



Application

114417 - Teacher Leadership and Compensation (TLC) System FY 2017

116823 - Teacher Leadership and Compensation Application

Teacher Leadership and Compensation System

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Program Area of Interest Early Literacy Implementation

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Agency

Organization Information

Organization Name: Maquoketa Community School District

Organization Type: K-12 Education

Tax ID: 42-6037701

DUNS:

Organization Website: www.maquoketa.k12.ia.us
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612 S. Vermont Street
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Benefactor
Vendor Number

Recipient Information

District Maquoketa Community School District
Use the drop-down menu to select the district name.
County-District Number 49-4041
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.
Honorific Mr.
Name of Superintendent Chris Hoover
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TLC Application Contact

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Zip Code

52060

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)

Abstract/Executive Summary

Maquoketa Community Schools would benefit greatly by the Teacher Leadership and Compensation Grant because we currently have a need to increase student achievement in our district, have a starting salary below \$33,500, have no instructional coaches, and have few teacher leadership positions that earn compensation. The vision for the Maquoketa Teacher Leadership and Compensation Plan encompasses the theory of action provided by the Iowa Department of Education for the Teacher Leadership and Compensation plan:

- (Main priority in our District) To improve student achievement by strengthening instruction through a collaborative environment including instructional coaching facilitated by highly qualified teachers and peer review focused on data analysis and effective instructional techniques;
- To promote collaboration by developing and supporting opportunities for teachers in schools to learn from each other and from strong lead teachers;
- Provide ways to reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation;
- Attract highly qualified and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities;
- Retain effective teachers by providing enhanced career opportunities.

The goal of our plan is to push our thinking beyond the traditional career ladder and create distributed leadership roles that allow for teachers to flow in and out of these positions based upon their situation and their abilities to effectively perform the required responsibilities outlined for each role. In our district we do not currently have differentiated, multiple, meaningful teacher leadership roles with compensation. We seek to create a culture in which all school leaders have a clear understanding of what defines excellence in their work, are provided with constructive and data-based feedback about their performance, and receive support to increase instructional effectiveness.

We have organized our T L C plan into the following leadership roles:

BUILDING		ROLES	COACHES	MODEL TEACHER
Cardinal		Data Coaches 3 Stipend: \$2000 each	Instructional Coach: Equivalency of 1.0 teacher - focus on literacy/numeracy \$7500 in addition to salary	
Briggs		Data Coaches 3 Stipend: \$2000 each	Instructional Coach: Equivalency of 1.0 teacher – focus on literacy/numeracy \$7500 in addition to salary	
MS		Data Coaches 3 Stipend: \$2000 each	Instructional Coach Equivalency of 1.0 (focus on research- based instruction) \$7500 in addition to salary	
HS		Data Coaches (4) •Credit recovery •Attendance •Behavior Stipend: \$2000 each	Instructional Coach(es) 2 Equivalency of 1.0 FTE teacher each (focus on research- based instruction) \$7500 in addition to salary	

DISTRICT	Director .5 (\$7500) <ul style="list-style-type: none"> Coordinate vertical group meetings based on roles to share ideas and concerns Attend training as appropriate Collaborate with Building Admins in determining instructional needs 	Induction Coaches 3 Stipend: \$500 each Mentors 8 Stipend: \$1500 each		Model Teachers (8): Those people who develop an action plan, attend an intensive training series, and will open up their classroom for observation along with providing PD related to the training. (\$500 each)
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Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application? Yes

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

Please include the following information in your narrative:

- a) 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).

Narrative

Using Part 2 application narrative from previous submission? Yes

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.

Using Part 3 application narrative from previous submission? 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)

Using Part 4 application narrative from previous submission? No

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

New teachers who leave the profession cite the following reasons: lack of respect, increased stress, and little empowerment. (L. Riggs, 2013) The TLC would help alleviate these intangibles by providing a well designed mentoring and induction process that will decrease stress through collaboration and enrich instructional practices.

Our current mentoring/induction program expected mentors to carry out the plan in isolation with no coherence to our district initiatives and intense training. After revision of our program this past summer, we have embedded district foci including Gradual Release of Responsibility, Iowa Core standards, and an increased focus on accountability of instruction. Currently, this is provided to our first and second year teachers and not to those new to our district. The TLC Grant will allow us to provide additional assistance to all teachers new to our district. This will allow those teachers we have hired from other districts to understand our initiatives and procedures.

Mentor activities include: analyzing lesson plans for student engagement, self-reflection on practices, observations and feedback from mentors, and exploration of a self-selected research-based teaching technique to implement and analyze its impact. Mentors maintain a log of meetings and the purpose of each meeting. Mentors assist mentees in completing their teaching portfolio for evaluation. Little training has been provided on questioning that leads a teacher to deeper reflection when analyzing a lesson. The TLC grant will provide additional training for our mentors and enhance their effectiveness through additional PD training and release time with a paid sub to model, co-teach, and observe to provide constructive feedback to new teachers.

<i>Current MENTOR Selection Criteria</i>	<i>TLC MENTOR Selection Criteria</i>
Voluntary. At least two years of teaching experience required	Determined by a rigorous application process. At least 3 years teaching experience required with at least 1 year in the district
Consideration given to building, grade level, and class assignment of the mentor and new teacher. If more than one qualified person is interested in being a mentor, the selection is based on seniority and the content area being taught by the new teacher.	Same as previously stated
Selection of the mentor is determined by the building principal and curriculum director	Selection of the mentor is determined by application, interview, and a committee consisting of teachers and administrators

Mentor Expectations (two year commitment):

- Currently, the mentor is expected to meet weekly for at least twenty minutes with the mentee. With the TLC grant, they will be expected to meet on an average of one hour per week.
- Currently and in our TLC grant, the mentor is responsible for completion of the required events as listed on the timeline with the beginning teacher.
- Currently and in our TLC grant, mentor keeps a log of contact time and submits at the end of each semester.
- Currently and in our TLC grant, mentors facilitate mentees with their teaching while supporting new teachers to develop their own learning style. The TLC grant will provide release time for modeling, co-teaching, and observing.

In addition to the aforementioned items, our district would use the TLC grant to provide professional development to our mentoring/induction coaches and mentees in the following areas: data gathering on student achievement and staff satisfaction/retention, analysis of data, vertical alignment of curriculum, research-based instructional strategies, and training on how to perform effective observations and provide constructive feedback, as well as guidance on leading another teacher in self-reflection.

Our current teacher retention percentage is 90%, however, based on a survey with our mentors (fall, 2014) only 65% felt that mentor training prepared them to help new teachers. Only 59% of those mentored felt the program assisted them in becoming an effective teacher. Our TLC plan would clearly articulate goals and provide additional training for the support of our new staff both in mentoring and induction. Our vision is of the mentoring/induction relationship being strong in the areas of working together, implementing instruction, creating an understanding of district initiatives, and providing support. With approval of the TLC, our mentor teachers will receive additional training, provide an articulated induction program for all new staff, provide strong collaboration, provide additional time to meet before the beginning of the school year, provide substitutes monthly for mentors to work with mentees within their classroom, and provide compensation for monthly meetings with mentors and mentees in the district. The TLC will greatly improve our current mentoring and induction program.

Narrative

Using Part 5 application narrative from previous submission? No

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

Please include the following information in your narrative:

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

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

The Maquoketa School District's vision is to work in full partnership with the community to provide life-long learning opportunities thereby enabling all learners to develop their potential. We believe the TLC grant will assist us in actualizing our vision by assisting in the alignment of curriculum, instruction, and assessments to the Iowa Core through collaborative relationships. Our Improvement Plan focuses on three areas: implementation of Characteristics of Effective Instruction within Iowa Core; Multi-tiered Systems of Support to enhance student achievement; and refinement of our Positive Behavior Interventions & Supports along with Olweus training. The TLC committee conducted a review of research and teacher leadership models to determine which would best serve our school district. A root cause analysis was conducted with representatives from various buildings with the end result being a problem in leadership and its connection to student achievement. The TLC grant will assist in the area of leadership across our district. Our current system lacks an emphasis on data analysis in designing professional development and the addition of leadership roles will assist in this area. Using research and analysis of district practices, the following multiple, meaningful, and differentiated teacher leadership roles were created to address the needs in our district:

INSTRUCTIONAL COACHES

4 FTE with 100% of time in leadership activities

Purpose: The Instructional Coach, having both content and instructional expertise, will work as a colleague with classroom teachers to support student learning and teacher practice. The Instructional Coach will focus on individual and group professional learning that will expand and refine the understanding about research-based effective instruction for teachers. In order to meet this purpose, the Instructional Coach will provide personalized, 1:1 support based on the goals and identified needs of individual teachers.

Responsible to: Building Principal and Director

Payment Rate: According to Certified Teacher Salary Schedule

Employment Term: Standard Contract + extended days contract

(Total: 207 days – 20 days beyond those required by teachers)

Length of service: Expected to be three-year commitment

Qualifications:

1. Bachelor's degree from an accredited college/university and current Iowa Teaching License
2. Minimum of three years of successful teaching experience, with at least one in the MCSD
3. Experience in researched-based instructional practices.
4. Deep knowledge of and experience in:
 1. Instructional strategies
 2. Conditions of Learning
 3. Assessment driven instruction (teaching/learning process)
 4. Effective communication, collaboration, and interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations
 5. Ability to design and deliver quality professional development for administrators and teachers
 6. Strong presentation and facilitation skills
 7. Demonstrated ability to communicate in a professional manner both orally and in writing
 8. Demonstrated strength in organization, communication skills, and efficiency in meeting deadlines
 9. Demonstrated ability to function as a positive collaborative member of a team.

Essential Functions:

1. Support the philosophy and vision of Maquoketa Community School District
2. Facilitate the intellectual and professional development of teachers with a focus on improving student achievement
3. Create positive relationships with teachers and administrators
4. Communicate and demonstrate researched-based instructional practices that result in increased student performance
5. React to change productively and handle other tasks as assigned
6. Provide individualized, classroom-based coaching with participants to support them in implementing good instructional practices.

General Responsibilities:

1. Provide organized, individual, and/or group learning opportunities for teachers as needed
2. Assist teachers with instructional decisions based on assessment data when requested

3. Provide support for classroom motivation and management strategies
4. Assist teachers in creating materials that are in alignment with curriculum
5. Provide teachers resources related to instruction and curriculum
6. Provide assistance in researching instructional and/or curriculum issues
7. Model effective, differentiated instruction when requested
8. Facilitate professional growth for all teachers
9. Manage time and schedule flexibility to maximize teacher schedules and learning
10. Work positively toward meeting identified district and building improvement goals
11. Assist with development of district curriculum, instruction, and assessments
12. Develop and maintain a confidential, collegial relationship with teachers and administration
13. Possess an understanding of when to contact administrators regarding issues of safety/ethics
14. Perform duties as assigned by the Principal and the Director
15. Participate fully in professional development for coaches
16. Work collaboratively and collegially with other Instructional Coaches and Data Coaches
17. On Staff development days and Teacher Quality days facilitate professional growth

DIRECTOR

(1 at 50% FTE engaged in leadership activities)

Role:

VISION – To oversee the effective implementation of the Teacher Leadership and Compensation Program

- The Director provides ongoing communication between all facets of the leadership positions.
- The Director participates in and provides professional learning opportunities related to teacher leadership positions.
- The Director provides constructive feedback related to the quality of performance by teacher leadership positions.

Responsible to: Superintendent and Building principals

Payment Rate: According to Certified Teacher Salary Schedule

Employment Term: Standard Contract + extended days contract

(Total: 207 days – 20 days beyond those required by teachers)

Length of service: Expected to be three-year commitment

Qualifications include those outlined for the instructional coaches.

Duties:

- Organize the training for all teacher leadership roles
- Meet on a regular basis with those in leadership roles
- Assist with professional development
- Communicate with all stakeholders
- Manage the budget for leadership roles

DATA COACHES

(13 teachers – 100% of time engaged in student instruction with stipend for extended time)

Roles/Duties:

Elementary – Analyze and present data related to student achievement and effects of instructional techniques modeled in classrooms

Middle School – Analyze and present data related to student achievement and effects of instructional techniques modeled in classrooms

High School – Monitoring attendance and grades; collaborating with counselors and juvenile court liaison; assist other leaders by providing data for interventions, strategies, and credit recovery; work in conjunction with teachers to identify at risk students
All Data Coaches will collaborate with instructional coaches on administering and analyzing assessment data.

Responsible to: Building Principal and Director

Payment Rate: According to Certified Teacher Salary Schedule

Employment Term: Standard Contract with 3 additional training days

Length of service: Expected to be a three-year commitment

MENTORS and INDUCTION COACHES

(11 - all fulltime teachers with stipend)

Role: VISION – To provide support, assistance, modeling, and guidance to teacher new to the district as well as 1st and 2nd year teacher new to the profession

Duties:

- The mentor is expected to meet weekly for an average of at least one hour with the mentee and those new to the district. Sub time will be provided monthly for the mentor to observe and provide feedback to the mentee. The induction coach will focus their work for the first semester of the school year with those new to our district through weekly consultation time, trianing our our district initiatives, and observations/feedback in the classroom.
- The mentor and induction coach iare responsible for completion of the required events outlined in our mentor handbook.
- The mentor and induction coach keeps a log of contact time and submits at the end of each semester.
- Mentors/induction coaches facilitate mentees and those new to the district with their teaching while supporting new teachers to develop their own learning style.

Responsible to: Director

Payment Rate: According to Certified Teacher Salary Schedule

Employment Term: Standard Contract and additional training days; substitute costs related to observations within the mentees classroom

Length of service: Expected to be a two-year commitment as a mentor; expected to be a one-year commitment as an induction coach

Time: % of time for teacher leader duties – average of 1 hour per week with a stipend of \$500 for those in induction; average of 1 hour per week with a stipend of \$1500 for mentoring 1st and 2nd year teachers; stipend for mentees of \$500

MODEL TEACHERS – opportunity for continuous improvement:

Role VISION: To provide incentives for continuous improvement and collaboration through development of an action plan related to implementation of a technique focused on Characteristics of Effective Instruction including attending additional training, modeling in a classroom, and sharing with teachers through professional development.

Duties:

- Develop a plan of action with the building administrator for implementation of a technique related to Characteristics of Effective Instruction
- Attend training as well as related study of resources
- Model new learning within the classroom and gather data of effectiveness
- Provide opportunities for others to observe in the classroom
- Provide professional development related to the training

Responsible to: Building Principal and Director

Payment Rate: According to Certified Teacher Salary Schedule with a stipend of \$500

Employment Term: Standard Contract

Length of service: as determined by action plan

Time: 100% FTE in the classroom

Improving student achievement will occur when the following take place:

- The director will oversee the implementation of all leadership roles and create opportunities for high quality communication between teacher leaders and administrators. The director will arrange and facilitate the training of the teacher leaders and participate in the training as deemed appropriate.
- Instructional coaches as well as mentors and induction coaches will assist in the implementation of:
 - District Initiatives
 - Building Initiatives
 - Yearly Career Development Plansand through performing observations and providing timely feedback to teachers as they move forward in their instructional practices. Relationship building, collaboration, and communication will be key in bringing consistency of practice in our classrooms.
- Data coaches will provide information related to the effectiveness of instructional practices and provide a systematic framework for making data-based decisions.
- Model teachers will provide examples of characteristics of effective instruction through their action plan, training, study, and

implementation within their classrooms as well as providing professional development for others.

Using Part 6 application narrative from previous submission? Yes

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.

Narrative

Using Part 7 application narrative from previous submission? No

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

Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

The **vision for professional learning** in our district is to enhance student achievement through professional growth opportunities and collaboration with colleagues. Our **mission** is:

- Creation of rigorous and relevant curriculum through collaboration
- Engaging instruction connected to standards
- Professional growth as effective educators using Characteristics of Effective Instruction

Instructional coaches will assist with the planning and implementation of professional development by serving on the district leadership team where decisions about district initiatives are determined. They will work closely with building administrators, data coaches, and model teachers to focus on building level professional development. They will:

- Assist with strategic decisions about resources to best support our teachers
- Use achievement data, assisting building leaders in determining a focus for professional development
- Provide input to differentiate professional learning opportunities
- Help to outline and present targeted professional development
- Evaluate the effectiveness of professional development activities.
- Assess the fidelity of professional development implementation across classrooms.

Mentor and induction coaches will assist those new to our district through individualized professional development based on the instructor's needs.

Maquoketa School District has always followed the **Iowa Professional Development Model (IPDM)** as a process for developing, implementing, and evaluating professional development opportunities as a means to improve student achievement. **MSCD long-range PD plan** focuses on our district initiatives:

- Effective implementation of Iowa Core
- Consistent and systematic implementation of the MTSS/Rtl framework to best meet student needs through Professional Learning Communities
- Adding components to our Positive Behavioral Intervention and Support system

The **Teacher Leaders** will be instrumental in planning, implementing, and evaluating phases of the IPDM

Training/Learning opportunities	Instructional Coaches, Data Coaches, Model Teachers, and Induction/Mentor Teachers will assist administrators with implementation of <u>differentiated PD</u> based on need related to data and observation. The Director will provide a link to outside resources.
Collaboration/Implementation	All building teacher leaders will work in collaboration with administrators in the implementation of learning opportunities within each building. The PLC structure that is currently in place provides for ongoing review, and the leadership positions will further enhance this process.
Ongoing Data Collection (formative evaluation)	Teacher leaders will work with the teaching staff and administrators with the ongoing collection and evaluation of <u>data related to instruction and the effectiveness of PD.</u>
Program Evaluation (summative)	Teacher leaders and administrators will use actionable <u>research data to determine effectiveness and next steps.</u>
Collecting/Analyzing Student Data	Teacher leaders and administrators will use actionable <u>research data to determine effect on student achievement.</u>
Goal setting and student learning	<u>Research data will be used to set goals.</u>
Selecting content	<u>Additional needs for content will be identified by teachers and administrators with input from teacher leaders.</u>
Designing process for professional development	Teacher leaders, director, and administrators will develop a professional development schedule based on the needs of teachers.

Using Part 8 application narrative from previous submission? Yes

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

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

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

Using Part 9 application narrative from previous submission? No

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

The Maquoketa School District is in a strong position to successfully implement this TLC plan. We feel the 116 staff members have a strong base of knowledge and commitment to continuous improvement. With the common goal of student achievement, administration, staff and the school board are committed to seeing this plan through. Unfortunately, with the district's declining enrollment from year to year, the resources in the General Fund will not allow the district to implement the TLC plan without additional state funding. We have not been able to provide a base salary of \$33,500 or enhanced career opportunities because of budgetary restrictions.

Each building has a Building Leadership Team (BLT). A rigorous selection process does not exist for membership, and the process of selecting BLT members varies from building to building. The teacher leadership system will allow a progressive selection process as the roles and responsibilities of the BLT improve with the addition of Data Coaches and Instructional Coaches.

This year as part of a SINA restructuring plan in grades K-8, we have a designated Multi-Tiered System of Supports committee. Leadership roles on the MTSS committee were assigned by the building administrator, and a rigorous selection process is not in place. The TLC plan will allow for data coaches to serve on this committee and provide additional assistance through instructional coaches. Within the system, universal screeners are administered to all students and the data is used to determine individualized instructional needs. Progress monitoring is also implemented to further measure academic needs for remediation as well as strengths for enrichment. The TLC system will allow additional support to provide evidence-based instruction for the universal tier as well as those needing additional interventions or enrichment.

The TLC grant would help achieve the following goals:

State TLC Goals	MCSD Goals	MCSD TLC Goals
Improve student achievement by strengthening instruction through a collaborative environment including peer review and instructional strategies	<p>Currently we:</p> <ul style="list-style-type: none"> •set goals based on AYP •are implementing MTSS/SINA plan with roles identified •meet in PLC groups regularly •compose YCDPs •execute Teacher Quality Plans <p>All used with the intent to improve student achievement.</p>	<p>To improve student achievement by providing:</p> <ul style="list-style-type: none"> •additional data analysis •improve PLC implementation •provide effective instructional coaching •enhance communication between all educators and administrators •provide opportunities for teachers to strive for continuous improvement and share their knowledge through model teaching opportunities
To promote collaboration by developing and supporting opportunities for teachers in schools to learn from each other and from strong lead teachers.	<p>Currently we:</p> <ul style="list-style-type: none"> •have Building Leadership Teams •provide opportunities through Teacher Quality Plans •have organized PLC teams •provide opportunities for grade level/ content area meetings •provide mentors for first and second year teachers 	<p>To promote collaboration we will:</p> <ul style="list-style-type: none"> •provide instructional coaches for collaboration •prepare data coaches for consistent data analysis •provide well trained mentors (including induction) for all new staff •provide opportunities for those attending extensive training to open their classrooms for observation and provide PD related to their training •provide a District Coordinator to provide collaboration with leadership roles across the district

Provide ways to reward professional development and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation.	Currently, no evidence of this	To provide rewarding leadership opportunities with reimbursement for all through a fair and rigorous selection process.
Attract highly qualified and promising new teachers by offering competitive starting salaries and offering short term and long term professional development and leadership opportunities.	Currently we: <ul style="list-style-type: none"> attend recruiting fairs provide a starting salary of \$27,219 and a strong family benefits package provide support for incoming first and second year teachers to ensure an understanding of district initiatives 	To attract highly qualified and promising new teachers: <ul style="list-style-type: none"> increase starting salary to \$33,500 establish a professional learning community to communicate and collaborate expand Mentoring program to include induction enhance professional collaboration and support through instructional coach, data coach, mentors, director, and model teachers
Retain effective teachers by providing enhanced career opportunities.	Currently we: <ul style="list-style-type: none"> offer opportunities for professional growth and additional training on best practices have extended contract time for co-curricular activities offer additional compensation through Teacher Quality and summer curricular work 	To enhance career opportunities we will: <ul style="list-style-type: none"> provide a career pathway enhance the effectiveness of our current staff through collaboration with district leaders provide support for teachers implementing new programs and initiatives promote a supportive environment for continued professional growth

Training for instructional coaches, data coaches, enhanced mentors, and opportunities for model teachers will take place through a partnership with our AEA. Without the TLC, our district would not have a systematic opportunity to change our school culture through quality collaboration incorporating teacher leadership at its center. Our desire is that these leadership positions will create enhanced learning experiences for all of the students and staff in our district and with annual funding and proven success, we will continue with strong leadership positions in our district.

Part 10 - Budget Items

Use of TLC Funds

Amount Budgeted

Amount used to raise the minimum salary to \$33,500.

\$39,000.00

Amount designated to fund the salary supplements for teachers in leadership roles.

\$103,175.00

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).

\$257,025.00

Amount used to provide professional development related to the leadership pathways. \$19,149.19

Amount used to cover other costs associated with the approved teacher leadership and compensation plan.
These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan. \$0.00

Totals **\$418,349.19**

Grant Allocation

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

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

Certified Enrollment Number 1354.67

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

District Enrollment-Based Allocation \$418,349.19

Total Allocation \$418,349.19

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$418,349.19

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 previous application? 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)

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