



Application

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

95565 - Marion Independent TLC Grant

Teacher Leadership and Compensation System

Status: Under Review

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## Primary Contact

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<b>Program Area of Interest</b>	Teacher Leadership and Compensation System		
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## Organization Information

<b>Organization Name:</b>	Marion Independent School District
<b>Organization Type:</b>	K-12 Education
<b>Tax ID:</b>	
<b>DUNS:</b>	

**Organization Website:**

**Address:** 777 S. 15th Street

Marion Iowa 52302  
City State/Province Postal Code/Zip

**Phone:** 319-377-4691 1100  
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**Fax:** 319-377-4692

**Benefactor**

**Vendor Number**

## Recipient Information

**District** Marion Independent School District

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

**County-District Number** 57-4086

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

**Honorific**

**Name of Superintendent** Sarah Pinion

**Telephone Number** 319-377-4691

**E-mail Address** spinion@marion-isd.org

**Street Address** 777 S. 15th Street

**City** Marion

**State** Iowa

*Use the drop-down menu to select the state.*

**Zip Code** 52302

## TLC Application Contact

**Honorific**

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**City** Marion

**State**

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**Zip Code**

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## **Narrative**

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

**TLC Vision and Goals**

The Marion Independent School District (MISD) is excited to have the opportunity to foster teacher leaders. Our vision for the TLC plan is founded on the premise that increased teacher leadership will significantly improve and enhance teacher retention, teaching and student learning. The goals of MISD's TLC plan are to:

- Improve student achievement by strengthening instruction
- Attract new teachers by offering competitive starting salaries, professional development and leadership opportunities
- Retain effective teachers by providing enhanced career opportunities
- Promote collaboration by developing and supporting opportunities for teachers to learn from each other
- Reward professional growth and effective teaching by providing pathways for career opportunities that comes with increased leadership responsibilities and involve increased compensation

**Existing Teacher Leadership**

We are proud of what existing teacher leaders at the district and building levels have accomplished with minimal resources. They are working on standards-based grading, Positive Behavioral Interventions and Supports (PBIS), continually aligning with the Iowa Core, enhancing of the Multi-Tiered System and Supports (MTSS), and implementing the FAST literacy assessment (K-4). With the necessary funding from the state and 26% of our teachers involved in leadership roles, we are confident that the TLC grant will enhance and enrich these areas, as well as tighten alignment of initiatives across buildings and meet the ultimate goal of increasing student learning.

**TLC Process and Positions**

A committee of stakeholders, comprised of administrators, teachers, parents and a board member, created MISD's TLC plan. The committee examined the research of great educators like Richard DuFour, discussed current practices within our district and derived ways to enhance and improve those practices. This grant application shows how we plan to increase student achievement, attract and retain quality teachers, promote collegial collaboration and reward professional growth with the addition of the following teacher leadership positions:

<b>Teacher Leader Position</b>	<b>Key Responsibilities</b>
<b>School Improvement Coordinators (1 per building-5 total)</b>	<ul style="list-style-type: none"> <li>-Establish and maintain functional collaborative PLCs within buildings</li> <li>-Provide building oversight to ensure focus on student achievement data</li> <li>-Align professional development to district improvement goals</li> <li>-Assist teachers with research-based strategies to support varied learning needs</li> <li>-Observe, co-teach and model lessons to support teachers</li> </ul>
<b>Learning Team Facilitators (grade level or subject specific-23 total)</b>	<ul style="list-style-type: none"> <li>-Support PLC collaboration in grade level or subject area teams</li> <li>-Provide team oversight to ensure focus on student achievement data</li> <li>-Facilitate PLC's effort to improve student achievement and learning</li> <li>-Practice professional development initiatives in their own classroom</li> <li>-Monitor effectiveness of implemented strategies</li> </ul>
<b>Technology Specialists (building specific-8 total)</b>	<ul style="list-style-type: none"> <li>-Assist with technology integration in classrooms</li> <li>-Engage in technology learning communities</li> <li>-Monitor teacher and student technology use</li> <li>-Provide oversight for technology initiatives and needs</li> <li>-Troubleshoot technology use</li> </ul>

<b>New Teacher Site Mentors (1 per new teacher)</b>	<ul style="list-style-type: none"> <li>-Coordinate with Grant Wood i3 Teacher Mentor Grant full-release mentor</li> <li>-Provide building-based guidance and assistance to new teachers</li> <li>-Provide collegial relationship for new teachers in new work environment</li> <li>-Assist new teachers throughout key times of the year (setup, assessments, conferences, management, etc.)</li> </ul>
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**Professional Development**

A critical component of MISD’s TLC plan is providing our teacher leaders with an active role in planning and presenting professional development. A key focus will be the consistent utilization of Professional Learning Communities (PLCs) and incorporating the four essential questions:

- What do we want students to learn?
- How will we know when they’ve learned it?
- How will we respond when they don’t learn it?
- How will we respond when they’ve already learned it?

Uniting this PLC foundation with our existing professional development will provide a solid base for our teachers to develop rich instruction. This will engage and motivate students resulting in increased achievement and learning. Teacher leaders will ensure cohesion of the delivery and implementation and evaluation of program and strategies presented during each professional development session. All professional development will be tied directly to the Iowa Professional Development Model (IPDM) and continue placing student learning at the center of school improvement and staff development.

**Evaluation of Program**

A survey of the current MISD staff indicates 91% support our TLC plan, vision and goals. We anticipate at least 78 applications for the new teacher leader positions. Execution and viability of this plan is crucial to its existence and sustainability. Evaluation of MISD’s TLC plan will be managed by a steering committee with focus in the following areas:

- Feedback on impact of TLC positions from all stakeholders
- Implementation and effectiveness of professional development
- Student achievement data

**MISD’s Formula for Success**

The Marion Independent School District is committed to Motivating and Improving Student Development. Our district serves over 2000 students and combines the many advantages of a smaller school without sacrificing the quality opportunities afforded by our suburban setting.

TLC grant funding will allow MISD to secure the resources required to support our teachers on their professional journey to excellence, which will result in improved student achievement and propel students to succeed in a globally competitive environment.

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

TLC Model Number Model 3 Comparable Plan

**Narrative**

Using Part 1 application narrative from Year 1? No

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

**Please include the following information in your narrative:**

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

### TLC Grant – Part 1

The Marion Independent School District (MISD) is in the second year of developing its TLC plan. Our district reviewed student data and focused on understanding APR goals, aligning and enacting grade level Professional Learning Communities (PLCs) at the K-8 level and subject area PLCs at the 9-12 level. These teams worked collaboratively to implement the Iowa Core and clarified what we expect all students to learn. Professional development around formative assessment helped us determine how we know if our students have learned critical skills and how we respond if they struggle, as well as how we respond if the student has already reached the learning goal. As we looked at the current district initiative, it became clear that more collaboration, teacher leadership, and support could improve student learning.

#### Planning Process

<b>Use of TLC grant funds:</b>	-To compensate committee members for time to complete tasks -Provide access to resource materials
<b>TLC Planning Committee Members:</b>	-6 teachers -6 administrators -Parents -Board Member
<b>TLC Planning Committee Tasks:</b>	-Viewed webinars -Read material on PLCs -Discussed research on Teacher Leadership -Read material provided by Department of Education -Small group writing sessions -Surveys conducted to parents and staff, welcoming feedback, questions and suggestions for improvements -TLC positions and job descriptions were refined throughout process
<b>TLC Planning Committee Presentations:</b>	-Building representatives shared plan in buildings and provided feedback to committee (three times per building) -Presentations and feedback sessions held with PTOs -Information booths set up during parent/teacher conferences -Updates presented at school board and SIAC meetings -Presentation to Alumni Foundation Board

The Teacher Leadership and Compensation models provided by the Department of Education were examined, and our committee reached 100% consensus that we needed to create our own model. By creating a model specific to our needs, we are able to take the best pieces of research-based models and support each individual's ability to change. In keeping with Alan Deutschman's points in *Change or Die* (2007), people have a much higher success rate at changing behavior when they believe others think they can change.

Early on, a survey was created and distributed for completion by parents, teachers and administrators. Survey responses confirmed the following goals for teacher leadership in our district:

- Increased opportunities for collaboration
- Improved instruction leading to increased student learning
- Support for new and experienced teachers
- Coordination of initiatives PK-12
- Professional development opportunities for leadership and learning

At Marion, we nurture a supportive and collegial atmosphere, and with this background information, the committee confidently developed plans by which teachers could be elevated to greater leadership roles in the district. The committee discussed and reached agreement with approval from all stakeholders on a plan that includes the addition of School Improvement

Coordinators, Learning Team Facilitators, Technology Specialists, and New Teacher Site Mentors. Survey results indicated 91% of those completing the survey (parents, teachers, and administrators) support the plan for these teacher leadership positions. The following survey comments were made:

Stakeholder	Comment
Elementary Parent	"Very good idea. This would have helped me when I was teaching to be more consistent with academics and student interactions."
Elementary Teacher	"I like how the positions are available in each of the buildings. You can get immediate feedback/help from these positions to improve student learning."
Middle School Parent	"Love the technology support ideas. We need this."
Middle School Teacher	"This is great because of the facilitation of learning that will be accounted for. I like the goal setting and putting a plan in place to meet those goals."
High School Parent	"We need all the items in this plan, especially teacher/mentor support."
High School Teacher	"We always want time to do research and plan better opportunities for student learning but lack the time. If we have people in these positions, we will be able to improve teaching and learning."
Administrator	"The addition of teacher leadership positions as outlined in our plan will provide support to teachers and has the potential to increase student learning."
Board Member	"The Teacher Leadership Grant would provide the district with the opportunity to increase the capacity of our teachers. Increased capacity would lead to enhanced communication across the teaching staff resulting in better alignment between the buildings in the district. Through collaboration, teachers would be able to delve more deeply into data, provide support in lesson design, and further improve the relationship between the teacher, student, and content, resulting in increased student learning and higher student achievement."

District support is high for the plan we have created. Based on feedback, we anticipate 78 applications for positions outlined in the plan. MISD realizes that in addition to our study of current data, research on best practice, creation for our TLC goals, and definition of jobs and compensation, there will be a need to continually revisit our plan. This plan will continue to be evaluated, adjusted and improved for the betterment of student learning. A steering committee of seven stakeholders will meet monthly during the first year of implementation to collect feedback, recommend adjustments and monitor impact on student learning. Currently, the plan for this committee is to meet quarterly in subsequent years.

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## Narrative

Using Part 2 application narrative from Year 1?

No

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

**State Goals:**

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

## TLC Grant – Part 2

### TLC Vision

The Marion Independent School District's (MISD) TLC plan is founded on the premise that increased teacher leadership through instruction and technology, site mentors for new teachers, and the increased collaboration between District, Building and Professional Learning Teams will improve and enhance student learning, teacher instruction and teacher retention. Currently, teacher leadership exists at the district and building levels through work on standards-based grading, Positive Behavioral Interventions and Supports (PBIS), continued alignment to the Iowa Core, enhancement of the Multi-Tiered System and Supports (MTSS), and implementation of the FAST literacy assessment (K-4). The TLC grant will allow us to continue to develop and enrich these areas, as well as tighten alignment of initiatives across buildings.

Our TLC vision ties in with our district's mission and vision. The TLC program will deepen the meaning behind each of these statements.

<b>MISD Mission</b>	The mission of the Marion Independent School District is to prepare all students with the skills required to enter future adult roles and become effective citizens, productive workers, informed consumers, and responsible family members
<b>MISD Vision</b>	We are a community committed to <u>M</u> otivating and <u>I</u> mproving <u>S</u> tudent <u>D</u> evelopment.

### District Goals

Each building develops annual school improvement plans around reading, math, science, technology and safety. Our district has a continual focus on literacy, including vocabulary development, writing and comprehension. Additionally, the district identified a need to document and align curriculum between teachers, grade levels and subject areas. Currently, this need is being addressed through the use of ATLAS Online Curriculum Mapping to guide vertical and horizontal conversations. Our TLC plan's Subject Area and Grade Level Facilitators will boost effectiveness of curricular collaboration. Our plan's full-release School Improvement Coordinators will help plan with, coordinate and support these Professional Learning Communities (PLCs). These coordinators will also provide assistance and modeling in the use of various teaching strategies, classroom management, curriculum adaptation and assessment. Additionally, Technology Specialist positions will provide assistance, support, and modeling to teachers and students as they integrate technology into content areas and lessons to increase engagement and learning.

### The following goals are aligned with the State's TLC Goal:

#### **-Improve student achievement by strengthening instruction**

Our percent proficient on Iowa Assessments consistently average over 70%, with occasional rates over 90%. By improving the quality of instruction, increasing implementation of research-based strategies with fidelity, and the monitoring, coaching and attention to support for teachers, the learning of all students will increase.

### **MISD 2014-15 APR Goals**

Reading	By May 2015, grade six will show an increase of more than 15 points on the Iowa Assessment Reading Test, measured by the National Standard Score (NSS).
Mathematics	By May 2015, grade nine will show an increase of more than 10 points on the Iowa Assessment Mathematics Test, measured by the National Standard Score (NSS).
Science	By May 2015, grade seven will show an increase of more than 12 points on the Iowa Assessment Science Test, measured by the National Standard Score (NSS).

#### **-Attract new teachers by offering competitive starting salaries, professional development and leadership opportunities**

The MISD base pay is \$35,192, which exceeds the \$33,500 required by TLC legislation. Additionally, we participate in the i3

Teacher Mentor Grant through Grant Wood AEA. This grant allows us to provide a full-release mentor who meets with each of our new teachers two hours per week. The mentor receives training to provide high quality assistance to teachers as they complete their initial license. We will expand this by having site mentors within each building to provide another level of support in areas of curriculum content, classroom management and technology. These mentors will continue to teach but be available to meet with and support these new teachers.

**-Retain effective teachers by providing enhanced career opportunities**

MISD currently has 161 teachers. With the TLC grant, we will have at least 42 teachers take on leadership positions. There will be full-release positions (School Improvement Coordinators and Technology Specialists) as well as teaching positions with additional contract days and responsibilities (Subject Area/Grade Level Learning Team Facilitators, Technology Specialists and New Teacher Site Mentors).

**-Promote collaboration by developing and supporting opportunities for teachers to learn from each other**

Our TLC structure will enhance our current collaboration by providing our PLCs with support and leadership. Our teacher leaders will aid teachers both in and out of the classroom to ensure our students continue to learn and achieve at high levels. PLCs will meet on a regular basis, offering stability, accountability, and solidarity. Our School Improvement Coordinators will also be able to network with other teacher leaders across the state to learn from and support each other.

**-Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation**

Our MISD TLC positions include: 15 Subject Area Facilitators (5-12), 8 Grade Level Facilitators (PK-4), 5 Full-Release School Improvement Coordinators (one per building), 8 Technology Specialists. In addition, there will be New Teacher Site Mentors (one per new teacher) to provide support on a day-to-day basis when the i3 Grant full-release mentor is not in our district.

Using Part 3 application narrative from Year 1?

No

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

### TLC Grant – Part 3

#### **Connecting, Supporting, and Strengthening to Other Work**

MISD’s TLC plan creates full release and classroom-based leadership positions. Of our 161 teachers, at least 42 teachers (26%) will be able to step into a leadership role and provide more support than presently available. Those roles include:

- 5 Full Release School Improvement Coordinators (one per building)
- 15 Subject Area Facilitators (5-12)
- 8 Grade Level Facilitators (PK-4)
- 8 Technology Specialists

-New Teacher Site Mentors (one per new teacher – minimum six during first year of implementation)

These positions will support our current initiatives: Iowa Core implementation, Early Literacy Implementation, Differentiated Instruction and Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and Peer Mentoring all through establishing Professional Learning Communities (PLCs). With our district goals of all K-12 students will achieve at high levels in reading, math and science and all students will feel safe and secure, the TLC grant leaders will support and connect our district’s initiative and goals.

<b>Teacher Leadership Role</b>	<b>Teacher Leadership Responsibility</b>
School Improvement Coordinators	<ul style="list-style-type: none"> <li>-Establish and maintain functional collaborative PLCs within their building</li> <li>-Provide building-level oversight to ensure group focus on student achievement data and alignment to district goals</li> <li>-Use Iowa Professional Development Model to ensure teams are trained to help the district increase student achievement and learning</li> <li>-Meet regularly with District Leadership Team to align efforts across district</li> <li>-Meet regularly with building principal to coordinate Building Leadership Team meetings to provide relevant job-embedded professional development, focusing on key areas such as literacy, math and science to align with district student achievement goals using innovative, research-based strategies to support our initiatives</li> <li>-Support the MTSS process by assisting teachers with strategies to support the varied learning needs within classrooms and grade levels</li> <li>-Be available to observe, co-teach, and model lessons to support teachers with implementation of PD-focused initiatives</li> </ul>
Learning Team Facilitators	<ul style="list-style-type: none"> <li>-Serve their grade level or subject area PLC</li> <li>-Provide team-level oversight to ensure group focus on student achievement data and alignment to building goals</li> <li>-Meet regularly with Building Leadership Team for alignment and monitoring of efforts within their building</li> <li>-Facilitate grade level or subject area PLC’s effort to improve student achievement and learning</li> <li>-Continue to support and provide assistance to teachers to align our Learning Targets and “I Can” statements to Iowa Core</li> </ul>

Technology Specialists	<ul style="list-style-type: none"> <li>-Assist teachers in integrating technology into lessons to improve instructional practices and student learning</li> <li>-Meet with District Technology Committee to help monitor technology use and provide oversight and visioning for future technology initiatives to assist students in becoming 21<sup>st</sup> century skilled learners</li> <li>-Assist teachers in use of ATLAS online curriculum map program to monitor alignment to Iowa Core</li> </ul>
New Teacher Site Mentors	<ul style="list-style-type: none"> <li>-Assigned to each new teacher in district</li> <li>-Coordinate with Grant Wood AEA full-release mentor provided by i3 Teacher Mentor Grant funds to provide building-based guidance to new teachers</li> <li>-Provide frequent feedback for new teachers related to their concerns</li> <li>-Provide insight into the building culture and traditions</li> </ul>

Our TLC positions are built on the foundation of meeting the needs of our community and school district, coupled with our district's vision and mission of preparing students for future adult roles as effective citizens, productive workers, informed consumers, and responsible family members. By establishing teacher leadership positions at MISD, we will provide additional processes and structures to allow teachers to have an increased influence in the needs, initiatives, curricular materials and strategies for school improvement. This will provide for more alignment and commitment to school improvement. The opportunities for teachers to grow, refine and share their expertise with each other will provide our students with high quality learning opportunities.

Using Part 4 application narrative from Year 1? No

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

**TLC Grant – Part 4**

**Utilization of Teacher Leaders for New Teachers:**

Our mentoring program, as a result of involvement in the i3 Mentoring & Induction consortium has improved significantly in recent years, and our TLC plan will help us improve our site and job specific mentoring and support. Involvement in the i3 Teacher Mentor Grant through the Grant Wood AEA (Area Education Agency) allows us to utilize a full-release teacher to work with the beginning teachers in our district for their first two years. The work that is done with the new teachers and their mentor includes a minimum of two hours of coaching per week. During this time, the mentors and mentees are able to discuss research-based strategies, examine student and class data, observe instruction, model, and coach next steps in their development as highly effective teachers new to the profession. Since the mentors are available and have additional training for their work with new teachers, this model is proving to be effective. Our TLC plan will allow us to continue utilizing the full-release mentor program plus add another component of a New Teacher Site Mentor. This colleague will receive a stipend to provide grade-level and subject-specific on-site support for the new teacher in ways the full-release mentor program is not designed to provide.

**Analysis of the effectiveness of the current induction and mentoring program:**

Over the last three years, MISD has hired 31 new teachers. We have 26 of those teachers still on staff, which is a loss of 16% of our new teachers over three years. Those leaving MISD went on to teaching positions in other districts, with a 0% loss to the profession. This percentage is much lower than the last recorded state average of a 31% loss of new teachers who leave the profession during the first 3-5 years. While our current system has been effective, we have a lack of consistent day-to-day connections for our new teachers. Having New Teacher Site Mentors will fill that gap.

**Areas of improvement needed in the current program:**

The areas of improvement for our current program will be the addition of an on-site building based mentor for each new teacher. The New Teacher Site Mentor will be available on a daily basis to help with procedures and culture unique to the district and building. We plan to continue our partnership with the AEA for full-release mentors and enhance the system with our TLC plan. This support in addition to the weekly mentoring provided through i3 grant will fill a gap that has surfaced.

**How our TLC plan will address these gaps:**

Our New Teacher Site Mentors will be available on a daily basis to meet with new teachers and answer questions they may have specific to their building position. Assistance, encouragement, sharing, and support will be available quickly for new teachers with this additional leadership position. Our district will be able to address new teacher immediate needs with the addition of a New Teacher Site Mentor. Our mentors will be able to assist them throughout the key times of the year listed below:

<b>Before School Begins:</b>	Classroom setup, building routines and expectations, familiarize with curriculum, help get familiar with School Improvement Coordinator
<b>Fall:</b>	Assessments, grading, report cards (with assistance from Technology Support Specialists), conferences, parent communication, continued support of building routines and expectations, using School Improvement Coordinator to enhance instruction, Multi-Tiered System and Support (MTSS) and using data
<b>Winter:</b>	Managing stress of job, re-teaching expectations after breaks/vacation, collaboration with Grade Level/Subject Area Facilitators, positive parent communication, assessments, report cards, student concerns, use of Technology Integration Specialist to assist in instruction and student learning
<b>Spring:</b>	Conferences, reinforcing building routines and expectations, student concerns, motivating students, managing time for yourself, maintaining parent communication
<b>End of School Year:</b>	Report cards, assessments, forms/reports to be completed, packing up classroom, preparation/ordering for next school year, summer plans

We are looking forward to the opportunities our New Teacher Site Mentors will have to enhance and provide additional support to new teachers beyond what is currently in place. We feel the addition of these site mentors will assist in new teacher retention.

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## **Narrative**

Using Part 5 application narrative from Year 1?

No

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

**Please include the following information in your narrative:**

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

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

**TLC Grant – Part 5**

**Teacher Leader Roles:**

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Using Part 6 application narrative from Year 1?

No

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

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

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

**TLC Grant – Part 6**

**Teacher Leader Selection**

Our district’s TLC model proposes the addition of at least 42 teacher leadership positions during the first year of implementation, broken into five categories:

- School Improvement Coordinators
- Learning Team Facilitators
- Technology Integration Specialists
- Technology Support Specialists
- New Teacher Site Mentors

Some of these positions will be full release positions (School Improvement Coordinators and Technology Integration Specialists) or regular teaching positions with an extended contract (Learning Team Facilitators, Technology Support Specialists and New Teacher Site Mentors) and added compensation.

**Teacher Leadership and Compensation Selection Committee**

The MISD Selection Committee comprised of four administrators (Business Manager or Technology Director, HS Assistant Principal and two other administrators specific to position being interviewed) and four teachers (one each from Preschool-2, 3-4, 5-8, 9-12) will participate in interviews. A survey will be sent to teachers at each of the grade levels represented, allowing nominations of who would be the best representation of their grade levels to serve on the Selection Committee. Once the MISD Selection Committee is established, they will meet and develop interview questions for each position. The Administrative Team made up of building administrators, Superintendent and AEA Regional Administrator will review the set of questions for consistency and alignment of language. Should a member of the Selection Committee be an applicant for a particular position, that member may not participate in the preparation for the interview process nor interview the other applicants for that position.

**Selection Committee Application and Interview Process**

When MISD receives confirmation that the TLC grant is awarded, the teacher leader positions and job descriptions will be posted in all buildings and on the district’s website. Applicants for the teacher leadership positions will apply by submitting a resume’ and a written narrative on why they want to be a teacher leader and how their leadership skills will support improving teaching and student learning. They will also complete the Teacher Leader Self-Assessment from the Center for Strengthening the Teaching Profession. This assessment surveys the teacher’s leadership skills in working with adult learners, collaborative work, communication processes, knowledge of content and pedagogy, and systems thinking. Teachers applying for leadership positions must have a minimum three years teaching experience, with at least one year in the district. Current supervisors of the teacher leader candidates will also be contacted for a reference check and peer input will be sought.

<b>Full-Release Positions posted and interviewed first:</b>	-School Improvement Coordinators (five positions) -Technology Integration Specialist (one position)
<b>Full-Time Teaching plus Leadership Positions posted and interviewed last:</b>	-Technology Support Specialists (seven positions) -Grade-Level Learning Team Facilitators (K-4 Level, 8 positions) -Subject Area Learning Team Facilitators (5-12 Level or K-12 Level, 15 positions)
<b>Full-Time Teaching plus Leadership Positions selected by Building Administrators and School Improvement Coordinators on as needed basis from list of eligible candidates:</b>	-New Teacher Site Mentor (one per new teacher, minimum six for first year of implementation)

All applicants will be interviewed for each position. After the interviews, the committee will evaluate the interview responses and the Teacher Leader Self-Assessment. The Selection Committee will identify the top candidate for each position following each set of interviews. If candidates do not receive a position, they are eligible to apply and interview for another leadership position.

**Evaluation of Teacher Leaders, Measures of Effectiveness, & Professional Growth**

Each teacher leader position is a one-year position with the opportunity to reapply or renew the following year. This will allow

candidates to maintain their position, apply for a different leadership position or return to a full-time teaching role. Teacher leaders will complete a one-year Career Professional Development Plan in the fall of their inaugural year with a review and evaluation of the plan in the spring. Plans and revisions will be submitted to their building administrator. Building administrators will conduct an annual evaluation of the School Improvement Coordinators. The evaluation will include a peer review component. Building administrators will evaluate the Learning Team Facilitators, with input from the School Improvement Coordinator and the grade level/subject area. The Technology Director and building administrator will evaluate the Technology Specialists, with input from peer surveys. New teachers receiving support from the New Teacher Site Mentors will complete a feedback survey at the end of the school year and building administrators will evaluate the New Teacher Site Mentor's performance. All teacher leaders will maintain a professional log, describing the activities of their year, to submit as part of their evaluation.

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## Narrative

Using Part 7 application narrative from Year 1?

No

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

**Please include the following information in your narrative:**

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

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

*Click here To access the Iowa Professional Development Model page.*

## TLC Grant – Part 7

### Professional Development by Teacher Leaders

Our TLC plan provides our teacher leaders with an active role in planning and presenting Professional Development (PD). Teacher leaders will work closely with their building principal, Building Leadership Teams, and District Leadership Teams to ensure cohesion of the delivery and implementation of programs and strategies presented during each PD session. District and building PD will continue to be based on the Iowa Professional Development Model (IPDM).

Our new teacher leader roles will participate in some or all three of our leadership teams.

Leadership Team	Members (Teacher Leaders are bolded)
District Leadership Team	<ul style="list-style-type: none"> <li>-Superintendent</li> <li>-Curriculum Director</li> <li>-Technology Director</li> <li>-AEA School Improvement Coordinator</li> <li>-AEA Regional Administrator</li> <li>-Building Principals</li> <li><b>-School Improvement Coordinators</b></li> </ul>
Building Leadership Teams	<ul style="list-style-type: none"> <li>-Building Principals</li> <li><b>-School Improvement Coordinators</b></li> <li><b>-Technology Specialists</b></li> <li><b>-Learning Team Facilitators (Grade Level or Subject Area)</b></li> </ul>
Professional Learning Communities (PLCs)	<ul style="list-style-type: none"> <li><b>-Learning Team Facilitators</b></li> <li>-Grade Level or Subject Area Teachers</li> <li><b>-New Teacher Site Mentors</b></li> <li><b>-School Improvement Coordinators (support as needed)</b></li> </ul>

The Leadership Teams allow our teacher leaders to be an active part of our district, building, and learning teams by participating in multiple teams. This will create an environment of dynamic conversations that will assist the teacher leaders and administrators with the preparation of PD. Teacher leaders will be directly involved in each area of the IPDM and continue to place student learning at the center of school improvement and staff development. This has been a challenge in the past and the TLC positions will create the alignment and simultaneity our district is striving for.

IPDM	Teacher Leaders' Roles (Positions are bolded)
Collecting/Analyzing Student Data	<ul style="list-style-type: none"> <li>-All MISD teachers will continue to be responsible for collection and analyzing their classroom data to share during Professional Learning Team Meetings.</li> <li><b>-New Teacher Site Mentors</b> will assist new teachers with data collection processes.</li> <li><b>-Learning Team Facilitators</b> will guide and support their Professional Learning Teams in analyzing data.</li> <li><b>-School Improvement Coordinators</b> will support new teachers in analyzing data and provide additional training as needed. They may also support individual teachers needing assistance.</li> <li><b>-School Improvement Coordinators</b> will work with building principals to provide building and district data and assist with the data analysis.</li> <li><b>-School Improvement Coordinators</b> will analyze district-level data in preparation of setting APR goals.</li> <li><b>-Technology Specialists</b> will provide and assist all teachers with tools to simplify the data collection and analysis process.</li> </ul>

<p>Goal Setting &amp; Student Learning</p>	<p>-<b>Learning Team Facilitators</b> and <b>School Improvement Coordinators</b> will review building data and work with their principal in creating a School Improvement Plan to be presented to the School Board.</p> <p>-<b>School Improvement Coordinators</b> will assist teachers in setting realistic goals for their students based on data and creating meaningful Iowa Career Development plans. As a member of the District Leadership Team and SIAC, they will also assist with APR goal recommendations to be presented to the School Board.</p>
<p>Selecting Content</p>	<p>-<b>School Improvement Coordinators, Learning Team Facilitators</b> and the building principal will collaborate and select research-based PD that addresses the building's needs and initiatives and leverage existing expertise of effective practices.</p> <p>-<b>School Improvement Coordinators</b> and district-level administrators will work together to select research-based PD that addresses the district's needs and initiatives.</p>
<p>Designing Process for PD</p>	<p>-The <b>School Improvement Coordinators, Learning Team Facilitators</b>, and administrators will play important roles in the research, designing, presenting and implementation of PD content.</p>
<p>Training/Learning Opportunities</p>	<p>-Building/District PD may be delivered by any of the teacher leaders or others who have expertise in the area being presented. The PD must align with building and district initiatives and school improvement plans.</p>
<p>Collaboration/ Implementation</p>	<p>-<b>School Improvement Coordinators</b> will ensure all learning and training is being implemented with fidelity. This will be done through classroom observations, co-teaching, and PLC meetings.</p> <p>-<b>Learning Team Facilitators</b> will practice the initiatives by example in their own classrooms and ensure their PLCs are addressing the four critical PLC questions:</p> <ol style="list-style-type: none"> <li>1. What do we want students to learn?</li> <li>2. How will we know when they've learned it?</li> <li>3. How will we respond when they don't learn it?</li> <li>4. How will we respond when they've already learned it?</li> </ol>
<p>Ongoing Data Collection (Formative Evaluation)</p>	<p>-<b>Learning Team Facilitators</b> will analyze formative data from their teams' common assessments.</p> <p>-<b>School Improvement Coordinators</b> and <b>Learning Team Facilitators</b> will analyze data and create action plans based on data trends.</p>
<p>Program Evaluation (Summative)</p>	<p>-<b>School Improvement Coordinators</b> and the district administrative team will work together to analyze data from summative assessments (FAST, Iowa Assessments). Coordinators will be responsible for sharing the data in their buildings and working together to make instructional decisions based on the data.</p>

Using Part 8 application narrative from Year 1?

No

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

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

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

### TLC Grant – Part 8

**District determination of the impact/effectiveness of the TLC plan:**

Through alignment of the state TLC goals and district TLC goals, we will be able to identify progress and attainment of our ultimate goal of improved student learning. Any gaps in meeting our full potential of the TLC program goals will be identified through our monitoring of measures of effectiveness and a record of adjustments made during implementation.

The effectiveness of teaching and learning has been a consistent focus of the district. Student achievement data is disaggregated by sub-groups and analyzed to address achievement gaps. In addition data is examined on an individual student basis to monitor growth and areas for which support must be provided. All of our evaluation tools and data are aligned to our central goal of improved student learning. The same is the case for the data processes utilized to evaluate our TLC program.

An outline below shows the flow from State TLC goals to District TLC goals and measures of effectiveness. The data points will measure the impact of our TLC plan on improving teaching and learning. This will be done by setting goals, monitoring implementation, examining quality, interpreting data and adjusting as needed to reach future goals. During the first year of implementation the TLC steering committee, consisting of seven stakeholders will meet monthly for oversight and adjustments. In future years it is anticipated that a quarterly schedule will be adopted.

State TLC Goal	District TLC Goal	Measures of Effectiveness
Attract new teachers by offering competitive starting salary	Exceed state minimum starting salary	<ul style="list-style-type: none"> <li>*The District currently exceeds the minimum starting salary minimum set by the State. The Superintendent will annually compare District starting salary to State minimum starting salary to guarantee continued compliance</li> <li>*Annual comparison of neighboring school district salary schedules</li> <li>*Annual comparison of similar size school district salary schedules</li> <li>*Exit interviews of staff leaving the district</li> </ul>
Retain effective teachers by providing enhanced career opportunities	Support teacher effectiveness	<ul style="list-style-type: none"> <li>*Individual Career Development Plans aligned to personal growth targets</li> <li>*Number of staff applying for leadership roles (currently have interest from 48% of staff)</li> <li>*Number of staff holding leadership roles in district (Teacher Leaders will account for up to least 26% of staff)</li> <li>*Staff surveys</li> <li>*MISD's new teacher retention rate of 84% compared to state average of 69%</li> </ul>
Promote collaboration	Increase collaboration	<ul style="list-style-type: none"> <li>*Iowa Core Implementation as documented through ATLAS online curriculum mapping alignment tool</li> <li>*PLC notebooks of group working documents</li> <li>*Peer Observation documents</li> </ul>

Reward professional growth and effective teaching	Provide professional development opportunities for leadership and learning	*Individual Career Development Plans aligned to personal growth targets, building goals and district goals *Professional development opportunities followed by coaching as implementation continues
Improve student achievement	Improve instruction leading to increased student achievement	*FAST assessment results and monitoring *Iowa Assessment data *ACT data *Local formative assessments *MTSS *Longitudinal student achievement data

**Monitoring & Adjustment of TLC plan based on results of the measures**

The steering committee of seven stakeholders will meet monthly to make decisions about activities and design of the pieces of the TLC plan. Communication about activities and progress in implementing our plan and the results will be provided to stakeholders through a link on the district website. Additionally surveys will be collected from parents and students in addition to staff for the purpose of identifying what is working well to enhance learning for our students and what may need adjustment. In keeping with the Iowa Professional Development Model this will be a continuous improvement process of collaboration, examining data and adjusting for improvement to meet teaching and learning goals.

Using Part 9 application narrative from Year 1?

No

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

## TLC Grant – Part 9

### Capacity to Implement and Sustain TLC Program

The Marion Independent School District is prepared to implement the TLC plan with fidelity, integrity, and excitement. Our district is known for its supportive climate and culture for innovation. There are current leadership structures in place, but with additional teacher leadership support and financial support from the state, we can strengthen our process and effectiveness of continuous improvement. MISD believes we must continue to build our Professional Learning Community structure at every level PK-12 to sustain our new TLC structure.

<b>Current Structures</b>	<b>New TLC Structure (Teacher Leaders bolded)</b>
<u>District Leadership Team</u> -Led by district and building administrators with teachers representing buildings in various capacities -Analyze district data -Make AYP goal recommendations to SIAC	<u>District Leadership Team</u> -Consists of Superintendent, Technology Director, Grant Wood AEA School Improvement Consultant, Building Principals, and <b>School Improvement Coordinators</b> -Provide district oversight and alignment to improve student learning by analyzing district data
<u>Building Leadership Teams</u> -Led by building administrator with teachers representing grade levels/subject areas -Analyze building data	<u>Building Leadership Teams</u> -Co-lead by building administrator and <b>School Improvement Coordinator</b> with assistance from <b>Learning Team Facilitators</b> , representing grade levels/subject areas -Also supported by <b>Technology Specialists</b> -Provide building oversight and alignment to improve student learning by analyzing building data
<u>Professional Learning Community Teams</u> -Grade levels/subject areas -Work together on curriculum and analyzing data	<u>Professional Learning Community Teams</u> - <b>Learning Team Facilitators</b> and grade level/subject area teams -Provide guidance and focused agenda with annual goals -Provide classroom oversight and alignment to improve student learning by analyzing classroom data
<u>Full Release Teacher Induction Coaches</u> -Provided through i3 Teacher Mentor Grant with Grant Wood AEA for first and second year teachers	<u>Full Release Teacher Induction Coaches</u> -Provided through i3 Teacher Mentor Grant with Grant Wood AEA for first and second year teachers <b>New Teacher Site Mentor</b> -Provides support to new teachers within their own building to fill the gap of in-district support
<u>Webmasters</u> -One per building to maintain building website	<b>Technology Specialists</b> -Support and help teachers implement technology into instruction -Assist with technology issues -Maintain building website

We have other infrastructures in place to help insure sustainability, but the TLC Grant really enhances our structure. MISD currently uses Iowa Core, Professional Development and Instructional Support Levy funds to support our district initiatives and professional development to implement them. Teachers currently use the Individual Career Development Plans annually to support planning and monitoring of their personal learning goals. Our District Leadership Team and School Improvement Advisory Committee meets annually to set and review district APR goals. Each building principal and their Building Leadership Team create a School Improvement Plan based on their building data. These plans coincide with our Comprehensive School Improvement Plan. Our district has a strong motivation for continuous improvement in student achievement and learning. Our consistently high performance of students making at least one year's growth on Iowa Assessments reflects this dedication to lifelong learning.

In order for this TLC process to be successful, district administrators will have vital roles and responsibilities:

Administrative Position	Roles and Responsibilities
District Superintendent	<ul style="list-style-type: none"> <li>-Receives recommendations of teacher leaders from Selection Committee</li> <li>-Facilitates District Leadership Team and ensures collaboration between Building Principals and School Improvement Coordinators</li> <li>-Provides transparency between district staff and school board on TLC progress</li> <li>-Assist Building Principals with PD opportunities for teacher leaders</li> <li>-Facilitates Steering Committee to monitor and evaluate TLC program</li> </ul>
Building Principal(s)	<ul style="list-style-type: none"> <li>-Select, support and evaluate School Improvement Coordinators, Learning Team Facilitators, and New Teacher Site Mentors</li> <li>-Collaborate with Superintendent on PD opportunities for teacher leaders</li> <li>-Facilitate Building Leadership Team jointly with School Improvement Coordinator, with assistance from Learning Team Facilitators</li> </ul>
Technology Director	<ul style="list-style-type: none"> <li>-Selects, supports and evaluates Technology Specialists</li> <li>-Assists Superintendent in transparency by maintaining surveys and TLC section on district website</li> </ul>

Throughout the implementation of our TLC plan, we will remain transparent with our stakeholders by continuing to share our plan and how it aligns with state TLC goals, our district goals and improvement plans, and the impact it has on our staff and students. This will continue to be done through staff, PTO, SIAC, Alumni Foundation and board meetings, informational booths, and our district website. We will also send out surveys to receive feedback from staff directly served by TLC positions on how the teacher leader positions are impacting and improving student learning. The survey data will be reviewed by our Steering Committee that will meet monthly throughout our first year of implementation and quarterly thereafter.

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## Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2013** Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.*

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

<b>Certified Enrollment Number</b>	1864.04
<i>The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.</i>	
<b>District Enrollment-Based Allocation</b>	\$575,652.83
<b>Total Allocation</b>	\$575,652.83

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## Part 10 - Budget Items

Use of TLC Funds

Amount Budgeted

Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$114,832.00
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).	\$460,820.83
Amount used to provide professional development related to the leadership pathways.	\$0.00
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
<b>Totals</b>	<b>\$575,652.83</b>

## Other Budgeted Uses - Description

Item description	Amount budgeted
	<b>\$0.00</b>

## Total Allocation Budgeted

Total Projected Amount to be Expended **\$575,652.83**

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

Remaining Allocation to be Budgeted **\$0.00**

## Budget Alignment

Using Part 10 application narrative from Year 1? **No**

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

**TLC Grant – Part 10**

**Use of TLC Funds**

Implementation of MISD’s Teacher Leadership and Compensation plan will allow for more leadership opportunities for teachers. We will be able to move from a volunteer or unpaid delegation focus of leadership to compensated leadership with initial and ongoing training and support. These leadership positions will strengthen instruction, retain quality teachers and increase student learning.

**Amount used to raise minimum salary to \$33,500**

The minimum salary in our district of \$35,192 already exceeds the minimum and therefore none of the TLC funds will be used to raise the minimum salary.

**Approximate amount to fund salaries and salary supplements for teachers in leadership roles**

<b>Position</b>	<b># of extra days</b>	<b># of teachers</b>	<b>Supple-mental Amount per Position</b>	<b>Total Cost &amp; Benefits of Supplemental Positions</b>	<b>Instructional Time</b>	<b>FTE Salary &amp; Benefits</b>
School Improvement Coordinator	3	5	\$5,000	\$29,145	0	\$384,020.83
Technology Specialist	2	1	\$3,000	\$3,497	0	\$76,800
Technology Specialists	1	7	\$1,000	\$8,161	100%	
Learning Team Facilitators	2	23	\$2,500	\$67,034	100%	
New Teacher Site Mentors	1	6	\$1,000	\$6,995	100%	
<b>Totals</b>				<b>\$114,832</b>		<b>\$460,820.83</b>

**Total of Supplemental & FTE Salaries & Benefits** **\$575,652.83**

**Amount to cover costs for time teachers in leadership roles are not providing direct classroom instruction and to cover costs when teachers are out of their classroom to observe or co-teach with another teacher**

Our general fund budget is currently utilized when teachers attend professional development or provide support to fellow teachers. We do not anticipate shifting those costs to the TLC grant but rather will continue to expend general fund dollars in this manner. We have approximately \$130,000 dedicated for this purpose. These funds will cover advanced leadership training, registration fees, transportation, materials and substitute costs.

**Amount used for professional development related to the teacher leadership pathways**

The priority of our TLC grant funds is building leadership capacity following the identification of our teacher leaders. We realize professional development is a critical component as we increase the power of teachers as leaders in our district. MISD is committed to the use of district professional development, Iowa Core and Teacher Quality funds rather than TLC grant funds in the following manner:

- Professional Learning Communities at Work Institute for **School Improvement Coordinators**
- ITEC conference for **Technology Specialists**
- Mike Mattos – Rtl Conference with ongoing support for **School Improvement Coordinators, Technology Specialists, Learning Team Facilitators, and New Teacher Site Mentors**
- Cognitive Coaching for **School Improvement Coordinators, Technology Specialists, Learning Team Facilitators, and New Teacher Site Mentors**
- Assessing Academic Rigor for **School Improvement Coordinators, Technology Specialists, Learning Team Facilitators,**

### **and New Teacher Site Mentors**

This cannot all happen at once and our plan will build capacity one step at a time. Our priority will be the Professional Learning Communities at Work Institute and ITEC Conference, keeping the focus on building a strong foundation of well-trained leaders. These leaders will support classroom teachers with enhancement of instruction, which will result in increased student learning and achievement.

### **Budget Alignment**

#### **Description of how TLC Budget is aligned to the school district's goals for the proposed TLC system**

Our district has a continual focus on literacy, including vocabulary development, writing and comprehension. Additionally, the district identified a need to document and align curriculum between teachers, grade levels and subject areas. Subject Area and Grade Level Facilitators provided in MISD's TLC plan will boost effectiveness of curricular collaboration. This will be done through their weekly organization and facilitation of PLC meetings as well as cross-curricular and district wide teacher collaboration. Our plan's full-release School Improvement Coordinators will help plan with, coordinate and support these Professional Learning Communities (PLCs). These coordinators will also provide assistance and modeling in the use of various teaching strategies, classroom management, curriculum adaptation and assessment. Additionally, Technology Specialist positions will provide assistance, support, and modeling to teachers and students as they integrate technology into content areas and lessons to increase engagement and learning. These positions will be made possible with TLC funds.

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## **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**