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Application

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Application Details

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

91627 - Teacher Leadership COU/MVAO/Schleswig Schools

Teacher Leadership and Compensation System

Status: Under Review
 Signature: Patricia Ryan
 Submitted Date: 2014-10-19 11:17:27
 Submitted By: Patricia Ann Ryan

Applicant Information

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Benefactor Vendor Number

Recipient Information

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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)

Our consortium consists of three rural districts in Western Iowa; Charter Oak-Ute, Maple Valley-Anthon Oto and Schleswig Schools. Our combined student enrollment in the buildings is approximately 1,100 serving students in Pre-school through 12th grade in two districts and Transitional Kindergarten through 8th grade in Schleswig. Our districts have enjoyed sharing opportunities over the last several years that include collaboration on a federal grant program to address Readiness and Emergency Management in Schools (REMS), sharing of Instructional Coaches through Northwest Area Education Agency, common professional development dates for grade-alike and content-alike opportunities for teacher collaboration; sharing of personnel including School Improvement, Curriculum, Instructional Technology Coach, School Nurse, Transportation Director, and Human Resources Director; and combining some high school sports to provide expanded experiences for our athletes.

Our vision for the Teacher Leadership and Compensation plan as a consortium is to tune our school improvement efforts collectively with the primary components congruent to Model Three. This is a change from our previous application for Model Two. After much brainstorming and collaborative discussions we found that a full-time coaching model was not the best option for our schools. Concerns about logistics arose, as did concerns from teachers ready for a leadership role but not ready to leave the classroom completely. Through an additional survey we gained insight that led us to mold our plan to include half-time coaching and intervention specialist roles, full-time teachers who are mentors, and full-time teachers who will be AIW coaches.

Increasing student achievement is the ultimate goal of our TLC plan. Once teachers in the leadership roles are recruited, we'll use a research-based process to examine data from all levels – district, building, classroom, teacher and student. Two such processes the 2013-14 TLC Committee explored using the Hexagon Tool are Marzano Research Laboratory's High Reliability Schools and Visible Learning Plus. Committee members used Google forms to rate the processes according to the six areas from the Hexagon Tool: Need, Fit, Resources, Evidence, Readiness for Replication, and Capacity to Implement. Discussions and the tool's results indicated engaging in the High Reliability Schools process was the best fit for our consortium schools.

Members of the original TLC Committee from each district will choose members for their district's local TLC Monitoring Committee and for the Professional Development Leadership Team, make recommendations for recruitment of Teacher Leaders, and ensure the consortium goals are in the forefront. Consortium-level data will be examined and used to determine next steps for the entire consortium and make calendar recommendations. District-level PD Leadership Teams will collect and analyze data, set goals for professional development and student learning, select content, design the process for implementing training and learning opportunities, develop a collaboration structure, collect formative and summative evaluation data and assist in the development of Individual Teacher PD plans.

Both high school buildings in the consortium and 2 of the middle schools are currently engaged in Authentic Intellectual Work (AIW) and MVAO will host a southern region AIW Mid-Year Conference in January 2015. This speaks to the efforts already in place in our consortium districts to increase collaboration using an evidence-based framework for improving student learning. Data Teams have been formed in all four elementary buildings which we plan to draw upon to expand, one elementary building was in Phase 1 of the C4K-MTSS process and all three districts have extensive technological resources such as 1:1 programs. All four elementary buildings are now using the FAST assessments in their Early Literacy Implementation. We are confident that we can implement, review and sustain an effective TLC plan spanning several years with the level of commitment we've already experienced in our consortium.

The COU, MVAO and Schleswig TLC consortium set forth this vision:

"If we establish a Teacher Leadership and Compensation plan to recruit excellent teachers to serve as Coaches, Mentors and Interventionists to share their expertise and refine their craft; support new professionals; build on the power of the collective; focus on student learning; and engage in evidence-based reform, then...each and every student will be prepared to succeed in an ever-changing world."

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

TLC Model Number	Model 3 – Comparable Plan
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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).

Maple Valley-Anthon Oto, Charter Oak-Ute and Schleswig Schools began the planning process independently when the information first became available in 2013. Each district formed a Teacher Leadership and Compensation planning committee with representation from certified staff, administrators, education association members, school board members and parents. During these initial meetings it became clear that joining forces in a consortium would allow our small, rural schools to best utilize the funding available to positively affect student learning and the teaching profession. Each district committee met to discuss, vote on joining the consortium, and to consider the three models in November 2013. The planning grants for each district were used partially to provide a \$450 stipend to most committee members. The remaining planning grant funds were conserved for exploring additional resources; such as visiting Visible Learning, High Reliability Schools, or Kansas Coaching facilities.

Beginning early in December 2013 the 3 committees began to meet together with the first meeting held to discuss the TLC models. The Instructional Coach Model was chosen with approval of 100% of the members at that time. However, with lessons learned after round one applications, we've moved to Model 3. Those lessons include addressing the concerns of staff members about travel, logistics, replacement teachers, content areas, and the need for interventionists and technology integrationists. During round one we decided to gather information from the Marzano Research Laboratories, Visible Learning Plus, and Kansas Coaching Project. Committee members rated the plans using the Hexagon Tool by Active Implementation, a tool and hub we'll continue to use throughout the process of planning and implementing our Teacher Leadership and Compensation program.

Membership in the Consortium Planning Committee included 7 Elementary Teachers, 4 Middle School Teachers, 4 High School Teachers, (2 of the 15 are Teacher Representatives from an Education Association), 12 Administrators, 3 School Board Members and 3 Parents. All members were present at the all face-to-face meetings and all rated the models. All members joined the shared Dropbox for our committee. The shared Dropbox contained our work to date, survey results, and guidance from the Iowa Department of Education. This information was used to guide our discussions, led to feedback forums, and allowed us to create a shared vision with resources committee members could use while talking with other stakeholders.

During the 2nd TLC Committee meeting, Marzano Research Laboratory's High Reliability Schools (HRS), was rated using the Hexagon Tools' six areas: Need, Fit, Resources, Evidence, Readiness for Replication, and Capacity to Implement. Initially the committee previewed this information about the HRS Next Steps in School Reform:

Those indicators for the next steps are:

- A safe and orderly environment that supports cooperation and collaboration
- An instructional framework that develops and maintains effective instruction in every classroom
- A guaranteed and viable curriculum focused on enhancing student learning
- Standards-referenced reporting of student progress
- A competency-based system that ensures student mastery of content

After this first review, members were asked to rate High Reliability Schools using the Hexagon Tool areas. Thirty-three committee members rated High Reliability Schools with these average scores on a 5-point scale:

- Need: 3.8
- Fit: 3.8
- Resources: 3.7
- Evidence: 3.6
- Readiness to Replicate: 3.4
- Capacity to Implement: 3.6

In the same meeting, we also reviewed Visible Learning Plus and the Kansas Coaching Project in the same fashion. Rating results showed High Reliability Schools (HRS) as the best fit for the consortium TLC project.

To learn more about HRS and how our TLC consortium could use the school reform steps, a phone conference with Dr. Marzano and Beth Watson was held in December 2013. The Curriculum Director spoke with them about HRS and how it could look in our schools. An invitation was made for attendance at the HRS Summit in July 2014 held in Denver, Colorado. Two committee members attended the HRS Summit to learn more specific details about using HRS to improve our schools. Planning grant funds totaling \$250 were used for registration. These members are the district contacts between Marzano Research Laboratory consultants and the TLC Committee for further planning and implementation.

These examples of our work illustrate the support and commitment to the TLC plan for all districts and helped gain the full confidence of all three school boards.

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 COU, MVAO and Schleswig TLC consortium set forth this vision inspired by the Iowa Task Force on TLC Theory of Action:

"If we establish a Teacher Leadership and Compensation plan to recruit excellent teachers to serve as Coaches, Mentors and Interventionists to share their expertise and refine their craft; support new professionals; build on the power of the collective; focus on student learning; reward excellence in teaching; encourage professional growth; and engage in evidence-based reform, then each and every student will be prepared to succeed in an ever-changing world."

TLC goals that enable us to become High Reliability Schools (HRS) are:

1. Build a safe and collaborative culture in each building as measured by HRS Level 1 Leading Indicators Survey
2. Ensure effective teaching in every classroom as measured by HRS Level 2 Leading Indicators Survey
3. Provide a guaranteed and viable curriculum as measured by HRS Level 3 Leading Indicators Survey

Additionally, long term goals for High Reliability Schools include:

4. Design a standards-referenced reporting system as measured by HRS Level 4 Leading Indicators Survey
5. Commit to competency-based education as measured by HRS Level 5 Leading Indicators Survey

In the High Reliability Schools' Handbook, Dr. Marzano writes, "In order to know what to work on and how to measure their success at each level, school leaders need ways to assess their schools' current status, gauge their progress through each level, and confirm successful achievement of each level. Leading and lagging indicators are useful to these ends." (2012, p.4) The Indicators will be used to gain a baseline, measure progress, and confirm success in relation to our TLC Plan. Indicator Surveys will be administered in the 2014-15 school year and used to identify reform measures needed. These surveys will also be used to monitor effectiveness of the TLC implementation, to be addressed more fully in Part 8.

TLC goals for student learning include:

1. Each student will show at least one-year's growth in reading as measured by the Iowa Assessments.
2. Each student will show at least one-year's growth in mathematics as measured by the Iowa Assessments.
3. All students will be proficient in reading by the end of 3rd grade as measured by state-mandated assessments.

Student data from all three districts indicates the need for reform, primarily in the areas of reading and math. Collectively the Iowa Assessment data shows about half of our middle level students reach a proficient level in reading. To understand this data we must look back at student performance at the elementary levels for the break down. The Formative Assessment System for Teachers (FAST) Universal Screening data from Schleswig Elementary shows 64% of our students are at the expected level for reading. As more schools enter the phases for Multi-Tiered System of Supports (MTSS) were quite certain our other consortium elementary buildings will score at a similar level based on data analyses done by Data Teams from other measures. Charter Oak-Ute and Maple Valley-Anthon Oto elementary buildings will begin the MTSS process using the Iowa TIER and the FAST in August 2014 as they work to meet Early Literacy Implementation goals. Results of the Fall 2014 screening window showed the Mapleton and Anthon Elementary buildings' highest performing grade level at 68% meeting the benchmark.

This data is one of the main reasons we feel the TLC opportunity is the right fit for our schools. We have employed Data Teams in three elementary buildings, we're engaged in Phase 1 of MTSS in another now with a pilot Data Team, we've been a Reading First school in yet another, on – and off – the "Watch List" for No Child Left Behind only a few years after being a Blue Ribbon School, and still another being designated a School in Need of Assistance (SINA) now in Delay status. What has worked in the past for teaching and learning is not working now. We recognize the need for a reform process that is evidence-based, builds on the collective efforts, and directs us to what really matters in student learning.

We believe an investment in the consortium developed Coaching Model will allow a structure for sharing craft knowledge and cultivating a culture of high expectations. Teacher Leaders will be carefully selected and will model and articulate effective practices, facilitate shared learning, promote continuous improvement; give, receive and help others act on feedback; advance understanding of priority initiatives, and foster productive relationships. Part 6 will further explain the criteria for selection.

Transformation to High Reliability Schools through the TLC system will allow us to attract promising new teachers and retain effective teachers by compensating them for their craft knowledge. We will also promote collaboration among teachers through coaching, mentoring and modeling while rewarding professional growth and effective instruction. The final outcome is improved student achievement in High Reliability Schools.

The statewide TLC Commission's vision has been shared as, "Through the development and support of opportunities for teachers in schools and school districts statewide to learn from each other, we will positively impact student achievement, staff morale, and school culture by ensuring quality instruction in every classroom." We believe our TLC goals and vision align with the statewide vision and goals through the structure of HRS, recruitment of Teacher Leaders and new professionals, and a constant focus on our data.

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 Charter Oak-Ute, Maple Valley-Anthon Oto and Schleswig Schools' Teacher Leaders will be instrumental in strengthening our school improvement initiatives. Priority initiatives in our districts include Multi-Tiered System of Supports (MTSS); Data Teams; Authentic Intellectual Work (AIW); Iowa Core Implementation; Science, Technology, Engineering and Mathematics (STEM); and Early Literacy Implementation (ELI). All of our priority initiatives will be addressed under the framework of High Reliability Schools (HRS).

Multi-Tiered System of Supports (MTSS): We envision the Teacher Leaders will be instrumental in carrying out the state-identified Multi-Tiered System of Supports that is defined as a, "... framework of evidence-based practices in instruction and assessment that addresses the needs of all students starting in general education." Data will be examined by Data Teams, further discussed below, to determine if these supports are making a difference to ensure all learners become proficient and are college and career ready when they graduate from our schools.

Data Teams: Instructional Coaches and Intervention Specialists will play a key role in our districts' Data Teams. COU and MVAO began elementary Data Teams during the 2013-14 school year and Schleswig began with a Pilot Data Team this year. From the Leadership and Learning Center, "Data Teams are the single best way to help educators move from 'drowning in data' to using information to make better instructional decisions. What makes the Data Teams process distinctive is that we are not just looking at student scores, but at the combination of student results, teaching strategies, and leadership support." Teacher Leaders will use Data Teams as a model for continuous, collaborative action that inspires and empowers professionals to improve teaching, learning and leadership for all. (Leadership and Learning Center)

Authentic Intellectual Work (AIW): Our AIW Team Facilitating Coaches will lead our districts' continued implementation of AIW, which began at MVAO in 2010 and COU in 2013. They will serve as anchor members, facilitate AIW teams, and assist in professional development in relation to implementing AIW standards. Our middle school and high school teachers will continue to use the AIW framework to design lessons and units aligned to the Iowa Core.

The AIW Coaches will assist teachers in implementing the AIW framework, which sets a standard for teaching academic subjects that maximize expectations of intellectual rigor for all students. AIW, most importantly, equips students to address the complex intellectual challenges of work and civic participation by engaging them in lessons with value beyond school. The AIW coaches will also assist with developing a plan for sustainability of AIW in our school districts.

Iowa Core Implementation: Teacher Leaders will assist classroom teachers in employing the Characteristics of Effective Instruction (CEI). The CEIs include; Student-Centered Instruction, Teaching for Understanding, Assessment for Learning, Rigor and Relevance, and Teaching for Learner Differences as identified in the Iowa Core Curriculum. Teacher Leaders will assist with professional development to ensure the enacted curriculum aligns with the intended curriculum through co-planning and co-teaching. Teacher Leaders will work together with teams of teachers to create action plans and pacing guides for full implementation of the Iowa Core. This work has been underway using the Iowa Curriculum Alignment Tool (I-CAT) in the districts and will continue to be part of the process.

Science, Technology, Engineering and Mathematics (STEM): Teacher Leaders will also have a STEM focus in our schools. MVAO High School is a Project Lead the Way - Pathway to Engineering school and MVAO Middle School is a Project Lead the Way - Gateway to Technology school. Through STEM Scale-Up and Monsanto grant opportunities 2 of our consortium middle school buildings and 3 elementary buildings have been able to provide STEM learning experiences through Full Option Science System (FOSS) 3rd Edition and Next Gen Edition kits, Kid Wind, A World in Motion and Engineering is Elementary. We see our Teacher Leaders demonstrating uses of these resources using the Characteristics of Effective Instruction to further STEM learning at all grade levels.

Early Literacy Implementation (ELI): Our Teacher Leaders will assist with and provide professional development for teachers in research-based instructional strategies, interventions, and progress monitoring of students. Teacher Leaders will be well-versed in using the Formative Assessment System for Teachers (FAST) within the Iowa TIER and be able to assist teachers with the administration and data analysis. Teacher Leaders will help identify students as On Track, At Risk and Substantially Deficient in literacy as defined by the Iowa Dept. of Education. After identification Teacher Leaders will assist with the development of Progress Monitoring and targeted intervention plans to get all students On Track.

High Reliability Schools (HRS), as identified by Marzano Research Laboratory, are schools that "monitor the effectiveness of critical factors within the system and immediately take action to contain the negative effects of any errors that occur." Our Teacher Leaders will be part of the Consortium Leadership Team using HRS model to improve our schools.

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)

Current Reality:

In-house mentoring partnerships have been utilized to support teachers who are new to the district but not new to the teaching profession. Additional mentoring services are offered in each of the districts, however there is not a consistent plan across the consortium. For example, five additional contract days are included in the first year contract for teachers new to the profession and teachers new to the district in both Schleswig and Maple Valley-Anthon Oto (MVAO). Charter Oak-Ute (COU) does not have additional days for new teachers. Both COU and Schleswig mentor all new teachers within the district while MVAO does this only with experienced teachers new to the district. Northwest Area Education Agency mentoring sessions are scheduled for MVAO mentoring pairs when the new teacher is also new to the profession. While each district has attempted to meet local needs, our analysis of the mentoring programs shows us we are not fully meeting the needs of new professionals.

The inconsistency across our consortium schools is one we will certainly address with our TLC plan. Data from our small, rural schools show none of the three districts have a high percentage of turn-over and generally hiring occurs after retirements. Reductions are typically made through attrition as well. That being said, we do know that when we receive the TLC funding we will need to recruit new teachers when current classroom teachers are chosen to serve in the half-time Teacher Leader positions. Staff reductions are not anticipated in any of the three districts so we recognize the urgency in putting into place an attractive mentoring program as a means to recruit promising young professionals and/or career teachers wishing to join our staff.

Desired State:

We will utilize Teacher Leaders in the role of Mentor Teachers to build a supportive environment that promotes the personal and professional well-being of teachers. The use of Marzano Research Laboratory's publications such as *The Art & Science of Teaching* will be one process in which we can examine our mentoring program to make it first - more meaningful, and second - allow the TLC committees to improve the overall process of mentoring based on a framework and common language across consortium schools. Charter Oak-Ute leaders will be able to explore the value of additional days on contracts for new teachers and possibly make that change in their system.

Teacher Leaders will serve as Mentors for new teachers and will be able to have on-going, planned collaboration time guided by building administrators and the TLC Curriculum & PD Leader. The outcome for this part of the plan is to strategically match new professionals with Mentor Teachers who will share craft knowledge and engage in conversations about the Iowa Teaching Standards in relation to *The Art & Science of Teaching*. The additional TLC funding will allow us to form these partnerships across the consortium and provide materials and time needed to be more effective in our mentoring programs. In order to choose the best Mentor Teacher for a new professional, teachers will go through an application and interview process with the building principal. The Mentor Teacher must have at least four years of demonstrated effective classroom teaching, a commitment to excellence in teaching, strong communication skills that are effective with students and adults alike, possess craft knowledge in relation to the Iowa Teaching Standards, and be a positive role model. Unless it is unavoidable, no Mentor Teacher will have more than 1 new professional assigned to them.

The quality of our new professionals falls often solely into the hands of the teacher preparation programs. Part of our TLC plan is to reach out to Iowa colleges and universities to partner with them in year-long internships. University of Northern Iowa has gained financial support to partner with schools for these internships. Our TLC committee will definitely watch the development of this internship program to improve entry into the teaching profession. One of the TLC Curriculum & PD Leaders has been an adjunct faculty member for Morningside College and Buena Vista University since 1998 and currently serves on the Teacher Education Committee for BVU. Many of our teachers have opened their classrooms to student teachers from colleges across Iowa and Nebraska. This allows the TLC committee another connection to the higher education system and is an indicator of the level of commitment we have to the Iowa educational system. We know that in our small schools we are likely to receive applications from new professionals at a higher rate than from experienced teachers - but that can be a definite positive factor when we partner with teacher preparation programs and internship programs.

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 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.
- 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.

We did score an 8 on this section but have elected to revise it to reflect our switch to Model 3. We have added the additional teacher leadership roles in our plan.

The Charter Oak-Ute, Maple Valley-Anthon Oto and Schleswig Schools TLC committee has chosen to follow Model 3 incorporating the 5 'Must Haves' (284.16) as outlined in the TLC Guidance from the Iowa Department of Education.

The Curriculum and Professional Development Leaders for the consortium will be the current School Improvement/Human Resources and Curriculum Coordinators shared between our 3 consortium schools. There will not be a salary increase as the positions' duties remain the same but TLC funding will contribute to the teaching portion salary at a rate of \$50 per resident student attending a consortium school. These duties include; providing and demonstrating teaching on an on-going basis; routinely working with teachers in planning, monitoring, reviewing and implementing best instructional practices; observing and coaching teachers in effective instructional practices; supporting teacher growth and reflective practices; working with and training classroom teachers to provide interventions; supporting learning and instruction through the use of technology; actively participating in problem solving and reflective practices such as study groups, peer observations, grade level planning meetings, weekly team meetings; planning and delivering professional development activities designed to improve instructional strategies aligned to the Iowa Core and Common Core Curriculum; and engage in the development, adoption, and implementation of curriculum and curricular materials. There is 0% teaching load and the contract length is 215 days. The TLC funding will contribute 30% of the full cost of each of the Coordinators.

Three Instructional Coaches will be recruited for the first year of our TLC plan with the possibility of adding coaches in subsequent years. The Instructional Coach's duties include; providing additional guidance in one or more aspects of the teaching profession to teachers; developing coaching relationships through following the Kansas Coaching Project; forming action plans to bring about improvement; coaching in the classroom with follow-up discussions that address strengths and strategies for improvement; coordinating instructional coaching activities relating to professional development; and utilizing Northwest Area Education Agency where appropriate for professional development. Instructional Coaches will work closely with the Curriculum and Professional Development Leaders and district administrators.

Instructional Coaches will have 50% teaching load and each will be compensated \$2500 for 5 additional contract days. Instructional Coaches must meet the requirements of at least a career teacher, have taught for at least three years with one of those years being in the Charter Oak-Ute, Maple Valley-Anthon Oto or Schleswig School. The TLC committee members have made contact with promising former teachers as well to encourage these teachers to apply for an Instructional Coach position. TLC funding will allow us to replace current classroom teachers recruited to be Instructional Coaches and contribute the \$2500 compensation. If an Instructional Coach is not directly from the classroom, funds that would have been used to replace a classroom teacher will contribute to the Coach's salary.

Intervention Specialists will facilitate development of student intervention plans, assist teachers in plan implementation, monitor student progress, provide intensive interventions as needed, and evaluate plan effectiveness. Intervention Specialists will have a 50% teaching load and will be compensated \$1500 for 3 additional contract days. They must meet the requirements of at least a career teacher, have taught for at least three years with one of those year with a consortium school. We envision recruiting four Intervention Specialists with a rigorous selection process that focuses on building needs, i.e. Comprehensive Intervention Model (CIM) training and Cognitively Guided Instruction (CGI) training. Intervention

Specialists will serve as facilitators for Data Teams at the elementary levels and as Student Assistance Team facilitators at the middle and high school levels.

Mentor Teachers will also meet at least the career teacher requirements and will have taught for at least three years. Our TLC plan includes recruiting ten Mentor Teachers and from our interest survey we feel we can reach that goal by year 3 of our plan. Mentor Teachers will carry a full-time teaching load and will be compensated an additional \$2000 for 4 additional contract days. Mentor Teacher duties include; mentoring new professionals and new teachers to the district; teaching full-time; sharing craft knowledge; deepening their own and others' understanding of the Iowa Core and Common Core Curriculum; and serving as models for exemplary teaching practice. Mentor Teachers may also assist with planning and delivery of professional development.

Authentic Intellectual Work (AIW) Facilitators will meet at least the career teacher requirements and will have taught for at least three years. The successful candidate will have been on a scoring team the previous year. Our TLC plan includes recruiting up to ten AIW Facilitators the first year with the possibility of adding more if additional AIW teams are formed at consortium schools. AIW Facilitators will serve as Anchors on the district AIW team, help plan and deliver AIW professional development, engage in their own AIW professional development to deepen understanding and possibly become a certified AIW Local Coach. AIW Facilitators will carry a full-time teaching load and will be compensated an additional \$1000 for 2 additional contract days.

Instructional Technology Integrationists will support the implementation of effective practices in the use of technology through observation, modeling, co-planning, co-teaching, and feedback. The Technology Integrationists will meet at least the career teacher requirements and will have taught for at least three years. They will also assist in the planning and delivery of professional development. It is important to note that the Instructional Technology Integrationists are not serving as trouble-shooters, repair people, or installers; all three districts have contracted technical support for operational technology. Instructional Technology Integrationists will have a 50% teaching load and will be compensated \$1000 for 2 additional contract days. TLC funding will contribute to replacing the teacher in their classroom as well as the additional contract costs. Our original goal is to recruit two Instructional Technology Integrationists.

Career Teacher requirements include successful completion of initial teacher mentoring and induction program with complete evaluations. Career Teachers demonstrate competencies of the Iowa Teaching Standards; hold a valid license under Chapter 272; and participate in professional development and continuous improvement set forth by Chapter 272. The duties of the Career Teacher are to teach full time and they are compensated based on the respective district's Master Contract. The minimum salary will be at least \$33,500 per year.

The final role is that of the Initial Teacher. This teacher will be involved in an intensive mentoring program and paired with a Mentor Teacher. The Initial Teacher has completed an approved practitioner preparation program and holds an initial teacher license. The minimum salary will be \$33,500 and their contract will be 5 days longer than Career Teacher contracts. These 5 days will be used to strengthen instructional practices and leadership with their mentors, Instructional Coaches and Curriculum and Professional Development Leader. Initial Teachers will have frequent observations and evaluations by district evaluators and will be offered professional development opportunities to help them blossom into Career Teachers and more!

Our committee meetings have focused around our TLC vision: "If we establish a Teacher Leadership and Compensation plan to recruit excellent teachers to serve as Coaches, Mentors and Interventionists to share their expertise and refine their craft; support new professionals; build on the power of the collective; focus on student learning and engage in evidence-based reform, then... each and every student will be prepared to succeed in an ever-changing world."

The roles of Initial Teacher, Career Teacher, Mentor Teacher, AIW Team Facilitator, Interventionist, Technology Integrationist, and Instructional Coach will strengthen instruction through sharing expertise, coaching, and setting goals for ourselves as educators that requires new learning. This system recognizes that teachers need opportunities to share their craft to refine it and grow – and allows compensation for dedication to improving instruction. Strengthening instruction around evidence-based reform efforts such as Marzano Research Laboratory's High Reliability Schools will allow our schools to examine the pertinent data, make real-time decisions, and as a result improve the opportunities our students have in which to learn. Having on-site Curriculum and Professional Development Leaders will keep the consortium centered on the ultimate goal: student achievement. Our TLC Plan will help us ensure we're doing the right work at the right time.

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 TLC Committee will appoint a Selection Committee comprised of a district administrator and a teacher from each of the consortium's four attendance centers. The Selection Committee will screen applications, interview, and observe candidates in their classrooms. The candidates will also provide a professional development lesson to the Selection Committee during the interview process. The Selection Committee will then make recommendations regarding the applications to the superintendents.

The Teacher Leader candidates will initially provide the following items to the superintendents in their contract-holding district.

Current Resume

Letter of Application

- state the role for which you are applying
- state why you are seeking the position
- highlight accomplishments in teaching
- explain how your performance demonstrates effective teaching
- explain how you demonstrate continual professional development

Two Letters of Recommendation

- one letter from a colleague
- one letter from a person of your choice

Our plans include having the Selection Committee read and score applications using the TLC-designed rubric based on the Teacher Leadership Skills Framework (CSTP). The committee will select Teacher Leaders and make recommendations to the superintendents.

From the Teacher Leadership Skills Framework developed by the Center for Strengthening the Teaching Profession (CSTP) we know the skills Teacher Leaders need to be effective in a variety of roles can be broken into five categories.

1. Working with adult learners

Knowledge and Skills

Building trusting relationships

- Fostering group membership
- Listening intentionally
- Taking an ethical stance
- Taking a caring stance
- Creating a safe environment
- Developing cultural competency

Facilitating professional learning for teachers

- Using reflection strategically
- Structuring dialogue and discussion
- Disrupting assumptions
- Fostering learners' engagement
- Encouraging collegial inquiry
- Understanding development of teacher knowledge both in terms of content knowledge and pedagogical knowledge
- Foster responsibility for the group's learning by all group members

Dispositions

- Believe that teacher learning is interwoven with student learning
- Value the work of learners
- Accept and act on constructive feedback
- Possess courage to take risks
- Is reliable

2. Communication

Knowledge and Skills

Building relationships through communication

- Maintains objectivity
- Develops cultural competency
- Understands adults as learners
- Risks inviting and honoring diverse views
- Comfortable with healthy, productive discussion

Technical skills

- Facilitate learning focused conversations
- Give and receive feedback
- Deep listening skills
- Questioning strategies
- Lead data driven dialogue
- Know the difference between conversation, dialogue and discussion
- Synthesize and summarize, use mediation skills
- Facilitate large and small groups
- Effectively use technology to enhance communication
- Written communication
- Strategies for setting up spaces, materials and pacing

Dispositions

- Honors all perspectives
- Holds a positive presupposition that all are working in the best interests of students
- Values professional expertise
- Fosters community

3. Collaboration

Knowledge and Skills

Collaborative Skills

- Teaching, developing, and using norms of collaboration
- Conflict resolution/mediation skills
- Using protocols or other strategies
- Modeling/valuing diverse opinions
- Matching language to the situation
- Sharing responsibility and leadership
- Holding yourself accountable to the group's goals and outcomes

Organizational Skills

- Facilitating a meeting
- Documenting a meeting
- Moving a group to task completion
- Knowing resources and how to access resources
- Delegating responsibility to group members

Dispositions

- Knows when to compromise
- Able to read the group

- Admitting when wrong/don't know
- Honest courageous communication
- Desire to work with adults
- Passion for topic motivates others

4. Knowledge of content and pedagogy

Knowledge and Skills

- Strong subject matter knowledge including assessment strategies
- The ability to analyze both subject matter concepts and pedagogical strategies
- Personal experience using effective pedagogical strategies in the classroom
- Ability to assist colleagues at multiple entry points to increase application

Dispositions

- Life-long learner
- Reflective
- Committed to supporting growth of others
- Enjoys challenges

5. Systems thinking

Knowledge and Skills

Working effectively within system

- Recognize layers of system(s)
- Understand power structure and decision making in context
- Understand and work within rules of hierarchy (formal and informal)
- Garner support from and work with stakeholders
- Deal effectively with resistance
- Facilitate collective inquiry practices
- Understand and leverage finances/resource allocation
- Ask the right questions at the right time

Skills of advocacy

- Set achievable goals
- Create and implement plan to meet goals
- Build capacity for sustainability
- Identify decision makers
- Craft and deliver an effective message

Dispositions

- Interested in larger/bigger picture
- Attuned to relationships
- Ability to "read" people and situations
- Embraces the opportunity to work with those with diverse views

The Selection Committee will use the following rubric to rate each applicant on a scale of 1 to 3 after reviewing submitted artifacts, observing the applicant in the classroom or by video, and interviewing. We know few applicants may come to the table as fully developed leaders; we will recruit candidates with the potential to grow.

1=Indicators not Demonstrated 2=Proficient Demonstration of Indicators 3=Advanced Demonstration of Indicators

	Knowledge	Dispositions
Working with Adult Learners		
Communication		
Collaboration		
Knowledge of Content and Pedagogy		
Systems Thinking		

Selection Committee members will be provided the Teacher Leadership Skills Framework while scoring. A total score out of 30 will be given to each applicant. Evaluators will review the positions annually using the same scale and gain feedback from those served by the teacher leader.

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.

Teacher Leaders will have key roles in the **creation and delivery of professional development**. Those roles are outlined below. The Iowa Professional Development Model (IPDM) focuses on improving student learning through engaging educators in collective professional development. The intent of the IPDM is to provide a structure that directly **supports school improvement efforts**. The Operating Principles will help us describe the role Teacher Leaders will have in our TLC plan. Those **Operating Principles** are; Focus on Curriculum, Instruction and Assessment; Participative Decision Making; Leadership; and Simultaneity. The chart below shows how our Teacher Leader roles will engage all educators in the IPDM cycle.

	Curriculum	Instruction	Assessment	Participative Decision Making	Leadership	Simultaneity
Curriculum & PD Leaders	Lead with a clear focus on the Iowa Core in alignment with the intended and enacted curriculum	Lead with a clear focus on Characteristics of Effective Instruction (CEI)	Facilitate the deliberate alignment of Curriculum, Instruction & Assessment	Engage educators at all levels in collective decision making, provide effective communication structure	Facilitate and organize PD planning meetings, balance PD efforts for sustainability	Balance resources and maintain focus on efforts invested in content, context and processes at all 3 districts
Instructional Coach	Plan and provide PD and modeling of the Iowa Core	Plan and provide PD and modeling of the CEI based on best practice	Assist teachers in creating formative assessments used to inform instruction	Engage in regular collaborative planning sessions, communicate effectively	Balance time and resources, be part of distributed leadership system	Maintain focus on effective coaching practices and prioritize within each district
AIW Team Facilitating Coach	Maintain focus on Iowa Core connections to AIW work	Provide instruction scoring examples focused on improving use of CEI	Possess a firm understanding of AIW framework and scoring	Engage in further AIW PD that helps develop future PD	Utilize the Load Bearing Studs fully in AIW planning and scoring	Maintain focus on student achievement gains in AIW work
Mentor Teacher	Assist mentees in PD regarding the Iowa Core	Provide supports to mentees to implement CEI	Focus mentoring on the Iowa Teaching Standards and support development of formative assessments	Engage in mentoring sessions for new professionals and/or PD sessions with mentees regarding an effective practice	Provide PD at the building level for all educators developed collectively with Teacher Leaders	Balance resources and invest in mentoring focused on student achievement gains
Intervention Specialist	Maintain focus on Iowa Core and its implementation in core instruction as well as in Tiers 1, 2, and 3.	Facilitate development of student intervention plans and assist teachers in plan implementation through demonstration, practice, observation, and reflection Provide interventions as needed	Assist teachers in collecting and analyzing universal screening data, progress monitoring data, summative assessment data and formative assessment data in order to evaluate plan effectiveness	Engage teachers in decision-making regarding PD and then deliver the PD that is aligned with identified student needs	Facilitate the engagement of all faculty members responsible for instruction, address resources needed to sustain a multi-tiered system of support (MTSS)	Balance resources and maintain focus on student achievement goals
Technology Integrationist	Support effective technology use practices that integrate the Iowa Core Essential Concepts and Skill Sets	Model effective instructional practices to integrate technology as an effective tool for learning	Provide feedback to educators regarding technology integration based on best practice	Collaboratively plan with Teacher Leaders to support and deliver PD with integrated technology, co-teach and co-plan	Balance resources and recommend technology PD to benefit educators integrating technology	Prioritize technology initiatives to best address student and educator needs

We envision our Teacher Leaders meeting at least twice per month to **create, plan delivery of, and monitor professional development** for the consortium districts. The consortium as a whole will engage in the High Reliability Schools (HRS) process with Marzano Research Laboratory consultants. The two Curriculum and PD Leaders are shared between the three districts and will facilitate HRS work and the district-specific planning. The work will be based on the Iowa Professional Development Model as an on-going cycle. **Student achievement data** and HRS survey results will be used to **design professional development that is action researched based**.

Teacher Leaders will **study data, set goals, make decisions, and lead the content and design** of professional development. The current PD structure for MVAO is a late start each Wednesday and full day PD sessions throughout the year. Charter Oak-Ute's structure is a late start every other Monday and full day PD sessions throughout the year. Schleswig's structure includes an early out each Wednesday and full day PD sessions throughout the year. We intend to keep the Monday and Wednesday schedules so Teacher Leaders will be available to assist with PD in all locations as needed, and especially within their current school. Through collaborative meetings we will establish 2 common PD full day events for 2015-16 to allow for cross-district experiences such as Marzano Research Lab sessions, Authentic Intellectual Work (AIW) Kick-Off/Mid-Year, grade-alike meetings centered around Iowa Core/Common Core implementation, and Bullying Prevention. We believe we can continue a strong tradition of meaningful professional development opportunities within each district and add the cross-district collaboration to network Teacher Leaders.

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 description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

*We chose High Reliability Schools

Charter Oak-Ute, Maple Valley-Anthon Oto and Schleswig Schools' TLC committee has been investigating two school improvement processes in the planning phase and grant writing phase of this funding opportunity. It is important to note some of the key information we used to rate High Reliability Schools from Marzano Research Laboratory and John Hattie's Visible Learning plus. **The consortium will determine which process to invest in for our TLC plan as a short term goal, and use the reform chosen to set long term measures and goals.**

High Reliability Schools Q&A's gleaned from a phone conference with Dr. Robert Marzano:

Q: What is the typical timeline for schools working to reform using HRS process? A: The first 3 levels of HRS schools are usually working on concurrently over two years or more. Levels 4 and 5 are true school reform that creates real change. A Level 5 school is a school where time is not the determiner of grade level, competency is the determiner. Beginning in January 2014 the requirements for 'certifying' at each of the 5 levels will be better defined, right now schools can certify at Levels 1, 2, and 3. Schools wishing to move to Level 4 with Standards-Referenced Reporting will look at Level 3 with another lens as topics and competencies must be defined within the curriculum at Level 4.

Q: Are there schools relatively close to us that are HRS we could visit? A: MRL is located in Denver, CO and they have group meetings of HRS teams. That would be one venue to talk to many schools. The St. Charles, Missouri, district would be excellent to talk to/visit as they've recently worked on surveys and they would share their mistakes and improvements made in the HRS process. Other districts are in Colorado, Maine, Alaska, Michigan and California. Grant Wood AEA is considering working with schools on Level 5 as they've been reforming using Level 4 the past few years.

Q: What is the typical cost of working on this reform effort? A: The handbook for HRS will be out soon, schools could do this on their own (not becoming part of the HRS Network) for \$28 a copy. All the surveys and tool are in the handbook. To become part of the HRS Network the cost is \$10,000 the first year which includes an assigned HRS Coach for 1 on-site day of PD and 3 virtual sessions with the coach, all website tools, collaboration with other HRS Network schools, and seats at the yearly conference. Network membership does not expire. After the first year it is 'ala carte' usually at a rate of \$6,000-6,500 per day of on-site training per coach, inclusive of travel expenses. They do sponsored events as well, offering a cut rate and sharing of revenues. They typically do not keep a large calendar of big events like that because those venues do not bring about big changes in individual schools.

Q: What might PD look like for Instructional Coaches and Model Teachers? A: Schools working on Level 2 of HRS could use the Coaching Classroom Instruction book (\$34.95) and/or workshop. All teachers could use the Becoming a Reflective Teacher book (\$34.95) and the 41 elements of effective teaching to set goals on 2-3 elements. The Instructional Coaches and Model Teachers could work with smaller groups of teachers with similar element goals. This could focus the time, give data points, and increase communication.

Visible Learning plus Q&A's we reviewed includes:

What is Visible LearningPlus? Visible Learningplus is an in-depth school change model of professional learning and development. It is based on the principles of Visible Learning that have developed from John Hattie's research and his two books: Visible Learning (2009) and Visible Learning for Teachers (2012). It takes the theory of this research and puts it into a practical inquiry model for schools to ask questions of themselves about the impact they are having on student achievement.

How should I use Visible Learning as an educator? The book serves as a basis for discussion on using evidence to inform your school's practice. One example might be on how feedback can be modified within the classroom. This can assist teachers to optimise their feedback and heighten students' awareness of the benefits of effective feedback. It also creates awareness of how feedback might be getting through to students.

What barriers are there to Visible Learning? Firstly, there are many misconceptions about the Visible Learning research. Secondly, the mis- or over-use of an effect size alone in the Visible Learning research has produced negative commentary and we have found both to be a barrier to participation.

Why is the research focused to one dimension of schooling i.e. student achievement? The Visible Learning research has achievement as its focus. The research covers the typical range of achievement expected in schooling contexts. It includes many outcomes related to numeracy and literacy, as well as social studies, science etc. It includes many formats including standardized tests, state tests, teacher made, researcher made tests, etc. Of course there are many other outcomes of schooling such as retaining students' interest in learning, affective, health outcomes as well as respect for self and respect for others. John has kept to one outcome as it is so important.

What is the difference between transformational and instructional leaders? Instructional leadership ($d=0.42$) refers to those principals who have their major focus on creating a learning climate free of disruption, a system of clear teaching objectives and high teacher expectations for teachers and students

Transformational leadership ($d=0.12$) refers to those principals who engage with their teaching staff in ways inspire them to new levels of energy, commitment, and moral purpose such that they work collaboratively to overcome challenges and reach ambitious goals.

It is Instructional Leadership that has the most effect on student outcomes.

We will also monitor and measure growth toward our goals with local School Improvement Advisories, evaluations of teacher leaders, and against our vision.

Using Part 9 application narrative from Year 1?"

No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the 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)

We scored an 8 on Part 9 in the first grant cycle. We did not choose to lock in the score as we need to make important adaptations to reflect Model 3 rather than Model 2. The changes we made are to have the roles of Instructional Coaches, Interventionists, Technology Integrationists, Mentor Teachers and AIW Team Facilitating Coaches.

Our plan is to form a consortium of 3 small, rural schools; Charter Oak-Ute, Maple Valley-Anthon Oto, and Schleswig Schools. This increases our capacity to implement a quality TLC plan that offers three Instructional Coaches, four Interventionists, two Instructional Technology Integrationists, ten or more Mentor Teachers, ten or more AIW Team Facilitating Coaches, and two shared Curriculum & PD Leaders for the consortium. Pooling our resources allows us to bring the majority of the funding to the 'kid level' - where it matters most. We will be able to form a strong support network for our Coaches, Interventionists, Integrationists and Mentor Teachers, both those serving as mentors for new professionals, and those honing their craft knowledge to share with Career Teachers. One of the concerns we had if we were to apply as individual schools was that most likely we would have one Instructional Coach per school. That concerned us because currently we have the majority of our programs and grade levels taught by 1 or 2 teachers and that would cause another 1-person department with one Instructional Coach. Another concern is a K-12 Instructional Coach would have to be hired for one, maybe two, specific focal areas - that could potentially leave other improvement efforts to fall by the wayside. Our small, rural schools having access to three Coaches, four Interventionists, two

Integrationists and multiple Mentor Teachers can mean all teachers will have access to coaching which in turn can help make all teachers more effective. Considering Response to Intervention (RTI) and Authentic Intellectual Work initially we can see how the TLC plan will **build local capacity**. By partnering under shared Curriculum & PD Leaders we can more readily **share Iowa Core/Common Core resources**, offer **high-quality PD**, and **network** new professionals, Career Teachers, and Mentor Teachers in meaningful, job-embedded ways.

All three districts are committed to **implementing a school improvement model** that brings much change to what we see in our schools today. The two processes we've narrowed our choices to by our TLC committee consisting of more than 30 parents, educators, school board members, administrators and AEA personnel are; **Marzano Research Laboratory's High Reliability Schools** and **John Hattie's Visible Learning plus**. Through our work with the TLC consortium we have chosen MRL's High Reliability Schools as our model for improving our schools.

The COU, MVAO and Schleswig TLC consortium set forth this vision:

"If we establish a Teacher Leadership and Compensation plan together we can recruit excellent teachers to serve as Coaches, Interventionists and Mentor Teachers to share their expertise and refine their craft; support new professionals; build on the power of the collective; focus on student learning; and engage in evidence-based reform, then...each and every student will be prepared to succeed in an ever-changing world."

As we look toward building that **power of the collective** on a local and consortium level, we know we can develop a system that survives long past this grant cycle. We have evidence of this power with our Readiness and Emergency Management for Schools (REMS) grant to Monona County schools from 2009-2011. With **careful planning, the right people doing the right work, and a vision we all hold to**; our efforts will become part of who we are just as the REMS work has become part of what we do to keep our schools and communities safe. There were **big changes** for our schools with REMS work and we've collectively decided to take on the big changes needed to be successful with a **Teacher Leadership and Compensation system that makes our vision a reality**.

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* 1254.7

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

District Enrollment-Based Allocation \$387,476.45

Total Allocation \$387,476.45

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.	\$55,500.00
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).	\$256,000.00
Amount used to provide professional development related to the leadership pathways.	\$8,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$67,976.45
Totals	\$387,476.45

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$387,476.45

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

A: Our schools have a **minimum salary** at or above \$33,500; the budgeted amount is \$0.

B: The approximate amount designated to fund the **salary supplements** for teachers in leadership roles is \$55,500. The stipend per added contract day is \$500 per leadership role. Instructional coaches have 5 additional days, Interventionists 3 additional days, Technology Integrationists, AIW Coaches and Mentor Teachers have 2 additional days.

1. Instructional Coaches (3) stipend of \$2,500 = \$7,500
2. Interventionists (4) stipend of \$1,500 = \$6,000
3. Technology Integrationists (2) stipend of \$1,000 = \$2,000
4. AIW Team Facilitating Coaches (10) stipend of \$1,000 = \$10,000
5. Mentor Teachers (10) stipend of \$2,000 = \$20,000
6. Curriculum & PD Leaders (2) stipend of \$5,000 = \$10,000

C: Amount used to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom = \$256,000

We anticipate hiring 4.5 full time teachers to replace Instructional Coaches, Interventionists and Technology Integrationists who serve 0.5 time in leadership roles. The estimated cost per new hire is \$56,889.

D: Amount used to provide **professional development** related to the leadership roles = \$8,000.

1. The cost to engage in High Reliability Schools work is \$500 per district plus a typical session fee for professional development based on the needs assessments of \$6,000. The Curriculum and PD Leaders will provide the structure and organize the professional development for all Teacher Leaders.

E: Amount use to cover **other costs** associated with the TLC plan includes \$67,976.45. **Although it appears to be a 'cost' we have calculated the number of students attending our buildings to be approximately 220 less than our certified enrollment numbers indicate.** Schleswig Schools is in a one-way sharing agreement with Denison for all their students in grades 9-12. With considerations of open enrollment out in all three districts we do not want to over-budget knowing those students will not generate funding in our plan.

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