



Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

154457 - Teacher Leadership and Compensation Application

Teacher Leadership and Compensation System

Status: Under Review

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Primary Contact

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Program Area of Interest Teacher Leadership and Compensation System

Fax:

Agency Administrative Services, Iowa Department of

Organization Information

Organization Name: Marcus-Meriden-Cleghorn Community Schools

Organization Type: K-12 Education

DUNS:

Organization Website: www.marcus-mer-cleg.k12.ia.us

Address: 400 E. Fenton St.
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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name Jan Brandhorst
Title Superintendent
Organization MMC and RU
If you are an individual, please provide your First and Last Name.

Address PO Box 667
400 East Fenton St.

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Fiscal Officer/Agent

*Please enter the "Fiscal Officer" for your Organization.
If you are an individual, please provide your First and Last Name.*

Name Joe Mohning
Title Business Manager
Organization MMC

Address

City/State/Zip Marcus Iowa 51035
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Telephone Number

E-Mail

County(ies) Participating, Involved, or Affected by this Proposal **Cherokee County**
Congressional District(s) Involved or Affected by this Proposal **4th - Rep Steve King (R)**
Congressional Map
Iowa Senate District(s) Involved or Affected by this Proposal **2**
District Map
Iowa House District(s) Involved or Affected by this Proposal **3**
District Map

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. **No**

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. **No**

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons. **Yes**

If YES, present the rationale for determining no impact.

This grant should improve instruction for all our schools.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge. **Yes**

Name of Person Submitting Certification. **Jan Brandhorst**

Title of Person Submitting Certification **Superintendent**

Recipient Information

District	Marcus-Meridan-Cleghorn Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	18-4068
<i>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.</i>	
Honorific	Mr.
Name of Superintendent	Jan Brandhorst
Telephone Number	712-376-4171
E-mail Address	jbrandhorst@mmccsd.org
Street Address	400 East Fenton Street
City	Marcus
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51035

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Jan Brandhorst
Telephone Number	712-786-1101
E-mail Address	jan.brandhorst@rurockets.org
Street Address	511 Roosevelt
City	Remsen
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	51035

Demographic Profile

October 2014 Certified Enrollment	831
October 2014 Free/ Reduced Lunch %	33
AEA Number	4
Please select the TLC model number that most closely resembles your district plan.	
TLC Model Number	Model 3 Comparable Plan

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)

Remsen Union and Marcus Meriden Cleghorn are going to be whole grade sharing beginning in the 2016-17 school year. There have been 26 board meetings in the past year with lots of hours spent planning and collaborating to make whole grade sharing happen. These two districts had decided to apply for the TLC grant but most of our resources went into making whole grade sharing happen. The superintendent position was shared beginning in the 2014-15 school year. There are also a number of teaching positions being shared between the two districts. Remsen Union was in the midst of cutting over \$400,000 worth of general fund expenditures and MMC was looking to share any additional positions as well. In the process of making this happen, MMC lost both the elementary principal and the secondary principal, both of whom were vested in the TLC grant process. The RU elementary principal is now being shared with MMC. This grant was seen to be one way to help with increasing academic achievement in the newly shared district of 800 students. This plan will include sharing TLC positions between the two districts. We are now moving the focus to creating more teacher leadership positions in the shared district. We believe that this will make a positive difference in student achievement.

Vision

The RU and MMC Community School Districts will provide collaborative and safe environments where teachers focus and strive to improve student achievement with data driven decision making and new/creative opportunities for professional growth that utilize and expand staff expertise.

Goals

The goals of implementation for the TLC grant are as follows:

- improve student achievement by strengthening instruction
- increase opportunities for collaboration between districts
- create positions within districts to utilize staff more effectively and efficiently
- offer short-term and long-term professional development
- create a safe and collaborative culture for all teachers

Roles

Curriculum Coordinator (1.0 FTE) will plan and implement professional development with staff, monitor Iowa Core implementation, review assessment data, analyze district data, work with the TLC leaders and administration, organize and monitor mentor program and set up a curriculum cycle. Mentor Teachers will work with initial first and second year teachers by supporting and collaborating with them using a framework developed by the district.

Technology Integrationist (1.0 FTE) will help teachers integrate technology into classroom instruction and will provide opportunities for teacher and student leadership in technology, supporting teachers to ensure that technology use is current, effective, and implemented seamlessly.

Math and Reading Instructional Interventionists (2.0 FTE) will work with teachers to identify and implement differentiated strategies to benefit all students. They will use the multi-tiered system of supports (MTSS) to help guide support for classroom teaching. They will support teachers in improving all aspects reading and math instruction.

How the Leadership Roles Will Help Achieve Our Vision

Currently, the district leadership teams have been in charge of providing professional development that aligns with the Iowa Professional Development Model using multiple data points to drive instruction. Both districts also have implemented AIW, Authentic Intellectual Work, universally. This work is driven by various data and documentation from progress monitoring. Teachers meet monthly for a minimum of 4 hours to collaborate, analyze instruction, and score lessons in order to increase teaching effectiveness. These groups spend time looking at various data points and documentation. The new TLC personnel will continue to implement this strong professional development model already in place.

In the past few years both districts have focused on the implementation of Iowa Core, differentiation strategies, technology training, AIW, and whole grade sharing. The Curriculum Coordinator, the Technology Integrationist, Instructional Interventionists, and Mentor Leaders will be an integral part of PD planning, implementation, and

analysis of its effectiveness. As smaller school districts, MMC and RU can now provide varying programs and interventions to assist each student in reaching his/her full potential. The addition of teacher leader roles, focused on the implementation of quality, research based strategies, will provide the necessary support for all staff to improve their instructional effectiveness.

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? **No**

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

State Goals:

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

The Teacher Leadership and Compensation vision between Remsen-Union (RU) and Marcus-Meriden-Cleghorn (MMC) is to enhance student achievement through the development of a strong teacher leadership network. In this shared vision, teacher leaders will collaborate with administration and teachers to improve instruction and curriculum, support technology integration, analyze and utilize data, and provide meaningful professional development and mentoring.

MMC and RU will be entering a whole grade sharing agreement beginning the 2016-2017 school year. Both districts are small rural districts in NW Iowa that are 10 miles apart. As individual districts, we have limited numbers of teacher teaching in a specific content area. At the high school and middle school level in each district, we have 1-2 teachers in each academic area with 1-2 sections for each. With the whole grade sharing agreement, we will have more teachers for better content specific collaboration. The TLC will be a huge part of the goals bringing both districts together and improving student learning.

Goal 1: Maintain or improve high achievement marks:

In each district, the goal is for students to continually show improvement in reading, math and science. When looking at the data from the Iowa Assessment for both districts, they are both performing at high levels.

Percent of Remsen-Union students Proficient in Reading 90%, Math 90%, and Science 89%.

Percent of Marcus-Meriden-Cleghorn students Proficient in Reading 82%, Math 90%, and Science 92%.

We want to utilize the TLC process to maintain and/or improve these marks. We will be placing teacher leaders in roles to help better serve the students and their colleagues. Professional Development will be a collaborative effort between the Curriculum Coordinator, Math and Reading Interventionists, and Technology Integrationist. They will examine data from both districts to help guide what is needed to help strengthen the good works that are already happening and where they see areas of need. Both districts are AIW schools and will continue to use this as one of the focuses for Professional Development.

Goal 2: Improving Articulation of Content Standards across districts and grade levels.

The teacher leaders will help collect data and plan professional development to assure teachers are teaching what needs to be taught for student success at the next level and students are learning what they need to in order to be successful at the next level.

Goal 3: Promote collaboration among teachers through additional support and new opportunities to learn together.

Remsen-Union is in their fourth full year of AIW and Marcus-Meriden-Cleghorn is in their first full year of AIW. AIW is a good frame work for collaboration and could help guide the teacher leaders in planning times of all grade levels, cross district, and content specific times of collaboration. This will help improve teacher lessons and assessments assuring students are prepared to move to the next level. The teacher leaders along with the administration will evaluate if AIW is the best framework for both district or if something would be better for cross district collaboration.

Goal 4: Recruit and Retain effective teachers.

The TLC Grant will allow both districts to retain teachers by placing them in leadership roles. We will then need to recruit strong teachers to replace the effective teachers that have taken a leadership role. With the TLC grant and two districts entering into a whole grade sharing agreement, we will be able to better serve students in our districts and be more economically sound.

Using Part 3 application narrative from previous submission? **No**

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

The TLC plan developed between RU and MMC will support and strengthen both districts' key school improvement initiatives:

Between District Collaboration-TLC members and administration will work with the AEA to continue working with both districts on AIW or an agreed upon framework for collaboration. RU is currently in their fourth year of collaboration using AIW and MMC just began their first year of school wide implementation. TLC members will plan professional development to focus on collaboration focusing on curriculum and articulation of standards.

MTSS-TLC members, especially the math and reading interventionists will work with teachers and AEA to aid in the system of helping students in need. They will utilize the G-plan process. They will also study data from the Iowa Assessments, FAST, and other district wide summative assessments to make decisions on what focus each district should have professional development.

Early Literacy Initiative - With supports from our reading interventionist and curriculum coordinator, teachers will be given fresh ideas and suggestions to improve instructions based on the FAST assessment data. One of our goals is that all students read well, this collaboration can help strengthen core instruction by all teachers; for example helping with comprehension or fluency strategies intended to help all kids no matter where they fall along the achievement spectrum.

Iowa Core - Our teacher leaders will be able to coach individual instructional strategies to implement the Core; specifically focusing on the instructional shifts that need to occur within our classrooms. After reviewing district wide data the teacher leaders can meet with faculty members and discuss what changes can be initiated in instruction to improve learning. TLC members can plan and guide cross district collaboration to assure there is strong articulation of what is being taught and that it is aligned with the Iowa Core.

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)

Currently, the district conducts an orientation for teachers new to the district and assigns mentors prior to the start of the school year. In addition, the district partners with NWAEA to provide mentor/mentee training that four times a year requires mentors and mentees to attend sessions at the AEA designed around the Iowa Teaching Standards and BOEE Code of Ethics. Mentees are required to conduct a classroom observation of another teacher one time per quarter, maintain a learning log, and meet with their mentor at least once a month. After interviewing mentors and mentees about their experience in the current mentoring program, it became apparent that the current plan lacks specific mentor requirements, timelines, accountability, and time for mentee/mentors to meet, observe and discuss classroom practice.

New Requirements for Mentoring:

The district will inform staff of mentor vacancies. Staff can submit a letter of application the principal and the administrator will place new teachers with those mentors. A mentor shall have no more than one teacher assigned to them at one time. Mentor teachers will go with the application and interview process with the selection committee made up of administrators and teaching staff and should demonstrate the following:

- Minimum of four years teaching experience
- Evidence of commitment to student's academic success
- Commitment to teaching excellence
- Strong interpersonal and communication skills
- Ability to work with adults
- Effective coaching and scheduling flexibility
- Positive role model
- Practices the Iowa Teaching Standards

TLC funds will be utilized to pay a stipend to both the mentor and mentee for participating in the program. This stipend will be \$750 for new teachers and \$2000 for the mentor teacher. The stipend will pay for three additional days of collaborative time for mentors and mentees new to the profession to meet two days prior to the start of the school year and a third day mid-year during winter break. The orientation program for teachers new to the profession will be enhanced by this additional planning time with a mentor before the school year begins and time with the mentor for reflecting and revising the plan at mid-year.

Timeline of Duties: Year 1: Mentor/Mentee

Summer:

- Initial contact made between mentor and mentee
- Meet with building principal to review specific duties
- Meet two days before beginning of school year to collaborate on room design, lesson plans, and grading
- Administration will develop a schedule with a common planning period for both teachers

Quarter 1:

- Meet with mentee during all staff meeting and debrief afterwards
- Meet during first two weeks of school to provide feedback and answer questions
- Meet once per week during common planning period to discuss lesson plans, grading, student tasks and teaching
- Mentor will observe mentee followed by a post-observation meeting using template provided by district
- Mentee will observe mentor followed by a post-observation meeting. Coverage for these observations will be provided by administration.

Quarter 2:

- Continue Quarter 1 requirements

Quarter 3:

- Meet one day prior to second semester for planning and preparation purposes
- Continue Quarter 1 requirements
- Guide mentee on development of professional teaching portfolio

Quarter 4:

- Continue Quarter 1 requirements
- Continue work on portfolio
- Mentor will assist in end of year wrap-up including inventory and requisition forms
- At the end of the year and at the end of year two, mentor and mentee will meet with administration to discuss merits of program and possible improvement areas

Year 2:

Repeat requirements of year one. If additional years of mentoring are needed for a new teacher, the district would extend the mentoring requirement in house to ensure proper support. Funding would offset the cost of a mentor needed for third year teaching and beyond. The TLC grant would also help compensate teachers who plan and lead full day trainings to staff. Any subs brought into the building to cover for teachers who are planning PD, mentoring, or following through on mentoring requirements would also be covered with TLC funds.

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.

Through the TLC grant, Marcus-Meriden-Cleghorn and Remsen-Union teachers may select from the following leadership roles: Curriculum Coordinator, Math Coach, Reading Coach, and Mentor Teachers.

Curriculum Coordinator – This will be a shared position between Marcus-Meriden-Cleghorn and Remsen-Union Community School Districts. The responsibilities of the Curriculum Coordinator will include planning and implementing professional development with staff from both districts, monitoring Iowa Core implementation, analyzing district data to aid professional development, set up a cycle for curriculum review every three years, coordinator vertical alignment and build understanding of content standards and essential learning in all content areas. The person in this position will serve full time as curriculum coordinator and will report to the Superintendent and Building Principals in both districts. Qualifications for the position include a valid Iowa teaching license, a minimum of three years of teaching experience, demonstration of mastery and expertise in current educational strategies, successful collaboration experience with colleagues and administration, and successful professional development presentation opportunities. The contract for this position will include 15 extra days.

Technology Integrationist - This will be a shared position between Marcus-Meriden-Cleghorn and Remsen-Union Community School Districts. This position will coordinate technology integration opportunities, provide opportunities for student leadership in technology, support teachers to ensure that technology use is current, and assist the Curriculum Coordinator with professional development. The person in this position will serve full time as Technology Integrationist and will report to the Superintendent and Building Principals in both districts. Qualifications for the position include a valid Iowa teaching license, a minimum of three years of teaching experience, demonstration of mastery and expertise in current educational technology strategies, successful collaboration experience with colleagues and administration, and successful professional development presentation opportunities. The contract for this position will include 10 extra days.

Math Coach & Reading Instructional Interventionist – Two interventionists, one in the content area of math and one in the content area of reading, will have 15 days extended contract time and receive a \$7,500 stipend. A coach from each area of emphasis will be selected K-12 staff. Full-time replacement teachers will be hired to replace the coaches. The coaches will work as a team but will have different areas of focus that may, at times, overlap. Instructional coaches will serve as a coach 100% of the contract time. Teaching opportunities may include co-teaching in math and reading and small group intervention time with students. Coaching activities will include modeling effective practices, assisting with peer review opportunities, facilitating professional development classes, and assisting with building-level professional development planning and delivery. Extended contract days will be used by the coaches for the purpose of researching best practices, developing professional development classes, collaborating with classroom teachers, and attending training to further develop their skills.

Mentors – Mentor teachers will continue their fulltime teaching positions, have release time and three extra contract days, and receive a \$2,000 stipend to perform their duties. Mentor teachers will be assigned to teachers new to the profession to provide support and feedback during the first two years of the new teacher's career. This person will promote new teachers autonomy and uniqueness by building a trustworthy relationship. They will help clarify goals and areas of growth and will provide constructive feedback on teaching practices. The mentor teacher will coordinate opportunities for new staff to observe and collaborate with a teacher in their content area. Mentor teachers will be selected from the current faculty of the two school district. Mentor teachers must be with the district for a minimum of three years. Support will include collaborative planning, modeling, and co-teaching opportunities. Feedback will occur during collaborative planning, informal discussions, and the peer review process. The number of mentors will vary from year to year based upon the number of teachers new to the profession hired each year.

Our district teacher leadership team, which includes both administration and elementary and secondary teachers, will create a coherent instructional improvement strategy that will strengthen instruction and improve student achievement and student learning by collaborating with each other. Each member of the district teacher leadership team will have an allotted number of extended contract days. Throughout the year, the district teacher leadership team will meet (up to 10 days) to participate and develop a plan to create and strengthen coherent instructional

practices. The team will also meet on a monthly basis during the school year to collaborate and discuss their progress on set building and district goals. This monthly meeting will include reviewing school goals, current progress based on data collected, and the need for current support. This team will be responsible for the development, implementation, and evaluation of ongoing professional development through the school year.

Professional development may be led by the team leader who has the most expertise in that specific area. Following professional development, the team will evaluate how professional development is being implemented in the classrooms. Based on this information, the team will determine what adjustments need to be made and make recommendations to the teacher leadership team. Each member of the leadership team will have a stipend of up to \$1,000 for their own professional development in order to gain expertise for strengthening instruction and best practice for our staff.

The district leadership team will focus on creating a structure of professional development that is focused and collaborative. Our curriculum coordinator will be responsible for collecting data on student achievement and making it available to the administration, teacher leadership team and staff. They will also guide the team in analyzing the data so the team can collectively view strengths and weaknesses. The curriculum coordinator and building principals will co-lead the development of building goals along with the teacher leadership team to model cohesiveness between leaders and administration. Under the proposed structure, the reading and math coaches will provide the specialization needed to continue to improve the main content areas of math/science and reading/social studies. The curriculum coordinator will be able to utilize their expertise while also focusing on our extracurricular activities and providing guidance on those programs. Our technology integrationist will work with all staff to improve technology use on campus, assist in teaching students how to use technology, and develop a comprehensive technology plan for our two districts. All of these positions will work closely with the administration to plan, implement, and evaluate the district's goals each year.

The members of the teacher leadership team will work together to facilitate awareness of and create a structure of support. Team members will work as collaborators with classroom teachers to support student learning. They will focus on individual professional growth plans and group professional development that will expand and refine the understanding of effective instruction. They will provide personalized support that is based on the goals and identified needs of individual teachers.

Using Part 6 application narrative from previous submission? **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.

Marcus-Meriden-Cleghorn and Remsen-Union

Requirements for teacher leaders;

- Minimum 3 years teaching experience
- Minimum of 1 year teaching experience with MMC or RU
- Valid Iowa teaching license

Application Process

- Interested candidates must submit a cover letter and resume stating interest in the position and an application highlighting prior accomplishments, qualifications and future goals.

The application will include a response demonstrating how the candidate:

- Effectively teaches and implements district initiatives
 - Demonstrates continual professional development and/or assists in implementation of professional development
- A confidential survey sent to teachers, asking for review of applicants based on a 3 point rubric.

Selection committee:

Each district's selection committee will consist of at least 1 of the following:

All will be selected by a joint-district administrative team

- Administrator (2)
- Non-applying Teacher (2)
- When selecting the shared positions (Curriculum Coordinator, Technology Integrationist, Instructional Interventionists, Mentors) both districts' selection committees will meet together to choose the most qualified teacher leaders.
- When selecting Mentor Teachers in each district, each district's selection committee will meet independently, but will include at least 1 representative from the other district to ensure continuity/clarity in the selection process.
- The committees will analyze data/information obtained from a teacher survey in order to assist in determining the applicants to interview.
- When positions have been determined, the selection committee will make a recommendation to the Shared Superintendent of MMC/RU.

Criteria provided in Teacher Leadership Skills Framework (CSTP) will serve as both districts' guide to select and review teacher leaders:

Effectiveness Criteria

Knowledge/Skills

Dispositions

1. Working with adult learners

- Building trusting relationships
- Facilitating professional learning for teachers
- Building relationships through communication
- Belief that teacher and student learning is intertwined
- Value work of learners
- Accept and act on constructive feedback
- Take risks
- Reliable
- Honor all perspectives

2. Communication

- Technical communication skills
- Facilitation
- Listening and providing feedback
- Questioning
- Mediation
- Written
- Preparation for meetings, providing agendas
- Believe all are working in the best interest of students
- Value professional expertise
- Foster Community
- Compromise
- Social skills to cater to the needs of the group

1. Collaboration

- Collaborative skills
- Organizational skills
- Subject matter knowledge
- Willingness to recognize one's knowledge
- Honest and confident
- Desire to work with adults
- Ability to motivate others
- Lifelong learner

1. Knowledge of Content, Pedagogy

- Use of assessment & pedagogical strategies in the classroom
- Assist others to increase knowledge & classroom application
- Reflective
- Committed to supporting growth of others
- Enjoy the challenge
- Interested in the Big Picture

1. Systems Thinking

- Advocacy Skills
- Ability to read people and various situations
- Enjoy diverse views

The following Professional Growth criteria will be used to select and review teacher leaders:

Professional Growth & Criteria

Education/Training

Examples

- Advanced degree in educational field
- Additional coursework within discipline
- Training to deepen pedagogical skills
- Engaged and supportive during professional development and collaboration

Participation in District Initiatives

- Voluntarily attend trainings aligned to initiatives
- Make changes to support curriculum alignment
- Serve on committees

Leadership

- Serve as AIW anchor or local coach for collaborative team (MMC & RU)
- Provide training
- Willing to take risks and persevere despite failure

Growth Mindset

- Continually adapt instruction @ curriculum based on new knowledge & learning needs of students

Annual Review of Assignment:

Review Committee:

- The Review Committee will follow the same procedures and include the same people as the Selection Committee.
- The Review Committee will be given data/information listed above in order to review effectiveness for each position. Will analyze each position based on the selection criteria and may meet with individual TLC team members. These members can apply for assignment in a new role or for reassignment to their current role annually.

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.

Beginning in the 2016-2017 school year MMC and Remsen-Union will begin a WGS agreement. The middle school (5-8) will be located in Remsen and the high school (9-12) will be located in Marcus. Both Remsen-Union and MMC will have separate PK-4 buildings in their respective district. We have 63 FTE instructional staff between both districts PK-12. Through our District Leadership Team (DLT), our teacher leaders are integral to both the identification of necessary PD as well as the provision of building-based and district-wide PD. Our curriculum coordinator, technology integrationist, math/reading interventionists, with building administration will deliver all PD at the building and the district levels during teacher in-service days, and throughout the school year. PD is also provided through in-classroom support for teachers through the Curriculum Coordinator, Mentor Teachers, Technology Integrationist and Math/Reading Interventionist. Coaching includes demonstration teaching, observing/coaching a lesson, and analyzing student data. PD instruction will be designed to meet student and staff needs, as well as align it with the Iowa Core Model. Teachers have perhaps the most important part of PD--taking the information garnered from PD and putting it into a real time, real life classroom for teachers to observe and learn from. Our plan also incorporates the twelve essential elements of the Iowa PD model described in the Iowa PD model Technical Guide.

- 1. Leadership Team:** The Curriculum Coordinator, Technology Integrationist, Math/Reading Interventionists and Mentor Teachers will meet together with administration to form the DLT. This team will meet to organize, schedule, and facilitate PD.
- 2. Collecting and analyzing student data:** Our Curriculum Coordinator and teacher leaders will collect and provide support for individual teachers to collect student data. The Coordinator and teacher leaders will analyze the data to align instructional strategies to students' needs.
- 3. Goal setting:** The Curriculum Coordinator and teacher leaders will utilize student data to determine PD goals for each building, as well as the entire district.
- 4. Selecting content:** All PD content is chosen initially by the administrative team and our Curriculum Coordinator, with input from our teacher leaders. Once the school year has started we will collect surveys after each PD day, monitoring and changing content as needed. Change in content could be in response to teacher feedback, changes in student performance, or a combination.
- 5. Designing PD:** The administration, Curriculum Coordinator, and teacher leaders will meet and decide on a PD calendar for the year. Design of PD will focus on ensuring students master academic skills that will create college and career readiness.
- 6. Training opportunities:** Teachers will participate in training opportunities led by our Curriculum Coordinator, either by building level, content area, or district. In addition, the Curriculum Coordinator will observe every teacher in the classroom each semester, and then provide individualized support through feedback sessions.
- 7. Collaboration:** Building-based PD supports teachers from the same building to learn collaboratively in a cross-curricular environment, while district level PD fosters collaboration among teachers from both buildings to address common content, concerns, and skills.
- 8. Implementation:** Participants in all building and district level PD provide feedback to the building teams and the district team regarding the effectiveness of the PD following each session through anonymous online surveys. Teacher leaders will also support new and career teachers in implementing PD strategies.
- 9. Formative PD Evaluation:** Formative data will be collected to document student growth and forecast future student needs. This data will help pinpoint skill areas that need to be re-taught or given a renewed focus.
- 10. Summative PD Evaluation:** PD data collected through online surveys and administrative walk-throughs is analyzed

by the district level team (which includes our Curriculum Coordinator) to determine effectiveness. One important task of the DLT is to make adjustments in how the PD is delivered and what content is covered based on the input of our instructional staff.

11. Individual teacher PD plans: Each building principal ensures that teachers complete individual PD plans. The building principal reviews this with the teacher and then the evaluation (if on cycle) is centered on this plan. Our Curriculum Coordinator supports teachers every year in a non-evaluative role with the implementation of their PD plans through the individual coaching process.

12. Building PD plans: Each building is responsible for developing a building improvement plan that is customized to the needs of their students. The improvement plans for both buildings carefully outline what PD is needed to support both individual teachers and groups of teachers as they work to impact student learning. The development of each building's plan is led by the Curriculum Coordinator, the administrator in each building, and the accompanying teacher leaders, using ongoing assessments, collaboration, evaluation, communication and planning in a continuous cycle of improvement.

Using Part 8 application narrative from previous submission? **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.

Marcus-Meriden-Cleghorn and Remsen-Union Community School Districts will use a variety of measures to evaluate the long term and short term measures of the effectiveness of our TLC plan. We will primarily evaluate the effectiveness of the TLC plan based on the goals of our TLC grant.

1. a. improve student achievement by strengthening instruction

Examples of evidence will include:

Ex. Curriculum coordinator monitors student achievement by evaluating student work, quarter and semester grade assessment, standardized testing, etc.

Ex. Iowa Core implementation regularly monitored and evaluated by the Curriculum Coordinator and the Math and Reading Coaches.

Ex. Logs of teacher observations of model teachers including the purpose of observation, a description of strategy modeled, a plan for the implementation of the strategy, and reflection about the implementation

Ex. The district will also use surveys of graduates after one, five, and eight years to determine the effectiveness of school curriculum and the effect of the TLC grant.

1. b. increase opportunities for collaboration between districts

Examples of evidence will include:

Ex. Logs of teacher observations of model teachers including the purpose of observation, a description of strategy modeled, a plan for the implementation of the strategy, and reflection about the implementation

Ex. Logs of activities kept by instructional coaches related to researching best practices, planning and facilitating professional development, modeling best practices in classrooms, and working with students through co-teaching or intervention time

1. c. create positions within districts to utilize staff more effectively and efficiently

Examples of evidence will include:

Ex. Curriculum Coordinator who will plan and implement professional development with staff from both districts, monitor Iowa Core implementation, analyze district data to aid professional development, set up a cycle for curriculum review every three years, coordinator vertical alignment and build understanding of content standards and essential learning in all content areas.

Ex. Math & Reading Instructional Interventionists who will model effective practices, assist with peer review opportunities, facilitate professional development classes, and assist with building-level professional development planning and delivery

Ex. Administration and staff evaluations of new positions

1. d. offer short-term and long-term professional development

Examples of evidence will include:

Ex. Teacher participation in professional development classes developed and facilitated by the instructional coaches and curriculum and professional development specialists throughout the school year with implementation logs completed by the participants

1. e. create a safe and collaborative culture for all teachers

Examples of evidence will include:

Ex. Periodic teacher surveys on the effectiveness of the models, mentors, instructional coaches, and the curriculum and professional development specialists

1. Survey will gather both quantitative and qualitative feedback on various efforts and initiatives that are identified in the plan

2. Examples include:

- Number of teacher and instructional coaching opportunities engaged in through the school year
- Number of teacher and instructional coaching opportunities in terms of co-planning and interventions with students
- Effectiveness of coaching opportunities on classroom instruction based on local assessment data and local student achievement data
- Reduced teacher turnover/higher retention rate of teachers

The effectiveness of the TLC plan will also be measured by student performance on district wide summative assessment measures that include state mandated assessments in literacy, math, and science at grades 3-8 and 11,

performance of the ACT and local summative assessments in literacy, math, and science in grades 5, 8, and 11. After five years of implementation, the district will expect our percentage of students who score at the proficient level in these assessments to continue to rise on a consistent basis. Obviously, we will monitor results annually and look for trends throughout the five year period.

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

The existing process for monitoring all school improvement initiatives in the district includes the Board of Education, the District Leadership Team and the Administrative team. The TLC plan, and the evidence of effectiveness, will be monitored through the existing process periodically throughout each year. Progress reports will be presented to these groups a minimum of two times during the school year. The TLC Leadership Team (the new positions created through the TLC grant as well as the administration team) will take primary responsibility for collecting, analyzing, and reporting the formal evidence of effectiveness. The TLC Leadership Team will also provide valuable perspective based upon more informal communications with the participants in the plan as it is implemented. The TLC Leadership Team will be responsible for developing adjustments to the plan, presenting those adjustments to the relevant teams of the shared decision making structure for feedback, and following through with adjustments to improve the plan.

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 MMCRU Community School District, has a strong desire to implement the TLC system. After interviewing our teaching staff, it was evident that 80% of staff is supportive of and interested in our district implementing leadership roles for teachers and compensating teachers for those roles. Many staff members have shown interest in these leadership positions and support building teachers' capacity through these roles. The staff agrees that increasing the effectiveness of instruction and student achievement will happen through the TLC system.

Our districts' TLC system will follow in the footsteps of prior initiatives in terms of implementation and sustainability. Our current initiatives have shown great sustainability.

These initiatives include: Authentic Intellectual Work (AIW) and Cognitively Guided Instruction (CGI). Through the collaborative work of teachers, these systems have been able to sustain and grow over time. An example of our ability to sustain leadership capacity is shown with our ten AIW coaches that who lead teams of teachers through the AIW process monthly and facilitate the collaboration among teachers, with a clear focus on improving instruction.

Our School District will be successfully implementing this TLC system with integrity. The following specifics of our plan will allow for effective implementation.

- Mentor Teachers (Under leadership of the Curriculum Coordinator): We will continue to use veteran teachers to fill the role of mentors to new teachers in our district.

These teachers will be the support for new teachers and meet regularly with them to ensure building and district initiatives are being met. They will also provide social and emotional support for the new teachers in the district.

- Reading and Math Interventionists: We will build upon our current structure of ten Authentic Intellectual Work coaches.

These Interventionists will support teachers to develop data-driven decision-making. They will also work with all teachers, especially the reading and math teachers, to research, model, and implement evidence-based instructional practices that align with district goals.

The leaders in this role will also assist administration and faculty to plan and implement the use of evidence-based instructional practices and plan and lead Professional Development efforts. They will assist in the oversight of our reading and math curriculum and will have the responsibility to assist teachers as they review and revise curriculum to reflect the Iowa/Common core content and select instructional strategies in our personalized learning educational reform. The individuals in these roles for the TLC system will go through professional development and learning about each role to ensure they are all meeting the needs of students and staff.

Mentor Teachers, Curriculum Coordinator, and the Reading and Math Interventionists will be asked to further their learning through opportunities outside of the district and attend conferences on subject matter. Our emphasis on effective instructional practices and analysis of student data will be strengthened by the underlying structures of our district strategy.

Authentic Intellectual Work and Cognitively Guided Instruction will be enhanced by the roles of Mentor Teachers, Curriculum Coordinator, and the Reading and Math Interventionists.

We will continue to have a focus and commitment on a strong Mentoring and Induction Program to support quality teaching. The district will work continuously to ensure that this structure in place will have sustainability over time. Members who will work to ensure sustainability include:

- Superintendent: The superintendent will be the key decision maker for the TLC system. Building Principals and members of the TLC Committee will recommend actions to the Superintendent.

- Building Principals:** The three building principals will oversee the mentor teachers, Curriculum Coordinator and the Interventionists in their buildings, which include evaluations and identifying effectiveness. They will report recommendations to the Superintendent.
- TLC Committee:** The TLC Committee, which consists of teachers and administrators, will be involved in the hiring of each role and identifying effectiveness of the system by looking at student data and surveying teachers. They will report recommendations to building principals and Superintendent. This sustainability will also be met through the transparency of the TLC committee, district administrators, and the District’s Board of Education to keep a clear focus on the key purpose of each of the teacher leader position and their corresponding roles and responsibilities to allow them to be achieved with fidelity.

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**

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$12,287.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$31,000.00
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).	\$209,111.18

Amount used to provide professional development related to the leadership pathways.	\$5,000.00
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>	\$0.00
Totals	\$257,398.18

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	823.2
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.</i>	
District Enrollment-Based Allocation	\$257,398.18
Total Allocation	\$257,398.18

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended	\$257,398.18
<i>If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.</i>	
Remaining Allocation to be Budgeted	\$0.00

Budget Alignment

Using Part 10 application narrative from previous application? **No**

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

Goal: Recruit promising new teachers by offering competitive starting salaries and an effective and supportive mentoring and induction program. We have allocated \$12,487 to raise the minimum salary to \$33,500. All teachers in the MMC CSD are paid the at least \$33,500. There are four teachers currently below this level in the RU District, and it will cost \$3,120/teacher to raise their salary. This increase will be another incentive for new teachers to join our district.

Goal: Retain effective teachers and reward professional growth by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation. \$31,000 covers compensation and additional contract days for those 4 teachers in the teacher leadership roles in the district as described. The salary supplements cover the additional leadership responsibilities leaders will be undertaking. The additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities.

Goal: Promote collaboration by developing and supporting opportunities for all teachers to learn from each other through effective professional development practices in the area of literacy instruction. The remaining \$5,000 is reserved to cover costs associated with training teachers for the leadership roles. This could include covering transportation costs to attend off site trainings, registration fees for role-specific training, such as a cognitive coaching class for Instructional Coaches, or paying for substitutes. We understand that the budgeted amount for professional development will not meet the needs of this program. It is our intent to utilize additional professional development funds including Teacher Quality funds and additional district funding to provided appropriate and effective professional development.

Distributing compensation in this manner will allow us to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement.

We believe that if we recruit, develop, and promote excellent teachers and support new teachers in our district by raising the minimum salary, providing supports and professional growth opportunities for new and veteran teachers, then professional satisfaction and student learning will increase.

The budget for the Teacher Leadership and Compensation Plan for the MMCRU Community School District will need to allow for flexibility due to the number of open enrolled students that we have both in and out of our district. For the 2016-17 school year, our district generated a certified enrollment of 815.15 students. Our initial budget will be based upon the funds generated from that certified enrollment number.

Roles

We based the number of positions on the needs that we have identified in our district for our proposed teaching staff of 60. While we believe that our new teachers need a strong mentoring and induction program, we also know that our veteran teachers require many opportunities for observation, coaching, modeling and support. It is our plan to have mentoring take place in our district so that the number of substitute teacher days will be reduced. We also believe that given the potential of our Teacher Leadership and Compensation Plan, the retention of our teachers will increase, thus decreasing the need for additional Mentor Teachers. We feel confident that the leadership positions will provide us a strong unified team of teacher leaders to provide increased learning opportunities for staff. We will begin with Mentor Teachers, a Curriculum Coordinator Teacher, (with responsibilities of leading our mentoring program), a Technology Integrationist, and two Interventionists. One in Math and one in Reading.