



Application

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

92563 - MOC-Floyd Valley Teacher Leadership Compensation Plan

Teacher Leadership and Compensation System

Status: Under Review
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Primary Contact

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

Organization Information

Organization Name: MOC-Floyd Valley CSD
Organization Type: K-12 Education
Tax ID: 42-1416993

DUNS:

Organization Website:

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Benefactor

Vendor Number

Recipient Information

District

MOC-Floyd Valley Community School District

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

County-District Number

84-4149

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

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Narrative

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

MOC-Floyd Valley Community School District is a consolidated school in the northwest corner of the state of Iowa consisting of students from Alton, Granville, Hospers, Maurice, Newkirk and Orange City. The district is located in Sioux County, which is one of the only rural counties in Iowa that is growing in population. The district is committed to continuous improvement and believes that meaningful collaboration is the key to fulfilling our mission of **“fostering learning, excellence, and civic responsibility!”**

The MOC-Floyd Valley Community School District applied for the Teacher Leadership and Compensation grant last year. We did have enough points to make the cut off, but we were not awarded the grant. After careful consideration and with the help of a large Teacher Quality Committee, the grant has been completely revised to fit our current needs.

Our **vision** for our district and also for this grant is **to strengthen the instructional core with an “All for One and One for All” system.** While this may seem trite, it really does capture the strong belief we have in the power and importance of collaboration.

The goals we have adopted for this grant mirror the state goals and include:

- 1) Attracting able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- 2) Retaining effective teachers by providing enhanced career opportunities.
- 3) Promoting collaboration by developing and supporting opportunities for teachers to learn from each other.
- 4) Rewarding professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

5) Improving student achievement by strengthening instruction.

The first four goals are all means of reaching and supporting Goal #5.

The primary components of the plan connect to one another as follows:

Over the past two years a Teacher Quality Committee has been meeting to determine how to best implement the Teacher Leadership Compensation plan in our district. All stakeholders, i.e. teachers, administrators, and parents, engaged in the process and contributed to the development of the plan. Stakeholders demonstrated their commitment to the plan through surveys, verbal and written support and through their input in developing the plan.

The local/statewide goals support the four local goals:

Goal #1: All K-12 students will achieve at high levels in reading comprehension, math, and science prepared for success beyond high school. In addition, increased student learning will be demonstrated in all curricular areas through the use of formative and summative assessment data.

Goal #2: Students will effectively utilize technology to engage effectively in a world saturated with technology.

Goal #3: All students will be and feel safe and connected at school.

Goal #4: The School District will actively seek to maintain or improve the financial health of the district while providing high quality educational and co-curricular programs that allow us to fulfill our mission of “fostering learning, excellence, and civic responsibility.”

The teacher leader roles connect to, support and/or strengthen the most significant district efforts to improve student learning. Some of those efforts include Authentic Intellectual Work (AIW), an emphasis in technology including working toward 1:1 student-computer ratio, Professional Learning Community teams, “Making Meaning” reading resource, Cognitive Guided Instruction in math and RTI math interventions.

Part of the TLC funding will be used to provide a local mentoring program for two years for new teachers and one year for experienced teachers new to the district. Data will be used to analyze the effectiveness of the district’s induction and mentoring program so that any gaps can be filled.

TLC funding will be used to hire two full time instructional coaches, one in technology and one in math, and two FTEs consisting of part time instructional coaches in literacy. Four part time building level technology coaches will be hired to assist the full time coach. Twenty-one professional learning community (PLC) team leaders will be hired as well as eight curriculum team leaders. Mentors will be hired as needed for new staff and four instructional rounds leaders will be hired, i.e. one in each building.

The potential teacher leaders will apply to a selection committee made up of both teachers and administrators who will look for evidence of effectiveness in previous professional growth. The committee will use a scoring rubric with rigorous criteria and will make recommendations to the superintendent who will make the final decisions.

The teacher leaders will play an integral part in the creation and delivery of the local professional development program and will

incorporate key elements of the Iowa Professional Development Model.

The impact and effectiveness of the TLC plan will be determined through short-term and long-term measures and adjustments will be made in the program to fill any gaps found in the evaluation.

MOC-Floyd Valley has proven their capacity to implement the TLC program through successful endeavors in the past. It will be able to sustain the program through proven leadership and local support. We look forward to implementing this teacher leadership program. We have support from all stakeholders and feel that it will help us offer the quality instruction necessary to produce good citizens of tomorrow.

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

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

The MOC-Floyd Valley Community School District applied for the Teacher Leadership and Compensation grant last year. We did have enough points to make the cut off, but we were not awarded the grant. With the help of a large Teacher Quality Committee (TQC), the grant has been completely revised to fit our current needs. Planning grant funds were used to compensate the TQC for their time both last year and this.

MOC-Floyd Valley is committed to continuous improvement so there is strong support from the teachers, administrators, board members and community, including parents, to apply for the TLC grant again this year. Twelve representatives were on the original planning team and they all continue to serve again this year. They consist of two elementary teachers and two elementary principals, one of whom also serves as the district curriculum director; four middle school representatives including the band director, a science teacher, a language arts teacher and the principal; three high school representatives including a social studies teacher, an FCS teacher, the principal and the superintendent. One community member has also taken part this year.

Last year the State-offered webinar was shared with the entire staff. The district then decided to pursue the TAP System for the TLC. The TQT team met eleven times between October 16, 2013 and January 13, 2014, which included a visit to another school to observe their TAP program. It also included bringing in Dr. Mark Oesterle, Senior Program Specialist for the National Institute for Excellence in Teaching to meet with the TQT team and also with the entire teaching staff. The superintendent kept the district advised through articles published in the district newsletter and the School Improvement Advisory Council (SIAC) was brought into the process. SIAC has forty-eight members and includes parents, students, community members and school personnel.

Although the final score last year was above the cut off score, MOC-Floyd Valley was not awarded the grant. So when the grant opportunity came up again this year, the TQT team met to decide which direction to take. After researching many of the grants that were awarded last year and having a year to think about the TLC, the team decided not to pursue TAP, but to take a more individualized approach and develop a system that was specially designed for the needs of MOC-Floyd Valley. Model 3 was the grant option chosen to follow.

The TQT met several times in the late summer of 2014 and also divided into smaller subgroups to work on certain sections. Four members attended the two AEA Teacher Leadership and Compensation System Planning Workshops. A draft of the entire plan was presented to SIAC on September 30. Members of the TQT presented the goals and roles mentioned in the plan and shared how they aligned with the districts important efforts. After presentation of the grant, the SIAC members divided into small groups for discussion and input. After discussion each member gave a written statement as to any suggestions for refining the plan and they put down in writing if they were supportive of the plan. SIAC includes parents, community members, students and staff members.

The entire staff was consulted both through a survey and face-to-face meetings in the development of the plan. Ninety-three percent of the teachers completing the survey were supportive of the plan. Three more were supportive, but said they'd rather see the money used to hire additional teachers to work directly with the kids. Out of all the surveys 52% stated that they would be interested in serving in at least one of the leadership roles.

Finally the board was presented with the plan on October 13. The plan was revised until each stakeholder group, i.e. teachers, administrators, parents and the board was satisfied and that the plan would help move the district forward toward meeting its mission of **fostering learning, excellence, and civic responsibility**.

All stakeholders are fully committed to this plan. This has been documented both qualitatively and quantitatively through input, discussions, survey data, and written comments.

Administrator commitment: One hundred percent of administrators actively support the direction of the Teacher Leadership and Compensation plan and have been involved in the development process.

Teacher commitment: Out of the 85 surveys returned 96% were supportive if we count the three that were supportive, but would rather see the money used to hire additional teachers. Out of the 85 responses, 52% indicated that they would be interested in serving in at least one of these roles.

Parent commitment: Parents gave written support after having an opportunity for input into the plan. All comments were positive.

The board demonstrated their support by approving the plan.

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.

In the book *Instructional Rounds in Education*, City, Elmore, Fiarman and Teitel (2009) asserts that the only way to increase student achievement is to strengthen the instructional core (*Level of Content à Knowledge & Skill of the Teacher à Engagement of the Learner*). **The vision of the MOC-Floyd Valley School District is to strengthen the instructional core with an “All for One and One for All” system.** While this may seem trite, it really does capture the strong belief we have in the power and importance of collaboration.

It is imperative that schools address all three parts of the instructional core and our TLC Plan certainly does that. The primary focus of our **instructional coaches** is developing the knowledge and skills of the teachers. **Technology coaches** will assist teachers in integrating technology. **PLC team leaders** will facilitate data analysis, development of instructional strategies, and improvement of learning activities. **Curriculum team leaders** will insure alignment and implementation of the Iowa Core and elements of effective instruction. **Mentors** will expedite the learning and abilities of teachers new to the district, and **instructional rounds leaders** will provide insight and guidance to all staff in all three components of the instructional core. MOC-Floyd Valley has adopted the five state goals as our TLC goals. We also have four district goals. All initiatives in the district must support the local goals. Goal #1: All K-12 students will achieve at high levels in reading comprehension, math, and science prepared for success beyond high school. Goal #2: Students will effectively utilize technology to engage effectively in a world saturated with technology. Goal #3: All students will be and feel safe and connected at school. Goal #4: The School District will actively seek to maintain or improve the financial health of the district while providing high quality educational and co-curricular programs that allow us to fulfill our mission of “fostering learning, excellence, and civic responsibility.” Our district will tailor the TLC plan to the state goals, but also incorporate our local goals so that we can further support our local vision and mission.

State Goal #1 Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

State Goal #2 Retain effective teachers by providing enhanced career opportunities.

New teachers will be attracted to a district where students are achieving at high levels and effective teachers will want to stay in a district where students are achieving (District Goal #1). Effective teachers will be attracted to a district using technology effectively (District Goal #2). If students feel safe and connected at school, staff will, too, making the district an ideal place to teach (District Goal #3). MOC-Floyd Valley is currently in good financial health and pays staff well. This attracts promising new teachers and retains effective teachers. (District Goal #4).

State Goal #3 Promote collaboration by developing and supporting opportunities for teachers to learn from each other.

Local goals 1 and 3 support state goal #3. Our vision is “All for one and one for all.” Our district will use the opportunity provided by the TLC to provide four instructional coaches, four building level technology coaches, 21 PLC team leaders, 8 curriculum team leaders, mentors, and 4 instructional rounds leaders for a total of 42 plus the mentor teachers, which is approximately 50% of the entire teaching staff. By working together and experiencing peer support, teachers will feel more connected and safer.

State Goal #4 Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Local goal #4 aligns with state goal #4. A successful TLC grant will provide numerous opportunities for increased leadership responsibilities. Effective teaching and professional growth will carry financial incentives and will enable teachers to share effective teaching methods.

State Goal #5 Improve student achievement by strengthening instruction.

Local district goal #1 supports state goal #5. Measurable Progress Indicators include:

- Reading Comprehension - 90% of 3rd – 11th grade students will score in the proficient range or demonstrate at least one year’s growth on the Iowa Assessments.
- Math - 88% of 3rd – 11th grade students will score in the proficient range or demonstrate at least one year’s growth on the Iowa Assessments.
- Science & social studies - 90% of 3rd – 11th grade students will score in the proficient range or demonstrate at least one year’s growth on the Iowa Assessment.
- General - Curriculum Specialists will report progress on specific curriculum area student-learning goals.

The district has laid the groundwork for effectively meeting our student achievement goals. Staff has been trained in Iowa Core alignment and elements of effective instruction, formative assessments, APL Instructional Strategies, Reading Strategies,

Cognitive Guided Instruction and Authentic Intellectual Work. In addition, we have invested in the devices, infrastructure and support necessary to make technology a powerful teaching/learning tool. Our TLC plan will enable us to build on this solid foundation through our vision of collaboration—all for one and one for all!

We are fully committed to building on this foundation of research-based professional development. Particular attention will be given to training and then supporting the teacher leaders as they incorporate the ongoing professional learning teams that meet regularly.

There is a strong connection between student achievement and “collective leadership.” Leithwood, Wahlstrom and Anderson (2010) found that high-performing schools have “fatter” decision-making structures. High-performing schools were found to be more likely than others to see gains in student achievement.

Using Part 3 application narrative from Year 1?

No

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

The TLC plan developed by MOC-FV strengthens our important initiatives. One of those initiatives is the use of APL instructional strategies at all levels. Educational research shows that the most important factor relating to student success in the classroom is the teacher. APL Instructional Strategies address the use of appropriate teaching strategies and relationship building.

As our mission states, we strive to foster learning, excellence, & civic responsibility in all of our students. This learning and excellence begins at the primary level with a focus on literacy skills and conceptual learning of mathematics. That focus on deep learning continues at the secondary levels where teachers utilize the framework for Authentic Intellectual Work (AIW) to develop rigorous, relevant units. In addition, the District has made a significant investment in technology, recognizing the potential benefit of such a powerful tool for learning.

Instructional Coaches—Literacy

Teachers have been trained in specific reading strategies, utilize early screeners, and frequent formative assessments. As a District, we are also implementing a Common Core aligned reading instructional resource called “Making Meaning” from the non-profit Developmental Studies Center. The more we can collaborate to analyze data, develop interventions, and support one another in professional learning and providing academic support, the more successful our students will be. Instructional coaches in literacy can lead these efforts, provide resources and help facilitate our efforts across the two elementary schools in our District. Instructional Literacy Coaches will work inside classrooms to help teachers implement research-based strategies, demonstrate lessons, engage in co-teaching, observing, and giving feedback.

Instructional Coach—Mathematics

Teachers in both elementary schools are completing the third year of Cognitive Guided Instruction training. At the middle and high schools, we are developing more defined and prescriptive RTI math interventions. The greatest challenges we face mathematically are assisting students in developing and understanding context for mathematical concepts and providing the individual support students sometimes need. The instructional coach in mathematics would provide leadership, expertise and assistance in meeting these challenges and help align curriculum and the Iowa Core.

Instructional Coach—Technology

The District has committed substantial resources to providing the devices with a ratio of K-3 = 1:3, 4-7 = 1:2, & 8-12 = 1:1, the infrastructure, and the technical support necessary to make technology a powerful tool in the teaching/learning process. Providing a technology instructional coach who is able to come alongside teachers in developing lessons, understanding what is possible, and helping develop momentum and confidence is absolutely vital to allowing our teachers to harness the power of technology as a tool for learning. The instructional coach in technology will assist teachers in the use of Moodle 2.0 Platform as well as Curriculum Loft to structure classes and curriculum.

Building Level Technology Coaches

Having a technology coach in each building provides an extension of the instructional coach, so that momentum isn't lost when teachers have questions or need help. Teachers have much to offer each other, and this role, expands their influence and expedites learning among the entire staff.

PLC Team Leaders

These teacher leaders will be the key to our success as a District. The ongoing professional conversations that occur through our regularly scheduled collaborative team meetings will be planned and facilitated by our PLC Team Leaders. Regular planning and coordination will occur between the PLC team leaders, the instructional coaches, and the building administrators. These collaborative sessions will empower staff as we learn from each other, support each other, and challenge each other. PLC leaders will lead conversations in analyzing and using data to strengthen instruction help create common assessments and use current data to develop student interventions.

Curriculum Team Leaders

Over the last eight years, teachers have worked with Peter Holly and Lori Nebelsick-Gullett to develop essential learnings, performance-level descriptors, and authentic formative and summative assessments. Curriculum Team Leaders will coordinate ongoing vertical articulation for K-12 around the Iowa Core. Eight teachers will each lead a curriculum team including elementary and middle/high school levels in reading, math, science and social studies.

Mentors

The TLC plan enables us to strengthen our mentoring support for both first year and experienced teachers new to the District. To retain quality teachers and improve their overall effectiveness, the plan allows for collaborative orientation focused on District initiatives, expectations and resources as well as ongoing professional observations, and ongoing reflective

conversations.

Instructional Rounds Leaders

By focusing on the Instructional Core as described by City, Elmore, Fiarman, and Teitel in their book *Instructional Rounds in Education*; we are able to observe, gather information, and provide direction for next steps in the improvement of the teaching and learning process. We will conduct Instructional Rounds two times per year in each building with the visits revolving around our focused initiatives and the ever-important tasks in which we ask our students to engage. Teacher leaders on the Rounds Team provide insight and perspective that enrich this process.

The leadership provided by our teachers through each of these TLC roles will allow us to build on the important work that is so crucial to the success of our students.

Using Part 4 application narrative from Year 1?

Yes

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)

MOC-Floyd Valley currently participates in the Northwest AEA Mentoring and Induction program. The purpose of this program is to help new teachers successfully transition into the teaching profession. Teachers are paired with a veteran teacher who supports the teacher for the first two years. Mentors and mentees attend AEA-wide mentoring and induction meetings four times per year for two years. These meetings are centered on the Iowa Teaching Standards and Criteria. All required activities are designed to have the mentee reflect on his/her teaching. Unfortunately, the reflections from these tasks are submitted to the AEA and no specific feedback is ever provided to the mentees.

One of the most important aspects of the mentoring program is the ongoing interaction between the mentor and the mentee. The frequency and quality of these interactions varies dramatically based upon the relational skills and commitment level of the participants. In surveying participants over the past four years, the level of satisfaction is low and the consensus is that the most effective time is the informal time between mentors and mentees. However, it has been made clear the amount of informal meeting time is insufficient to meet the needs of mentees involved.

As a school district, we are continually striving to enhance the level and effectiveness of professional collaboration and support, not only for our new teachers, but for all teachers. It is our belief that the TAP System creates a very effective system for providing that level of collaborative support in a systemic manner where relationships are strengthened, dialogue is ongoing, feedback is specific and authentic and continuous improvement is the norm.

All teachers, including new teachers, will be members of collaborative teams which include the building principal, a master teacher, mentor teachers, and career teachers. The leadership team of the superintendent, principals, master, and mentor teachers will receive nine days of training in the TAP System and how to best provide support through the instructional rubric. Prior to the school year, all teachers will spend one to two days being introduced to the TAP System. During the first semester of the year, weekly cluster meetings will be centered around empowering teachers through a shared understanding of the TAP Instructional Rubric, specifically focusing on Instruction, Designing and Planning Instruction, and The Learning Environment. During these cluster meetings, teachers share and build a collective understanding and commitment to instructional strategies and practices. In addition, master and mentor teachers will meet regularly with new teachers and career teachers to individually support them. Individual professional development plans, pre-conferences, observations, and follow-up conferences will be part of a continuous improvement cycle that is the foundation of the TAP System.

This undoubtedly provides much more focused, effective support for new teachers, actually all teachers, and is one of the key reasons why teacher efficacy is shown to increase in schools after they implement the TAP program. Through increased efficacy, teachers will have a greater desire to become a part of or remain in a TAP school district.

Through the TAP program, the mentoring system will undergo a change from its current system in MOC-Floyd Valley. Changing to this program will allow our new teachers to undergo a more beneficial mentoring experience. Beginning teachers will have opportunities for growth and collaboration through Cluster meetings which are focused on research-based instructional strategies designed to help improve teacher effectiveness and student achievement. During these Cluster meetings, new teachers as well as career teachers, will have an opportunity to learn and collaborate about these strategies and help with their implementation in the classroom. Along with weekly Cluster meetings, beginning teachers will have one-on-one meetings with master and mentor teachers to help reflect on current practice and assist with classroom implementation. Peer observations will also be conducted for new and career teachers by master and mentor teachers, along with building administrators. These observations are conducted using the Instructional Rubric and evaluating the implementation of specific skills and standards addressed on the rubric. Feedback from these peer observations provides teachers with meaningful and specific feedback about their practice and provide opportunities for reflection and discussion on improved practice. This type of feedback is more effective than spending mentor / mentee time solely on the Iowa Standards of Teaching. Beginning teachers in our district will be provided with multiple opportunities for learning, collaboration, feedback, and reflection on their practice with the hopes of improving and refining current practice.

The TAP System allows for scheduled release time for mentor teachers and full release time for Master teachers to provide coaching opportunities for teachers new to the profession. Under the current system, this is not an option. Master / mentor

teachers will employ a wide range of coaching techniques that will be adapted to suit individual teacher needs. Some teachers might benefit from “lighter” coaching in which the master / mentor observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they get to observe the master teacher modeling the strategy again this time with an actual classroom of students. Still other teachers might need more intensive “elbow-to-elbow” coaching wherein they co-teach a lesson to a classroom of students, right alongside the master or mentor teacher.

Narrative

Using Part 5 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

The five “must-haves” for Model 3 helped guide the MOC-Floyd Valley TLC plan.

- 1) The **minimum salary** of \$33,500 has been met as part of our regular budget.
- 2) **Mentoring new teachers** will be a large part of our TLC plan. Currently we take part in a two-year mentoring program that is conducted by our AEA. We intend to bring this program in-house and gear it more to MOC-Floyd Valley’s specific needs
- 3) **Differentiated, multiple, meaningful teacher leadership roles** will be the major part of our TLC plan. Since we will be following Model 3 we have chosen the differentiated roles that we feel will most benefit our district.
- 4) **A rigorous selection process** will be developed to determine the differentiated roles of the staff.
- 5) **Professional development** will be aligned with the districts goals. This will be one of the primary responsibilities of the PLC Team leaders, working directly with our curriculum team leaders.

The roles created by the model are summarized in the table below:

Role	Duties	% of Time	Individual Cost	Total Cost
Instructional Coach – Technology	<ul style="list-style-type: none"> - Oversee the district wide implementation of technology initiative - Coordinate and conduct technology based professional development sessions - Report implementation progress to the board of education - Assist teachers with the development of lessons utilizing technology in the classroom 	100%	\$78,354	\$78,354

Instructional Coaches K-8 Literacy (One or two depending on skills in interview) K-12 Math	<ul style="list-style-type: none"> - Works inside classrooms to help teachers implement research-based strategies, demonstrates lessons, engages in co-teaching, observing, and giving feedback - Provides ideas to differentiate instruction - Guides implementation in district initiatives - Assures integrity and consistency of curriculum across the district - Aligns curriculum and Iowa Core - Collaborates on common assessments - Evaluates data and provides insight to PLC leaders - Coaches teachers with guided reflection - Researches and shares instructional resources - Builds congruence among Professional Development, district/building goals, school system initiatives, and teacher leadership functions 	20% - 100%	\$78,354	\$235,022
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<p>Building Level Technology Coaches</p> <p>One per building (MOC- Floyd Valley has four buildings: an elementary in Orange City, an elementary in Hospers, a middle school in Alton and a high school in Orange City. A new career center/administration office was just completed last year next to the high school, but this building will not have a Model teacher in it.</p>	<ul style="list-style-type: none"> - Assist the Technology Instructional Coach with professional development - Coordinate technology integration opportunities (i.e. Tech Tuesdays, after school meetings, videos, etc.) - Will report and meet with building administrators quarterly to discuss implementation progress and next steps 	<p>Class room 100%</p>	<p>\$1,119 Three extended days on contract (extended days paid at \$300 per diem – all staff paid the same) Based on \$30 an hour for 8-hour days.</p>	<p>\$4,477</p>
<p>PLC Team Leaders</p> <p>21 teachers K-8 = one per grade (9) HS PLC Teams = one per team (6) Music, Art, Guidance, special Education, PE/Health, Career & Technical Education Teams = one per team (6)</p>	<ul style="list-style-type: none"> - Facilitates PLCs to identify student learning needs - Facilitates/leads Collaborative PD Teams - Leads conversations to engage peers in analyzing and using data to strengthen instruction - Creates common assessments - Uses current data to develop student interventions 	<p>Class room 100%</p>	<p>\$2,518 Nine extended days on contract</p>	<p>\$52,881</p>

<p>Curriculum Team Leaders 8 teachers K-5 ELA 6-12 ELA K-5 Math 6-12 Math K-5 Science 6-12 Science K-5 Social Studies 6-12 Social Studies</p>	<ul style="list-style-type: none"> - Builds understanding of content standards and essential learning of the content areas - Documents work of the curriculum team and provides report to the board of education - Collects and assists in updating Essential Learnings and PLDs - Coordinates ongoing vertical articulation for K-12 around the Iowa Core - Develops a K-12 Curriculum Map in their content area and facilitates improvement and alignment - Utilizes Iowa Professional Development model to assist in curriculum work - Collaborates with fellow curriculum leaders - Works collaboratively with the District Leadership Team - Alignment with Iowa Core is the focal point 	<p>Classroom 100%</p>	<p>\$1,959 Seven extended days on contract</p>	<p>\$15,668</p>
<p>Mentors (Number depends upon number of teachers new to the district) (Teachers new to the profession will be mentored for two years and those new to the district, one year)</p>	<ul style="list-style-type: none"> - Serves as a role model for mentees - Acclimates new teachers to a new school environment - Advises new teachers about instruction, curriculum procedures, practices, and the school culture - Contributes time and expertise to make significant contributions to the development of new professionals - Works with teachers new to the profession for two years and new to the district for one year 	<p>Classroom 100% with some release time to spend with men-tees</p>	<p>\$839 Three extended days on contract</p>	<p>\$12,054 Based on 11 mentors Two days of release time (.5 per quarter) for meeting with Mentees Six hours of meeting time, outside of the school day, per quarter (three day extended contract)</p>

Instructional Rounds Leaders (Four teachers, these are flexible positions and may be different people at different times, depending on the topics to be observed)	- Joins the Administrative Team in performing instructional rounds based upon a problem of practice that supports the professional development efforts of the School District - Provides input into alignment of current practices with identified desired practices - Works with the Rounds Team to develop feedback and next steps to be shared with all staff (based upon observed data) - One person from each building go on rounds together	Class Room 100%	\$1,026	\$4,104
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The roles created in our plan include more than 40 of our teachers in some leadership capacity. This does not include the mentors, which this year would have added 11. That makes up almost 50% percent of the district's teachers. Extended contracts are based on \$30 an hour. Roles all get paid the same regardless of teachers' years of experience or education.

The teacher leadership model created by the MOC-Floyd Valley Community School District includes differentiated roles, which fit together in a coherent plan to improve instruction and student learning. The **Instructional Coaches** for literacy and math are very flexible positions. They are the only positions, except for the Instructional Coach in Technology that will not be full time teachers. All other positions are extended hours for full time teachers. All amounts and times are negotiable. The flexibility for the Literacy and Math Instructional Coaches could mean that they are held by more than one person. Reading has so many aspects to it, that one expert could be used for writing and another for speaking, as an example.

For the model to be effective, the roles created must work together to improve instruction and student learning. MOC-Floyd Valley's Iowa Core Plan for Continuous Improvement includes the following components supported through teacher leadership:

- Tighten the alignment of the curriculum to the Iowa Core
- Develop and analyze common formative and summative assessments
- Fully implement the characteristics of effective instruction
- Provide on-going professional development in high impact areas
- Assure focus and improvement of the instructional core
- Implement and monitor student interventions

This TLC plan incorporates all of these aspects. **Curriculum Leaders** and **Instructional Coaches** help ensure that curriculum is aligned to the Iowa Core. **Instructional Coaches** and **PLC leaders** work together with teachers to create valid formative and summative assessments. The characteristics of effective instruction are modeled and implemented through the work of **Instructional coaches, Building Level Technology Coaches, and Mentor Teachers**. Professional development and student interventions are strengthened through **PLC Leaders** and **Instructional Coaches**. **Instructional Rounds Leaders** will provide support in insuring depth in the implementation of professional development efforts through multiple instructional rounds visits to each attendance center. All of these components help to increase student learning.

Part of the rationale for the our plan comes from Instructional Rounds in Education: A Network Approach to Improving Teaching & Learning by Elizabeth A. City Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel, Harvard Education Press, Cambridge, MA; 2009. **Instructional Rounds Leaders** may be different people throughout the year. These are flexible positions. This strengthens what we are trying to do and shouldn't be felt as threatening to the teacher whose room is being observed. The **Instructional Rounds Leaders** collect observation data and gather evidence that can inform future Professional Development. This must be presented to teachers in such a way that they see the value of learning from it, without feeling threatened by it. The **Instructional Rounds Leaders** observe what they see.

It is imperative that the roles communicate effectively to break isolation, cultivate trust, and create a collaborative culture within a coherent system. The district Director of K-12 instruction will help support and guide our **Instructional Coaches** and our **Curriculum Leaders**. The **Instructional Coaches** will then play a vital role in ensuring a seamless delivery to other levels of the system. Since **Instructional Coaches** are not full-time teachers, they will have the time to meet with the other leadership components as well as collaborate and teach alongside classroom teachers. **Instructional Coaches** will work with **PLC Leaders** to collect and analyze student data to determine if student success is improving. The **PLC Leaders** and classroom teachers will make decisions based on the data for whether the work being done should be continued or altered. The Director of K-12 Instruction will also work to train the **Mentor Teachers** to support beginning and career teachers. Finally, **Building Level Technology Coaches** will be utilized by classroom teachers in specific areas for which they feel they need more training. Data will be collected to evaluate student outcomes and teacher effectiveness to determine whether the model is sufficient in meeting the goals chosen by the district.

A survey was sent out to all 106 staff members. As of August 28, 82 had responded with 91% in support of the program and 51% saying they would be interested in one or more of the leadership positions. After the initial survey, all staff was involved in small-group discussions allowing for refinement of the teacher-leadership roles. Finally, an all-staff meeting was held to solidify commitment to the District plan.

The MOC-Floyd Valley School District is located near multiple colleges and has a working relationship with the teaching programs at the institutions. Filling our teacher positions has not proven to be a challenge as we normally receive multiple applicants when a position is open. We do not anticipate any problems finding quality staff to fill vacancies. Teachers hired within our system will have the opportunity to become teacher leaders within the district.

Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

The selection process will consist of an application that allows teacher candidates to highlight how they meet the selection criteria and measures of effectiveness established by the district. Candidates will need to show how their effectiveness in the classroom aligns with the district's overall goals:

Goal #1: All K-12 students will achieve at high levels in reading comprehension, math, and science prepared for success beyond high school. In addition, increased student learning will be demonstrated in all curricular areas through the use of formative and summative assessment data.

Goal #2: Students will effectively utilize technology to engage effectively in a world saturated with technology.

Goal #3: All students will be and feel safe and connected at school.

Goal #4: Staff will provide high quality educational and co-curricular programs that allow us to fulfill our mission of "fostering learning, excellence, and civic responsibility."

The district is looking for teachers who are able to show effectiveness in working towards continuous improvement in meeting these goals. Evidence such as documentation of success in the candidate's individual professional development plan will be reviewed as part of the written application.

Candidates for the teacher leader positions will need to show evidence of effectiveness in their current roles. The district will look for candidates who have demonstrated the following measures of effectiveness in previous professional growth:

- Impacted student growth in their current role
- Impacted collaborative groups
- Supported the district's vision of working collaboratively
- Articulated his/her own vision, goals, and specific ideas for the position
- Understood the Iowa Core and the Iowa Professional Development Model
- Resolved conflict and reached productive solutions
- Shown continuous individual development and improvement
- Demonstrated strong communication and technology skills

In addition, professional growth will be represented through successful completion of the district evaluation system. This process consists of reflection on the Iowa Teaching Standards and how teachers can develop individualized goals that result in a two-year professional growth plan. At the conclusion of each year, the teacher reflects on the effectiveness of his/her plan with the building principal. This reflection will be available to the committee as part of the application process.

After candidates complete the written application process and provide additional evidence of effectiveness, a site-based review council appointed by the board made up of an equal number of teachers and administrators will review all applicants. The four attendance centers will share one council. This process will include the use of a standard scoring rubric consisting of the following criteria:

- Knowledge of research-supported instructional practices
- Proven ability to collaborate with diverse groups
- Expertise in data-driven decision making
- Ability to provide teacher professional development in instructional skills and strategies
- Desire to continue to grow and develop professionally, especially in content area(s) and/or instructional approaches
- Ability in position specific criteria (see below)

Each committee member will score the individual criteria separately on the rubric after reviewing the written application and a personal interview when appropriate. If interviews are deemed necessary, we will use a standard question set that is aligned with the selection criteria. The committee will then tabulate scores and enter into a consensus building process using the following definition: "A decision collectively reached after all have had an opportunity to influence the decision and are ready to support it without sabotage." This will lead to a collaborative decision of who to recommend to the superintendent for each respective position.

Position Specific Criteria

Instructional Coaches and Building Level Coaches:

- Specific training or certification in instructional strategies and/or professional development
- Ability to use results and data to measure the effectiveness of instruction on student learning
- Capacity to collaborate with PLC leaders using student data
- Ability to be objective, fair, and completely honest about teaching and learning based on observations and data
- Ability to work with staff members to implement strategies that improve instructional practice
- Research and share instructional resources that assist teachers in the areas of Reading and Math and Technology

PLC Leaders:

- Interest/passion/giftedness that aligns with current PD focus
- Ability to align and develop common assessments to characteristics of effective instruction
- Know and understand the four essential questions to a PLC
- Knowledge of student intervention strategies and resources
- Ability to use results and data to measure the effectiveness of instruction on student learning

Curriculum Team Leaders:

- Knowledge of standards and essential learnings of the content area
- Knowledge of how to best implement the curriculum
- Capacity to lead vertical alignment and the refinement of existing curriculum maps
- Interest in staying current in trends and strategies
- Comfort in working with data and using it to support student learning

Mentor Teachers:

- Serve as a role model to mentees and assist in the acclimation to a new district
- Ability to constructively coach to improve best practice and classroom management
- Willingness to share and collaborate lessons, tips, and strategies

Instructional Rounds Leaders:

- Ability to observe classrooms, objectively, with the purpose of improving current practice
- Ability to work collaboratively with the Rounds Group to provide data collected and develop feedback for teachers
- Contribute time to the planning, observations, data collection, and feedback development necessary to provide a beneficial experience for all involved.

The selection committee will make recommendations to the superintendent as to who the best candidates are for the various leadership positions.

Narrative

Using Part 7 application narrative from Year 1? Yes

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.](#)

The role of teacher leaders in creation and delivery of professional development will be based on the TAP rubric system of nineteen instructional methods. Professional development will be run by teacher leaders in weekly meetings and will incorporate a group of teachers by like content disciplines and grade levels. The teacher leaders will analyze student data and then convey specific instructional objectives and goals for classroom teachers to attain in order to improve instruction and student achievement. Teacher leaders will conduct field testing on instructional strategies before assisting classroom teachers with specific methods. Teacher leaders will approach each meeting with the intent of supporting those around them. Teacher leaders will provide assistance and training in new field-tested strategies in weekly meetings. Leaders will follow up with classroom instructors weekly to aid in changing instruction to improve student achievement based on school goals. Results will then be analyzed and instructional objectives realigned. Master and mentor teachers also serve on a school-wide TAP Leadership Team, led by the principal, which sets clear goals for groups and monitors their progress to ensure success.

Initial training occurs in the summer which consists of nine days of interactive training from experts in the TAP CORE. All members of the leadership team are also supported and coached throughout the year by NIET. The knowledge gained during this initial process and throughout the year allows the leadership team to implement the following five steps with a high degree of fidelity:

1. Targeting Specific Student Needs
2. Selecting and Field-Testing Classroom Strategies
3. Learning New Strategies in Group Meetings
4. Providing Follow-Up Coaching to Every Teacher
5. Collecting and Analyzing Student Results / Data

As described in the article "Beyond 'Job Embedded' Ensuring That Good Professional Development Gets Results" (NIET, 2012), the following clearly identifies the way we intend to achieve the above named steps in our district:

Identifying progressively more focused goals allows teams to zero in on very specific aspects of student work during each cycle. Teams will know exactly what they are aiming for and have the right tools to monitor whether they are hitting the mark. After the leadership team identifies student learning goals, master teachers select research-based strategies that groups use to achieve those goals. Master teachers consult a range of resources to identify promising research-based strategies and must "Field Test" any new strategy complete with pre and post assessments and samples of student work before introducing a strategy within the group. When it is time to introduce a field-tested strategy to a group, master teachers follow a "gradual release" approach that deliberately moves from describing to explaining to modeling to guided practice to independent practice supported by intensive in-class coaching.

The intent is to ensure that teachers build the expertise necessary to apply what they learn in team meetings so their students meet the goals established in the school plan. The TAP System expects master and mentor teachers to follow up after meetings to provide every teacher with one-on-one coaching that carefully adjusts the content and form of coaching to meet teachers' individual needs. In the TAP System, all teachers are expected to bring analyzed student work to team meetings so that various proficiency levels are represented. Master teachers guide the conversation, asking probing questions and ensure that the discussion remains focused on the explicit student needs at the heart of the current meeting cycle.

The TAP System ensures that master and mentor teachers are not simple "coaches" or "team facilitators," although they do perform both functions, they are true instructional leaders in their schools. Research has proven that job-embedded professional development will improve instruction and student learning if there is a sufficient infrastructure in place to support, oversee, and reinforce it.

In the National Institute for Excellence in Teaching (NIET) March 2012 report, professional development under the TAP System results in increased student achievement due to professional development being delivered by site-based teacher leaders during the school day. Specifically, NIET described how incorporating TAP will maximize the impact of collaborative learning teams and instructional coaching. TAP takes the next step to support, oversee, and reinforce professional development through a

range of strategies including explicit teacher leadership goals, clear responsibilities for principals, and school-wide instructional leadership teams. (NIET, "Beyond 'Job Embedded'", 2012). The TAP System incorporates both strategies that research has found to be effective...collaborative learning teams and instructional coaching.

The professional development model of TAP also correlates well with the Iowa Professional Development Model (IPDM). The TAP model, within the realm of the weekly meetings, would include several components of the IPDM such as the following: establishing a leadership team, collecting and analyzing student data, goal setting for student achievement, selecting content and designing professional development, training and learning opportunities, collaboration, implementation, formative evaluation, program evaluation, and developing individual teacher professional development plans. It is vital to consider these components to ensure that the TAP System is supporting the needs of learners and educators alike.

Using Part 8 application narrative from Year 1?

No

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

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

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

MOC-Floyd Valley has adopted five TLC goals.

A comprehensive annual review of these goals will take place using a combination of quantitative and qualitative metrics. This review will involve our School Improvement Advisory Committee, School Board, District Leadership Team, administration, and District staff.

Goal 1: Attract able and promising new teachers and offer professional development and leadership opportunities.

Goal 2: Retain effective teachers by providing enhanced career opportunities.

Measurements used to monitor impact and effectiveness:

- a. Staff retention - We will develop trend line data to determine the percentage of our staff that is retained on an annual basis. Our goal in this area is 95% retention.
- b. Exit surveys - These surveys will include a formalized process to learn from those who choose to leave our district.
- c. Evaluation data on our redesigned mentoring and induction program – Interviews will be conducted with all new staff members during the first and second quarters to evaluate their experiences with mentoring and induction. Data will be used to differentiate the needs of staff.
- d. Job satisfaction surveys – The Gallup organization has researched the workplace elements that cause people to stay with or leave an organization. We will administer surveys on these elements each year to gain a perspective on the needs of our staff.

Plan adjustments based on data sources:

New staff will be interviewed when satisfaction surveys indicate developing problems. If year-end data does not indicate high levels of satisfaction and retention, mentors will meet to study implementation procedures and recommend improvements. Plan evaluation and adjustments will be based on the data collected above.

Goal 3: Promote collaboration by developing and supporting opportunities for teachers to learn from each other.

Measurements used to monitor impact and effectiveness:

- a. Professional Development surveys will be administered at the end of each semester. They will analyze the impact of our PD on classroom practice. This survey will help us to adjust our course to maximize the impact of our collaboration and PD sessions.
- b. PLC evaluations - PLC's will have a continuous feedback loop from their leaders and the Instructional Coaches to evaluate the group's effectiveness at helping professionals grow in their skill base.

Plan adjustments based on data sources:

The Instructional Coaches and PLC leaders will analyze feedback obtained through "b" weekly. This data will allow us to collaborate on the success of each step of our PD and respond to the feedback. Source "a" will be looked at the end of the semester and at the end of the year to make program changes in content, delivery, and/or leadership.

Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Measurements used to monitor impact and effectiveness:

- a. Number of applicants for each leadership position – data will be kept on the number of applicants who apply for each position.
- b. Number of applicants who reapply after the first year.
- c. Exit surveys - These surveys will include a formalized process to learn from those who do not choose to reapply for a leadership position.

Plan adjustments based on data sources:

The Teacher Quality Team will analyze exit surveys of those not choosing to reapply for leadership positions. If not enough applications are received for any position, the team will reexamine the original plan and make adjustments accordingly.

Goal # 5. Improve student achievement by strengthening instruction.

Measurements Used to Monitor Impact and Effectiveness:

- a. Skills Iowa Assessment—Students in grades 6-8 will take the Skills Iowa Assessment Test to evaluate growth in complex thinking ability. This will be combined with AIW student work scores to measure growth.
- b. Instructional Rounds Data—The Instructional Rounds data will be used to determine if these conditions are being created in our classrooms. Growth will be analyzed on a building basis as well as a system.
- c. Learning Progressions—Classroom level data will indicate the percentage of our students achieving a score that indicates the students are secure in the Core skills at each level. We will chart this data to look for improvement.
- d. Standardized testing results—The IA Assessments will be used to look for growth in proficiency. We will also analyze

additional screening data from AIMS-WEB and FAST in the areas of math and reading.

Plan Adjustments Based on Data Sources:

The walk through data will help us monitor if our training is making it to the classroom to allow for procedural adjustments throughout the year. The Skills Iowa Assessment data will serve as one piece of our data system and will help us monitor the student impact of our efforts on students, including what is and is not working.

Data from these metrics will feed back into our evaluation system to show what difference the TLC plan is making on proficiency. After the data is collected by Instructional Coaches, Curriculum Leaders, Mentors, and administrators, it will be reviewed by PLCs. This will allow for both instructional and program adjustments to maximize our impact.

Addressing the Roles and Responsibilities of Leadership Positions:

The leadership positions will also be reviewed annually. A teacher feedback survey will help determine teacher's perspective of what is working and how we can adjust the leadership roles. This may include additional job duties, shifting of duties, amount of time spent during the school day, and necessary compensation. Conferences will take place with the teacher leaders to review the feedback and adjust practice to match the feedback that has been offered. In the event that additional roles are needed in the system, they will be discussed at these times.

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 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)

At MOC-Floyd Valley, we believe that the most powerful tool we have to enhance student learning is meaningful professional collaboration. We have sought opportunities to stretch ourselves to this end. We have sent teams of teachers and administrators to the 90-90-90 Conferences. We have sent teams of teachers and administrators to Solution Tree's Professional Learning Community Conferences. We have engaged in a district-wide book study of Du Four's Whatever It Takes. As a result of these efforts, we have developed and utilize pyramids of interventions and have redesigned our building schedules to allow for regularly scheduled collaborative teaming. This teaming is done by grade-level at the elementary and middle school levels and through inter-departmental teams at the high school.

In 2006, we were selected as one of twenty high schools to participate in the Iowa High School Project. Our focus was on developing rigorous & relevant lessons and instruction. In 2007 we were one of three Iowa School Districts selected to participate in the Iowa Pay-for-Performance grant. We implemented a hybrid plan that had elements of pay-for-performance and elements of a career ladder. The pay-for-performance stipends were awarded to teachers if they met the SMART goal established with their principal as a part of their individual professional development plans. We utilized mentor and veteran teachers and new teachers in our career ladder portion. The mentor teachers worked for 10 additional days in the summer, with Lori Nebelsick-Gullett on understanding and developing effective formative assessments. The mentor teachers then directed the professional development with the rest of the staff throughout the next school year. Some of the veteran teachers provided additional support to our new teachers throughout the year. When the funding ended, we discontinued the pay-for-performance stipends, but we have continued to utilize teacher leaders through our ongoing professional development efforts.

When we received the AIW grant at the high school, we had a leadership team of eight teachers and the principal. These people were trained and have since, trained and collaborated with the rest of the staff. In addition, a team of six teachers worked for an additional six days in the summer to develop a unit-planning guide that incorporates what we have learned about assessment, AIW, and the Iowa Core. This unit planning guide is currently used by our high school staff during daily collaborative time. The middle school is also involved in AIW with the leadership team working with the rest of the staff during their regularly scheduled collaborative time.

We were excited when we developed PLC teams and provided them with time to meet and collaborate. This collaboration showed promise. AIW provided a framework and a common language for our collaboration that led to more growth. We have laid the groundwork for the TAP System because we have a high level of trust in each other and an expectation for learning and growth. The TAP System will move us even further by emphasizing data and frequent consistent feedback around agreed-upon professional practices.

We have shared our efforts and sought input and feedback from staff as we have developed our plan. We have been working with our school attorney to make sure we have a memorandum of understanding agreed upon with the Association. We will continue to be transparent in our process moving forward. We will develop our selection committee in February and we will share the finalized criteria for master and mentor teachers with our staff. Those interested in applying will be encouraged to prepare their materials so that if we are selected, the interview/selection process can begin immediately. Master teachers will be selected first, and will then become part of the selection committee for mentor teachers. Once the master teachers are selected, we will also begin the hiring process to replace the teaching positions vacated by these master teachers.

We are applying for this grant independent of any other school districts, but are hopeful that we can share the cost of training with other Districts that plan to work with the National Institute for Education Excellence. To that end, we have already visited with the Okoboji School District. Okoboji is also planning to utilize the TAP System if they receive the grant. We will coordinate schedules to combine districts for the planning. This will also provide opportunities for networking between our master and mentor teachers and theirs. We will be open to this type of coordination with other districts once grant recipients are selected.

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	1377.3
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$425,337.79
Total Allocation	\$425,337.79

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.	\$73,026.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$329,534.00
Amount used to provide professional development related to the leadership pathways.	\$22,777.79
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$425,337.79

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$425,337.79

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

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from Year 1?

No

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

MOC-Floyd Valley has established the following measurable goals for the TLC system:

- 1) Attract able and promising new teachers by offering competitive starting salaries, PD and leadership opportunities.
- 2) Retain effective teachers by providing enhanced career opportunities.
- 3) Promote collaboration by developing and supporting opportunities for teachers to learn from each other.
- 4) Reward professional growth and effective teaching by providing pathways for career opportunities.

5) Improve student achievement by strengthening instruction.

The following new teacher roles will be created to make these goals a reality:

- * Instructional Coaches
- * Building Level Technology Coaches
- * Professional Learning Community Leaders
- * Mentors
- * Instructional Rounds Leaders

Instructional coaches are teachers who are hired to work with and support other teachers assisting them with the development of lessons. They will work inside the classroom to help teachers implement research-based strategies and demonstrate lessons, will engage in co-teaching, observing, and giving feedback, and will help provide ideas to differentiate instruction and guide implementation in district initiatives. This will assure integrity and consistency of curriculum across the district and align curriculum and the Iowa Core. They will collaborate on common assessments and evaluate data as well as provide insight to PLC leaders. They will coach teachers with guided reflection and build congruence among Professional development district/building goals, school system initiatives, and teacher leadership functions.

The **technology and math instructional coaches** will be full time coaches. The two literacy coaches will spend between 20 – 100% coaching and the balance of their time in the classroom.

Instructional Coaches	
FTE 4	
	Individual
Total Base Salary	
\$61,391	\$245,564
FICA	\$4,696
\$18,783	PERS
\$5,481	\$21,925
Health Insurance	\$6,786
\$27,144	Total
\$78,354	\$313,376

The four **building level technology coaches** will coordinate technology integration opportunities on Tech Tuesdays during after school meetings, through videos, etc. They will report and meet with building administrators quarterly to discuss implementation progress and next steps. The building level technology coaches are full time teachers, but will have four extended days added to their calendars. Extended days are figured at \$300 each.

Technology Coaches	
4 coaches – 4 extended days	
	Individual
Total Base Salary	
\$960	\$3,840
FICA	\$73
\$294	PERS
\$86	\$343
Total	\$1,119

Professional Learning Community Team Leaders (PLC leaders) will include 21 teachers. Grades K - 5 meet weekly in PLC meetings, grades 6 - 8 meet three times in a cycle plus Wednesdays and grades 9 -12 meet every day plus Wednesday. The

PLC leaders will facilitate and lead the Collaborative Professional Development Teams and help them identify student-learning needs. They will lead conversations to engage peers in analyzing and using data to strengthen instruction and help create common assessments. They will lead the team in using data to develop student interventions. They will be given nine extra contract days to do their work.

PLC Team Leaders	
21 Leaders – 9 extended days	
	Individual
Total	Base Salary
\$2,160	\$45,360
FICA	\$165
\$3,470	PERS
\$193	\$4,051
Total	\$2,518

Curriculum Team Leaders will involve eight teachers who will build understanding of content standards and essential learnings of the content areas. They will document the work of the curriculum team and provide that report to the board of education. They will collect and assist in updating Essential Learnings and PLDs. They will coordinate ongoing vertical articulation for K-12 around the Iowa Core and develop K-12 Curriculum Maps in their content area. They will facilitate improvement and alignment of curriculum and utilize the Iowa Professional Development model to assist in curriculum work. They will collaborate with fellow curriculum leaders and with the District Leadership Team. The focal point will be alignment with the Iowa Core. The eight curriculum leaders will represent K-5 ELA, 6-12 ELA; K-5 Math, 6-12 Math; K-5 Science, 6-12 Science & K-5 Social Studies, 6-12 Social Studies. They will have seven extended days in their contract.

Curriculum Team Leaders	
8 Leaders – 7 extended days	
	Individual
Total	Base Salary
\$1,680	\$13,440
FICA	\$129
\$1,028	PERS
\$150	\$1,200
Total	\$1,959

Mentors serve as role models for mentees who are teachers new to the district. Teachers who are new to the profession will be mentored for two years and those new to the district for one year. Mentors will advise about instructional curriculum procedures, practices, and the school culture. Mentors will be full time teachers who will have a three-day extended contract. Budget is figured for eleven mentors (number will depend on number of new teachers each year).

Substitute Teacher Expenses	
	Total
Base Salary	
\$2,420	FICA
	\$185
PERS	
\$216	Total
	\$2,821
Mentors	
11 Mentors – 3 extended days	
	Individual
Total	Base Salary

	\$720		\$7,920
FICA			\$55
	\$606	PERS	
	\$64		\$707
Total			\$839
	\$9,233	Total Mentoring Costs	
			\$12,054

Instructional Rounds Leaders will include four teachers, one from each building. They will join the administrative team in performing instructional rounds based upon a problem of practice that supports the professional development efforts of the District. They provide input into alignment of current practices with identified desired practices. They work with the Rounds Team to develop feedback and next steps based upon observed data to be shared with all staff. The teachers serving as Instructional rounds Leaders may vary depending on the topics to be observed. Costs include money for four substitute teachers, four times during the school year.

Instructional Rounds Leaders			
4 Leaders – 8 extended days			
			Individual
	Total	Base Salary	
	\$880		\$3,520
FICA			\$67
	\$269	PERS	
	\$79		\$314
Total			\$1,026
	\$4,104	Professional Learning & Miscellaneous	
			\$22,777.79

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