



Application

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

94526 - Teacher Leadership and Compensation Grant Proposal

Teacher Leadership and Compensation System

Status: Under Review
Submitted Date: 10/15/2014 10:50 AM

Primary Contact

AnA User Id doug.tuetken@iowaid

First Name* Doug Tuetken
First Name Middle Name Last Name

Title: Superintendent

Email: dtuetken@maquoketa-v.k12.ia.us

Address: 210 South Street

City* Delhi Iowa 52223
City State/Province Postal Code/Zip

Phone:* 563-922-9422
Phone Ext.

Program Area of Interest DOE

Fax:

Agency

Organization Information

Organization Name: Maquoketa Valley Schools

Organization Type: K-12 Education

Tax ID: 42-6037858

DUNS:

Organization Website:

Address: 210 South Street

Delhi Iowa 52223
City State/Province Postal Code/Zip

Phone: 563-922-9422 Ext.

Fax:

Benefactor

Vendor Number

Recipient Information

District Maquoketa Valley Community School District

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

County-District Number 28-4043

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

Honorific Mr.

Name of Superintendent Doug Tueten

Telephone Number 563-922-2091

E-mail Address dougtuetken@maquoketa-v.k12.ia.us

Street Address 112 3rd Street

City Delhi

State Iowa

Use the drop-down menu to select the state.

Zip Code 52223

TLC Application Contact

Honorific Mr.

Name of TLC Contact Doug Tuetken

Telephone Number 563-922-2091

E-mail Address dougtuetken@maquoketa-v.k12.ia.us

Street Address 112 3rd Street

City Delhi

State

Iowa

Use the drop-down menu to select the state.

Zip Code

52223

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)

During the past 4 years, our district has purposefully reviewed district initiatives, developed logic models, and prioritized our structures, processes and initiatives to create a focused, coherent, synergistic strategy for school improvement. Through the implementation of this strategy, several structures have been put in place that will allow us to support the creation and sustainability of our Teacher Leadership Compensation (TLC) plan.

Improving student learning and strengthening instruction are at the heart of our district's mission and are supported by our initiatives. These include increasing collaboration among teachers through Professional Learning Communities (PLC) and Authentic Intellectual Work (AIW), increasing effective teaching strategies, implementing Iowa Core standards, and addressing individual student needs through Multi-Tiered System of Support (MTSS). The opportunity to enhance our work on these initiatives has prompted us to pursue this grant.

The TLC Plan was developed through a collaborative effort by members of the community, Leadership team, Education Association, Administrative team, and Board of Directors. They reviewed the district mission and vision statements and guidance provided by the Dept. of Ed. The vision of Maquoketa Valley's teacher leadership system is to provide opportunities for strong teachers to grow and share their expertise resulting in improved instruction and increased student achievement, and to adequately compensate them for their expertise.

After several meetings, stakeholders' feedback, and multiple revisions, the following positions are proposed:

An **instructional coach (emphasis MTSS)** would expand current MTSS efforts by working with teachers in the MTSS process to close achievement gaps and implement effective intervention strategies.

An **instructional coach (emphasis universal instruction)** would work with teachers in individual and team settings to improve effectiveness of instruction, implementation of Iowa Core standards and research-based strategies.

An **instructional coach (emphasis technology integration)** would work with teachers in individual and team settings to improve effectiveness of instruction through integration of technology.

The **AIW coaches** would work with teachers in weekly AIW team scoring sessions to increase the rigor and relevance of student tasks and teacher instruction.

Mentor teachers increase effectiveness of new teachers through collaboration and support and are fundamental to engaging, challenging and retaining teachers new to the profession.

The TLC team developed a selection rubric to score the potential teacher-leaders on their educational vision, communication skills, understanding of a culture of learning, professional leadership and growth, ability to work with adults, and knowledge of content and pedagogy.

All of these proposed positions fit together to create a coherent school improvement strategy that will strengthen instruction and improve student achievement. Research supports an effective teacher being one of the most influential factors in increasing student achievement. Each proposed position includes a responsibility to support and increase the implementation of effective teaching practices, whether applicable to a teacher new to the profession or a career teacher. The individuals in these leadership positions will collaborate in developing and facilitating professional development around the characteristics of effective instruction, as well as research-based literacy and math strategies, which will ultimately improve student learning and increase student achievement. Results of the professional development opportunities will continually be evaluated through use of student data and formative and summative evaluations of professional development as part of the cycle to continuously improve professional development within our district.

We have carefully constructed structures and initiatives that will result in the sustainability of our TLC plan. The proposed positions will enhance our emphasis on effective instructional practices and analysis of student data, commitment to PLCs, MTSS, and AIW, and high-quality professional development opportunities. A team composed of representatives of all key stakeholders will annually review and analyze data and generate action plans to adjust and improve the teacher leadership plan.

We are confident of the success of our plan as we continue to focus on strengthening instruction and improving student achievement. Training, support, time, collaboration opportunities, maintenance of underlying structures, organizational assistance and the expertise and interpersonal skills of the selected teacher leaders are essential to the success of the plan. Over 80% of respondents to the staff survey support the proposed teacher leader positions. The acceptance of these proposed roles and a willingness to utilize the teacher leaders will result in improved instruction and increased student achievement.

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).

In October of 2013, an initial group of three Maquoketa Valley Education Association Members, two administrators, two School Board Directors, and two parents from the district SIAC Team, met to consider applying for the TLC grant. This group studied the three options crafted by the DE, held candid conversations about how this system should benefit our children and expand career opportunities for our instructors. It was agreed that:

- Our district should apply
- A collaborative team consisting of representatives from the MV Leadership team, MV Education Association, District Administrative team, MV Board of Education and our District SIAC team would be selected to serve on the TLC
- Available funds would be used to reimburse TLC members for time contributed to develop the plan
- TLC would now have the authority to allocate any remaining grant funds to other areas if so determined

On December 4, 2013, the first TLC Team meeting convened. The 18-member team included nine instructors (five elementary, one middle school special education, and three high school teachers in the areas of math, CTE, and ELA), three parents with children in elementary, middle and high school, two Board members, two principals, and one school improvement coordinator. They were led by the Superintendent.

This meeting began with a review of the DE's "Final Guidance on the Iowa TLC System" including the "5 Must-Haves," the various models and our district mission and vision. The TLC team determined it was important that all future actions advance the mission and vision. District student achievement data in reading and math, student demographic data, survey data from students, staff and community members was reviewed. This data indicated a need for additional support in the areas of literacy, math, student behavior and in the constantly evolving area of technology.

The team was then divided into four smaller groups to generate ideas to address these identified areas of need in ways that were consistent with the district's mission and vision. Each group then shared their ideas, which were discussed and recorded in a document along with meeting minutes that would be shared with all stakeholders (students, parents, staff and community members) via email, newsletter, and the district website.

With this data in hand, the TLC team formed a smaller subcommittee consisting of three current TLC team members including three teachers, two administrators, and one Board member to draft initial teacher leadership positions. The position descriptions were shared with staff. Via Google Form, feedback was given. The subcommittee met two additional days, and in response to staff feedback, reduced an FTE instructional coach position, eliminated a proposed position, and changed several job descriptors.

In late December, a revised draft of the plan was constructed and forwarded to all TLC members and stakeholders via a posting on the district website asking for comments. The full TLC team reconvened in early January to review and discuss stakeholder input. As part of this meeting, small groups were formed to analyze the revised draft of the plan and suggest changes based on stakeholder responses.

After ideas for change were recorded, the TLC team charged the smaller subcommittee to continue revisions. The subcommittee met on two separate occasions in late January and early February and constructed a final draft of the plan. This document was then shared with and approved by the TLC team and posted for public comment from all district stakeholders. Using Google forms, each component of the plan was reviewed and members of stakeholder groups were given the opportunity to indicate the level to which they supported the component as well as offer any suggestions, questions, or comments. Of stakeholder survey respondents:

- 92% indicated the position of instructional coach (emphasis MTSS) would address a need within the district
- 92% indicated the position of instructional coach (emphasis Authentic Intellectual Work) would address a need within the district
- 88% indicated the position of instructional coach (emphasis universal core instruction) would address a need within the district
- 85% indicated the position of instructional coach (emphasis technology integration) would address a need within the district
- 81% indicated the position of mentor teacher would address a need within the district

It was apparent through this survey that our district had a high level of support and commitment. A common thread in all of the survey responses indicated that our plan would increase career opportunities for our instructors, allow our instructors to continue to grow professionally, improve instruction through a collaborative process, provide the needed support for new teachers, and help address the role of technology integration in our district with the end goal in mind of increasing achievement for our students. Because a high percentage of survey respondents favored the plan, the subcommittee met an additional time to finalize it.

Narrative

Using Part 2 application narrative from Year 1?

No

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

State Goals:

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

Vision and Goals:

The vision of Maquoketa Valley's teacher leadership system is to provide opportunities for strong teachers to grow and share their expertise resulting in improved instruction and increased student achievement, and to adequately compensate them for their expertise.

Our leadership system will facilitate teacher collaboration and provide guidance and support to colleagues in finding and implementing effective instructional practices and tools. This will enable the district to mesh the vision of its leadership system with the mission, vision and goals of the district to ensure high levels of learning to empower all students for lifelong success.

Local Context:

Student learning is at the heart of our school improvement and professional development efforts. Our long range district goals are to increase student achievement through:

- 1) Teacher collaboration utilizing PLC teams and cross-curricular AIW teams
 - 2) Use of effective teaching strategies through professional learning focused on the characteristics of effective instruction emphasizing assessment for learning, rigor and relevance, literacy strategies across all content areas, and mathematical practices
 - 3) Full implementation of Iowa Core standards and the alignment of intended, enacted and assessed curriculum
 - 4) Addressing individual student needs through development and implementation of a Multi-Tiered System of Support
- Using multiple data points and the vision and goals of our leadership system and district, we determined the leadership positions that are outlined in our proposal: instructional coach (MTSS emphasis), instructional coach (universal core instruction emphasis), instructional coach (technology integration emphasis), instructional coach (Authentic Intellectual Work emphasis), and mentor teacher.

Additional local context includes recent student achievement data. Grades 3-11 proficiency in reading and math indicate fluctuating achievement trends:

2013-14: math avg. 86% reading avg. 87%

2012-13: math avg. 82% reading avg. 83%

2011-12: math avg. 84% reading avg. 79%

2010-11: math avg. 84% reading avg. 83%

2009-10: math avg. 84% reading avg. 77%

Connection to Statewide Goals of Leadership System:

- Improve student achievement by strengthening instruction: Our proposal promotes accomplishment of both state and local initiatives through a strong intervention system, effective universal core instruction, technology integration and a quality mentoring system.
- Attract able and promising new teachers: Our proposal will allow us to increase starting salaries and offer leadership opportunities for promising
- Retain effective teachers: Our proposal will enhance retention by providing increased leadership and compensation for strong teachers and by providing a strong mentoring and induction program for new teachers.
- Promote collaboration among teachers: Our proposal will provide numerous opportunities for instructional coaches to facilitate and promote collaborative conversations among colleagues.
- Reward professional growth and effective teaching: Our proposal provides career opportunities that come with increased leadership responsibilities and increased compensation. Individuals with evidence of effective teaching and ongoing professional learning will be selected from the application pool for these leadership positions.

Using Part 3 application narrative from Year 1?

Yes

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

Student learning is at the heart of our district's school improvement and professional development initiatives. Current initiatives include: 1) increasing collaboration among teachers through Professional Learning Communities and Authentic Intellectual Work (AIW), 2) increasing effective teaching strategies, 3) implementation of Iowa Core standards, 4) addressing individual student needs through Response to Intervention (RTI). The proposed positions support and strengthen these key structures, processes, and initiatives in the following ways:

Proposed Position: Intervention Strategist (K-4 and 5-12 positions)

Collaboratively develop individualized student plans and materials for intervention.

Assist teachers in implementation of planned intervention, monitor student progress and analyze student data, provide support and evaluate plan during follow-up RTI team meetings.

Provide intensive intervention as appropriate

Observe, model, co-plan, team-teach, provide ongoing support

Administer diagnostic assessments

Facilitate transition of RTI process from middle to high school level.

Assist in planning intensive summer reading program

Three years ago, our district began developing of a system of intervention. Implementation began during the 2013-2014 school year. This position will expand current RTI efforts by providing a consistent systemic and systematic process among three attendance centers. These teacher leaders will provide support to close the achievement gap. A focus on grades K-4 will strengthen early literacy efforts and the development of numeracy concepts. These have been areas of emphasis in professional development for over two years.

Proposed Position: Instructional Coach (K-6 and 7-12 positions)

Support implementation of best practice.

Coach provides "small group" and/or individual instruction, support, follow-up

Focus on delivery, differentiation, engagement/motivation, instructional strategies

Observe, model, co-plan, team-teach, provide ongoing support (gradual release of responsibility)

Vet strategies and facilitate professional development to share these strategies

Through professional learning community teams, assist in analysis of grade-level data, identification of areas for improvement within core instruction, investigate research-based strategies for strengthening of core instruction

The instructional coach would work directly with teachers in individual and team settings to assist in the implementation of effective instructional strategies. Current professional development has centered around assessment for learning strategies as outlined in the Iowa Core's Characteristics of Effective Instruction. As additional characteristics are introduced, coaches would provide necessary support in their implementation. Coaches would also provide support as teachers work to implement Iowa Core standards.

Proposed position: Technology Coach (K-12)

Work with teachers to develop efficiency and confidence in the use of technology and support implementation of best practice

Focus on delivery, differentiation, engagement/motivation, strategies to increase student achievement through the use of technology

Observe, model, co-plan, team-teach, ongoing support (gradual release of responsibility) Problem-solve with staff as they use a program or strategy (NOT hardware issues)

May include the possibility of parent education and student technology "clubs"

Vet strategies and applications related to technology and facilitate professional development to share these

The technology coach would work directly with teachers in individual and team settings to assist in the implementation of effective instructional strategies involving the use of technology. Current professional development has included technology workshops. The effectiveness of this professional development has been limited due to lack of support after teachers leave the workshop session. This position would promote technology use by both teachers and students, resulting in better preparation for demands of the 21st century.

Proposed Position: AIW Coach (grades 7-12)

Serve as an "anchor" member facilitating 1 of 5 PLC teams as they score student task, student work, and teacher instruction according to AIW scoring standards.

Maintain membership in a team with other AIW coaches which meets outside of the contract day to continue learning about AIW standards and to provide support to one another

Participate in learning opportunities to deepen understanding of their role as local coaches and their understanding of AIW standards as applied to scoring student task, student work, and teacher instruction

Assist in district professional development related to implementation of AIW standards

During the 2013-2014 school year, we launched an anchor team in AIW. We have found this to be an effective way to provide meaningful opportunities for collaboration among cross-curricular teacher teams, as well as increase the rigor and relevance of student tasks and teacher instruction, through weekly scoring sessions. The expansion of this current work would result in more effective instruction and increased student achievement.

Proposed Position: Mentor Teacher (K-12)

Providing individualized mentoring to initial teachers for two years

Supports quality teaching and increase student achievement by improving content and pedagogical knowledge of initial teacher

Promotes continued professional learning through reflective practice, professional conversations about teaching, and sharing research-based teaching and learning strategies.

Promotes culture of support within the school and among all staff.

Assists in informing initial teacher of key district structures, processes and initiatives.

Provides support in the development of individual career plan.

The mentor teacher is fundamental to engaging, challenging and retaining teachers new to the profession and increase the effectiveness of new teachers through collaboration and support. This will build on our current mentoring efforts.

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)

The Maquoketa Valley Community School District has a very low attrition rate and, over the past eight years, has been successful retaining 100% of effective teachers due in part to a strong mentor and induction program. A survey of past mentees shared comments such as, "It was a good way to feel comfortable in my building and with my coworkers. It also helped allow me to feel comfortable sharing my ideas and using others' ideas in my teaching" and "We always had a steady line of communication."

Our current induction and mentoring program is built on two basic steps. First, when assigning mentors to a new teacher, our administrative team selected a teacher who either taught at the same grade level, taught in the same content area, or were in the same building as our new teacher. Second, the assigned mentor and mentee participated in a series of workshops for two years sponsored by our AEA based on Charlotte Danielson's work and the accompanying modules.

While our current program is successful, it will be strengthened through the implementation of the teacher leadership system. Feedback provided by past mentees such as, "Finding the perfect fit for a new teacher coming in with a mentee is crucial," and "It's important to match the right mentor to the right employee" helped us realize the need for additional trained mentors. We propose to send several faculty to undergo AEA mentor training to establish a pool of qualified mentors.

Additional feedback such as "a dedicated time every week set up by the administrator for the mentor and mentee to meet where rooms are covered would make the program stronger" and "I remember feeling like we didn't always have enough time to talk about what I wanted to" led us to realize the need for a more formalized structure to ensure that our novice instructors are better supported in the classroom and guided to reflect on their teaching practices.

Not only does the mentee benefit, but through the mentoring process, our mentor teachers become more reflective of their own practice and refine and strengthen their teaching.

Additionally, all teachers new to the district have a first year contract which is one day longer than a returning teacher's contract. This extra day has traditionally been an informal orientation meeting with the building principal to discuss district and building procedures, policies and expectations. As stated earlier, although we have a very low turnover rate, we need to improve our process.

New PK - 12 Mentee Requirements:

Our district will now extend contracts of teachers new to the district by two days. These two days will be dedicated to fostering a professional relationship with their assigned mentor. At the beginning of the contract year a meeting will be structured to help acclimate new teachers to their new school environment and advise them on instruction, curriculum, procedures, practices, collective commitments (the "Wildcat Way") and culture.

New teachers will be granted four release days during the course of the school year (one each quarter) in which the mentor and the mentee will work together through a blend of observation, co-teaching, and modeling. Through observation, the mentee also has the opportunity to observe the district's instructional coaches side-by-side with their assigned mentor.

The mentor teacher is fundamental to engaging, challenging and retaining teachers new to the profession and increasing the effectiveness of new teachers through collaboration and support. Our district has been satisfied with the mentoring program based on Danielson's framework and the accompanying modules that have been successful in increasing pedagogical and content knowledge among our initial teachers. The proposed position would greatly enhance our current efforts by increasing opportunities for professional conversations around the implementation of effective instructional and classroom management strategies and engagement of learners. We would be better able to promote continued professional learning through reflective practice, professional conversations about teaching, and sharing research-based teaching and learning strategies.

The process of selecting a specific mentor for a new teacher will be outlined in section six of the grant.

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.

Our current coherent instructional improvement strategy centers around improving student learning and increasing student achievement through the following: 1) increasing collaboration among teachers through Professional Learning Communities and Authentic Intellectual Work, 2) increasing effective teaching strategies, 3) implementing the Iowa Core standards, 4) addressing individual student needs through Multi-Tiered Systems of Support.

Proposed Position: Instructional Coach (Emphasis - K-4 MTSS and 5-12 MTSS)

- Lead teachers in identifying targeted student needs, determining evidence-based interventions, implementing interventions, evaluating efficacy of interventions and revising the intervention plan based on data results.
- Guide job-embedded professional development utilizing components of the Iowa Professional Development Model on key intervention strategies, which may include demonstration, modeling, observation, practice opportunities and reflective dialogue.
- Facilitate team discussions to ensure colleagues understand the implementation of planned intervention, model the use of progress-monitoring data in the decision-making process, and support colleagues in effective implementation of strategies.
- Demonstrate and model intensive intervention to ensure highly trained teacher provides the intervention.
- Observe, model, co-plan, and provide ongoing support for intervention.
- Support colleagues in administering diagnostic assessments effectively.
- Ensure transition of the MTSS process from the elementary school to the middle school to the high school level.
- Work collaboratively with leadership team to develop processes and structures to support intensive summer reading program.
- Serve on committees and model leadership and commitment to continuous improvement.
- Ensure communication with school leaders.

This will be two .5 FTE positions. Candidates will complete teacher leadership responsibilities 100% of the time in this .5 FTE position.

Proposed Position: Instructional Coach (Emphasis universal instruction K-6 and 7-12)

- Guide colleagues to make instructional decisions supporting effective instructional practice informed by district professional learning opportunities.
- Lead job-embedded professional development utilizing components of the Iowa Professional Development Model on instructional strategies, which may include demonstration, modeling, observation, practice opportunities and reflective dialogue.
- Vet strategies, facilitate professional development, and support colleagues in effective implementation of strategies.
- Facilitate conversations to engage peers in analyzing and using data to strengthen instruction.
- Serve on committees and model leadership and commitment to continuous improvement.
- Ensure communication with school leaders.

This will be two .5 FTE positions. Candidates will complete teacher leadership responsibilities 100% of the time in this .5 FTE position.

Proposed position: Instructional Coach (Emphasis K-12 technology integration)

- Guide colleagues in developing efficiency and confidence in the integration of technology.
- Lead job-embedded professional development utilizing components of the Iowa Professional Development Model on technology integration, which may include demonstration, modeling, observation, practice opportunities and reflective dialogue.
- Vet strategies, facilitate professional development, and support colleagues in effective technology integration.
- Serve on committees and model leadership and commitment to continuous improvement.
- Ensure communication with school leaders.

This will be one .5 FTE position. The candidate will complete teacher leadership responsibilities 100% of the time in this .5 FTE position.

Proposed Position: Authentic Intellectual Work Coach (grades 7-12)

- Serve as an anchor member facilitating 1 of 5 PLC teams as they score student task, student work, and teacher instruction according to AIW scoring standards.
- Engage in learning opportunities to deepen understanding of their role as local coaches and their understanding of AIW standards as applied to scoring teacher task, student work, and teacher instruction.
- Facilitate district professional development related to implementation of AIW standards

The role of AIW coach includes 5 individuals in a leadership position that does not require a reduction in teaching assignment.

Leadership duties will be fulfilled outside the contract.

Proposed Position: Mentor Teacher (K-12)

- Advise mentee on instruction, curriculum, procedures, practices, collective commitments (the “Wildcat Way”) and culture.
- Support mentee in effective implementation of best instructional practices utilizing components of the Iowa Professional Development Model, which may include demonstration, modeling, observation, practice opportunities and reflective dialogue.
- Provide individualized mentoring to mentee for two years.
- Collaborate in the development and implementation of mentee's individual career plan.
- Engage mentee in reflective practice through a structured collaborative process with district’s instructional coaches.

The number of mentor teachers will vary depending on the number of initial teachers hired by the district in a given year. This role does not require a reduction in teaching assignment. Leadership duties will be fulfilled through an extended contract. The existing role of school improvement coordinator will ensure an integrated and cohesive leadership system. The coordinator serves as district lead across mentor teachers and instructional coaches to coordinate and align the work of the leadership system and the professional learning opportunities using the Iowa Professional Development Model. The coordinator will facilitate the team of teacher leaders as they engage in the development, adoption, and implementation of curriculum and key instructional practices. This will enable the district to continue to move priority initiatives forward in a systematic, consistent, focused way and provide sustainability for the leadership system.

All proposed teacher leader positions fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement. Research supports an effective teacher being one of the most influential factors in increasing student achievement. Each proposed position includes a responsibility to support and increase the implementation of effective teaching practices, whether applicable to a teacher new to the profession (mentor teacher), an individual student through the intervention process (instructional coach - MTSS emphasis) or an entire class through universal instruction (instructional coach - universal instruction and technology integration, AIW coach). The individuals in these leadership positions will collaborate in developing and facilitating professional development around the characteristics of effective instruction, as well as research-based literacy and math strategies, which will ultimately improve student learning and increase student achievement.

Three years ago, our district formed an MTSS team to develop a system of intervention. We began implementation during the 2013-2014 school year. This proposed position will expand our current MTSS efforts by providing a consistent systemic and systematic process among three attendance centers. These teacher leaders will provide much-needed support to close the achievement gap between struggling students and their grade-level peers. One proposed position focuses specifically on grades K-4 to strengthen early literacy efforts and development of numeracy concepts. These are current areas of emphasis within our professional development for the past two years.

The instructional coach would work directly with teachers in individual and team settings to assist in the implementation of effective instructional strategies. Current professional development has centered around assessment for learning strategies as outlined in the Iowa Core’s Characteristics of Effective Instruction. As additional characteristics are introduced, coaches would provide necessary support in their implementation. Coaches would also provide support as teachers work to implement Iowa Core standards.

The instructional coach (emphasis technology integration) would work directly with teachers in individual and team settings to assist in the implementation of effective instructional strategies involving the use of technology. Current professional development has included technology workshops. The effectiveness of this professional development has been limited due to lack of support after teachers leave the workshop session. This position would promote technology use by both teachers and students, resulting in better preparation for demands of the 21st century.

During the 2012-2013 school year, we launched an anchor team in Authentic Intellectual Work. We have found this to be an effective way to provide meaningful opportunities for collaboration among cross-curricular teacher teams, as well as increase the rigor and relevance of student tasks and teacher instruction, through weekly scoring sessions. The expansion of this current work would result in increased student achievement and more effective instruction at the secondary level.

The mentor teacher is fundamental to engaging, challenging and retaining teachers new to the profession and increase the effectiveness of new teachers through collaboration and support. This will build on our current mentoring efforts.

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.

For the Maquoketa Valley Community School District's teacher leadership and compensation system to achieve our objective of increasing student achievement, it is essential that as a district we develop a process to identify instructors who can clearly demonstrate those practices and strategies that have increased student achievement, are able to collaborate and work with other adult learners, have the ability to communicate and listen, have a strong content and pedagogical base, have developed positive relationships with district parents and demonstrate a commitment for their continued professional learning. Knowing this, our district has developed an application process, which will examine each candidate from a multitude of perspectives. Applications to the district leadership positions will be reviewed by a team of eight volunteers, consisting of three current instructors (one instructor from each level and not currently applying for a leadership position), three current administrators from the district, and two retired instructors from the district. This selection committee will be approved by our local Board of Education.

To begin the selection process, teachers interested in the instructional coaching positions (emphasizing MTSS, technology and universal core instruction) and the mentor teacher role:

- Will have at a minimum three years teaching experience with at least one year in the Maquoketa Valley Community School District
- Will submit a cover letter, resume and a narrative which describes their passion for and commitment to the work of the leadership position as it relates to our district mission and vision

The selection committee will review the initial applications. After approval of the initial applications, as determined by the selection committee, those candidates who best fit the leadership positions will:

- Be interviewed by the selection committee
- Submit a recorded model lesson or conduct a model lesson for the selection committee with students
- Submit student artifacts and data that demonstrates growth
- Submit evidence of ability to build positive relationships, communicate and work with other adults for a common goal
- Demonstrate content knowledge related to the leadership position
- Provide evidence of active commitment to the promotion of district initiatives
- Provide evidence of continued professional growth (including, but not limited to, advanced coursework, additional training, engaged and supportive during professional development and collaboration time; willingness to take risks and persevere despite failure, willingness to serve on district/building committees, continually adapt instruction and curriculum based on new knowledge and needs of students, voluntarily attend trainings aligned to initiatives)

The selection committee will use the following District Developed Selection Rubric to score the potential teacher-leader's interview, submitted data, instructional presentation and evidence presented to determine which candidate will be most effective in the teacher-leadership role.

This recommendation will be submitted to the superintendent for approval by the superintendent and the Board of Education.

DISTRICT DEVELOPED SELECTION RUBRIC

ELEMENT	SHARED VISION	CULTURE OF LEARNING	WORKING WITH ADULTS	COMMUNICATION SKILLS	KNOWLEDGE OF CONTENT & PEDAGOGY	PROFESSIONAL LEADERSHIP & GROWTH
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<p>DISTINGUISHED (8-10 Points)</p>	<p>Articulates clear goals, knowledge & beliefs of district mission & vision</p>	<p>Artifacts and data clearly demonstrate a pattern of growth over time and creation of positive learning environment</p>	<p>Clearly demonstrates ability to build trusting relationships and to work with a variety of adults with diverse points of view to help group move toward a solution.</p>	<p>Demonstrates ability to communicate effectively with students, parents/guardians, school personnel, and other stakeholders in ways that enhance student learning.</p>	<p>Offers extensive evidence of expertise and continued growth in curriculum, instruction, & assessment.</p>	<p>Artifacts and data clearly demonstrate a pattern of continued professional growth and active commitment to the promotion of district initiatives</p>
<p>PROFICIENT (4-7 Points)</p>	<p>Articulates leadership attributes but does not share clear goals tied to mission and vision</p>	<p>Artifacts & data show inconsistent pattern of growth over time and creation of positive learning environment</p>	<p>Is able to articulate ability to build trusting relationships and to work with a variety of adults with diverse points of view to help group move toward a solution.</p>	<p>Is able to articulate ability to communicate with students, parents/guardians, school personnel, and other stakeholders in ways that enhance student learning.</p>	<p>Offers moderate evidence of expertise and continued growth in curriculum, instruction, & assessment</p>	<p>Artifacts and data demonstrate an inconsistent pattern of continued professional growth and active commitment to the promotion of district initiatives</p>
<p>BASIC (0-3 Points)</p>	<p>Lacks articulation of clear goals, knowledge of district mission & vision</p>	<p>Artifacts and data show little or no pattern of growth over time or creation of positive learning environment</p>	<p>Lacks ability to build trusting relationships and to work with a variety of adults with diverse points of view to help group move toward a solution.</p>	<p>Lacks ability to communicate with students, parents/guardians, school personnel, and other stakeholders in ways that enhance student learning.</p>	<p>Offers little evidence of expertise and continued growth in curriculum, instruction, & assessment</p>	<p>Artifacts and data clearly demonstrate little or no pattern of continued professional growth or active commitment to the promotion of district initiatives</p>

Narrative

Using Part 7 application narrative from Year 1?

No

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

Please include the following information in your narrative:

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

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

Click here To access the Iowa Professional Development Model page.

Student learning is at the heart of our district's school improvement and professional development initiatives. Current initiatives include: 1) increasing collaboration among teachers through Professional Learning Communities and Authentic Intellectual Work, 2) increasing effective teaching strategies including Characteristics of Effective Instruction, 3) implementing the Iowa Core standards, 4) addressing individual student needs through Multi-Tiered Systems of Support.

Currently, the school improvement coordinator is responsible for the development and delivery of professional development which is aligned with Iowa Professional Development Model. It is informed by student data, input from teacher teams in the Professional Learning Community and Authentic Intellectual Work models, results of formative and summative evaluations of professional development, and feedback from the District Leadership Team.

Teacher leaders will play a fundamental role in improving the district's professional development program as described below.

A1: Role	A2: Alignment to PD Goals	A3-4: Responsibilities in Planning & Delivering PD
Instructional Coach (MTSS)	#4: Addressing individual student needs through MTSS	They will meet with a team of teacher leaders and school improvement coordinator to collaboratively plan, facilitate, and monitor professional development. They will also provide additional professional learning through one-on-one and small group coaching related to effective intervention strategies.
Instructional Coach (Universal Instruction)	#2: Increasing effective teaching strategies #3: Implementation of Iowa Core standards	They will meet with a team of teacher leaders and school improvement coordinator to collaboratively plan, facilitate, and monitor professional development. They will also provide additional professional learning through one-on-one and small group coaching.
Instructional Coach (Technology Integration)	#2: Increasing effective teaching strategies #3: Implementation of Iowa Core standards	They will meet a team of teacher leaders and school improvement coordinator to collaboratively plan, facilitate, and monitor professional development. They will also provide additional professional learning through one-on-one and small group coaching related to technology integration.
Authentic Intellectual Work Coach	#1: Increasing collaboration among teachers through Professional Learning Communities and Authentic Intellectual Work #2: Increasing effective teaching strategies	They will meet with a team of teacher leaders and school improvement coordinator to collaboratively plan, facilitate, and monitor professional development related to AIW standards. They will also provide additional professional learning through small group coaching related to AIW implementation.
Mentor Teacher	#2: Increasing effective teaching strategies #3: Implementation of Iowa Core standards	They will provide additional professional learning in implementation of district initiatives through one-on-one support and coaching.

Teacher leaders will engage in ongoing analysis of student achievement data from classroom formative and summative assessments and district level assessments. The data will be used to set explicit goals and identify content for professional development. Teacher leaders will develop expertise by immersing themselves in the selected content and vetting research-

quality professional learning opportunities for all staff. One critical feature of the teacher leadership roles includes the follow-up support for teachers to ensure implementation of content and strategies from professional development by utilizing the instructional coaching format which may include demonstration, modeling, observation, practice opportunities and reflective dialogue. This support will provide increased opportunity for the differentiation of professional development and the tailoring of instruction for the varying needs of adult learners. Results of the professional learning opportunities (in terms of student learning, student achievement, and teacher effectiveness) will be evaluated through use of student data, formative evaluations and summative evaluations of professional development as part of the cycle to continuously improve professional development within our district and the resulting student achievement.

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.

Student learning is at the heart of school improvement and our professional development efforts. The teacher leadership roles created in this plan are specifically designed to improve the quality of support for our instructors, which will increase student achievement. The specific use of surveys, rubrics, achievement data and observations will help us monitor, guide and then differentiate our plan to meet the needs of our students and staff. Our vision is to provide opportunities for strong teachers to grow and share their expertise resulting in improved instruction and increased student achievement, and to adequately compensate them for their expertise through alignment to the following state goals:

1) Attract Able and Promising New Teachers

SHORT-TERM MEASURES	LONG-TERM MEASURES
All staff at least minimum salary of \$33,500	Bi-Yearly review of feedback and reflection forms from professional development sessions by the District Leadership Team
Quarterly review of mentor/mentee logs	Bi-Yearly review of mentor/mentee logs and survey data about effectiveness of mentor program by the District Leadership Team
Immediate review of feedback and reflection sheets from professional development sessions	Annual review of retention rates by District Leadership Team

2) Promote/Increased Teacher Collaboration

SHORT-TERM MEASURES	LONG-TERM MEASURES
Review PLC and AIW Teams SMART Goals	Annual review of PLC and AIW SMART Goals by District Leadership Team
PLC minutes, PLC team products & AIW minutes	Annual review of PLC minutes, PLC team products and AIW minutes by District Leadership Team
"Usage" logs - Teacher Leaders code time spent in collaboration activities	Annual review of Usage logs by District Leadership Team
Teacher survey data	Annual review of teacher survey data by District Leadership Team

3) Retain Effective Teachers by Providing Enhanced Career Opportunities

SHORT-TERM MEASURES	LONG-TERM MEASURES
Retain teacher retention data in leadership positions	Annual review of retention rates by District Leadership Team
Feedback data on process for selecting teacher leaders	Annual review of survey data concerning job satisfaction by District Leadership Team

4) Improve Student Achievement by Strengthening Instruction

SHORT-TERM MEASURES	LONG-TERM MEASURES
Implementation of Characteristics of Effective Instruction PD	Bi-Yearly review by the District Leadership Team of feedback and reflection forms from professional development sessions, PLC & AIW minutes & products, unit plans, and Curriculum Manager Reports.
Implementation of content area reading and literacy strategies and mathematical practices PD	Bi-Yearly review by the District Leadership Team of feedback and reflection forms from professional development sessions, PLC & AIW minutes & products, and unit plans.
Implementation of PLC and AIW PD	Bi-Yearly review by the District Leadership Team of feedback and reflection forms from professional development sessions, PLC & AIW minutes & products.
Implementation of MTSS PD	Bi-Yearly review by the District Leadership Team of selected MTSS data plans, tools, and progress monitoring used.

Analysis of student data to gauge instructional effectiveness through the use of MAP Data, Iowa Assessment Data, Universal Screening Data, Dibels Next Data, Fountas and Pinnell Data, and local formative and summative assessment data.	Analyze MAP Data, Iowa Assessment Data, Universal Screening Data, Dibels Next Data, Fountas and Pinnell Data, and local formative and summative assessment data for trends over time.
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5) Reward Professional Growth and Effective Teaching

SHORT-TERM MEASURES	LONG-TERM MEASURES
Ensure that 25% of the instructors in the district are involved in teacher leadership roles.	Annual review of those instructors involved in our teacher leadership roles.

The plan will be monitored using the multiple data sources outlined above. The District Leadership Team, which is composed of representatives of all key stakeholders (Elementary Teachers, Secondary Teachers, Teacher Leaders, Administrators), will review and analyze the data and generate action plans to adjust and improve the district's TLC plan using a structured consensus model.

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)

During the past 4 years, our district has purposefully reviewed district initiatives, developed logic models, and prioritized our structures, processes and initiatives to create a focused, coherent, synergistic strategy for school improvement. Through the implementation of this strategy, several structures have been put in place that will allow us to support the sustainability of our TLC plan over time.

2010-2011: We began implementing the Iowa Core. This work prompted us to increase collaboration among teachers, found through Professional Learning Communities. Our district made the commitment to train staff in the PLC model and nearly one-third of district staff attended a PLC institute in the summer of 2011.

In the fall of 2011, weekly team meetings were held at the elementary level to begin analyzing student data and defining an ensured, viable curriculum. This expanded to include weekly team meetings among secondary staff following another summer institute in 2012.

The work of PLC teams led the district to understand the need to identify and address the “gaps” between struggling students and their peers. That led our district to participate in a two-year training provided through the AEA in the Response to Intervention (RTI) model. A team of K-8 teachers, counselors and administrators collaboratively developed a systematic way to respond to the needs of every student. Implementation of this system began in 2013.

As these initiatives gained momentum, the need to increase instructional effectiveness was evident. We began implementing the Characteristics of Effective Instruction by studying the components of Assessment for Learning with its emphasis on formative assessment. This is a key component in the PLC model with its use of common formative assessments to analyze core instructional needs as well as the needs of the struggling student in the RTI process.

The district selected Rigor and Relevance as its second Characteristic of Effective Instruction. To assist in this work, and to increase the effectiveness of team meetings at the secondary level, the district began training a pilot team in the Authentic Intellectual Work model in the fall of 2013. This team will assist in the expansion of AIW work throughout the district.

The careful construction of these structures and initiatives leads to the undeniable sustainability of our TLC plan. Our emphasis on effective instructional practices and analysis of student data, strengthened by the underlying structures of a cohesive district strategy, Professional Learning Communities, Response to Intervention, Authentic Intellectual Work teams and long-term professional development focus will be enhanced by the proposed positions of intervention strategist, instructional coaches, technology coach, and AIW coaches. Our district has had, and will continue to have, a commitment to the mentoring of initial and new teachers to our district as a way to support quality teaching and improve content and pedagogical knowledge of the initial teacher.

Sustainability can also be developed through future action. It is the commitment and responsibility of the TLC committee, district administrators, and Board of Directors to keep a clear, targeted focus on the key purpose of each teacher leader position and its corresponding roles and responsibilities to allow them to be achieved with fidelity. Being careful to avoid adding increased responsibilities beyond the defined scope of the position will prevent the erosion of the intended responsibilities for the teacher leadership positions. This will maintain the fidelity and the sustainability of the plan and its proposed positions.

Current professional development initiatives also ensure the sustainability of the teacher leader positions. These include: 1) increasing collaboration through PLCs and AIW, 2) increasing effective teaching strategies including Characteristics of Effective Instruction, 3) implementation of Iowa Core standards, 4) addressing individual student needs through Response to Intervention. The proposed positions directly support the attainment of these initiatives to which our district has been committed for some time.

We continue to build upon our already-existing structures and initiatives to support and sustain the TLC plan. With future anticipated participation in the Teacher Advancement Program (TAP) and the ongoing support provided through that training, assistance from the Department of Education and the Area Education Agencies, and in-district support through collaborative team meetings and a built-in support network, teacher leaders will be able to sustain their efforts.

Several key staff will be responsible for the success of this plan. Training and support provided by the DE and AEA are necessary for teacher leaders. The Board of Directors, in partnership with the superintendent, will continue to ensure the alignment intended and enacted roles and responsibilities, as well as commit time for training and implementation. The school improvement coordinator will facilitate team meetings among teacher leaders, provide organizational assistance in maintaining the underlying structures, and collaborate in development and delivery of professional development to remain aligned to the purposefully designed strategy for school improvement. Building administrators will encourage full utilization of the roles by their staff and support the teacher leaders in carrying out their responsibilities. The TLC team members selected to participate in the selection and evaluation process will ensure that quality candidates are selected for these positions, rigorously evaluated, and

the quality of the teacher leadership system is maintained. The expertise and interpersonal skills of the selected teacher leaders are a key to its success. Ultimately, the success of the plan lies in the acceptance of these roles by staff and their willingness to utilize the proposed teacher leaders positions to continue the district focus on results and a collaborative culture.

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	731.1
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
District Enrollment-Based Allocation	\$225,778.30
Total Allocation	\$225,778.30

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$533.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$29,145.00
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).	\$143,572.00
Amount used to provide professional development related to the leadership pathways.	\$10,000.00
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>	\$20,000.00
Totals	\$203,250.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$203,250.00

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

Remaining Allocation to be Budgeted \$22,528.30

Budget Alignment

Using Part 10 application narrative from Year 1? Yes

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)

Student learning is at the heart of school improvement and professional development efforts. Our goal is to increase student achievement through:

- 1) Increase teacher collaboration through the work of professional learning communities and Authentic Intellectual Work
- 2) Increase effective teaching strategies through professional development focused on characteristics of effective instruction, formative assessment, content area reading, literacy strategies and mathematical practices
- 3) Implementation of Iowa Core standards focused on 'unpacking' standards and developing unit plans to align intended, enacted and assessed curriculum
- 4) Addressing individual student needs through the development and implementation of a Response to Intervention system.

Our local data, in combination with our district goals, determined the leadership positions that are outlined in our proposal. These positions require the following budget allowances:

Intervention Strategist (.5 FTE K-4 and .5 FTE 5-12 positions) - \$64,048

- Facilitate development of individualized student plan, develop necessary materials, assist teacher in plan implementation, monitor ongoing student progress, provide intensive interventions as needed, and evaluate plan effectiveness
- Assist in professional development design and delivery with an emphasis in research-based strategies to increase student learning
- **\$5,000 per position in increased compensation which includes extended contract of 5 additional days**
- **\$27,024 per position to hire a replacement in the classroom for the teacher leader (includes salary, insurance, FICA and IPERS)**

Instructional Coach (.5 FTE K-6 and .5 FTE 7-12 positions) - \$64,048

- Support implementation of best/effective practice through observation, modeling, co-planning, team-teaching, and providing ongoing support
- Assist in professional development design and delivery with an emphasis on student data analysis, identification of areas for improvement within core instruction, investigation of research-based strategies to increase student learning and teacher effectiveness
- **\$5,000 per position in increased compensation which includes extended contract of 5 additional days**
- **\$27,024 per position to hire a replacement in the classroom for the teacher leader (includes salary, insurance, FICA and IPERS)**

Technology Coach (.5 FTE K-12) - \$32,024

- Support implementation of best/effective practice in the use of technology through observation, modeling, co-planning, team-teaching, and providing ongoing support
- Assist in professional development design and delivery with an emphasis on strategies and applications related to technology to increase student learning and teacher effectiveness
- **\$5,000 per position in increased compensation which includes extended contract of 5 additional days**
- **\$27,024 per position to hire a replacement in the classroom for the teacher leader (includes salary, insurance, FICA and IPERS)**

Authentic Intellectual Work Coach (5 positions grades 7-12) - \$5,120

- Serve as an "anchor" member facilitating 1 of 5 PLC teams
- Assist in professional development related to implementation of AIW standards
- **\$875 per position in increased compensation for one extended contract day per week**

Mentor Teacher (K-12) - estimated 2 mentor teachers at \$2,332 per year

- Provide individualized mentoring to initial teachers for two years by supporting quality teaching, improving content and pedagogical knowledge of initial teacher
- Assist in professional development by providing support to initial teachers in district implementation of district initiatives
- **\$1000 per year for two years in increased compensation for two additional contract days and one extended contract day per week**

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