. The estimated cost will be \$98,800.00 which includes FICA and IPERS. All teachers will be compensated at or above salary levels prior to the implementation of the TLC plan. The planning committee believes TLC program is an affordable and fair system that creates both collaboration and compensation. It is supported by the staff and community.

Since the plan designates four half-time instructional coaches, the district estimates a need for two full-time positions at the estimated cost of \$106,612.00, which includes FICA and IPERS. The instructional coaches will provide instruction as the substitute teacher when mentor teachers need to collaborate with staff. No additional costs will be incurred for this.

The estimated budget for professional development will allow the district to provide opportunities and training for the leadership personnel to learn their roles and for the staff to better understand the roles and purpose of the district's TLC plan. To gain expertise, leadership members will attend workshops, conferences, and trainings based on district initiatives. The trainings will include peer review, mentoring, RTI, Iowa Core, and possible new initiatives. The funds will provide professional development support related to the leadership pathways. The district will utilize Keystone AEA. The estimated budget for the professional development portion is \$35,500.00.

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 district's TLC plan.* Yes

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

[Return to top](#)